

# Gender and Participation in Sexuality Extra-Curricular Education in Primary Schools in Bugiri Municipality, Uganda

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## Abstract

The paper intended to investigate the incorporation of gender and sexuality in extra-curricular education among primary schools in Bugiri Municipality with focus on highlighting the significance of sexuality education outside of the classroom, to determine how much gender is considered in extracurricular sexual activities as well as identifying obstacles to gender inclusion in extra-curricular sexuality education. The study was qualitative in nature. Findings indicate that sex education helps reduce teen pregnancy, which can hinder possibilities for school and other aspects of life. It has been shown to be more successful in preventing STDs than education that only stresses abstinence until marriage. Sexually active teens are more likely to postpone their first encounter and take contraception overall. Too many young people get muddled and inconsistent information about relationships and sex. In addition, Sexuality education aims to raise awareness of gender-based violence and advance respect-based human rights for all. Such a position is hypothesized using inclusive and post-structuralist conceptions of gender and sexuality. The fact that these subjects have been handled successfully does not exclude linking them to utterances that can portray them as a potential threat. Further, many schools have created CSE curriculum, but difficulties with program design and roll-out prevent their complete implementation. Issues include ineffective methods for monitoring and evaluating teachers and pupils on CSE. Changes in educational administration (such as a change in the minister) affect implementation strategies. Conclusively, the process of teaching and learning about the cognitive, emotional, physical, and social elements of sexuality is known as *comprehensive sexuality education* (CSE) it strives to provide knowledge that will enable kids and teenagers to achieve their health, happiness, and dignity. CSE aims to spread awareness of gender violence and to advance respect-based human rights for all.

**Keywords:** gender, primary school, comprehensive sexuality education, human rights, school family initiative

## 1. Background of the Study

The International Conference on Population and Development and associated resolutions, according to Nicole & Deborah (2015), have frequently urged governments to give adolescents and young people *comprehensive sexuality education* (CSE). This source claims that in some contexts, CSE programs are looking for ways to link up with initiate ves that have related objectives in other fields, such as programs for girls' financial literacy, media campaigns promoting the prevention of gender-based violence, and advocacy for the establishment of suitable legal frameworks that can affect the scope and impact of investments in CSE.

According to Kemigisha, et al. (2019), there hasn't been much study done on how well sexuality education works for VYAs in Sub-Saharan Africa who are between the ages of 10 and 14. Additionally, results of unsafe sexual behaviors are frequently documented in assessments of programs that teach about sexuality, while studies and reports on positive elements of sexuality are scarce. This study examines both positive and unfavorable outcome indicators to assess the efficacy of a *Comprehensive Sexuality Education* (CSE) intervention for VYAs in Uganda.

the restroom in accordance with their gender identification.

According to results, despite advances in the discussion of marital equality, Australia has not been able to make these achievements into comprehensive sex and sexuality education for youth. Although many schools have created CSE curriculum, difficulties with program design and roll-out at the local and national levels sometimes prevent their complete implementation. Developing solutions to enhance implementation can be aided by having a deeper awareness of these obstacles as well as the similarities and differences among schools. The best assistance for CSE instructors is in-person, multi-day programs since they allot enough time for skill integration and practice. These courses are frequently provided during breaks from classes, depriving instructors of much-needed rest and family time.

## 12. Recommendations Affiliated to the Study

Regarding the significance of sexuality education, teachers, school principals, and other education stakeholders are expected to make teaching and learning more relevant, meaningful, and useful to learners through the policy guidelines that enhance sexuality education. In addition, the gender question has not been fully addressed when it comes to sexuality education in primary schools in Bugiri Municipality. It is very important to consider this as a priority to enhance the implementation of sexuality education in schools.

Concerted efforts are called for to enhance the universal implementation of sexuality education. Some challenges relate to a lack of resources and some to the attitudes of stakeholders. The government, in collaboration with development workers, ought to combine efforts and provide the necessary resources to implement sexuality education. Integration of sexuality education into existing subjects and prioritization of CSE in educational sector as well as incompatibility of CSE with the local norms that will enable parents to freely interact with their children other than opting for an outsider whom they feel is an expert. Friendly approaches towards young gender and sexual minorities by the teacher based on his or her experience should be valued and distinguished in the educational setting by acknowledging the differences.

Schools should have effective method for monitoring and evaluating teachers and pupils on CSE and using the whole community approach like municipal government, NGOs and other development partners to coordinate their varied initiatives and promote team work.

Curriculum ought to be given enough credit when incorporated into other subjects and topics to tailor the local circumstances and also have implementation strategies momentum. Regular revisit and parliament intervention on policy sensitization on CSE as well as the government financing and capacity building of teachers at all levels including the pre-service teachers and in-service teachers on CSE approach.

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