

Equipping primary teachers in gender responsive pedagogy to strengthen quality and equity in schools at Imvepi refugee camp.

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List of abbreviations

CEDAW	The Convention on the Elimination of all Forms of Discrimination Against Women
CoP	Community of Practice
CPD	Continuous Professional Development
DEO	District Education Officer
DIS	District Inspector of Schools
DTL	Director Teaching and Learning
EFA	Education for All
FAWE	The Forum for African Women Educationalists
GBV	Gender Based Violence
GRP	Gender Responsive Pedagogy
IFRC	International Federation of Red Cross and Red Crescent Societies
JICA	Japan International Cooperation Agency
Km ²	Kilometres squared
LIT	Literacy Instruction Training
MoES	Ministry of Education and Sports
M&E	Monitoring and Evaluation
NCDC	National Curriculum for Development
PED	Pangea Education Development
RBM	Results Based Management
SCT	Social Cognitive Theory
SDG	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
WIU	Windle International Uganda

Definition of key terms

Primary is based on the Ugandan terminology for grade when describing the schooling system. Primary 1 is an equivalent of grade 1.

Term refers to Uganda's school term which is a period of three months each. The first term is between February to April, term two is from May to August, then the third term is between September-December. The months in between are referred to as holiday time, a period when learners are not in school.

Refugee is anyone that flees their country for fear of oppression due to their race, religion, nationality or their political opinion and country of residence cannot protect them anymore (UNHCR, 2010).

Settlement and camp have been used interchangeably to refer to temporary dwelling for refugees.

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Project summary

Schools are a symbol of hope for the future for girls and boys that have been forced to live in refugee camps in foreign countries. Teachers are key in creating a learning environment which nurtures the future of such a generation, however, the teachers' patriarchal ideologies affect their attitudes towards girls' ability to achieve which creates a gender gap in the learning experience. The lack of training in Gender Responsive Pedagogy (GRP) perpetuates gender differences in the education system excluding girls from academically achieving to the best of their ability. GRP refers to teaching and learning processes that pay attention to the needs of girls and boys (Fentie, 2017).

The project intends to create gender awareness amongst teachers, teaching assistants, and head teachers in Imvepi refugee camp for the improvement of their attitude towards gender stereotypes and biases in the teaching and learning process. Consequently, they will be able to critically reflect on their interaction with girls and boys, overcome their own and learners' gendered attitudes and perceptions. Then they employ non-sexist and gender-sensitive instructional strategies, learning materials, and school management that support equity in the learning process. This will eventually empower girls and increase their self-efficacy and reduce toxic masculine behaviour resulting from the conflict. In addition, teaching assistants will acquire confidence and motivation to be advocates for equal opportunities for girls in their communities at the refugee camp which will improve the retention rates at primary and post-primary levels.

1.0. Introduction

Girls have for years lagged behind in attaining the right to formal education. The Beijing Platform for Action recognises education as “an essential tool for achieving the goals of equality, development, and peace” (United Nations (UN), 1995, p.26). However, the world today is facing the highest number of refugees, therefore, girls living in conflict and post-conflict areas find it even harder to access or attain quality education due to social, economic, and political challenges.

Although there have been efforts to increase refugees’ access to education, schools are socializing agents that support views, principles, and customs that encourage gender stereotypes and discrimination in education (Saldana, 2013). Teachers’ prejudiced attitudes and beliefs towards gender in a school setting, therefore, perpetuate inequalities that deter equal opportunities for girls and boys.

The Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) recognises this challenge and calls upon states to create awareness and eliminate patriarchal stereotypes on men and women’s roles, identities and responsibilities in the education system and learning materials (UN, 2010). In addition, in an effort to mitigate gender inequality and increase equal access to quality education, Education For All (EFA) suggests including development of a gender-aware curriculum, creating a gender-sensitive school environment and training teachers in gender-responsive pedagogy as effective strategies (United Nations Educational Scientific and Cultural Organisation, 2000).

Uganda, with the objective to encourage gender equality in education developed policies such as the National Strategy for Girls’ Education, Gender in Education policy, and Basic Education policy to promote girls’ education. The Ministry of Education and Sports (MoES) with the support of the Forum for African Women Educationalists (FAWE) developed a Gender Responsive Pedagogy (GRP) toolkit for primary school teachers to encourage gender-sensitive practices in the classroom. However, there are still gaps in implementing these policies and the complexity of refugee education broadens the difficulty of prioritising gender issues in refugee schools.

1.1. Refugee situation in Uganda

Since the 1950s, Uganda has been home to many refugees from Rwanda, Somalia, Burundi, Democratic Republic of Congo, South Sudan, and other neighbouring countries.

Uganda has generously opened its border to over 1.4 million people (UNHCR, 2020b) that fled from their war-torn countries placing Uganda third in the world and first in Africa with the highest number of refugees (UNHCR, 2020a).

There are twelve refugee settlement camps in Uganda. In South Western Uganda, there is Nakivale, Oruchinga, Kyaka II and Rwamwanja, then in Mid-Western Uganda there is Kiryandongo and Kyangwali, in Northern Uganda/West Nile there is Adjumani, Palorinya, Rhino Camp, Imvepi, and Bidibidi. Kampala, the capital city of Uganda is home to many urban refugees that either leave the camp to make a living or flee their countries and self-settle in the city. Imvepi Camp is the latest refugee settlement and home to South Sudanese refugees since 2017. (Windle International Uganda, 2017).

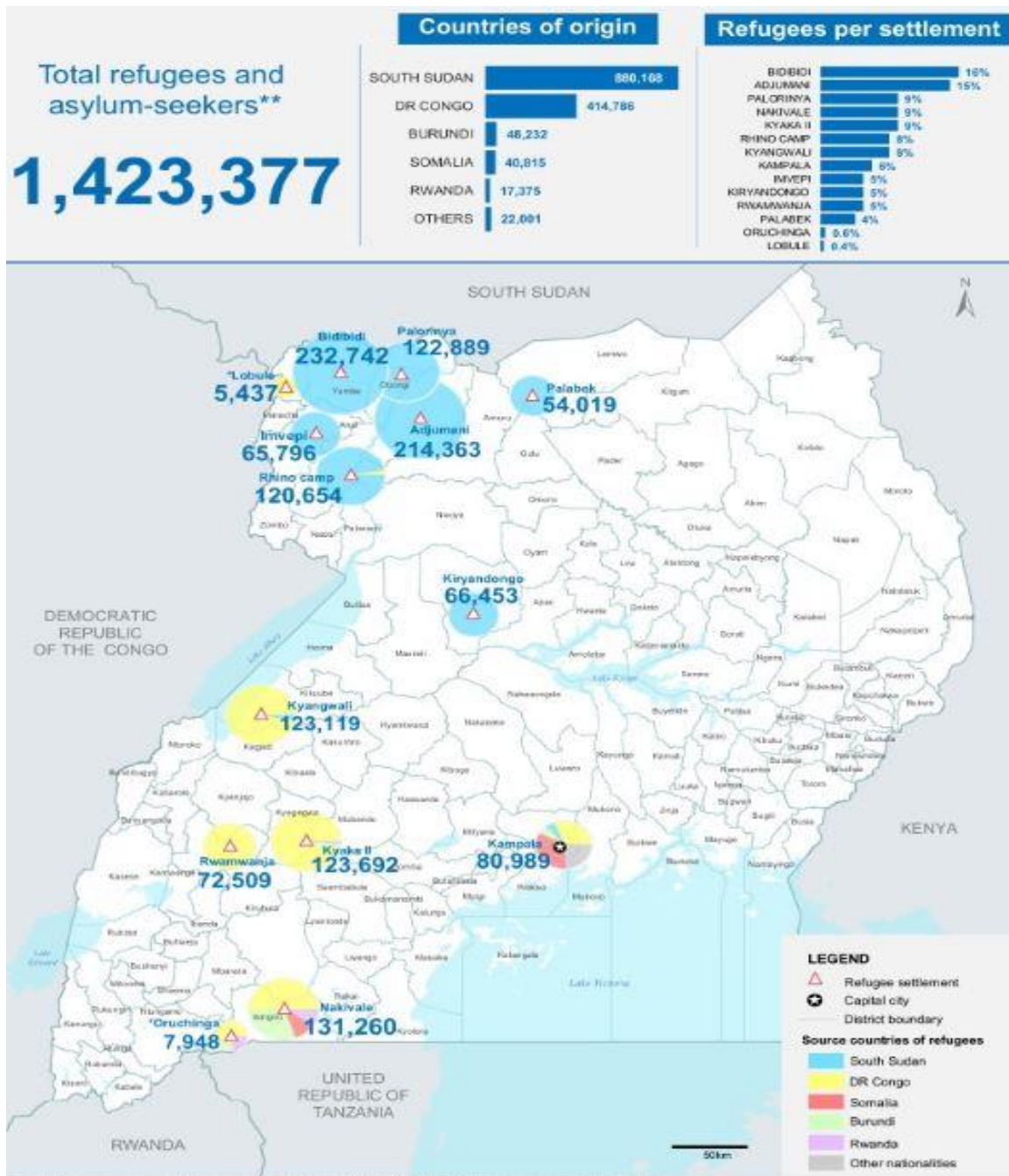


Figure 1: Map showing number of refugees in Uganda retrieved from UNHCR response portal

1.2. Uganda's education system

Uganda follows a 7-4-2-3/5-year education system. Pre-primary education is optional and individuals or organisations run pre-primary schools privately. Primary level runs for seven years, then four years at lower secondary, two years at higher secondary, and there or five years at university. Primary school teachers are trained for two years in different national and private teachers' colleges where they get a certificate, a diploma or a degree. Uganda's

education system is faced with the challenge of untrained teachers and refugee influx heightens (Hine, et al., 2018).

1.3. Refugee education

Education is key in impacting fundamental change and lessening structural differences gender, class, and race create. However, political unrest has exempted many girls and boys from this right. About 70.8 million people worldwide have been displaced from their homes with about 25.9 million refugees under 18 years (United Nations High Commissioner for Refugees (UNHCR) 2020a). Due to the impact of political unrest, the majority of refugee children are forced to drop out of school while others have derailed in their quest for education.

Primary education is free for all Ugandans. The Government of Uganda accords free primary education for all refugees based on 1951 refugee convention obligations. The government with support from partners like UNHCR, Windle International Uganda (WIU), and other national and international organisations have made this possible for many refugee children. The Education Response Plan for Refugees and Host Communities in Uganda was developed to implement a plan that would provide refugees and host communities equal access to education, train teachers, and improve the quality of education services and training (MoES, 2018).

There are about 98 Early Childhood centres, 156 community primary, and 14 secondary schools built in twelve districts hosting the refugees in the country (WIU, 2019). There has been a move to build more classrooms to increase the enrolment of learners in school. Overall, there are 2,329 teachers and 1,084 teaching assistants working in the 12 settlements in Uganda teaching both nationals and refugees (WIU, 2019). Refugee classrooms struggle with large classes with a teacher-student ratio of 1:85 in a classroom (MoES, 2018).

A recent report indicates that there are 68% refugee girls enrolled at primary, however, the number reduces to 10% at the secondary level and this mainly results from traditional practices like girl-child marriages and preference to educate boys over girls due to financial constraints (UNHCR, 2019). Teachers being central in the learning process need to be equipped with skills to ensure that girls and boys have equal opportunities in the classroom. Improving teachers' quality advances learning outcome (Rockoff, 2004). Therefore, to maintain quality of education, refugee children need qualified teachers that are

knowledgeable and skilled to understand girls' and boys' needs. Nevertheless, teachers need to be aware of gender issues and understand how gender discriminates girls and boys to minimise inequalities in the classroom.

1.4. Gender equality in education

Patriarchal systems exempt women and girls from equal opportunities. Conflict worsens the situation of girls as they face Gender-Based Violence (GBV), often drop out of school, or are forced into early marriages due to poverty (Schlecht, Rowley, & Babirye, 2013). Sustainable Development Goal (SDG) 4 aims at ensuring that girls and boys attain equal access to quality education which provides girls and boys with knowledge and skills that promote sustainable development. on the other hand, SDG5 aims at achieving gender equality and the empowerment of women and girls (UN, Transforming our World: The 2030 Agenda for Sustainable Development, 2015).

Studies have shown that girls have a similar intellectual aptitude as boys until when they are twelve years that slight changes occur but gendered perceptions on achievement especially from parents and teachers influence girls' self-efficacy to achieve (De Beauvoir, Borde, & Malovany-Chevallier, 2009). From birth, gender structures the way society moulds girls and boys. Parents instil these expectations in their children which then constructs gender-based thoughts and behaviour at an early age (Crespi, 2004; Esen & Vasemin, 2013; Kyazike, 2016; Munene & Wambiya, 2019).

Besides home, school is another strong agent of socialisation (Saldana, 2013). There are various aspects in schools that are sexist for instance the curriculum, school achievements, and teachers' attitudes (Ayim & Houston, 1996). Schools are not alien to the community in which they are. School structures such as classroom organisation and informal methods of instruction, systematically support gender roles which continue to disadvantage one gender over the other (Sadker, Sadker, & Zittlemann, 2009).

Teachers are carriers of cultural values and norms of the society (Esen & Vasemin, 2013). They knowingly or unknowingly maintain gender inequalities in the classroom through their differential expectations from girls and boys, their choice of instructional methods and the way they discipline girls and boys. Howe (1997) notes that boys' predominance in the classroom is partly as a result of teachers frequently choosing boys to contribute which then boosts their confidence. In addition, teachers are more likely to select boys to demonstrate

in a science class than girls. Contrarily, girls are trained to be reserved, passive, and compliant in some settings (UNESCO, 2000). Evidently, the teachers' gender-biased attitudes and behaviour create a gap in the way girls and boys learn (Streitmatter, 1994).

Richardson (1996) notes that teachers' attitudes and beliefs are important concepts in understanding their classroom practice, thought process, and how they teach. Teachers' attitudes towards each gender are a result of their socialisation (Richardson, 1996). Gender stereotypes reflect the different expectations of women's and men's behaviour that is based on societal perceptions; they can be positive, negative, or neutral. These vary from society to society, in some contexts, boys are often considered to be more mischievous, inquisitive, independent or active while girls are expected to be passive, organised, caring, or have to serve.

Teachers' control of knowledge in various subjects through the curriculum is often distinct to gender stereotypes and sexist perceptions which manifest when giving guidance to girls in choosing the right career path (Mirembe, 2001). These biased perceptions influence the kind of subjects and career paths girls choose. These are often in feminized career paths which are care work (Kumar & Gupta, 2008). It is absurd that girls or boys are treated as homogeneous yet they widely differ from one individual to the other.

Education that permits toxic gender stereotypes and inequitable access to education limits girls' and boys' ability to flourish to their full potential. Adopting gender-sensitive pedagogy would create a leveled ground for girls and boys to learn. Younger and Warrington (2008) describe gender-sensitivity as paying attention to the impacts of gender so that gender bias is prevented and equity is promoted. Teachers have the ability to restructure gender through the methods used in instruction, the language used to express their expectations of each child and which behaviour is acceptable or not in the classroom.

Conn (2017) notes that training teachers in Sub-Saharan Africa greatly improve their pedagogical approaches which eventually improves learning outcomes. Evidently, teachers who have been trained in gender-responsive pedagogy have shown a change in attitudes and practice gender equity (Wanjama & Njuguma, 2016). Therefore, teachers need knowledge, skills, and passion to be agents of change in and out of their classroom. Gender-sensitive teachers are able to identify and prevent sexist stereotypes in the materials they use or the gender biases carried in the class either by themselves or their learners to foster gender equality.

Similarly, Hedlin (2017) points out that head teachers must be aware of how notions concerning femininity and masculinities affect girls' and boys' everyday experiences in school. It is only when they are gender-sensitive to value the importance of gender equality that they can be able to implement policies in school to eliminate gender inequality (Mai & Brundrett, 2020). It takes the collective effort of teachers and head teachers to address gender inequalities in education.

Younger and Warrington (2008) state that there is a gap in preservice and in-service teacher training focusing on gender. Although some teachers receive training on gender issues during their training, the majority tend to forget what they learned without continuous refresher training (Gray & Leith, 2004). It is evident that in-service training would refresh or introduce those that have not been trained to gender issues in the classroom. Gender education intended for teachers has the ability to achieve social change aimed at equality (UNESCO, 2000).

The project aims at creating gender awareness in primary teachers, teaching assistants and head teachers in Imvepi refugee camp and equipping them with skills to implement gender equality in school to empower girls. The training will enhance their awareness of gender discrimination which will result in the review of their gender bias towards the girls and boys to improve equity and quality of learning in the drive to attain SDG 4 and SDG5.

2.0. Project justification

2.0. Purpose

The purpose of this project is for the teachers, teaching assistants and head teachers to recognise their gender-based attitudes, biases and stereotypes that reinforce gender inequality in their interaction with girls and boys. The knowledge and skill attained will enable them to lead learners to question unfriendly gender-based biases which would encourage the girls' empowerment and boys' acknowledgment of their privilege to minimise inequality.

In addition, head teachers will be equipped with skills in gender-responsive planning and management which will enable them to create a safe and more inclusive learning environment for girls.

2.1. Problem analysis

Education creates a sense of ordinariness and optimism for a brighter future to refugee children to whom war has greatly disrupted their lives. Therefore, quality education equips girls with tools of autonomy to fight poverty and inequality (Ombati & Mokuu, 2012). In addition to children's gender ideologies learnt from home, schools reproduce them too creating a gender gap in education. These are reproduced through a gendered curriculum, teachers' gender stereotyping and bias, gendered spaces, or gendered patterns of participation in the classroom. Sexist stereotyping hinders the right to equity in learning or the attainment of social justice for girls and boys (Mutekwe & Modiba, 2012). Unfortunately, in conflict and post-conflict situations where aggressive masculinities that mainly violate girls and women have been normalised, gender issues in the curriculum are barely addressed (Kirk, 2008)

The school has high social returns through intergenerational benefits. Therefore, teachers are instrumental in preparing girls and boys for their interaction with girls and boys is impactful on the pupils' accomplishment and imminent achievement (Coolahan, 2002). However, teachers are responsible for the reinforcement of primary gender socialisation (UNESCO, 2000). The socially constructed attitudes and expectations of girls and boys reproduce gender bias, stereotypes, and prejudices which are evident in a gender insensitive curriculum. In Rosenthal and Jacobson's experiment, the findings indicated that teachers' expectations of learners especially at a young age is a self-fulfilling prophecy that has a great effect on their intellectual development (Rosenthal & Jacobson, 1968). Teachers gender the

curriculum when they feminise subjects like English and Reading or masculinise subjects like Science, Mathematics, or Physical Education. Skelton (2005) notes that teachers' perception of boys as clever compared to girls may affect the girls' confidence to achieve to the best of their ability. In a study with third and fourth-grade primary school teachers, the finding indicated that the teachers believed that girls had less ability to achieve in Mathematics compared to boys which could be attributed to the girls' low confidence in Mathematics (Tiedemann, 2000).

Boys tend to dominate space in and outside the classroom. In class, when teachers choose to use teacher-centered methods, boys tend to monopolise teacher-student talk time through creating positive or negative situations, for instance, they get to ask more questions and receive more feedback (Jones & Dindia, 2004). In addition, boys tend to be more disruptive which requires teachers to spend more time disciplining (Stromquist, 2007). Inevitably, this pushes girls to be inactive as they rarely ask questions and participate less (Muhwezi, 2003) which can be attributed to girls' socialisation which applauds shy and reserved girls as well-mannered and acceptable.

Shilling (1991) states that the curriculum carries patriarchal values which push for the hegemonic ideology that places girls as subordinates whereas boys are portrayed in a dominant position. Out of class, boys tend to occupy larger spaces when they play games like football which often covers most of the space in the school compound whereas girls often play established feminine roles in care work for instance cooking, teacher, or taking care of a baby doll (Muasya & Kazungu, 2018).

In addition, school textbooks present gender inequality with poor visibility of women, gender stereotypical portrayal of personalities and occupations (Sunderland, 2000). Uganda is generally patriarchal in nature with the structured gendered division of labour and these are in-built in instructional materials. Namatende-Saka (2018) found that the textbooks used for English instruction portrayed women as "emotional, preoccupied-with-physical-appearances, vulnerable victims, and needing men" contrary to men who are portrayed as "rational, and physically fit breadwinners" (p.625).

Notably, refugees are highly sensitive to changing gender roles as it can be viewed as loss and decay of traditional morals (Bermudez, 2007) . Although it may be important to have cultural identities in learning materials, such portrayal continues to present unequal power relations in society. Boys are at an early age gendered into authoritarian positions (Gullicks,

Pearson, Child, & Schwab, 2007) this has the potential to determine their identity in adult life which may be difficult to undo (Mustapha, 2012). For girls and boys in conflict and post-conflict areas that have experienced violence, such toxic gendering derails the goal to achieve peacebuilding.

Overall, teachers often argue that they treat girls and boys equally (Skelton, 2005). However, teachers are often unaware of their gender blindness, biases, and subtle discriminatory practices that affect girls' and boys' potential (Tilahun, 2017). Unfortunately, most teacher education curriculums do not provide training in gender sensitivity in education (Zaman, 2008). In addition to dealing with limited teacher education in refugee camps, without any knowledge or skills on how to address gender issues in the classroom, teachers are unable to use appropriate pedagogic practices in classroom management or advocate for equity and equality amongst their colleagues or learners. In addition, the head teachers without skills in gender responsiveness are unable to create a conducive learning environment to minimize challenges girls face (Namatende-Saka, 2018).

Teachers in Imvepi have received training in modern skills in teaching literacy, pedagogical skills, however, they have not received training in gender responsive pedagogy. Hence the need to implement this project at the camp.

2.2. Theoretical framework

The theoretical construct of this project is the Social Cognitive Theory (SCT) of gender development which identifies gender as reciprocal causation through which people are producers, and products of social systems (Bussey & Bandura, 1999). They argue that the three main influencers of gender-linked roles and behaviour include modelling, enactive experience, and direct tuition. SCT posits that gender is reproduced through individual attitudes, societal pressures, and models (Klein, et al., 2014).

Butler (2009) describes gender as a performative act driven by obligatory culturally structured norms. Similarly, Bussey and Bandura (1999) argue that most communities restrict gender-linked behaviour often into a binary creating a hegemonic identity for female or male behaviour. Children, therefore, imitate their parents, peers, substantial people in their lives and society overall and what they see or read from media. In addition, Lumpkin (2008) describes teachers as role models from whom children learn.

One of the key attributes of SCT learning is through observation (Hong, Hwang, Wong, Lin, & Yau, 2012). Bandura argues that children behaviour is as a result of their social experiences and when encouraged they are motivated to reproduce these behaviours. By the age of five, children are able to reproduce gender stereotypes which guide their behaviour (Martin, Ruble, & Szkrybalo, 2002). Over time, children create and uphold their feminine and masculine identities and roles attained from their social influences. Therefore, the differences between girls and boys are not necessarily biological but rather as a result of how society treats and its expectation of them (Abdi, 2010).

Averdijk, Malti, Ribeaud, and Eisner (2011) in a study to investigate developmental trajectories on teacher-reported aggressive behaviour found that boys from unstable families were more likely to be in the highstable groups of aggressive behaviour. This could explain the aggressive nature of boys in conflict and post-conflict areas who reproduce violence often modelled by men in conflict to women. Undoubtedly, observation is a major tool to gender-typed behaviours and practices (Martin, Ruble, & Szkrybalo, 2002).

Bussey and Bandura (1999) assert that through direct tuition people are supported and informed on different ways of behaviour and how they are gender-linked. They further note that the key regulators of gender-linked behaviour and roles are “self-evaluative standards, and self-efficacy beliefs” (p.686). Although SCT states that people have the capability to self-regulate their thoughts, motivations and behaviour (Lasczczynska & Ralf, 2005), socially structured standards influence girls’ and boys’ belief and confidence in themselves to achieve academically and their ability to control their behaviour.

Unfortunately, when people doubt their ability to produce the expected results, they barely take an initiative to act or persevere in times of difficulty (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Teachers act as gatekeepers of patriarchy for they play a key role as influencers on learners’ self-efficacy especially at elementary level creating stereotypical notions of girls’ inability to perform in subjects like Mathematics, Technology and Sciences (Pajares, 2010). Such gender biases create a gender gap in equal opportunities as girls are unable to achieve in such subjects based on false assertions.

This theory helps explain the impact teachers’ gendered biases, perceptions and practices affect girls’ learning outcome and also explains how boys and girls are socialised to behave in gendered ways.

2.3. Capacity to implement the project

Pangea Educational Development (PED) is a non-profit organisation whose mission is to empower individuals and communities so they can fulfil their purpose through fostering the culture of literacy. The organisation has run teacher training programs in Wakiso, Fort Portal, Gulu, Rakai, Lugazi, and Luwero districts. It is currently running mobile libraries in Wakiso, Imvepi, and Gulu. PED publishes literacy books in English and six indigenous Ugandan languages namely; Acholi, Luganda, Lugbarati, Lusoga, Rutooro, and Ngakarimojong. In addition, it publishes bilingual books in Bari a South Sudanese language to assist teachers in literacy instruction in early grade.

PED has been training nursery, primary and secondary teachers in Fort Portal, Wakiso and post-conflict Gulu in the use of best instructional practices in teaching and the strategies that support child-centred learning since 2011. It has also run school holiday programs that support secondary school girls in science subjects through conducting practical lessons and introducing female mentors to encourage more participation and achievement of girls in science subjects. PED works in partnership with Xavier Project in Imvepi refugee camp where it runs mobile libraries that distribute storybooks to children to improve literacy skills.

2.4. Previous projects implemented

PED has held different types of Continuous Professional Developments (CPDs) and conferences with nursery, primary, and secondary school teachers. The topics covered have ranged from assessment, developing learning materials for the early grade, inclusive education, reflective practice, gender-responsive pedagogy, and action research. Currently, the organisation runs a Literacy Instruction Training (LIT) program which holds monthly and quarterly training with nursery and primary school teachers.

2.5. Collaboration with other players / Stakeholders and actors in the field

Different stakeholders participate in the education sector at the Imvepi Refugee camp. Teachers and teaching assistants in Imvepi refugee camp with support from organisations like Windle International Uganda, A to Z Charity, Norwegian Refugee Council and AAR Japan has had training in the crucial role teachers play in teaching and learning, pedagogical skills, collaborative teacher empowerment platform, and modern approaches in the teaching of literacy.

Below is a detailed analysis of the roles each stakeholder will play in the project. The teacher trainers will work closely with different stakeholders at the camp.

Table 1: Stakeholders' analysis

Stakeholder	Institutions		Potential target group		Others
		<i>Government</i>	<i>Windle international NRC, A to Z Charity AAR Japan</i>	<i>Teachers and Teaching assistants</i>	<i>Head teachers</i>
Problems	Supports cultural barriers created by patriarchy	Ignore challenges gender presents in access to learning	Produce and reproduce gender biases and attitudes in and outside the classroom	Ignore gender differences in addressing school's needs	Deny access to education based on gender
Interests	Provide equal access to quality education	Provide scholastic materials, structures, teacher training	Support girls and boys so that they learn and be productive citizens.	Ensure that teachers support girls and boys to excel	The girls and boys to complete school and get a good education
Potential	Hire more teachers and upgrade teaching assistants' certificates	Provide scholastic materials and give stipend to teaching assistants	Learn and practice gender sensitivity in the learning process	Apply gender responsiveness in management	Support access for girls and boys and restructure gendered attitudes
Interaction	Work with the Office of the Prime minister and MOE	Working together to avoid repetition of areas covered and support previous strategies used	Attend trainings and employ gender sensitiveness to deconstruct gender bias and attitudes	Support teachers in practicing gender responsiveness	Support the girls and boys equally

Stakeholder	Institutions		Potential target group		Others
		<i>Government</i>	<i>Windle International NRC, A to Z Charity AAR Japan</i>	<i>Teachers and teaching assistants</i>	<i>Head teachers</i>
Others actions	Working with Windle International, NRC, A to Z Charity, AAR Japan	Provide scholastic materials, infrastructure and teacher training	Targeted for training in literacy skills, collaborative teacher empowerment, psychosocial support	Support from UNHCR	Children access education and scholastic materials from Government and other organisations
Our action	Good relations	Collaborate and share best practices	Teacher training program Provide training and mentorship	Provide knowledge and skills in gender responsiveness	None

2.6. Gender approach used in the project

The project will employ the developmental approach to gender. This approach focuses mainly on the inequalities that result from the power relations between women and men that are rooted in culture (Flood, 2004). Gender is influential in the way women and men identify themselves as it structures how they appear, what interests them, the kind of activities they engage in, and the career choices they make. People living in post-conflict areas or those that have experienced conflict and run away from it are viewed as less developed and foster gender-based inequalities for instance lack of access to education, sexual and GBV and infrastructural losses (Buvinic, Gupta, Casabonne, & Verwimp, 2012).

A participatory approach will be adopted in the project. The participatory approach acknowledges the need for sensitivity in appreciating cultural diversity and the power of people taking ownership in thinking and acting collaboratively in creating change in their communities (Barreteau, et al., 2003). Female and male teachers, teaching assistants and head teachers will be involved in the training program and engage actively in identifying gender norms and attitudes that influence teachers' interaction with girls and boys.

The project will acknowledge the diversity in culture between the Uganda teachers and the South Sudanese teaching assistants and how their cultures interplay in their attitudes and practice. It will take an informed view of gender relations in the community and the impact this has on instruction. Practical strategies and activities aimed at changing mindsets of teachers and teaching assistants will be employed in the training with the goal of creating gender awareness and for teachers, teaching assistants and head teachers to be more sensitive in the learning process.

3.0. Project framework

3.0. Project goal

The goal of the project is to contribute to the promotion of gender responsive pedagogy, planning and management in primary education.

3.1. Project purpose

The purpose of this project is to reduce gender disparities through equipping teachers, teaching assistants, and head teachers of primary schools in Imvepi refugee camp with knowledge in gender equality and skills in gender responsiveness. It is at minimising gender bias and stereotypes that hinder learning. This will then empower teachers, teaching assistants, and headteacher as agents of gender equality through positive masculinity, gender sensitive instruction and school planning and management.

3.2. Specific objectives

The objective of this project is to:

1. To impart primary teachers, teaching assistants and head teachers in Imvepi Refugee Camp with knowledge and skills in gender responsiveness and sensitivity.
2. To equip teachers and teaching assistants with skills to develop and use gender responsive instructional practices that ensure increased participation of girls
3. To equip head teachers with skills on gender mainstreaming through responsive planning and management.

3.3. Project Outcomes

After this project there will be:

1. Improved gender awareness amongst primary school teachers, teaching assistants and head teachers in Imvepi camp
2. Empowered teachers, teaching assistants, and head teachers that support gender equality
3. Use of gender responsive pedagogy to address gender bias and stereotypes in instruction and learning materials
4. Increased gender responsive planning and management

3.4. Project outputs

Outcome 1: Improved knowledge on gender and its impact on learning amongst teachers, teaching assistants and head teacher	
Output 1	1.1. Review FAWE Gender Responsive Pedagogy Toolkit
	1.2. Train teachers, teaching assistants, head teachers on GRP, planning and management.
	1.3. Conduct review meeting
Outcome 2: Empowered teachers, teaching assistants, and head teachers that are able to support gender equality amongst girls and boys	
Output 2	2.1. Conduct community gender awareness campaigns to support girl child education
	2.2. Mobilise community dialogues on gender norms and impact on learning
	2.3. Conduct forum theatre campaign with girls and boys on GBV
Outcome 3: Strengthen use of gender responsive pedagogy to address gender bias and stereotypes in instruction and learning materials	
Output 3	3.1. Develop gender responsive learning materials
	3.2. Review of gender bias and gender stereotypes information in textbooks
	3.3. Publish and print gender sensitive materials created by teachers, teacher assistants, and head teachers
Outcome 4: Increased gender responsive planning and management	
Output 4	4.1. Formation of CoPs
	4.2. Review school policies on gender
	4.3. Support gender responsive budgeting
	4.4. Develop gendered work plans
	4.5. Hold review meetings

4.0. Target group

4.0. Description of project sites

Imvepi refugee camp is located in the north-eastern part of Arua district. It covers an estimate of 52.937 Km² (UNHCR, 2017). Arua district is in north-western Uganda and borders both South Sudan and Democratic Republic of Congo, countries which have endured long conflict and had their nationals flee to Uganda. The camp welcomed its first group of refugees in 2017. It is home to about 127,084 registered refugees that fled the civil war that has lasted for over twenty-two years in Southern Sudan. The primary schools have 13,312 refugees of the 19,886 children registered school (WIU, 2019). This represents only 37% of the refugee have enrolled in primary schools. Besides that, the schools have a shortage of teachers (UNHCR, 2020). Imvepi camp is divided into 3 zones with 13 primary schools serving refugees from South Sudan and children from the host community.

The camp hosts South Sudanese of the Madi, Kuku, Kakwa, Nuer, and the Zande tribes. Majority of the refugees speak Bari and Arabic. Gender relations in South Sudanese culture are generally structured in gender roles with women and girls engaging in care work while boys and men engage more in productive work. Women and girls in South Sudan have either experienced violence in the form of torture with armed or unarmed weapons or have witnessed someone go through torture (JICA, 2017).

4.1. Target beneficiaries

The project targets teachers, teaching assistants, and head teachers in the thirteen primary schools in Imvepi. The Government of Uganda hires and employs Ugandan teachers to work in the schools. The language policy in Uganda requires that children are taught in the local language of the area in the lower primary from primary one to primary three (Government of Uganda, 1992). However, Ugandan teachers do not know the language of refugees. In lower primary, Sudanese refugee teachers or persons from the community are hired or volunteer as teaching assistants to assist with translating for refugee children in their mother tongue. However, in some cases, teaching assistants teach the class due to the shortage of teachers (Rod & Maina, 2018).

One key role that the teaching assistants play is to advocate for education in their communities (UNHCR, 2018a). Teaching assistants that are gender-aware will advocate for girls' education especially for primary and post-primary, and empowerment of girls at the camp.

In addition, the head teachers will get skills and knowledge in gender-responsive planning and management of school programs. This will enable them to provide supervision to support gender-responsiveness and ensure the creation of a gender-sensitive learning environment to empower girls at school. This will ensure that they support the psycho-social wellbeing of girls, boys, and teachers that have experienced GBV as a result of the conflict.

5.0. Project implementation

5.0. Pre-project implementation

The Director of Teaching and Learning (DTL) of PED will set a meeting with the District Education Officer (DEO), District Inspectors of Schools (DIS), representatives from the schools' Board of Governors, representatives from Imvepi Camp community, head teachers and representatives from the MoES, UNHCR, WIU, Jesuit Refugee Service, FAWE, and Save the Children. The meeting will purpose to advocate for the importance of gender responsiveness and sensitivity in education to improve the quality of learning and empowerment of refugee girls.

A year prior to implementing the project, baseline surveys will be conducted. Academic details of the teachers', teaching assistants' and head teachers will be obtained to inform the trainers and program designers on the participants' level of education. This is meant to determine if any participants have had any training in GRP or planning and management. They will take a Likert-type scale survey which will test the participants' knowledge in gender and education issues and will test their attitudes and perceptions on gender and equality.

The DTL, FAWE, a member from the National Curriculum Development Centre (NCDC), education specialists from the MoES, JRS, UNHCR, UNICEF, WIU, and gender specialists will collaborate to adapt the gender-responsive training manual. A training manual in GRP. The training manual will be adapted from the FAWE gender-responsive toolkit for primary school teachers of Uganda (FAWE, 2016). The tool kit was designed for primary schools in general. The new toolkit will include a module on growth mindset, gender responsive budgeting, and will be tailored for teachers, teaching assistants and head teachers working with children in a post-conflict situation. This is to ensure that through the training, trauma resulting from GBV and normalised masculinised violence amongst boys will be addressed to create a safe environment.

In addition, the manual will include strategies on how teachers can deal with identity challenges resulting from traumatic experiences or feelings of insecurity girls endure. It will also address the challenges gendered language create during the translation from English to Bari and Lugabarati the local language. The manual will be covered in three tiers on a quarterly basis. This will be done a year before the implementation of the project and will be continually revised based on the participants' experiences in the program.

A total of nine trainers will be trained in GRP and gender-responsive budgeting for three months before the commencement of baseline data collection. Each zone will be assigned three trainers that will work as trainers as well as coaches for the participants. One of the three trainers in each zone will mentor and train headteachers specifically in gender planning and budgeting. The training will equip them with knowledge and skills on how to implement the project. They will familiarise themselves with the content knowledge and the tools for monitoring the project.

A day's seminar will be held six months earlier than the start of the project in the three zones to introduce the concept of gender to the teachers, teaching assistants, and head teachers. The seminar will purpose to share the objectives of the project and an opportunity for the participants to share their contextual experiences with gender. It will be participatory in nature to generate knowledge and information that will be incorporated in the adapted training manual. During this time, the participants will be given smartphones to create Zone CoPs WhatsApp groups where teachers will share ideas, challenges faced in using GRP and provide support to one another. The trainers for each zone will be part of the group to provide support and build rapport with their group of participants. It will also act as a platform for communication. The teachers will receive monthly data bundles and airtime. They will meet quarterly in-person to share experiences and best practices.

A total of six Communities of Practice (CoP) will be created. Three CoPs for the teachers and teaching assistants and three CoPs for head teachers will be set in the three different zones to act as support agents. CoPs are a group of people with a similar concern or passion and it is through continued collaboration that they deepen their understanding of the topic (Wenger, McDermott, & Snyder, 2002). Practicing gender-responsiveness and sensitivity is a process that requires relearning an unlearning lived gender beliefs and attitudes. Learning requires restructuring previous identity in exchange for new experiences (Pyrko, Dörfler, & Eden, 2017). CoPs would provide support and solidarity to implement gender-responsive practices amongst the teachers, teaching assistants, and head teachers. It will also build a team working together to develop strategies that will create gender awareness in the community.

5.1. Project implementation

The initial observation of the teachers will be done in a period of three months this will be after the seminar. The trainers will observe the teachers in their classes to collect data

on classroom instruction. They will use observation tools structured to identify how gender responsive the lesson plans, pedagogical strategies, the interaction between teacher and student. The language used as well as determining how gender sensitive the learning materials developed are or how the teachers approach gender bias in the textbooks will be reviewed. The trainers in charge of training head teachers will use a structured survey to review school rules, policies, budgets, and school environment with the assistance of the head teacher to identify how responsive the school management is in meeting girls' and boys' needs so as to mitigate gender inequality.

The trainers will train teachers, teaching assistants and head teachers quarterly throughout the school year. They will hold one and half days' training sessions per school term holiday. During these sessions, three modules of the training will be covered per tier. The participants will set action plans for the next school term. Throughout the school term, the trainers will observe, give feedback and coach participants twice reflecting and supporting the participants where they need assistance. The teachers will use the WhatsApp groups as a platform for support on challenges and achievements in practicing the skills learnt.

5.2. Project administration

PED will implement the project which will run for three years at Imvepi refugee camp. Nine teacher trainers preferably those eloquent in Arabic, Bari, and Lugbarati the area languages of the community to run the quarterly training, monthly observations, and coaching. They will oversee the writing of quarterly reports on the progress and findings from the training and observation. The data collected will inform the improvement of the training manual to meet the teachers' needs. They will coordinate with head teachers on selecting suitable dates to run the quarterly training and liaise with them and teachers on suitable dates for the observations and coaching to avoid interfering with any other school programs like exams.

The DTL who will oversee the adaptation of the GRP toolkit manual into the nine modules to be covered throughout the year. The DTL with support from education specialists and the monitoring and evaluation team will be in-charge of developing baseline surveys, observation schedule, training the trainers and reviewing quarterly reports from the trainers.

The accountant will manage the budget of the project. They will approve any expenses that are to be incurred in the project, investigate variances or identify any areas which may need any extra expenses.

The monitoring and evaluation officer will support the design of the tools and will coordinate the implementation of the tools and data collection.

5.3. Cost saving measures on the project

The project will be adapting FAWE's toolkit on GRP for primary schools. This will save on the time it would take to develop another manual. Besides, the manual has been effective in changing teachers' attitudes on gender to improve participation in the classroom (Wanjama & Njuguma, 2016).

PED has a partnership with Xavier Project so there will be no costs incurred in setting up offices. There will be sharing of office premises to store any material created for the training and for storing any equipment for the training.

5.4. Activity and resource plan

The project requires resources to ensure that the tasks and activities are effectively carried out. There is a need for financial and human resources, tools, and time to ensure these activities are conducted. Financial support could be attained through donation or from grants to enable the implementation of the activities in Imvepi camp. Results Based Management (RBM) approach will be adopted since it supports using clear and logical steps to ensure better performance and accountability (IFRC, 2010).

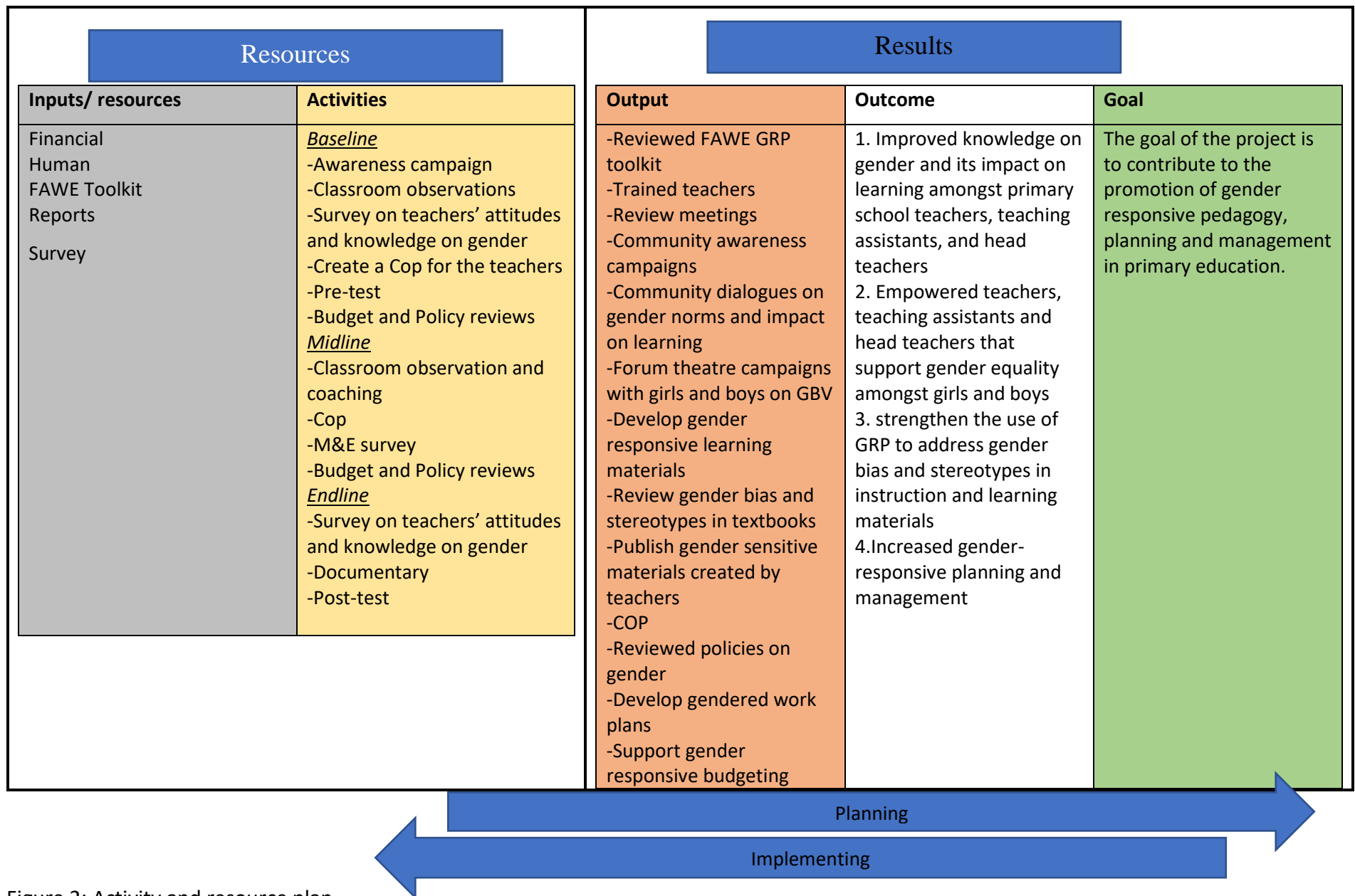


Figure 2: Activity and resource plan

5.5. Risk analysis

Even properly planned projects run into unexpected challenges during implementation. It is important to detect any possible difficulties that may arise and create glitches that would affect the smooth implementation of the project. In this section, I will highlight potential risks to the project.

Table 2: Risk management plan

Type of risk	Rate of importance	Probability of occurrence	Control measures	Assumptions
Getting resourceful trainers who speak Lugbarati, Arabi or Bari	Medium	Low	Work with the teachers, teaching assistants and head teachers as resource	There are qualified educationists with skills in speaking Lugbarati and Bari
Fixed mindset from teachers on their gender biased cultural norms	Medium	Medium	Will include a module on fixed and growth mindset for the initial training	Teachers treat girls and boys equally irrespective of their attitudes and cultural beliefs.
Teachers perceive observations as a policing process	Medium	Low	Teacher trainers conduct co-teaching sessions and let teachers observe and give feedback to the trainers as a way of creating rapport between the two.	Teachers are open to learn, relearn and unlearn unhealthy gender biases
Lack of cooperation from administrators	High	Low	Collaborate with the administrators by keeping them updated on the progress of the teachers	Administrators support teachers' professional development

6.0. Budget

The budget below caters for the costs for the entire project for three years. It incurs costs for the human and other resources necessary for the success of the project. Below is the overall cost and a detailed breakdown is included in the annex.

Table 3: Overall budget

Cost (shs)	Cost (\$)
1,691,477,000	447505.53

7.0. Participatory monitoring and evaluation

Monitoring and Evaluation (M&E) will be carried out throughout the process of the project. This is to ensure the progress of the project, it is monitored and in case of any challenges, they are identified early and rectified. Baseline data will be collected at the start of the project and throughout the year. The DTL in collaboration with the M&E team will work together to develop the tools to be used to assess the progress of the project.

Table 4: Monitoring and Evaluation plan

	Indicators	Target	Data source	Data collection methods	Frequency	Responsibility
<p>Impact The project strives to create an inclusive gender responsive pedagogy, planning and management to improve quality in primary education.</p>	<p>-Established inclusive gender responsive pedagogy, planning and management approaches -Reduced gender inequalities in schools</p>	Thirteen schools	<p>District reports Reports from the project Success stories documentaries</p>	<p>Observation tool Survey Progress assessment</p>	<p>Monthly Annually Quarterly</p>	<p>Teacher trainers M&E DTL DEO UNHCR MoES DIS</p>
<p>Outcome 1 Improved knowledge on gender and its impact on learning amongst teachers, teaching assistants, and head teachers</p>	<p>-% of teachers that can identify gender bias in the class and learning materials -% score in pre-test on gender -% score in post- test gender -% of teachers who identify as gender aware</p>	<p>-70 teachers, 39 teaching assistants and 13 head teachers -70% on pre and post-test</p>	<p>Report Pictures Documentary</p>	<p>Observation tool Role play Presentation Likert survey Pre-test Post-test Lesson plans Group discussions</p>	<p>Monthly Twice (before and after the project) Quarterly</p>	<p>Teacher trainers M&E DTL DEO DIS WIU</p>
<p>Outcome 2 Empowered teachers, teaching assistants, and head teachers that support gender equality</p>	<p>-% of teachers empowered to deal with gender misconceptions -% of teachers that can advocate for girls' and boys' needs</p>	<p>-70% score on empowerment scale -70 teachers, teaching assistants and head teachers</p>	<p>Reports Success stories</p>	<p>Survey</p>	<p>Quarterly Bi-annual once</p>	<p>Teacher trainers M&E DTL DEO DIS WIU</p>

	Indicators	Target	Data sources	Data collection	Frequency	Responsibility
Outcome 3 Strengthen the use GRP to address gender bias and gender stereotypes in instruction and learning materials	-% of use of gender sensitive language used in class -number of gender sensitive lesson plans created -No. of available gender sensitive pictures in learning materials -No. of gender sensitive materials published	-70% with 4-5 score on the outlined indicators -2 lesson plans -1 gender sensitive picture -1 published material	Report Lesson plan Published material	Observation schedule Lesson plans Participatory appraisal	Twice per school term	Teacher trainers M&E officer DTL DIS DEO
Outcome 4 Increased gender responsive planning and management	-Number of head teachers able to develop gender responsive budgets -Number of gender awareness activities -Amount allocated toward gender responsive interventions	-13 head teachers -30 gender awareness activity -10% of funds on gender specific interventions	School budget Reports	Work plan Budget Policy (rules and regulations)	Quarterly	Teacher trainer M&E officer DTL School management team School accountants
Output 1	-Number of modules reviewed -Number of teachers, teaching assistants, and head teachers trained -Number of review meetings held	-9 modules -70 teachers, 39 teaching assistants and 13 head teachers -1 review meeting	Report Receipts Payment vouchers Reviewed FAWE GRP Training manual Minutes	Attendance register	Quarterly	Teacher trainers M&E officer FAWE WIU MoES

	Indicator	Target	Data source	Data collection method	Frequency	Responsibility
Output 2	-Number of community campaigns -Number community dialogues -Number of forum theatre campaigns	-9 community campaigns -9 community dialogues -9 forum theatre campaigns	Reports Photographs Documentary	Participatory Role play Semi-structured interviews	Quarterly	Teachers Teaching assistants Head teachers DEO DIS WINDLE Pupils
Output 3	-Number of gender responsive materials produced -Number of textbooks reviewed -Number of materials published	-2 gender responsive materials produced -1 topic per subject -1 material per school	Textbooks Reports Published material	Observation schedule	Termly	Teacher trainers Teachers Teaching assistants Head teachers
Output 4	-Number of CoPs created -Number of policies on gender developed -Number of gendered work plans -Number of Gender responsive budget	-6 CoPs -2 policies -1 work plan -1review meetings -1 gender responsive budget	-WhatsApp -Minutes -School policies -school budget	Monitoring plan Survey	Annual Termly	Head teachers Teachers Teaching assistants UNHCR School budget committee MoES School board

7.0. Participatory Monitoring and Evaluation

7.1. Project sustainability analysis

7.1.1. Analysis 1: Financial sustainability

The project will encourage communities of practice (CoP) amongst the teachers. CoP is a group of people with similar concerns and passions often aiming at doing something better (Wenger & Wenger-Trayner, 2015). Teachers and teaching assistants will continue giving each other feedback on their progress in practicing gender sensitivity in and outside the classroom. head teachers will be encouraged to financially support teachers with creating materials and organising gender awareness activities in the school.

7.1.2. Analysis 2: Institutional sustainability

PED will continue cooperating with the schools through the mobile library project. In the process, teachers will be able to have access to teaching materials they can use in their classrooms. Teachers and teaching assistants will have access to observation tools to continue conducting feedback to one another.

7.1.3. Analysis 3: Human resource sustainability

Gender inequalities are culturally rooted and cannot be easily reduced in a community without involving all stakeholders. The gender-sensitive teachers and teaching assistants can conduct seminars with parents address gender inequalities in their community that affect the learning of girls and boys.

7.2. Reporting

There will be quarterly reports for the organisation and the donors. Reports on teachers' progress will be written monthly for internal purposes. The finding from the reports will support the structuring of the training and assistance during coaching. A report will be shared with the teachers on their progress so that they can identify areas they need to work on to improve the areas they have challenges in. lastly, the donors will be given quarterly reports on the progress of the program and a detailed report at the end of the project indicating the accountability of the funds and the successes of the project.

Conclusion

In conclusion, training the primary teachers, teaching assistants, and head teachers in gender responsive pedagogy will challenge the participants' gendered beliefs and perceptions that exempt girls in Imvepi refugee camp from equal learning and full achievement in education. With the knowledge and skills learnt, they will be able to employ gender sensitive methodologies during instruction, address toxic masculinised identities for the boys and gendered stereotypical portrayal of women in submissive roles in text books. In addition, through gender responsive management, the head teachers will be able to create an environment that is safe and empowering for the girls.

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Annex 1: Logical framework

Table 5: Logical framework

	Project summary	Indicators	Means of verification	Assumptions
Goal	The goal of the project is to contribute to the promotion of gender responsive pedagogy, planning and management in primary education.	-No. of teachers, teaching assistants, head teachers who have received training in gender responsive pedagogy, planning and management	UBOS statistics MoES reports District reports Reports from the project	Government policies support gender equality
Outcomes	1. Improved gender awareness amongst the teachers, teaching assistants, and head teachers	-% of teachers that can identify gender bias in the class and learning materials -% score in pre-test on gender -% score in post- test gender -% of teachers who identify as gender aware	Report Pictures Documentary	-Teachers will accessible and willing to take the surveys -Schools will be open
	2. Empowered teachers, teaching assistants, and head teachers that support gender equality	-% of teachers empowered to deal with gender misconceptions -% of teachers that can advocate for girls' and boys' needs	Reports Success stories	Community is supportive of girl child education
	3. Strengthen the use GRP to address gender bias and gender stereotypes in instruction and learning materials	-% of use of gender sensitive language used in class -number of gender sensitive lesson plans created -No. of available gender sensitive pictures in learning materials -No. of gender sensitive materials published	Report Lesson plan Published material	-The school term will not be disrupted. -Teachers have instructional materials

	Project summary	Indicator	Verification	Assumption
Outcome	4. Increased gender responsive planning and management	-Number of head teachers able to develop gender responsive budgets -Number of gender awareness activities -Amount allocated toward gender responsive interventions	-13 head teachers -30 gender awareness activity -10% of funds on gender specific interventions	-Schools keep record - Schools have funds to support activities
Outputs	Output 1 Number of modules reviewed -Number of teachers, teaching assistants, and head teachers trained -Number of review meetings held	-9 modules -70 teachers, 39 teaching assistants and 13 head teachers -1 review meeting	Report Receipts Payment vouchers Reviewed FAWE GRP Training manual Minutes	-There is a room to hold the training and no community events to prevent the training -FAWE is collaborative
	Output 2 -Number of community campaigns -Number community dialogues -Number of forum theatre campaigns	-Number of modules reviewed -Number of teachers, teaching assistants, and head teachers trained -Number of review meetings held	Reports Photographs Documentary	-Can afford to pay the specialists -Communities a
	Output 3 -Number of gender responsive materials produced -Number of textbooks reviewed -Number of materials published	-2 gender responsive materials produced -1 topic per subject -1 material per school	Textbooks Reports Published material	-PED is able to publish the instructional materials -Teachers have time to develop materials

	Project summary	Indicator	Verification	Assumption
	Output 4 -Number of CoPs created -Number of policies on gender developed -Number of gendered work plans -Number of Gender responsive budget	6 CoPs -2 policies -1 work plan -1review meetings -1 gender responsive budget	WhatsApp -Minutes -School policies -school budget	Internet and airtime are available Teachers have knowledge in use of technology

Annex 2: Budget

Budget breakdown for the three-year project								
Item	No.	Duration	Freq.	Unit cost	Total (Shs)	Total (USD)	Budget notes	
Activity 1: Awareness campaign with education partners and community leaders								
1.	Venue	1	1 day	1	500,000	500,000	132.28	Hiring a hall in hotel
2.	Transport refund	50		1	100,000	5,000,000	1322.83	Transport to and from the venue
3.	Meals and refreshments	50		1	35,000	1,750,000	462.99	Drinks and lunch for participants
Total					830,000	7,750,000	2050.38	
Activity 2: Seminar with teachers, teacher trainers and head teachers								
1.	Venue	1	1 day	1	500,000	500,000	132.28	Hiring a hotel in the hotel
2.	Transport refund	112		1	100,000	11,200,000	2963.13	Transport from camp to nearby hotel
3.	Meals and refreshments	121		1	40,000	4,840,000	1280.49	Breakfast & lunch for participants and trainers
4.	Stationery	1		1	500,000	500,000	132.28	Notebooks, flip chart, pens, markers, manila, ream of paper
5.	Per diem	112		1	100,000	1,120,000	296.31	To be given to every participant
Total					1,230,000	18,430,000	4875.93	
Activity 3: Adaptation of manual								
1.	Stipend	4	3 months	3	3,000,000	24,000,000	6349.56	Salary for consultants
2.	Transport refund	4	2 weeks	1	100,000	5,600,000	1481.56	Transport for the two weeks of face to face brainstorming and final editing
3.	Per diem	4	2 weeks	1	100,000	5,600,000	1481.56	Per diem for the two weeks of face to face brainstorming and final editing
Total					3,200,000	35,200,000	9312.69	
Activity 4: Training sessions								
1.	Stationery	1	3 months	3	500,000	1,500,000	396.85	Notebooks, flip chart, pens, markers, manila, ream of paper
2.	Transport refund	112	2 days	3	40,000	13,440,000	3555.75	Transport refund from home to hosting school
3.	Fuel	3	2 days	3	1,000,000	9,000,000	2381.09	Transport trainers to hosting school
3.	Meals	121	2 days	3	20,000	7,260,000	1920.74	Breakfast, lunch and refreshments
Total					1,560,000	28,200,000	7460.73	

	Item	No.	Duration	Freq.	Unit cost	Total (Shs)	Total (USD)	Budget notes
Activity 5: Observation								
1.	Observation carbon book	9	3 months	3	15,000	405,000	107.15	Observation schedule should have a carbon copy for the participants
2.	Fuel	3	1 week	3	1,000,000	9,000,000	2381.09	Fuel for three cars
3.	Per diem	12	1 week	3	100,000	25,200,000	6667.04	Trainers' and drivers' upkeep while in the field
Total					1,515,000	34,605,000	9155.27	
Activity 6: CoP meetings								
1.	Transport refund	112	1 day	3	40,000	13,440,000	3555.75	Participants' transport from home to hosting school
2.	Fuel	3	1 day	3	1,000,000	9,000,000	2381.09	Fuel for three cars
3.	Per diem	12	1 day	3	100,000	3,600,000	952.43	Trainers' and drivers' upkeep while in the field
4.	Internet bundle	112	monthly	12	20,000	2,688,000	711.15	3GB bundle for participants
5.	SMS bundle	112	monthly	12	10,000	1,344,000	355.58	200 SMS bundle
Total					1,140,000	30,072,000	7956.00	
Administrative cost								
1.	Laptops	9	once	1	1,000,000	9,000,000	2381.09	Laptops for trainers
2.	Phones	121	once	1	500,000	60,500,000	16006.18	Smart phones for trainers and participants
3.	Internet bundles	9	3 years	12	20,000	6,480,000	1714.38	3GB bundle for trainers
4.	SMS bundles	9	3 years	12	10,000	3,240,000	857.19	200 SMS bundle
5.	Stipend trainers Drivers DTL M&E officer	9	3 years	12	3,000,000	972,000,000	257157.18	Salaries
		3	3 years	12	500,000	54,000,000	14286.51	
		1	3 years	12	6,000,000	216,000,000	57146.04	
		1	3 years	12	2,500,000	90,000,000	23810.85	
6.	Rent	1	3 years	12	1,000,000	36,000,000	9524.34	Main office
7.	Cars	3	1day	1	30,000,000	90,000,000	23810.85	
Total					44,530,000	1,537,220,000	406694.61	
Overall total					54,005,000	1,691,477,000	447505.54	

