



# The Exchange

GENDER AND YOUTH DEVELOPMENT • OCTOBER 2003 • VOLUME NO. 38

## Peace Corps' Women in Development Newsletter

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*PREPARING FOR NEW ROLES:  
Junior counselors in training practice their conflict resolution skills.*

Photo by Karisha Kuypers/PCV

## Romania Holds Junior Counselor Training

By Karisha Kuypers/PCV

GLOW (Girls Leading Our World) and TOBE (Teaching Our Boys to Excel) camps are effective ways to provide young women and men with the opportunity to build leadership skills. Many graduates of these camps want to build on the experience by becoming involved in their communities; however, many lack both the support and the abilities to do this on their own. One way to provide sustainability for GLOW and TOBE camps is to offer opportunities for highly motivated camp graduates to become junior counselors in future camps, thus giving them a chance to put into action the concepts they learned at camp.

The Peace Corps/Romania gender and development (GAD) committee recently completed its 2003 GLOW/TOBE Junior Counselor Training in Paltinis, Romania.

Thirteen high school students who had attended camps the previous year received training in leadership, counseling, and conflict resolution. The 2003 training is particularly important as it represents the first time that male junior counselors have been trained in Romania. Boys' TOBE camps were held for the first time in Romania during the summer of 2002, and three male students from those camps were selected to be Peace Corps/Romania's first male junior counselors.

Students who participated in GLOW or TOBE camps during 2002 were chosen as junior counselors through an essay contest. Selection was based upon leadership potential and community involvement demonstrated during the past year. All those selected demonstrated exemplary leadership

*Junior Counselor Training continues on page 2*

# From the Editors

## Dear Readers,

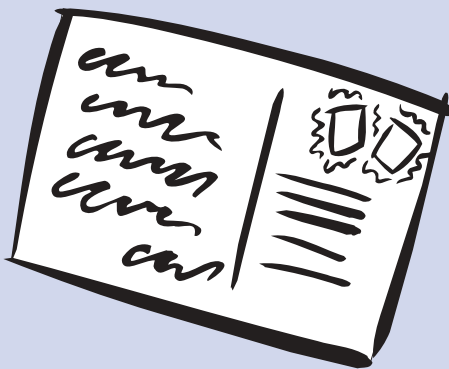
Volunteers have been working with boys, girls, young women, and young men since the Peace Corps' inception over 40 years ago. Over the years the focus of these activities has expanded from classroom teaching to areas such as employment preparation, community service, and life skills. As an increasing percentage of the world's population is made up of those age 24 and younger, the importance of including this sector of the population in the development process becomes increasingly evident. Volunteers are not only responding to the need to incorporate youth into their activities but are using a gender and development approach to design and implement activities that will meet the needs of girls, boys, young women, and young men. In response to Volunteers' increased efforts in this area and the large number of submissions we receive from Volunteers about these activities, we are dedicating this issue of *The Exchange* to gender and youth development.

The technical article "Gender Implications for Youth Development Work" explores different aspects of youth development work in the Peace Corps and how Volunteers can work with youth in a gender-sensitive way. Volunteer submissions in this issue include articles from Ecuador and Samoa on exploring career opportunities and helping youth develop their employability skills. There are articles on girls club activities in Benin, a health conference in Panama, a Volunteer touched by an HIV-positive student in Namibia, and a checklist to help teachers encourage girls' participation in class.

It is our goal to provide you with a publication that not only shares your stories, but also provides useful resources for your work. We hope that you enjoy reading *The Exchange* and we welcome your questions and comments. While we encourage all Volunteers to submit articles on how they are working to incorporate a gender perspective into their activities, space considerations prevent us from including all the submissions we receive. We thank everyone who submitted articles and we look forward to hearing from more of you in the future. Please send your articles and photographs to [TheExchange@peacecorps.gov](mailto:TheExchange@peacecorps.gov).

Lyn Messner  
Women in Development/  
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Coordinator

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Women in Development/  
Gender and Development and  
Information and Communication  
Technologies Assistant



*Junior Counselor Training continued from page 1*



*LEARNING TO LEAD:  
Former campers learn to be junior counselors.*

Photo by Kevin Spinale/PCV

skills, both during the previous year's camps and in community activities after their camps. Students from eight cities across Romania participated in the junior counselor training

Junior counselors play an important role in the sustainability of GLOW and TOBE camps in the host country. Having already attended a GLOW or TOBE camp, junior counselors transfer the skills and knowledge they learned in their own camps to new groups of campers. They assist Volunteers and counselors with the organization and implementation of camps, as well as serving as mentors for campers. After the camp, they are an integral part of extending GLOW and TOBE concepts to their schools and communities. They also benefit from the experience because the leadership and mentoring skills that they foster as junior counselors continue to serve them as they attend university and enter the workplace.

The one day training emphasized three main roles of effective junior counselors: liaison, mentor, and leader. As liaisons between campers and counselors, junior counselors explain unclear concepts to campers and alert counselors to any camper problems. Participation in daily meetings is a necessity for maintaining communication

*Junior Counselor Training continues on page 3*

*Junior Counselor Training* continued from page 2

between the counselors and the junior counselors. As mentors, junior counselors often represent a more accessible authority figure for campers and can help incorporate quiet or homesick campers into the group. In addition, they may help resolve camper issues before the issues become serious problems. During the junior counselor training, participants discussed conflict resolution, confidentiality, respect, and listening skills. Volunteers emphasized that it is the responsibility of counselors to handle major issues, and never that of junior counselors. As leaders, junior counselors participate in sessions and activities during the camp, but most importantly, they lead by example. Campers look to junior counselors as examples of how to act. Therefore, maintaining enthusiasm, paying attention, and following rules are essential components of the junior counselor role.

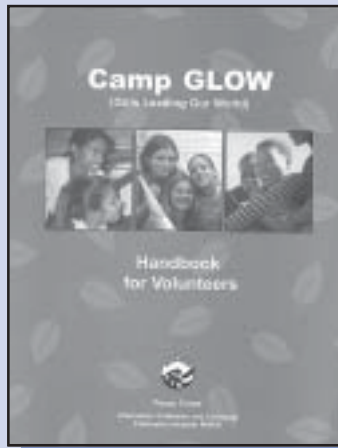
Balancing having fun with fulfilling their responsibilities is often one of the most difficult tasks of being a junior counselor, since a junior counselor may have to miss a desired activity in order to assist counselors. Junior counselors have a great deal of responsibility at camp, but they should never be required to handle sessions, activities, or administrative issues alone. The working relationship between counselors and junior counselors should be open and honest, and care should be taken to avoid making unreasonable demands of junior counselors.

At the end of the training, each participant received a certificate of completion. Having completed this training, each will hopefully have the opportunity to participate in camps as a junior counselor this summer. However, these 10 female and three male junior counselors have already demonstrated their commitment to their communities, and are a concrete representation of the sustainability of GLOW and TOBE camps in Romania.

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## WID Reviews in ICE

### M0056 — *Camp GLOW (Girls Leading Our World) Handbook for Volunteers*



Building on the successes of past camps, the Peace Corps developed this handbook to address the most common questions about Camp GLOW and share lessons learned from Volunteers who have organized camps. This handbook incorporates information from Camp GLOW country manuals, funding reports, project status reports, and other sources of information. The Peace Corps hopes the publication will serve as a tool for Volunteers and host country nationals who want to organize and host a Camp GLOW.

Camp GLOW began in Romania in 1995. Three Volunteers and four Romanian teachers took 80 young women to a mountain campsite for a weeklong leadership camp. The purpose of this camp was to encourage young women to become active citizens by building their self-esteem and confidence, increasing their self-awareness, and developing their skills in goal setting, assertiveness, and career and life planning.

Since that first camp in Romania, the Peace Corps has implemented Camp GLOW in over 21 Peace Corps countries worldwide. Camp GLOW continues to be seen as an ideal way to offer adolescent girls self-development opportunities in a fun and friendly atmosphere.

*If you would like to use this book and it is not available in your resource center, you can order it from the Peace Corps' Information Collection and Exchange or through your Peace Corps office. Provide your name, sector, and address, the book's title, and the ICE publication number, and we will send you a copy. Send your request to:*

Distribution Management Specialist  
Peace Corps/The Center  
1111 20th Street, NW  
Washington, D.C. 20526 USA  
vwomack@peacecorps.gov

*The Whole ICE Catalog* (RE001) contains a complete listing of technical publications available from Information Collection and Exchange for the use of Peace Corps Volunteers and staff. Resources on women in development and gender and development can be found on pages 163 to 171 of the catalog. In addition, electronic versions of many Peace Corps publications are available through the online library at [www.peacecorps.gov/library](http://www.peacecorps.gov/library).

If you have a favorite ICE publication, *The Exchange* would like to share your review and comments on how you have used the resource. Please send a note to the WID office with the title and catalog number of the resource, and describe what you thought of the book, how you used it, and for what other projects you think it could be used. If you have found helpful resources that are not listed in *The Whole ICE Catalog*, please send information on them as well. Through this sharing process, we can continue to help Volunteers find useful resources.



## Gender Implications for Youth Development Work

By Justine Ickes/Education and Youth Development Specialist/Europe, Mediterranean, and Asia and  
Lyn Messner/Women in Development and Gender and Development Coordinator

The Peace Corps has increasingly placed more emphasis on the area of youth development in the past several years. This is in response to the increased number of people under the age of 24 years, AIDS orphans, and child-headed households worldwide. The needs of young men and women in countries where Peace Corps Volunteers serve include self-sufficiency; financial stability; good health; employment; and a meaningful life as an active, engaged citizen and community member. Fulfillment of these basic needs is often impeded by extreme poverty, lack of access to quality education and health care systems, weak economies, limited job opportunities, the threat and impact of life-threatening diseases such as HIV/AIDS, and the ravages of war and conflict.

In response to these realities, the Peace Corps aims to provide young men and women the necessary opportunities and skills to reach their potential by nurturing the development of young people's confidence, self-esteem, education, life skills, job skills, and role models.

Youth are often perceived as a homogenous group. In reality, youth constitute diverse individuals influenced by socioeconomic, cultural, gender, and environmental factors. Therefore, the realities of young people vary greatly depending on their age, sex, ethnicity, religion, and other sociocultural factors. This article will explore gender as one important variable in any youth development work.

### Overview of Youth Development

In many countries, young men and women between the ages of 10 and 24 years constitute 20 to 40 percent of the population. These young people include AIDS orphans struggling to meet their basic living necessities, young girls caught in trafficking

rings, street children lured into drugs and prostitution, and disenfranchised, out-of-school youth. As a result, more national governments and development agencies have action plans and youth advisors to address the varying needs of young people worldwide.

Volunteers working in communities are uniquely positioned to provide opportunities to girls and boys at the grass-roots level, serving as mentors and strengthening youth service organizations. The overarching purpose of the Peace Corps' youth development work is to engage and prepare young women and men for their roles in family life, in the world of work, and as active citizens (see diagram on page 5).

- **Family Life:** Young people often take on family responsibilities at an early age as a result of factors such as early marriage and early pregnancy. In addition, the AIDS pandemic has resulted in child-headed households. Therefore, Peace Corps Volunteers work with parents, teachers, and community members to prepare young women and men for family life by providing training and awareness raising around such critical areas as HIV/AIDS, alcohol and substance abuse, family life skills (such as parenting and household budgeting), and peer education. In addition, Volunteers serve as mentors and supporters of boys and girls in sports, recreation (e.g., camps and clubs), and the arts. These activities are often linked with empowerment, leadership, and self-esteem, which are crucial to fostering sustainable knowledge, behavior, and attitude change.

- **World of Work:** An employed individual is more likely to be positively engaged in civil society. For example, youth employment can immediately contribute to family livelihood, and on-the-job training for out-of-school youth can expand a young person's lifetime ability to earn

a living and support a family. Volunteers promote youth employment by teaching entrepreneurial and employability skills such as literacy and numeracy, micro-enterprise development, and, in recent years, computer skills. In addition, Volunteers work with youth in the area of agribusiness in order to increase young people's knowledge of basic accounting practices and agricultural skills.

- **Active Citizenship:** The third focus of youth development is to prepare youth for active citizenship and to encourage a sense of connection to a larger community. Volunteers work to engage young women and men through community service, environmental action, and leadership training. Volunteers also work with out-of-school and out-of-work youth, with orphans, and with other vulnerable children, such as those with disabilities, through after-school programs, school and community libraries, and computer labs.

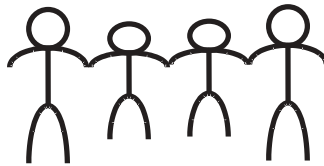
### Gender and Youth Development

In community development work it is important to apply a gender perspective in the planning, design, implementation, and evaluation of project activities. This is especially true in the area of youth development, where culturally based mores and gender roles can impact when, how, why, to what extent, and in what activities girls and boys participate. For example, in many countries it is not appropriate for boys and girls to participate in activities together. In addition, girls and young women may be more comfortable expressing themselves when boys and young men are not present, and vice versa. The cultural context can also impact how Volunteers, as adults, relate to boys, girls, young women, and young men.

*Gender Implications continues on page 6*

# Youth Development Is Community Development

**Purpose – To positively prepare and engage youth for their roles in:**

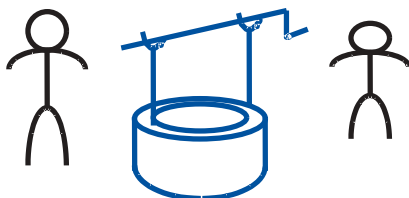
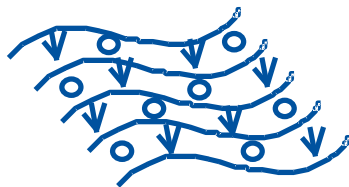
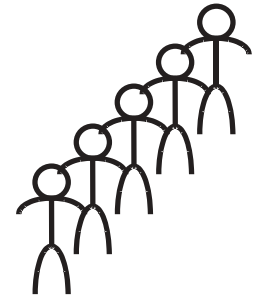
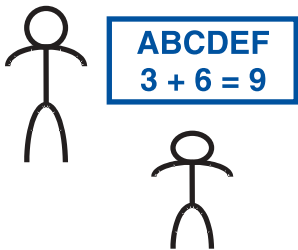


## Family Life

- Health and wellness
- Family life skills
- Peer education
- Prevention of AIDS, alcohol and substance abuse, too-early parenting

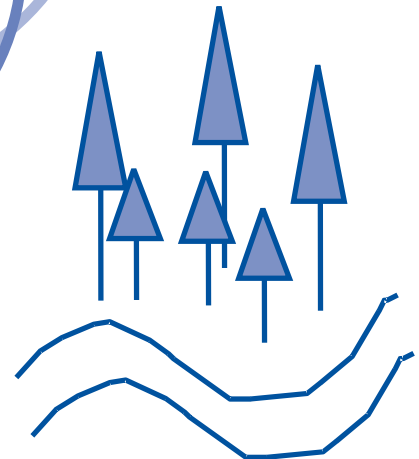
## Active Citizenship

- Conservation Corps
- Community Service Corps
- Community development
- Leadership development
- Volunteerism



## The World of Work

- Entrepreneurial skills
- Employability skills
- Literacy and numeracy



Developed by Paul Sully and Jim Russell, 1995.

*Gender Implications continued from page 4*

Given that gender roles vary from culture to culture, and even within cultures, it is critical that youth development workers not rely on stereotypes when working with young women and men. For effective community youth development, the sociocultural realities of male and female youth must be taken into account. The following are examples of the types of questions<sup>1</sup> youth development workers can ask to better understand the gender roles and gender needs of youth in order to develop culturally appropriate, gender-sensitive youth development activities:

- What are the appropriate roles, responsibilities, and behavior of boys and girls in your community? In the household? In the workplace?
- Do boys and girls have different access to opportunities, facilities, organizations, information, benefits, and other resources? If so, who has access to what?
- Who makes decisions about boys' and girls' participation in activities in the home, the community, and the workplace?
- What life choices and career opportunities are available to boys? To girls?
- Is it appropriate for an adult female to work with young boys? Is it appropriate for an adult male to work with young girls? Under what conditions or circumstances?
- What are the taboo subjects that should be avoided when talking to boys or to girls?

## Gender and Family Life

Child rearing and family health and well-being are often the responsibilities of

women. However, important family health decisions are often made by men. Therefore, it is important that family life interventions include both girls and boys. In addition, girls' choices about marriage, relationships, motherhood, education, and careers are often limited or dictated by cultural mores. A lack of education, income, or decision-making power can lead girls to drop out of school, fall prey to traffickers, enter into early marriage, or early pregnancy. As a result, girls' education and empowerment activities are important components of family health and well-being.

## Gender and the World of Work

In countries with high unemployment rates, young people (especially girls) are at risk of trafficking. Young women who believe they have accepted a job abroad for legitimate work may be tricked and sold as slaves to work as domestic servants, indentured laborers, or sex workers. Trafficking not only puts girls in unbearable living conditions but makes them vulnerable to HIV and other STDs, as well as early pregnancy. Volunteers in Moldova have worked with local and international organizations to raise awareness of the dangers of trafficking. As a result, young women and girls are more aware of the reality of trafficking and have increased their ability to make informed decisions about accepting work overseas.

## Gender and Active Citizenship

Disenfranchised, underachieving, and delinquent male youth are a major concern in many parts of the world. Volunteers have developed innovative activities for boys and young men through support, mentoring, and training in leadership and civic skills. For example, a Volunteer in the Caribbean worked with a boys group that provided a

structured after-school program. As a result, the boys developed a sense of responsibility, conflict resolution skills, increased self-esteem, and a sense of belonging in the community.

Girls who drop out of school early are limited by low literacy or illiteracy, so they often cannot access information and resources. Volunteers and counterparts develop activities to foster girls' literacy, self-esteem, leadership, and communication skills. For example, Volunteers in Nepal trained girls in computer skills such as typing, word processing, data entry, and using the Internet. This has inspired the girls to take leadership roles in their communities, making them more active participants in their country's development.



## Considerations for Volunteers

Volunteers in all sectors can include youth in their project activities in a way that addresses the gender needs of both boys and girls. For example, agriculture Volunteers train girls and boys in agribusiness skills. Business development Volunteers increase male and female youth's marketing skills and help improve organizational management of youth organizations. Environment and education Volunteers organize camps and clubs to increase natural resources awareness and build English language skills. Cross-sectoral

<sup>1</sup> Adapted from *Working With Youth: Approaches for Volunteers*. Peace Corps. 2002. Page 9 (M0067)

*Gender Implications continues on page 7*

*Gender Implications continued from page 6*

activities such as camp GLOW (Girls Leading Our World) and boys' leadership training camps increase leadership skills and develop an appreciation for diversity and tolerance toward different ethnic groups. Education and health Volunteers engage young men and women in peer health education, family life skills training, sports, early parenting, wellness, healthy lifestyles and practices (including HIV/AIDS prevention), and alcohol and substance abuse awareness and prevention.

Following are some points to consider before working with youth in your communities so that gender roles and responsibilities are taken into account:

- Take time to get to know your community and to understand family and socio-cultural dynamics. For example, what are the roles of mothers? Fathers? Boys? Girls? Siblings? Grandparents? Aunts? Uncles? Understanding family dynamics in the local culture will help you to identify the different needs of young women and men and to develop culturally appropriate responses to those needs.
- Learn about the youth activities sponsored by the governmental ministries, youth development and tourism groups, vocational education institutions, youth or community centers, Junior Achievement, 4-H clubs, scouting movements, and hotel or business associations. Do these activities provide opportunities for both boys and girls? Do both boys and girls have access to and time for the activities in which they are interested?
- If you have never worked with youth before or have limited experience in youth development, look for opportunities to mentor local boys and girls. Start a club or volunteer at an existing club. Organize sports activities. Conduct literacy classes, teach life skills and parenting education, and promote and organize service activities for young women and men.
- Work with your post's Volunteer women in development (WID) or gender and development (GAD) committee to identify ways to incorporate a gender perspective into youth projects and activities.
- Use (and encourage parents, counterparts, and community members to use) language that values both girls and boys and highlights their potential to make important contributions to society and to be engaged in meaningful ways.
- Volunteers who are experienced social workers and counselors can advise on formal and nonformal programs for positive youth development; municipal services in child neglect and abuse prevention, child protection, domestic violence; and other forms of service delivery.
- Volunteers with prior youth work experience strengthen youth-focused NGOs and work with youth employment, income generation, and health peer education programs.

Once you have determined the needs and climate for youth development in your community, here are some concrete steps you can take:



## Resources

The following resources are available in your in-country resource center or can be ordered through the *Whole ICE Catalog* at your post:

- *Camp GLOW (Girls Leading Our World) Handbook for Volunteers* (M0056)
- *Choices: A Teen Woman's Journal for Self-awareness and Planning* (WD135)
- *Choose a Future: Issues and Options for Adolescent Boys* (YD032)
- *Choose a Future: Issues and Options for Adolescent Girls* (WD127)
- *Beyond the Classroom: Empowering Girls* (M0080)
- *In the Classroom: Empowering Girls* (M0083)
- *Working With Youth: Approaches for Volunteers* (M0067).

You can also visit the Search Institute's website at [www.search-institute.org](http://www.search-institute.org) and browse the resources. As described in *Working With Youth: Approaches for Volunteers*, the "40 Assets" framework can be used as a tool to help identify possible youth development intervention points in your sector and community.

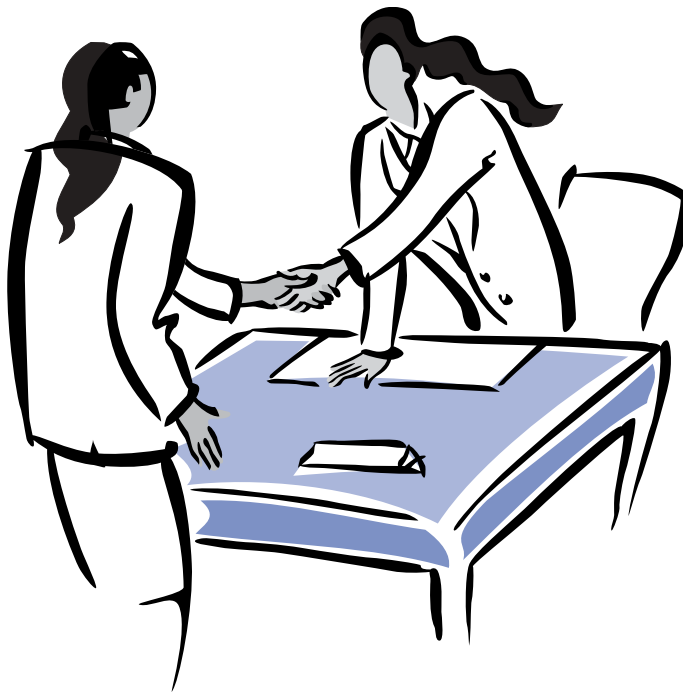
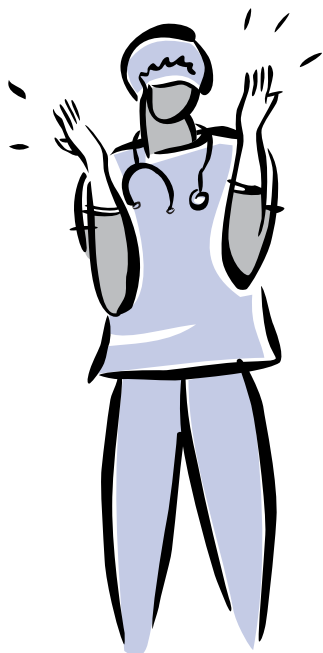


## Career Options for Youth in Ecuador

Submitted by Ana Maria Castro/APCD/Youth

Peace Corps/Ecuador's third annual scholarship conference, "The Career of My Dreams," brought together 53 young women from across the country. The three-day conference involved scholarship recipients, Peace Corps Volunteers and staff, and professional Ecuadorian women. On the first day, nine scholarship recipients were recruited to help facilitate sessions throughout the conference. Volunteers helped prepare the girls for their sessions and taught them how to be good facilitators.

The conference began with girls brainstorming their expectations for the conference and conducting role plays to discuss the differences in formal and nonformal education. During the evening hours three activities were offered. One group learned origami—how to make swans, boxes, and frogs. Others learned how to make friendship bracelets. The third group was introduced to candle making and chose from scents such as vanilla and cinnamon. Candle makers used containers in a variety of shapes and selected from multiple colors to create their unique candle.



Despite a long first day, participants rose early to start day two. Before the morning workshops, Volunteers explained the rules of the afternoon visit to the city. The girls signed up for the two professional women they wanted to visit the most, and Volunteers discussed types of questions the girls might want to ask. The morning sessions that followed highlighted a variety of topics to help prepare the girls for the future: personal portfolio making, interviewing, planning and budgeting for a family, and goal setting and networking.

In the session on personal portfolio making, girls learned the essential information to include on their resumes, how to write cover letters, and the importance of recommendation letters. They were also given tips on how to promote themselves to future employers. The session on mock interviews gave participants the chance to view role plays and discuss what makes a good and a less effective interview. Girls also learned the importance of presentation and appearance and were given interview tip sheets to

take with them. They were encouraged to research employers, prepare questions in advance, and follow up after interviews.

The session on planning and budgeting for a family demonstrated the complexities of running a household, the costs of raising children, the complications of raising a family for a mother who is still in school, and the importance of managing finances wisely. Participants discussed the importance of setting goals, establishing timelines for achieving goals, resources to help achieve goals, and obstacles to attaining goals. The facilitators stressed that goals change over time, that it is important to set new goals and let others fade, and that not achieving a goal does not signify failure.

To start the afternoon, anthropologist Martha Bonilla Camino spoke to the girls about their dreams and discussed the importance of being proud of one's profession. She emphasized that a craftsperson or an indigenous farmer should be proud of his or her job. Camino said that all professions are important, whether one needs a higher

*Career Options continues on page 9*



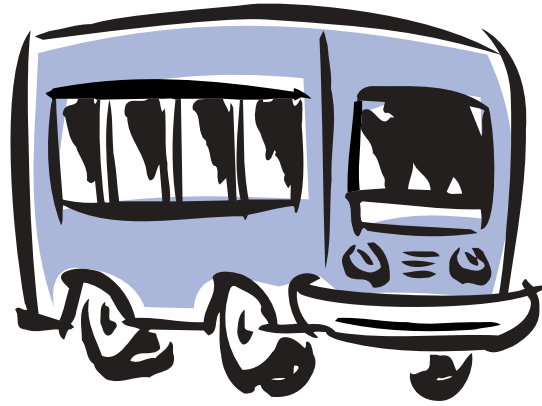
*Career Options continued from page 8*

education or not. She also said that we are all spectators in this world. Women in society are often on the outside. Society tells her that she can't do certain things, that she doesn't know how to do things, or that she is prohibited from doing certain actions and jobs. The scholarship participants divided into groups, and each group was given a task: Draw your dream job; write a song about leadership; compare the importance of manual labor with that of intellectual labor; and make up a role play about the culture of machismo.

Later that day, the girls visited professional women in the city. Participants chose to visit businesswomen, a seamstress, a policewoman, a secretary, a hairstylist, and a doctor. They had two visits and shared what they had learned.



At the end of the day, everyone came together for dinner and dancing to the music of a local rock band. After the dance, Volunteers gathered the girls under the shelter for a closing activity. While sitting in a circle, everyone took turns saying the one thing that they enjoyed most about the conference thus



far. It became very emotional for some of the older girls. This was their last conference and many tears were shed. The older girls advised the younger ones to take advantage of these conferences, to learn as much as they could, and to meet new friends. Volunteers reminded the girls that everyone has dreams and that this conference was developed to help them reach their goals.

Author Edna Iturralde came to speak to participants on the final day of the conference. (On the first day of the conference, the girls read some of her short stories and prepared questions to ask her.) She described herself as being an investigator, writer, public speaker, and professor. An author of children's literature, Iturralde began writing when she was in the fifth grade. Her writing focuses on two themes that she believes are important to present-day Ecuadorian society: self-esteem and national identity. She said that Ecuador needs leaders. To be a leader, a

person needs high self-esteem. Iturralde said, "The person who doesn't know where she came from, doesn't know where she is going. She is lost. A tree cannot live without its roots."

After Mrs. Iturralde's speech and discussion, participants filled out evaluations and participated in a closing ceremony. While all of the scholarship recipients received diplomas, Sandra Ochoa was congratulated for her hard work and dedication to finishing school in spite of the difficulties she encountered as both a mother and a student. The scholarship recipients showed their support by giving her an extra long round of applause and by chanting her name.

c/o Ana Maria Castro  
APCD/Youth  
Avenida Antonio Granda Centeno #734  
& Baron de Carondelet (OE 4-250)  
Quito, Ecuador

## Girls Club Shines in Benin

Submitted by Maria Soumonni, APCD/Education

*PCV Marie-Chantal Landais, a Volunteer in one of the secondary schools in Parakou, northern Benin, from the beginning was driven by one vision: to have students do things themselves. The first success she had was when she taught the girls how to campaign and vote for officers in the girls club. Since then, the girls club has been busy planning a variety of activities, several of which are described below.*

### Award Ceremony for Girls

To celebrate International Women's Day, the girls club organized an award ceremony to reward the girls who successfully completed the first semester of the academic year.

The club decided to fund the event themselves. Each girl was asked to pay dues of 25 CFA francs (about 4 cents) per week. This was quite a lot of money for the students! Each class selected a treasurer to collect the money, who in turn handed it over to the club's treasurer. Several local organizations and the government also contributed.

On March 8, International Women's Day, the girls gathered to start a parade in the vicinity of the school under the rhythm of drums and trumpets of a marching band. They proudly displayed their banner: "*Filles d'aujourd'hui, femmes de demain, l'avenir est entre nos mains*" (Girls of today, women of tomorrow, the future is in our hands).

The program included songs by the girls choir, skits about girls' education, poems, dances, and finally a game of handball

between two girls teams. However, the most important part of the day was when 161 girls were rewarded for their academic effort. Special prizes were given to acknowledge the dedication of the eight girls who had the highest grades in their class. The girls received school supplies, T-shirts, and beauty supplies donated by the community. The total cost of this project was \$132.69, of which \$86 was the girls' own contribution. The remaining amount was provided by the Parents' Association and various businesses in town. This project showed the dedication of the club's members, who were able to pull the program off without much external financial help.

### Girls Choir Christmas Concert

Twenty-six members of the girls club organized a concert for the community titled "Christmas in Albarika." Girls started rehearsing every Friday and Saturday in October. Most of the girls had no previous musical experience, but with patient coaching they mastered the songs and could all sing in tune by December. They sang songs in English, Spanish, French, Creole, and Fon (one of the local languages). It went well, and all the guests praised the club's initiative and, especially, the fine job of the singers who memorized all the songs in foreign languages.

The project was funded mostly by the girls club, which sold snacks in school throughout the month of December. This was also a lesson in business because the committee decided to invest the amount necessary to make the snacks, and they were able to make enough profit to defray the expenses of the concert. The only outside help came as in-kind labor from a few teachers who willingly offered their time for the rehearsals and from other community members who



SONGS OF CELEBRATION: Girls club members organize a concert for their community.

Photo submitted by Maria Soumonni/APCD

*Girls Club Shines continues on page 11*

*Girls Club Shines continued from page 10*



*MARCHING TOWARD THE FUTURE: Students celebrate academic achievement on International Women's Day.*

Photo submitted by Maria Soumonni/APCD

provided the costumes for the actors. Prominent community members attended the celebration and congratulated the club for its initiative.

### **Training in First Aid for Girls**

Around the same time, the girls club, with the support of the Red Cross, held a workshop in first aid and community health for the girls in the school. Under the supervision of a certified Red Cross instructor, 14 girls between the ages of 17 and 20 participated in the workshop. The objective of the workshop was to empower the girls to

respond adequately when facing an emergency by providing basic first aid. Topics covered during the workshop included how to respond in an emergency and how to recognize internal and external bleeding, breathing emergencies, choking, fainting, burns, injuries to the head, neck, and spine, shock, and sprains. The workshop was organized in response to the girls' interest in the medicine. A few of them plan to become nurses or doctors. At the end, they were tested on how to respond to specific situations, and they were pleased to be able to perform the required tasks.

This project was graciously funded by the Red Cross in Benin, and the instructor kindly

offered his time and expertise for the sessions. The project was well received by the school's administration and other community members, who understand the need for first-aid providers in the school, especially during football games, where accidents occur frequently. Whether or not they become nurses or doctors, all 14 girls have the basic knowledge to help save a life.

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# Engendering Development

By Lyn Messner/WID/GAD Coordinator

*“Engendering Development” is an ongoing column that provides theories and tools for integrating a gender perspective into programming and training.*

Past issues of *The Exchange* have covered such topics as gender analysis, PACA (participatory analysis for community action), and the agency’s regional gender and development (GAD) team strategy. What this column has not covered, yet, is the larger context of how and why women in development (WID) and GAD are important to the Peace Corps and how they fit into the agency’s overall mission. Therefore, this article provides the history of WID and GAD approaches both in the broad, international context as well as within the Peace Corps.

## History of WID and GAD Internationally

International development interventions historically focused on community development, which involved working with or through traditional leaders to design projects. Traditional leaders were often elite and male, therefore projects focused on their needs rather than the needs of the larger community, the majority of whom were poor and female. As a result, many of these projects failed.

In response to this, development practitioners surmised that in order to achieve effective, sustainable development, women needed to be included in the process. In the 1970s, WID approaches emerged as a way of addressing the needs and concerns of women. Women’s exclusion from the development process was highlighted in Ester Boserup’s book, *Women’s Role in Economic Development*<sup>1</sup>, as well as at the UN’s First World Conference on Women and Declaration of International Year of the Woman in 1975. The rationale behind WID approaches was that development would proceed much better if women were more fully incorporated into it. WID approaches tended to focus on women’s productive role in society, and special projects were designed to improve women’s economic situation.

Critiques of WID concluded that activities failed to take into consideration the multiple roles that women play in society and the various demands on their time. As a result, GAD approaches emerged in the 1980s. GAD emphasized the relationships between women and men. Rather than treat women as a homogeneous group, GAD recognizes that women are a diverse group and that their needs may vary according to age, ethnicity, socio-economic status, etc. Central to GAD is an understanding of the gender division of labor and gender needs. The rationale behind GAD is that it is

women’s socially determined roles that limit their ability to be full partners in the development process, not just their economic status.

When all this was happening on the “outside,” what was going on in the Peace Corps?



## History of WID and GAD at Peace Corps

As part of the emergence of WID approaches in the 1970s, the Peace Corps Act of 1961 was amended when the Percy Amendment was passed by Congress in 1978. The amendment stated:

“In recognition of the fact that women in developing countries play a significant role in economic production, family support, and the overall development process, the Peace Corps shall be administered so as to give particular attention to those programs, projects, and activities which tend to integrate women into the national economics of

<sup>1</sup> Ester Boserup, *Women’s Role in Economic Development*, St. Martins Press (New York 1970)



*Engendering Development* continued from page 12

developing countries, thus improving their status and assisting the total development effort.” Peace Corps Act Section 2502(d)

As a result of the Percy Amendment, the WID Office was established at Peace Corps headquarters. The WID coordinator position was created in the 1980s to ensure that the agency fulfills the mandate of the Percy Amendment. In accordance with prevailing thought at the time, the Peace Corps had WID projects and WID Volunteers who initiated separate projects for women. This would later change, however, with the recognition that all Volunteers need to incorporate WID and GAD into their work. When WID projects began to disappear, Volunteer WID committees emerged.



In 1991 the Peace Corps authorized a WID policy to ensure that women have access to the skills and technologies offered in all Peace Corps activities. This is accomplished through overseas staff development, pre-service training, project plans, the integrated planning and budget system, and the program and training framework, as well as through written and visual materials produced by the agency and documented in all sectors.

In the 1990s the Peace Corps embraced GAD as well as WID. In support of this effort the Peace Corps entered into the Women’s Organization and Participation agreement with the U.S. Agency for International Development.



Beginning in the Inter-America and the Pacific region, a number of workshops were held. A major outcome of these workshops was the formalization of a gender-sensitive approach to participatory activities called participatory analysis for community action (PACA). Community-content based instruction (CCBI) was an application of PACA to the educational process. The final product of these efforts was the *Gender and Development Training/Girls' Education manual*.<sup>2</sup> This manual provides modules for training staff and Volunteers in GAD and PACA.

In 1999 the Peace Corps formally changed from WID to WID/GAD to reflect the inclusion of both approaches in the Peace Corps' work. Since that time, regional GAD teams have been formed. The teams are made up of male and female host country national staff from all sectors to ensure sustainability and sociocultural relevance. The purpose of the teams is to serve as mentors and trainers in GAD and gender analysis for posts in their regions. The “Engendering Development” columns in volumes 35 and 36 of *The Exchange* include articles detailing the Peace Corps' GAD team strategy.

 ...GAD recognizes that women are a diverse group and that their needs may vary according to age, ethnicity, socio-economic status, etc. 

<sup>2</sup> Peace Corps, *Gender and Development Training/Girls' Education Manual*, (1997) M0054 Note: This manual is not available through Information Collection and Exchange, but can be found with your WID/GAD staff point person at post, or in your in-country resource center. The *Gender and Development Training* booklets are available on Peace Corps online library at [www.peacecorps.gov/library/community.cfm](http://www.peacecorps.gov/library/community.cfm).

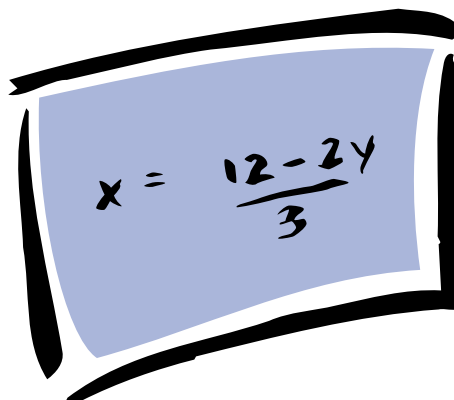
# How To...

## Encourage Girls' Participation in the Classroom

### A Checklist for Educators

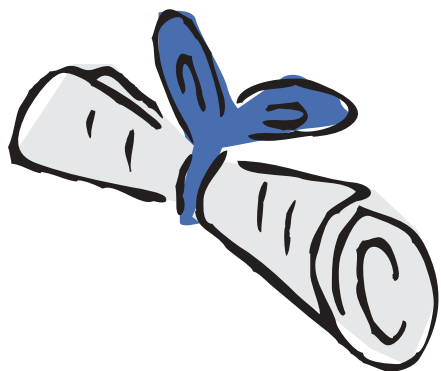
This checklist was developed at a seminar for school officials (regional directors, inspectors, and school principals) and Peace Corps Volunteers in Togo. The seminar, which focused on gender equity inside and outside the classroom, was organized in collaboration with the Ministry of Education and Research.

- Systematically increase students' awareness of gender equity
- Organize informational sessions and have students participate in educational activities and games in class
- Work to counteract students' stereotypes in classroom lessons
- Integrate gender equity into examples used in the classroom  
Ex: Instead of using the sentence "Marie sweeps and John plays," use "Marie and John play and Marie makes a goal."
- Use the ideas of integrated curricula in classes such as history, science, and language to promote the idea of gender
- Integrate gender-sensitive ideas and examples into subjects and defined class objectives  
Ex: "At the end of this lesson girls and boys will be able to..."
- Make all documents gender sensitive
- Ask the girls to participate to the best of their abilities in practical activities and scientific experiments
- Make an effort to call on boys and girls equally in class
- Wait three to five seconds before calling on a student to give everyone time to think
- Encourage the girls to speak more in and out of class
- Encourage girls to continue their studies into higher grades and their work in male-dominated subjects such as science and math



*How To... continues on page 15*

*How To... continued from page 14*



- Congratulate the girls who speak up
- Make an effort to put more girls in positions of responsibility (ex: class leaders) and encourage them to be role models
- Give small prizes to the girls and boys who answer many questions
- Respect the self-esteem of girls and boys
- Encourage girls to participate in sports and other extracurricular activities
- Find other disciplinary measures than corporal punishment
- Establish healthy, responsible relationships with students
- Disallow students from entering a teacher's house after dark
- Disallow students from going to a teacher's house alone
- Maintain good relationships among the students  
Ex: Teasing, making fun of, and harassing other students are not allowed in school
- Create, encourage, and give information to peer education groups
- Be a role model
- Demonstrate that you are worthy of students' trust
- Give the grades the students have earned
- Be willing to listen to the problems a student is having and be understanding of the affect it could have on his or her work

c/o Rose Kpomblekou  
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 Peace Corps Director  
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# WHAT'S GOING ON...

## Student Becomes the Teacher in Namibia

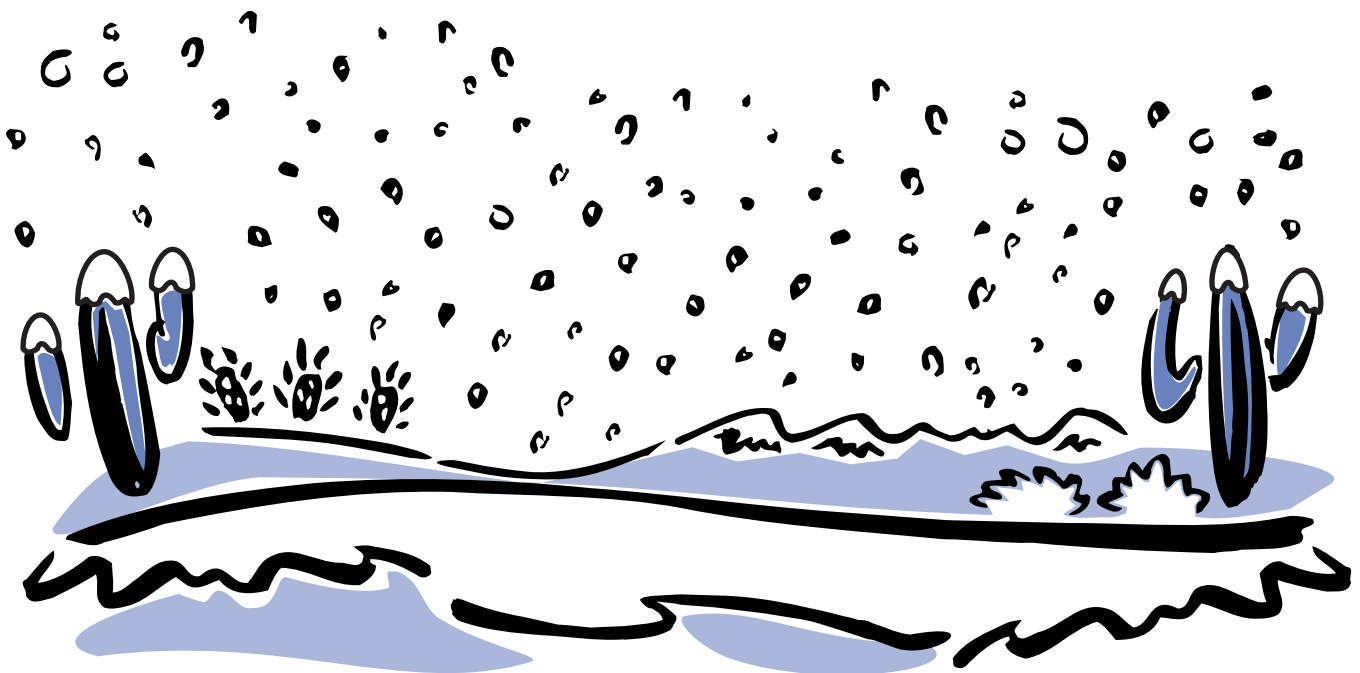
By Jacquelyn Williams, PCV

I loved so many of my learners. I served as a stand-in mother, aunt, sister, or friend. My 11th graders were most dear to my heart. Every day of the year, in some big or small way, they reminded me of why I was there, what my purpose was. At times they frustrated me, and I paused often to take a deep breath to tell myself it was all just a test, that I could get through it. It was okay that they did not indent when writing compositions; it was okay that they did not believe that Tupac died; it was okay that they did not believe that there were people just like them, with beautiful black faces, in America; it was okay that they did not learn as much new vocabulary as I wanted. It was okay. There was one student, though, who was particularly special to me. She found a place in my heart that I didn't even know existed. Her name is Heleni and she is HIV positive.

She came to my house late one night to talk, which was not peculiar, since I lived at school and many students came by freely to visit or get tutoring. My house was a safe and quiet haven, and I believed this was why so many learners came to visit. At first she said very little, only admitting that her son was sick and she was looking forward to getting him some medicine. We talked a bit that first night, but that was all. Heleni then visited the following three nights, staying long but saying little. On the fifth night, she simply turned to me and said, "I'm afraid. The reason I'm afraid is because I'm HIV positive, and the baby is too." For some reason I was shocked. I should not have been, since the HIV transmission rate in Namibia, specifically in the north, is extremely high. We talked throughout the night. She explained the history of how it happened, her

decision to be tested, the guilt she felt about her son, the fear that grew inside her, and her hopes and dreams for the future. Everything. I simply sat and listened. She had come to terms with what was destroying her. She had accepted it and moved on to do what she set out to do—finish school, get a job, and start a family. "It's like snow on the desert," she said, quoting from a poem we had read in class. "I didn't expect it. I wish it didn't happen. But God has laid upon me this burden, and I must receive it. It's my responsibility to see the beauty of all of this and figure out what I can do to help others around me. It's like any other disease. I can make this bad thing beautiful. Like snow on the desert."

HIV/AIDS has ravaged Namibia, becoming the leading cause of death and imperiling the future of its people. One out of every



*Namibia continues on page 17*



*Namibia continued from page 16*

four Namibians is infected with the virus. The number of orphans has skyrocketed. Most Namibians don't know they are infected and don't want to know because their options are limited. The stigma is scorching. Most HIV-positive Namibians have not shared the news with their families for fear of shaming them and causing their families to lose their land or access to affordable housing and health insurance. Rejection and discrimination have left many HIV-positive Namibians isolated.



According to Heleni, culture is one of the biggest problems. Heleni told me she firmly believed that culture is not a watertight thing that must be preserved at all costs. She believed the younger generation of Namibia must examine their cultural practices. Some practices, such as visiting a witch doctor to be cured of AIDS, believing that having sex with a child or virgin will cure you, being married but having multiple partners on the side, and alcoholism, were killing people unnecessarily.

I arranged for Heleni to participate in the national GGLOW (Guys and Girls Leading Our World) workshop, where she attended sessions on leadership, decision-making skills, and career planning. I had also arranged for her to meet with Emma Tuaepepa, a prominent HIV/AIDS activist. Together they discussed her situation and the possibility of her "coming out," careful to assess the positives and negatives of such a decision. In the year that followed, Heleni and I continued to discuss the matter. With the support of her family, she decided to contact various nonprofit organizations to see whether they would be interested in her story.

Heleni grew enormously in maturity and compassion toward others. She is an extremely intelligent, resilient, and loving young woman. "Why do we plant flowers over a grave?" she asked me teasingly one night. I said, "To remember those we love." "No," she said. "It's only to distract us from the pain we're feeling. I don't want any flowers at my grave. I want people to stand over my grave and remember exactly, with no distractions to why they have come, why I've died, and learn from my death. That's the something beautiful I want at my grave." I admired her tenacity and love of life, and have learned a great deal from her. She was not filled with unresolvable woe. Poverty of spirit was not her dilemma. Just the opposite. She found her spirit, embraced it, and has celebrated and shared it with others. I came to realize that I often rushed through the daily events of my life, always anticipating and planning for what was to come. Now, because of Heleni, I have decided to live more in the moment and appreciate the little things. I have learned to relax and enjoy doing nothing, a great feat for me. I have allowed for the possibility of chance occurrences, of unexpected, but often beautiful



moments. I have slowly questioned myself to find out what is important to me.

Shooting and interviewing for her film have taken much of Heleni's energy. She has juggled school, her family, and the project. Though nervous about how her family and friends would receive the news that she was HIV positive, Heleni was not afraid. As we watched the sunset one night, she said, "This is right. Things are going along as I had hoped. I have a moral obligation to help others now. This is just another step forward in my life, my future, which I no longer simply leave to chance." Then we turned to each other and smiled.

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## Thinking About the Future in Samoa

By Jill Fennimore/PCV

In 2000, some Peace Corps Volunteers from Samoa began a nonprofit organization called Avanoa Tutusa, which translates as Equal Opportunities, as an alternative to the all-Volunteer gender and development committees at many other posts. Although Volunteers are members of Avanoa Tutusa, it is a Samoan organization and the president is Samoan. The goal of Avanoa Tutusa is to raise awareness and develop initiatives related to gender and youth development in Samoa. Career Day is one of Avanoa Tutusa's projects.

Career Day, which first began in 2001, is an opportunity for high school students to learn about the options and opportunities that exist upon graduation. Over 25 exhibitors from businesses, universities, government departments, and nonprofit organizations were present to give information to the students and to answer their questions. Examples of exhibitors include the following: National University of Samoa, Samoa Polytechnic School, Department of Agriculture, Internet Pasifika, Savaii Computer Learning Centre, Fire Department, Police Department, Yazaki Limited, Women in



*INSPIRING YOUTH TO DREAM: Career day engages youth in future opportunities.*

Photo by Terri Tarbette

Business, TV Samoa, Labour Department, and the University of the South Pacific.

Over 1,200 students attended two career days held on Samoa's main islands, Upolu and Savaii. Students who attended learned about the different exhibitors. Taliitai

Koroseta commented, "Career Day explained to me the different jobs and other things I can do after I finish school next year. It is a good opportunity for us to learn what subjects we need to take according to what exhibitors we liked. The exhibitors did a great job explaining what they do at their jobs and what we, as students, need to do to try to get a good job."

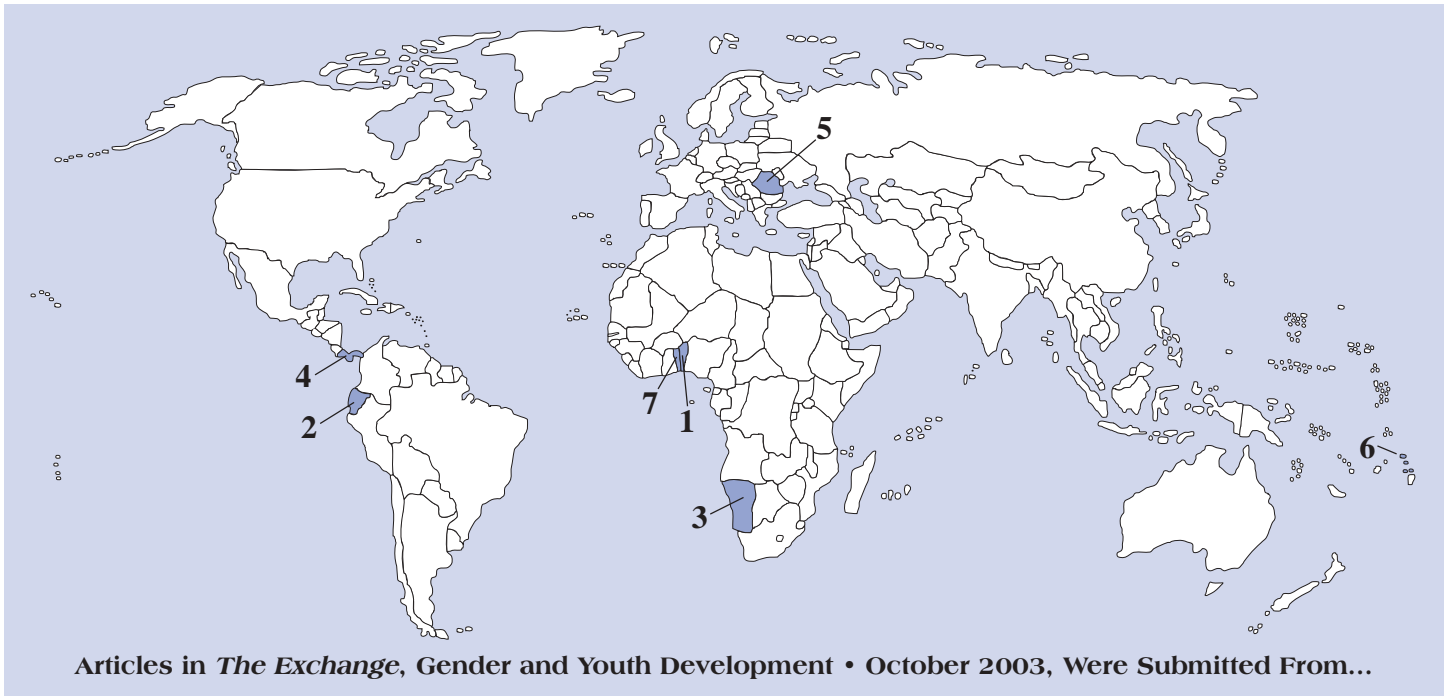
Through Avanoa Tutusa's goal of raising awareness and developing initiatives (such as Career Day) related to gender and youth development in Samoa, both male and female youth have an opportunity to begin thinking about their futures. Currently, Avanoa Tutusa is working with Samoa's National Youth Foundation on a youth leadership program for boys and girls 14 to 18 years of age. Avanoa Tutusa looks forward to continuing its work on gender and youth issues.

Kim Frola  
APCD  
Peace Corps Director  
Private Mail Bag  
Apia, Western Samoa



*EXPLORING THE POSSIBILITIES: Girls learn about a variety of non-traditional occupations on career day*

Photo by Jill Fennimore/PCV



- 1. Benin
- 2. Ecuador
- 3. Namibia

- 4. Panama
- 5. Romania

- 6. Samoa
- 7. Togo

## Upcoming Issues

- The next issue of *The Exchange* (Volume 39) will focus on gender and water and sanitation.
- Articles for Volume 40 of *The Exchange* are currently being accepted.

*Editor's note: All submissions are welcome, and topics are not limited to the theme of the issue. Feel free to submit letters to the editor, items for the "How To" or "Building Sustainability" columns, or pieces on any activity that involves gender and development.*



## Upcoming Opportunities

- October 16: World Food Day
- November 20: UN Children's Day
- November 25: International Day for the Elimination of Violence Against Women

# Building on Past Success in Panama

By Valerie Whiting/PCV

Peace Corps/Panama held a WID/GAD seminar with a focus on health, particularly HIV/AIDS. Male and female participants were selected by Volunteers, who were dedicated to sending true leaders of their communities. Participants' ages ranged from 18 to 45, and they represented Latino and indigenous cultures. The speakers were interesting and engaging and many times brought the participants to heated discussion or passionate tears. I was most surprised when young Latino men shook the AIDS speaker's hand after finding out he was HIV positive. The activities planned for the evenings, like the cultural night and a game show, were even better than in previous years.

During the closing ceremony, each participant thanked us. They indicated that it was a privilege to have been brought to the conference and that the information was vital and precious to the future of Panama's rural and urban areas. The participants left confident of themselves, and their ability and willingness to educate their communities about the information they learned. Many were already conversing about how to bring the workshops to their towns, their women's group, or their youth group.

I am proud to have been active in a group such as the Peace Corps/Panama WID/GAD committee, and I am doubly proud that the understanding and level of dedication continues to improve with



every new board of directors. Peace Corps/Panama's WID/GAD committee continues to reach out to men, women, boys, and girls.

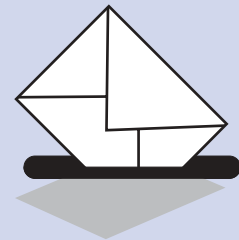
c/o Inola Mapp, Technical Trainer  
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## Express Yourself

Tell us what is happening with WID or GAD in your country that you would like to share with others. Tell us your success stories. What works? What does not? When you tell us about your project, please give a location and an address. Photos should include the names of the key individuals in the picture, a brief description, the location, and the name of the photographer. Send contributions, comments, suggestions, and requests to:

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