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# **‘YOU DON’T WANT TO COME OUT FROM THE CROWD BECAUSE YOU ARE A GIRL’**

Gendered differences in young people’s participation in sexuality education in Uganda

Jannemiek Evelo, University of Amsterdam

# OVERVIEW

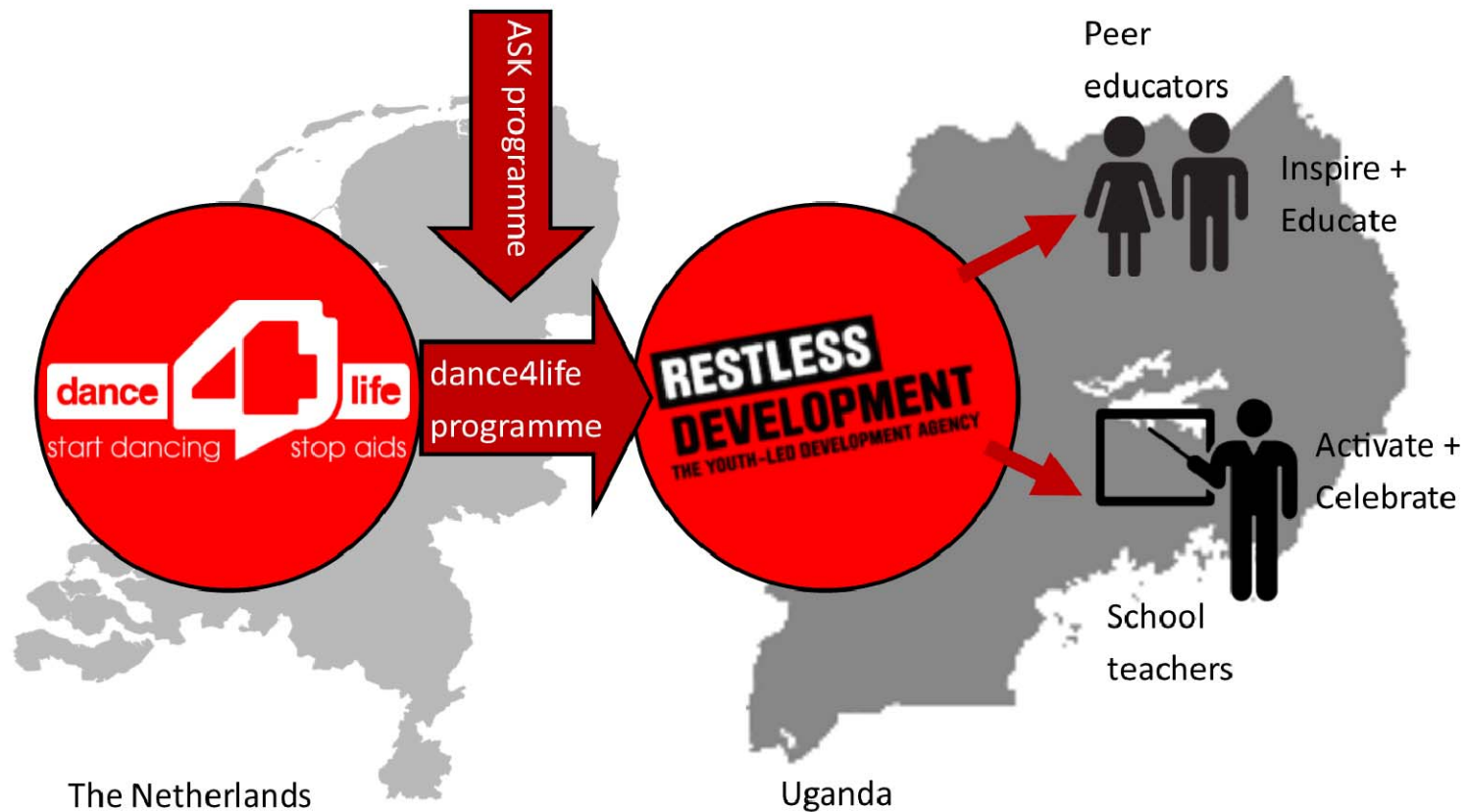
- Introduction
  - Relevance of the study
  - The dance4life programme in Uganda
- Research methods
- Findings
  - Youth participation in the dance4life programme
  - Gendered differences in participation
- Implications & recommendations
- Discussion & questions

# INTRODUCTION: RELEVANCE OF THE STUDY

- Why sexuality education in Uganda?
- Why youth participation?
- Why *gendered* participation?



# INTRODUCTION: THE DANCE4LIFE PROGRAMME IN UGANDA



# RESEARCH METHODS

- 3 schools: Bufuula, Butiki, Kivibuka
- 59 semi-structured interviews
  - 4 staff members
  - 30 programme participants (11-15 yrs)
  - 8 peer educators
  - 6 teachers
  - 10 guardians
  - 1 dance4life ambassador
- 4 focus group discussions
- participant observation



# FINDINGS: YOUTH PARTICIPATION IN THE DANCE4LIFE PROGRAMME

- ❑ Question-and-answer sessions
- ❑ Dance4life clubs
- ❑ Student leaders
- ❑ No responsibility for young people



*“Ideas. It is always me, because I have more knowledge and I always pass the information to the leaders, chairperson, mobilisers, 'I want this and this to take place', to the members.”*  
(Lily, school teacher)

## FINDINGS: GENDERED DIFFERENCES IN PARTICIPATION

- Timidity of girls
- Boys more eager to be leaders
- Talking to strangers
- Effect of programme topics

*“But basically, the boys, the boys feel more free to always speak out their challenges. But the girls, the girls are always very shy. It's only a few that are in school and that will speak out their challenges.”* (Amy, peer educator, 19 years)

*“Those [topics] that affect mainly the girls, the girls don't want to participate. The boys will take the overall lead. But it's like, menstruation, the girls stand back.”* (Bella, peer educator, 19 years)

# IMPLICATIONS & RECOMMENDATIONS

- Potential effect on programme outcomes
- More training for school teachers and peer educators
- Splitting boys and girls
- Involving caregivers and community members
- 'Whole school approach' (Mirembe & Davies, 2001)







DISCUSSION & QUESTIONS

THANK YOU!

Jannemiek Evelo

[jannemiek@hotmail.com](mailto:jannemiek@hotmail.com) | +31646593072