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TRAINING GUIDE

CONTINUUM OF APPROACHES FOR ACHIEVING GENDER INTEGRATION IN PROGRAMMING: A DECISION-MAKING TOOL FOR EDUCATION OFFICERS

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ABOUT THIS TRAINING GUIDE

Prepared by the EQUATE team. EQUATE is a five-year contract awarded by the USAID Office of Women in Development to Management Systems International (MSI), who implement the project in partnership with Michigan State University. This task order contract, under the Gender Matters IQC, assists field missions and USAID staff and partners in strengthening their capacity to institute gender-equitable practices and policies in basic education activities.

The project aims to:

◆ Develop a conceptual framework for articulating approaches to achieve gender equality in basic education in consultation with field missions, USAID/Washington staff, and other stakeholders;

◆ Provide technical assistance that is tailored to meet the needs of field missions and USAID/Washington staff;

◆ Develop practical tools and deliver demand-driven training and technical assistance to enhance the ability of operating units to design, implement, monitor and evaluate projects contributing to gender equality in basic education as a means of improving people's attainment of a basic education, especially girls.

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Background

Since 2005, the EQUATE project has offered a gender training program for USAID education staff and implementing partners. Included in that training is a session introducing the *Continuum of Approaches for Achieving Gender Integration in Programming,*[1] which underpins a section of the "Gender Equality in Education Framework," the core model used in the EQUATE training program (See Handout 1). Since training program participants consistently rank this session as one of the most useful and innovative components of the training, the EQUATE team has developed a stand-alone detailed trainer's guide. This guide can be used by training participants or experienced trainers to replicate the session with their own partners and staff as well as other education practitioners who want to address gender inequalities in their own programs.

It is important to note, however, that since this activity was originally designed as part of a more comprehensive training on gender sensitization and equality, it assumes that participants have some basic understanding of gender issues in education. To help orient participants and initiate discussion on issues of gender equality, we have included an optional icebreaker activity called **Vote With Your Feet** (*Facilitator Resource 1*). This activity should be facilitated before the Continuum module. Keep in mind that this session will increase the total length of the training session by 30 minutes. Once participants have been sensitized to issues of gender equality in education, with considerations for both girls and boys, the Continuum tool should be introduced.

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1   The Continuum of Approaches for Achieving Gender Integration builds on the work originally introduced by Geeta Rao Gupta of the International Center for Research on Women and the USAID-sponsored Interagency Gender Working Group.   For more information, see Rao Gupta, G. (2000) "Approaches for Empowering Women in the HIV/AIDS Pandemic: A Gender Perspective" presented at the Expert Group Meeting on The HIV/AIDS Pandemic and its Gender Implications, Windhoek, Namibia, 13-17 November 2000.

Rationale and Objective

KEY TERMS

Gender refers to a set of qualities and behaviors expected from males and females by society. Gender roles are socially determined and can be affected by factors such as education or economics. They may vary widely within and between cultures, and often evolve over time.

Gender equality implies that males and females have equal rights, freedoms, conditions and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural, and political development. It means society values males and females equally for their similarities and differences and the diverse roles they are able to play. It signifies the long-term outcomes that result from gender equity strategies and processes, those which actively create actions and mechanisms to minimize and eliminate disparities.

Sex refers to the biological differences between males and females. Sex differences are concerned with males' and females' physiology and generally remain constant across cultures and over time.

Source: *EQUATE Glossary of Terms and Concepts*

Note: *If the facilitator chooses not to incorporate "Vote With Your Feet" the above terms should be read aloud to the participants and any questions regarding their definitions fielded.*

The purpose of this session is to introduce participants to the *Continuum of Approaches for Achieving Gender Integration in Programming.* The application of the Continuum enables participants to not only focus on what specific activities are being undertaken through their education programs but also on what impacts these activities have on the achievement of gender equality (Key Terms).

Note: *If the facilitator chooses not to incorporate the "Vote With Your Feet" activity, s/he should review the terms outlined in Key Terms with the participants, ensuring a basic level of understanding of what these terms mean. One suggested method is to simply ask participants "What do we mean by (gender/sex/gender equality)?" After eliciting a few responses from the audience, clarify or add anything that has been missed using Key Terms as a reference. The facilitator may also create handouts using the Glossary of Gender Terms and Concepts in the Supplemental Materials.*

Education staff who do not have experience in gender and development may find it challenging to address gender barriers in their technical sector. Some may even feel a double burden in trying to affect both education and gender outcomes or believe that trying to impact gender inequality is beyond their manageable interests. This decision-making tool helps to bridge these perceived competing demands and shows how addressing gender is a way to produce more effective and sustainable results in education programs. As such, this tool helps planners critically examine how education projects may address gender needs through their activities.

Education projects have an important opportunity to influence gender equality. This tool helps participants make better informed decisions in addressing the gender constraints that may prevent or limit a project from achieving its education goals. Using the Continuum also encourages open dialogue and the consideration of multiple perspectives regarding how best to contribute to gender equality, helping participants reflect on the choices they make in designing and implementing programs that meet educational goals in a gender-equitable way.

Preparation and Steps

PREPARATION

Prior to the session, the facilitator should:

1. Make copies of the handouts for distribution. (Modify in advance if necessary.)

2. Draw the Continuum and write out the definition for each category on a flipchart. (Prepare PowerPoint slides as an alternative.)

3. Make three large signs marked "AGGRAVATING," "ACCOMMODATING," and "TRANSFORMING." Tape signs across the top of an empty wall. During the group activity participants should be able to tape their cards under the appropriate heading.

4. Using 5" x 8" flash cards, make a set of color-coded project description cards for each small group. Each project should have its own color (i.e., project 1 = yellow, project 2 = purple, etc.). Each group should receive the same set of three to five different project descriptions.

Aggravating	Accommodating	Transforming
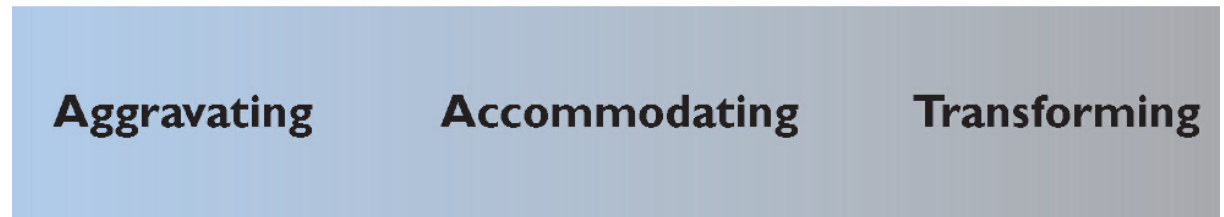
STEPS

1 **Explain** that the Continuum is a tool that illustrates the importance of understanding how gender equality can be negatively or positively impacted by project outcomes. It also demonstrates that education and gender goals can be complementary, not mutually exclusive, and do not always require considerable extra effort.

2 **Display** newsprint (or PowerPoint) with the Continuum and definitions. See Handout 2 for diagram.

3 **Explain** that the Continuum shows how barriers to gender equality are approached in projects: On one end, program interventions can be harmful to the promotion of gender equality, while on the other end, program interventions can improve gender equality and positively transform relations between men and women. Accommodating programs are focused on meeting sector-specific objectives while maintaining or reinforcing existing gender roles and constraints. While the overall end goal is to transform gender relations, it is important to keep in mind that the Continuum and its uses are bound by contextual factors.

4 **Briefly review** each category and the following examples to illustrate each of the categories. (15-20 minutes)

❖ **Aggravating:** Programs that *create, exacerbate, or exploit gender inequalities* in pursuit of educational (project) outcomes.

This approach is harmful and, in the long run, can undermine project objectives even if achieving short-term education results.

Example: To increase condom usage, condom social marketing campaigns have targeted men using aggressive or violent imagery. Although condom usage did increase, the approach used, which was grounded in broad stereotypes of masculinity, also reinforced male dominance and control over decision-making in intimate relationships. This was an unintended negative outcome that was only discovered after the intervention was already underway. Reinforcing male control over decision-making eventually undermined women's ability to protect themselves from unwanted pregnancy and sexually transmitted infections (STIs) and made them more vulnerable to incidents of domestic violence.

❖ **Accommodating:** Programs that *maintain existing gender dynamics and roles* to achieve project outcomes.

While this approach is not harmful, it does not seek to reduce gender inequalities or address broader systemic factors that perpetuate inequalities and maintain the status quo.

Example: Soon after reconstruction efforts began in a post-conflict country, project implementers began running community schools for girls. These schools operated underground and girls were not openly educated. Although educational goals were achieved, the approach accommodated prevailing attitudes that females should not be educated and that they should have limited mobility outside the home.

❖ **Transforming:** Programs that seek to actively change gender inequalities and to *create positive, healthy relations between men/boys and women/girls and promote gender equality* to achieve project outcomes. Transformative efforts are intentional, meaning programmers actively thought about how to advance gender equality.

This approach attempts to promote gender equality and challenge rigid gender norms. It may help to change imbalances in power, distribution of resources, or allocation of duties between men and women and address the systemic causes underlying gender inequalities.

Example: Gender-sensitive school-based HIV/AIDS education programs can encourage the establishment of positive attitudes and respectful relationships between boys and girls. This foundation is critical in building gender-equitable norms, healthy relationsips and life skills, including abstinence, to protect against the spread of HIV.

Example: Adult Literacy Program

EDUCATION INTERVENTION	AGGRAVATING	ACCOMMODATING	TRANSFORMING
Adult literacy program supported through serial cartoon strip and radio program.	Characters featured in the program included a husband with several young female lovers and his wife burdened with raising five children and tending to their small plot of land. Episodes of domestic violence were featured in the serial without any discussion. From an educational perspective, the program was deemed very successful as literacy levels increased. However, the underlying message exacerbates gender inequalities and, as a result, domestic violence in the community remains unchanged.	An episode of domestic violence featured women caring for a battered wife. There was no discussion of men's roles in treating the problem. The program met its educational objectives as more adults became literate and was deemed very successful, but the underlying message maintains gender inequalities that fail to question/challenge the status quo. In this case, domestic violence was accepted — the symptoms were treated but the underlying causes were left unchallenged.*	An episode of domestic violence in the storyline included counseling and community involvement. In the program groups of males and females dealt with domestic violence by exploring gender roles and role-playing positive behavior. The program was very successful on two levels. Literacy increased and communities were engaged to deal with combating domestic violence by promoting positive, healthy relations between men/boys and women/girls.

* Note: *In some settings, publicly acknowledging the existence of domestic violence is revolutionary. Thus, this example could also potentially fall under the "transforming" category. As the following exercise demonstrates, every example is very context specific.*

5 **Display** the Continuum on the PowerPoint and distribute copies of the Continuum (*Handout 2*). Stress that no program should be aggravating. To the extent possible and appropriate, programs should push towards being transforming. When addressing gender in education, program planners and implementers must be aware of the local context, including opportunities and constraints that may enhance or limit the achievement of gender equality.

6 **Emphasize** that different activities within one project may fall on different points of the Continuum. For example, in a multi-year project the initial phases might have to start with accommodating measures and then move towards transformation in subsequent years. Additionally, the example above demonstrates how different project approaches can achieve the same educational outcomes, but have very different impacts on fostering gender equality. (If using PowerPoint, prepare slide ahead of time and display. Otherwise, facilitate verbally.)

These different examples illustrate the consequences, intended or unintended, of decisions that program designers and implementers make. They can decide to either replicate and reinforce gender inequalities (as in the first example) or transform them (as in the last example).

7 **Ask** participants if they have any questions.

8 **Tell** participants that next they will have an opportunity to look at several project descriptions and determine where they fall on the Continuum.

9 **Do** the following:
❖ Before beginning the module, have the Continuum's three approaches displayed on an empty wall. (This will be where participants will tape the color-coded cards.)

❖ Divide participants into groups of three to five. Depending on the size of the group, you may opt for pairs so there is a minimum of three groups.

❖ Distribute a copy of the handout of project descriptions (*Handout 3*) to each person and a set of color-coded cards and a roll of tape to each group. Remember that each project should have its own color (i.e., project 1 = yellow, project 2 = purple, etc.) and that each group should receive the same set of three to five different project descriptions.

❖ Ask participants to read all project descriptions individually. When each person has done so, ask participants to work as a group to determine where projects fit on the Continuum.

❖ When groups have decided where projects fall, instruct them to tape the color-coded cards to the corresponding points of the Continuum labels on the wall (aggravating, accommodating, or transforming).

❖ Give groups 20 minutes for this activity.

Facilitator Note
FACILITATOR NOTE:

Facilitator Resource 3 outlines the identical project descriptions but includes additional Facilitator Notes to guide the discussion. If you wish to create original examples, be sure to have at least one project description for each category.

10 **After groups have placed projects on the Continuum, ask** a representative from Group 1 to read the first project description and explain why the group decided it belonged on that particular spot. Ask other groups if they agree or not, and explain their rationale.

Facilitator Note
FACILITATOR NOTE:

Using color-coded cards helps create a visual map of where projects lie on the Continuum. It is an instant indicator of how many groups agreed and disagreed with the placement of cards.

11 **Continue** with the same process until all project descriptions have been read and debriefed. Ensure that all groups have the opportunity to share their opinions. (Allow 30 minutes for this portion of the exercise.)

12 **When debriefing each project, ask** some of the following questions:

Suggested Discussion Questions
SUGGESTED DISCUSSION QUESTIONS

❖ What in the project description helped you determine where the project needed to be placed?

❖ What additional information would you have needed in order to complete a thorough analysis?

❖ Was there consensus within your group on where the projects resided? Did individuals in your group think this project could have resided in more than one place? Why or why not?

❖ What did you learn from hearing other groups' analyses?

❖ Do you have any questions for other groups based on their analyses?

❖ What steps could be taken to make the project "transformative"?

Facilitator Note
FACILITATOR NOTE:

Be prepared to be surprised! Not all groups will agree on the placement of a card. Project descriptions are vague enough to allow for debate. The role of the facilitator is to guide the discussion and to pose probing questions that challenge participants to critically analyze the impact that a project has on gender equality. This should include consideration of the obvious gender issues affecting men and women as well as the less obvious issues (or unintended consequences) that may arise from the implementation of each project. Facilitators should provide an opportunity for participants/groups to change the location of their card along the continuum following the debrief discussion, and explain why they changed their mind.

13 **When all projects have been debriefed, revisit the Continuum.** Once again stress that we can make explicit programming decisions that will influence where a project falls on the Continuum. Program designers and implementers should explore the opportunities they have to influence gender relations toward greater equality in pursuit of education objectives. This requires careful thinking and deliberate planning.

14 **Self-Reflection Activity.** Ask participants to reflect on their own activities. Give the group five minutes to think about their own projects and apply the same analysis they did to the sample project descriptions. Ask for volunteers to share their examples and facilitate a brief discussion.

❖ What do you think of your current projects and where they lie on the Continuum?

❖ Are different components of the project at different places on the Continuum?

❖ Could anything be done in the short, medium or long term to move projects to the transforming category and contribute to greater gender equality?

❖ Have there been any negative or unintended consequences from project activities that should be addressed?

❖ What type of support is necessary to ensure that projects are transforming?

This self-reflection is more effective when participants have an opportunity to analyze their project, by identifying gender-related opportunities and constraints. The Project Analysis Tool (*Handout 4*) offers a suggested template for such an exercise.

At the close of the discussion, distribute the Planning Tool for Educational Decision-Making (*Handout 5*). This tool is meant to help participants consider how to meet the educational goals of the program while ensuring gender-equitable outcomes.

Program designers and implementers should explore the opportunities they have to influence gender relations toward greater equality.

Self-reflection is more effective when participants have an opportunity to analyze their project, by identifying gender-related opportunities and constraints.

15 **Begin** wrapping up the discussion by referring to the "Gender Equality in Education Framework" (*Handout 1*). Highlight how applying the continuum to projects improves the impact of equity strategies aimed at achieving gender equality (specifically, the four dimensions of gender equality: access, learning process, outcomes and external results).

16 **End** the session by reminding participants that they should always be working towards developing transforming projects. Point out that given the particular context, it is acceptable to initiate activities in the accommodating phase and move towards transformation. At all costs education planners should avoid programming activities that are aggravating in pursuit of development objectives and instead make design decisions that will yield the most beneficial results for both education and gender equality outcomes. Remind participants to use the Planning Tool for Educational Decision-Making when assessing, designing, or evaluating interventions.

17 **Have** the participants fill out the feedback form (*Handout 6*).

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Supplemental Materials

FACILITATOR RESOURCE 1:
VOTE WITH YOUR FEET—OPTIONAL ICEBREAKER ACTIVITY

Time
Time: 30 minutes.

Materials
Materials:

❖ Vote With Your Feet Statements (For Facilitator – See Box on Page 10)

❖ Open area where all participants can stand and move to either end of the room with ease

❖ Facilitator Resource 2: Glossary of Gender Terms and Concepts

BACKGROUND:

This activity is designed to help introduce the ideas of gender and gender equality in education and stimulate discussion amongst participants who have had limited exposure to these issues. It is used as a complement and introduction to the *Continuum of Approaches for Achieving Gender Integration in Programming* activity.

OBJECTIVES:

❖ Explore one's own ideas about and experiences with gender.

❖ Explore the differences between the terms "gender" and "sex" and introduce the definitions of gender and gender equality.

PREPARATION:

On two opposing walls of the conference room, place signs reading "Agree" and "Disagree" on each wall. The activity will require that participants are able to stand and fit comfortably within the open area between these two walls.

STEPS:

1 **Gather** participants in an open area together. Give the directions that the facilitator will read a statement aloud. If the participant agrees with the statement, s/he should stand by the end of the wall with the "Agree" sign. If the participant disagrees with the statement, s/he should stand by the wall with the "Disagree" sign. (By not having a "middle ground" participants are forced to decide between the two choices, thus, having to think harder about justifying their decision.) In this exercise there is no 'right' or 'wrong' answer.

Vote with Your Feet

VOTE WITH YOUR FEET STATEMENTS

- ◆ Women are naturally better parents than men.
- ◆ Men have a more innate ability to excel at math and science.
- ◆ Development should not change cultures.

EDUCATION-RELATED STATEMENTS

- ◆ Girls behave better in class than boys.
- ◆ Girls-only scholarships discriminate against boys.
- ◆ If parents cannot afford to educate all of their children, it makes economic sense for them to invest in the education of their sons rather than their daughters.
- ◆ Latrines for girl students are more important than boys' latrines.
- ◆ Students learn better in single sex schools.

2 Using the Vote with Your Feet Statements box, read a statement aloud. Facilitators are welcome to add other statements that might resonate with the audience.

3 After each statement is read and participants split within the Agree or Disagree categories, ask participants to explain their decision to agree or disagree. The emphasis should be on understanding the different perspectives surrounding gender issues represented by participant views. If time allows, after each discussion allow participants to change their 'vote' and switch sides. Ask them to explain why they changed their mind.

4 After a few statements are read and discussed, ask the participants if the statements relate more to sex or to gender. (You may need to further discuss what the differences between sex and gender are, as per Facilitator Resource 2.) The discussion should highlight that most of the statements refer to socially-constructed norms, or gender-related issues and are not specific to a particular sex (at a biological level).

5 Formally introduce the definitions of sex and gender as well as gender equality. Facilitator Resource 2, the Glossary of Terms and Concepts, can be used as a reference.

Gender refers to a set of qualities and behaviors expected from males and females by society. Gender roles are socially determined and can be affected by factors such as education or economics. They may vary widely within and between cultures, and often evolve over time.[2]

Sex refers to the biological differences between males and females.[3] Sex differences are concerned with males' and females' physiology and generally remain constant across cultures and over time.

Gender parity is a first step toward achieving gender equality in education. It refers to a situation of proportional representation of males and females in an education system relative to the population per age group. Gender parity would be achieved in enrollment if the numbers of males and females represented were commensurate with their respective population percentage for particular ages. It is the most-often utilized criterion for measuring the gender situation in a country's education system. However, reaching gender parity is just the initial phase in achieving gender equality.

Gender equity refers to the strategies or processes used to achieve gender equality. It involves fairness in representation, participation and benefits afforded to males and females. This does not mean that boys and girls should necessarily receive the same treatment, as individual differences among them demand different interventions, or that one group should receive preferential treatment. The goal in terms of equity is that both groups have a fair chance of having their needs met and have equal access to opportunities for realizing their full potential as human beings.

Gender equality means that males and females have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural, and political development.[4] It means society values males and females equally for their similarities and differences and the diverse roles they are able to play. It signifies the long-term outcomes that result from gender equity strategies and processes, those which actively create actions and mechanisms to minimize and eliminate disparities.

Gender dynamics are the relationships and interactions that result from and influence socially expected, gender-based norms and behaviors. These include relations between males and females, as well as those within the same sex. Such dynamics stem from notions of masculinity and femininity and can work to either reinforce or challenge gender roles and relations. Power and competing or conflicting forces often play an important role in shaping gender dynamics.

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2   Adapted from http://www.engenderhealth.org/wh/sg/egwhat.html and Interagency Gender Working Group (IGWG) (2003). A Manual for Integrating Gender Into Reproductive Health and HIV Programs: From Commitment to Action. USAID Bureau for Global Health: Washington, DC.

3   Adapted from IGWG (2003).

4   Adapted from OECD (1998). DAC Guidelines for Gender Equality and Women's Empowerment in Development Cooperation. OECD: Paris.

FACILITATOR RESOURCE 3:
CONTINUUM PROJECT DESCRIPTIONS—FACILITATOR'S GUIDE

DECENTRALIZED EDUCATION MANAGEMENT (YELLOW CARD)

In attempts to modernize and improve the efficiency of the Ministry of Education (MOE), a series of decentralization policies to increase the effectiveness of education management were implemented. In order to upgrade the skills of MOE staff, regional and school administrators were offered skills training to enable them to carry out their new responsibilities under decentralization. Cluster heads, circuit inspectors, and regional administrators were offered career development opportunities. No women attended the trainings.

Possible Response(s): Accommodating

Facilitator Notes: *Project designers missed an opportunity to make this project transformative by ensuring that women were amongst those being trained. The project designers did not attempt to alter the gender norms that prohibited women from taking advantage of this training. In order to do this they would have had to intentionally create mechanisms to encourage and allow for the participation of women. Planners could have considered a longer-term capacity building program to create a cadre of trained women to occupy ministry management positions. As described, this project maintains the status quo. The example also highlights the difference between equal and equitable programs. Perhaps women did occupy the positions this training catered to, but they did*

not attend because of family responsibilities that conflicted with the training schedule. In this case, while the program might be equally open to both men and women, it is not necessarily equitable. In ensuring programs are gender equitable, planners must consider the contexts and expected barriers that might affect women's or men's involvement.

CAMPAIGN TO INCREASE LITERACY (PURPLE CARD)

A pilot program was designed to increase literacy amongst adults in rural communities. Materials prepared for the program included a serial cartoon strip and radio program. Popular characters were a husband with several young female lovers and his downtrodden wife burdened with raising five children and tending to their small plot of land. Although episodes of domestic violence were featured in the serial, no violence prevention information was incorporated. The program was considered very successful since literacy increased.

Possible Response(s): Aggravating

Facilitator Notes: *This project uses violent and sensational topics to engage readers and promote literacy. It does not take the opportunity to create positive dialogue around these issues or transform damaging behaviors. Rather, the images portrayed in the serial reinforce negative stereotypes about the roles of men and women and perpetuate inequality. A more transforming approach might*

present a nurturing husband in a domestic role with a wife who balances several small businesses.

YOUTH OUTREACH (PINK CARD)

An education project was concerned about rising sexually transmitted infections (STI) and pregnancy rates among youth. Unable to convince the public school system to incorporate a life skills and reproductive health curriculum into secondary school, the program decided to recruit male and female peer educators to conduct informal after-school groups. Groups discussed issues related to dating, relationships, reproductive health, and abstinence. Through participatory activities males and females explored gender roles, role-played positive behaviors and learned how to make informed reproductive health decisions that respect the rights of others and themselves.

Possible Response(s): Transforming

Facilitator Notes: *Depending on the context and how the activities are interpreted, this program may be considered both accommodating and transforming. The program accommodated the school's resistance to reproductive health education. This intervention has the potential to transform the way in which young men and women relate with each other, making the power dynamics in personal relationships more equitable.*

POST-CONFLICT DISARMAMENT, DEMOBILIZATION AND REINTEGRATION PROGRAM (BLUE CARD)

After a decade-long civil war, the newly formed central government declared education as one of its highest priorities. Between 10,000 and 20,000 children fought in the war, the majority of them having never attended school. The post-war non-formal education program is focused on providing life skills, vocational training, and counseling services to former child soldiers. Although girls were forcibly conscripted into rebel armies to serve as domestic workers and concubines they have not been recognized by the government's reintegration efforts and have been excluded from participating in educational programs.

Possible Response(s): Aggravating (or Accommodating)

Facilitator Notes: *The narrow definition of "child soldier" is exclusionary towards young women who played a role in the conflict. By not recognizing the role of females and their needs for services, they are denied participation in life skills, vocational training, and counseling programs.*

## CONDITIONAL CASH TRANSFERS TO WOMEN (GREEN CARD)

Recognizing that educational achievement is affected by poor health and malnutrition, the government instituted an innovative program of cash transfers. Cash transfers were provided to poor rural households, on condition that their children attend school and their family visits local health centers regularly. All financial transfers were channeled to mothers, as their propensity for spending the extra income on basic household goods was found to be greater than that of fathers. By the end of the program's second year, children from participating households received on average 0.64 more years of schooling than other children, secondary school enrollment rates increased as much as 14% for girls and 8% for boys, and the probability that husbands made decisions alone about the health and education of their families decreased significantly.

Possible Response(s): Transforming (or Aggravating/Accommodating)

Facilitator Notes: *This example demonstrates that an activity may fall in all three areas of the Continuum.*

This project is a good example of transforming household relations and increasing joint decision-making over health and education. It can also be argued that this example aggravates gender relations between men and women. Where men are disengaged from making responsible decisions vis-à-vis their children's health and education, these activities place additional responsibilities in the hands of mothers and further distance fathers. With shifts in household power and control over financial resources, there may be a risk of domestic violence due to the husband feeling threatened by his wife's new role. There is no mention of measures being built into the project to reduce this risk. The intervention could also be seen as accommodating the general trend that mothers are more likely to spend money on the welfare of their children than fathers. This perpetuates that gender role for men and treats the father as an obstacle to be bypassed rather than trying to change his role. The program could have tried to raise the awareness of fathers of their relationships to support the health and well-being of their children, but it maintained the status quo.
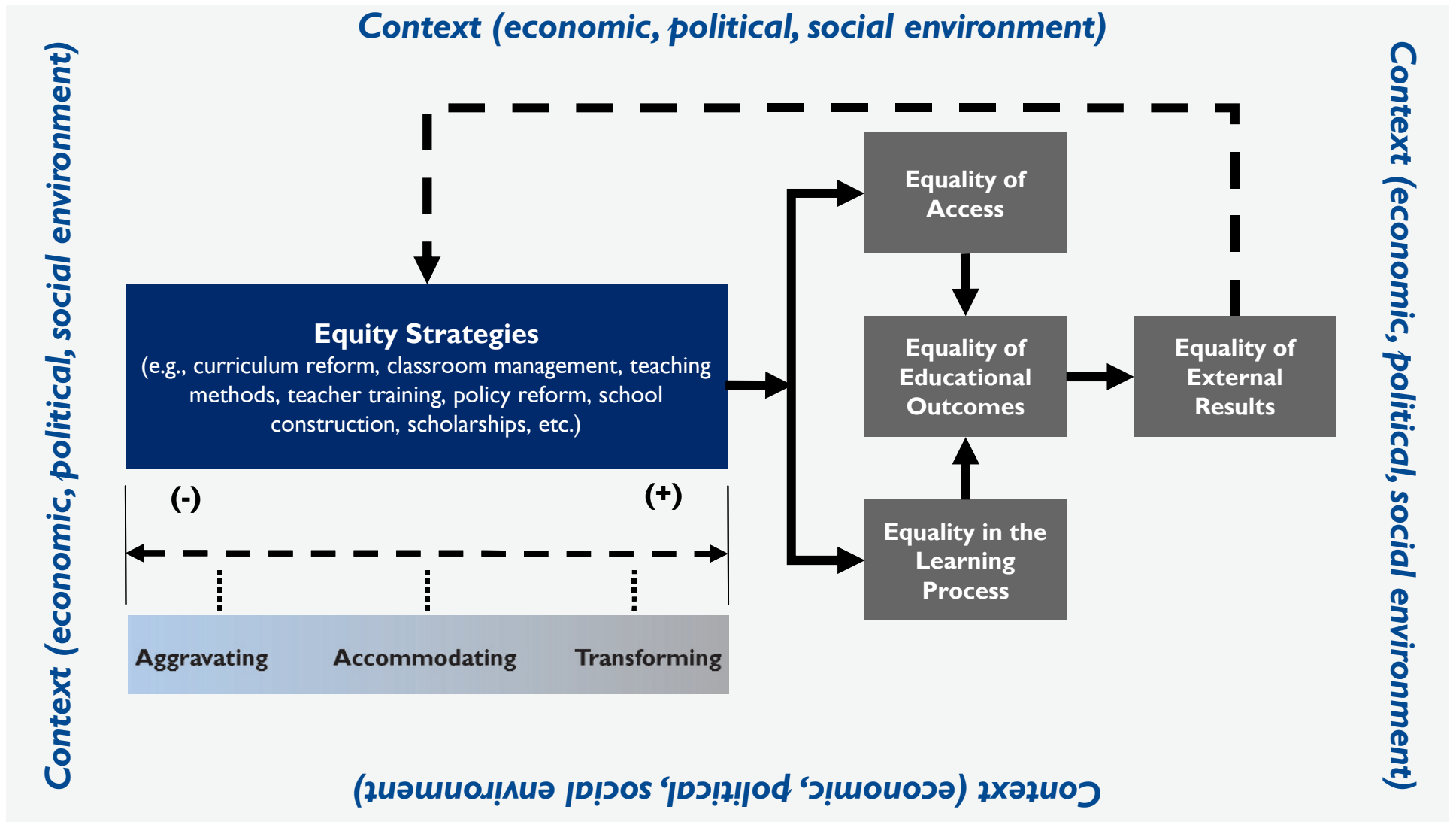
Aggravating **Accommodating** **Transforming**

HANDOUT 3:
CONTINUUM PROJECT DESCRIPTIONS

DECENTRALIZED EDUCATION MANAGEMENT (YELLOW CARD)

In attempts to modernize and improve the efficiency of the Ministry of Education (MOE), a series of decentralization policies to increase the effectiveness of education management were implemented. In order to upgrade the skills of MOE staff, regional and school administrators were offered skills training to enable them to carry out their new responsibilities under decentralization. Cluster heads, circuit inspectors, and regional administrators were offered career development opportunities. No women attended the trainings.

CAMPAIGN TO INCREASE LITERACY (PURPLE CARD)

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YOUTH OUTREACH (PINK CARD)

An education project was concerned about rising STI and pregnancy rates among youth. Unable to convince the public school system, which was under pressure from religious groups to incorporate a life skills and reproductive health curriculum into secondary school, the program decided to recruit male and female peer educators to conduct informal after-school groups. Groups discussed issues related to dating, relationships, reproductive health, and abstinence. Through participatory activities males and females explored gender roles, role-played positive behaviors and learned how to make informed reproductive health decisions that respect the rights of others and themselves.

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After a decade-long civil war, the newly formed central government declared education as one of its highest priorities. Between 10,000 and 20,000 children fought in the war, the majority of them having never attended school. The post-war non-formal education program is focused on providing life skills, vocational training, and counseling services to former child soldiers. Although girls were forcibly conscripted into rebel armies to serve as domestic workers and concubines they have not been recognized by the government's reintegration efforts and have been excluded from participating in educational programs.

CONDITIONAL CASH TRANSFERS TO WOMEN (GREEN CARD)

Recognizing that educational achievement is affected by poor health and malnutrition, the government instituted an innovative program of cash transfers. Cash transfers were provided to poor rural households, on condition that their children attend school and their family visits local health centers regularly. All financial transfers were channeled to mothers , as their propensity for spending the extra income on basic household goods was found to be greater than that of fathers. By the end of the program's second year, children from participating households received on average 0.64 more years of schooling than other children, secondary school enrollment rates increased as much as 14% for girls and 8% for boys, and the probability that husbands made decisions alone about the health and education of their families decreased significantly.

HANDOUT 4:
PROJECT ANALYSIS TOOL

A. YOUR PROJECT ON THE CONTINUUM
Map out where your program or project strategies lie on the Gender Continuum.

PROGRAM/PROJECT STRATEGIES	AGGRAVATING	ACCOMMODATING	TRANSFORMING
Intermediate Result 1: _____ Output: _____ Output: _____			
Intermediate Result 2: _____ Output: _____ Output: _____			

B. TOWARDS THE TRANSFORMATIVE
Brainstorm ways in which your current project strategies can be altered or improved such that they reflect transforming approaches to gender relations.

HANDOUT 5:
PLANNING TOOL FOR EDUCATIONAL DECISION-MAKING

YOUR PROJECT ON THE CONTINUUM

Map out where your proposed program or project strategies lie on the Gender Continuum.

PROGRAM/PROJECT STRATEGIES	IS THE PROPOSED ACTIVITY AGGRAVATING? WHY OR WHY NOT?	IS THE PROPOSED ACTIVITY ACCOMMODATING? WHY OR WHY NOT?	IS THE PROPOSED ACTIVITY TRANSFORMING? WHY OR WHY NOT?
Result 1			
Result 2			
Result 3			

HANDOUT 6:
SHARE YOUR STORY—FEEDBACK FORM

The EQUATE team would like to hear about your experiences using this training module in the field. We are always seeking ways to improve our tools to better suit your needs so that we can work in collaboration to better integrate gender components into all USAID education projects.

After your team has facilitated the module, please take a moment to fill out the following evaluation and send it to the EQUATE office: equate@msi-inc.com or via fax at (202) 974-6006. Thank you for your time and thoughts.

WHAT ASPECTS OF THIS TRAINING WORKED WELL FOR YOU?

WHAT ASPECTS OF THIS TRAINING WERE CONFUSING OR DID NOT WORK WELL?
HOW COULD THESE BE IMPROVED UPON?

HOW MIGHT/DID YOU MODIFY THE TRAINING MODULE (E.G., DIFFERENT ICEBREAKERS, PROJECT EXAMPLES)?
IF SO, PLEASE FEEL FREE TO SHARE THESE INNOVATIONS.