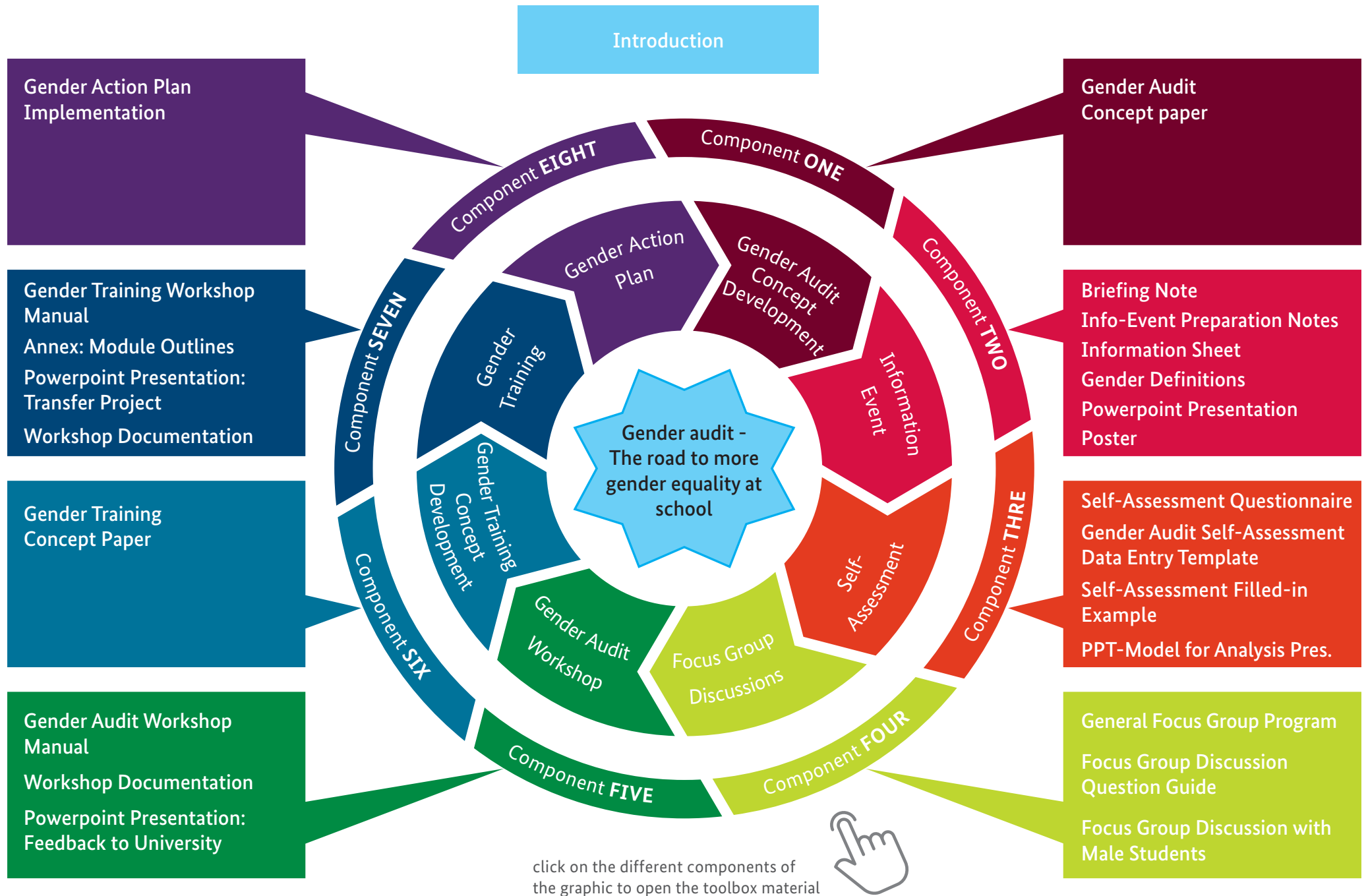


Gender Audit Toolbox for Health Training Institutions





Gender Audit Toolbox for Health Training Institutions

Implemented by

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

In cooperation with



Gender Audit Toolbox for Health Training Institutions

Introduction

Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
DFID	Department for International Development
EWB	Employment-oriented support for Women in the Health sector
GBV	Gender-based violence
GIF	Gender Integration Framework
GIZ	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HTI	Health Training Institution
ILO	International Labour Organization
MOH	Ministry of Health
NGO	Non-Governmental Organization
PGA	Participatory Gender Audit
PPT	Microsoft PowerPoint (presentation)
TA	Technical Advisor
TNA	Training needs assessment
UN	United Nations
USAID	United States Agency for International Development

Introduction to the Toolbox

Background

This toolbox is based on a participatory gender audit process that was conducted between 2018 and 2019 as part of the “Employment-oriented support for Women in the Health Sector” (EWH) project in Liberia. EWH is a joint initiative of Liberia’s Ministry of Health (MOH) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). In order to make pre-service education in health sector occupations more accessible to women and more responsive to their needs, EWH seeks to strengthen the gender responsiveness of selected health training institutions (HTIs), i.e. institutions offering degrees for health sector professions. The assumption is that gender has a significant influence on student enrolment, retention and performance in education for health sector professions. The way this plays out is determined by the degree of gender responsiveness of the learning environment, i.e. institutional policies and services, staff and students’ knowledge, attitudes and behaviors, as well as the broader social and socio-economic context.

The participatory gender audit process conducted at four HTIs in Liberia aimed to:

- Determine the extent to which institutional policies and services and individual competencies of selected universities that train health personnel are gender responsive
- Devise action plans to improve gender responsiveness of the institutions
- Conduct gender training workshops to increase gender knowledge and competence of selected university staff.

What is the Toolbox?

A range of documents were produced for each component of the gender audit process. The toolbox is a virtual collection of these documents. This includes information and learning material as well as reports. These are useful resources for any organization, institution or individual that plans to conduct a gender audit in an environment where gender and gender equality are only just starting to be recognized as topics necessary to be integrated into the day-to-day activities of (teaching) institutions.

Using the Toolbox

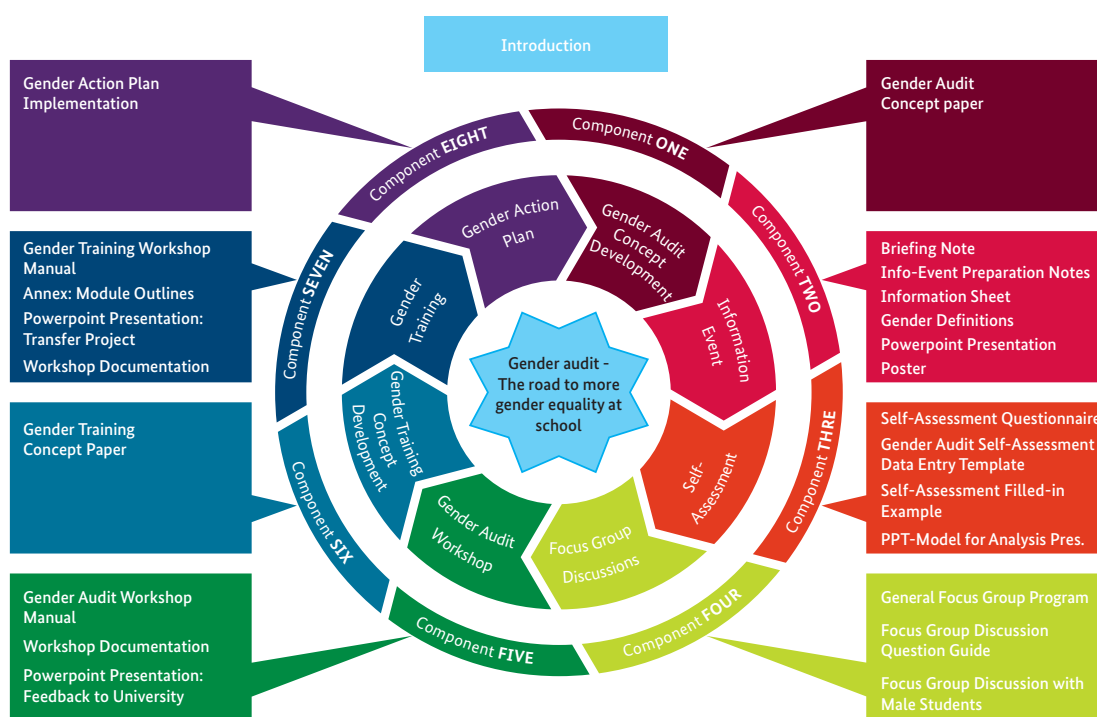
The toolbox aims to support replication and adaptation of the gender audit activities conducted in Liberia in 2018/2019. The format of a toolbox allows for conscious selection of information material at any step of the gender audit process. It also supports a systematic organization of the material developed and thus facilitates understanding by the potential users.

It is important to remember that the documents were developed for a specific context – health training institutions in Liberia with little understanding of gender issues and the gender audit process. As such, it will be necessary to modify the documents to the local context. In addition, many of the documents build on the results of previous stages in the gender audit process. For example, the topics for the focus group discussions are based on the issues identified in the self-assessment questionnaire. A number of documents have therefore been included to serve as a guide only.

Outline

The toolbox is comprised of eight components, which are organized according to the steps of a participatory gender audit process. Each component includes a number of documents/products as displayed in the wheel below. You can navigate directly to an individual component either by clicking on the table of contents in the side bar, or on the wheel on page 1.

Gender Audit Toolbox for Health Training Institutions



Component 1: Gender Audit Concept Development

Before any gender audit, there is a need to develop a sound concept based on the specific context. In essence, it is a needs assessment and justification for the whole gender audit process. Such an assessment will draw from international documents and resources as well as from national analyses. The example of a gender audit concept paper presented here outlines the objectives, approach and methods used for the gender audit, including a 1-day workshop program. The concept is flexible enough to be slightly adapted to the individual institution. It considers international good practice and tools such as the ILO Participatory Gender Audit handbook, local evidence such as the USAID gender assessment of health training institutions in Liberia, as well as the views of local stakeholders. A (lean) monitoring/evaluation concept is also part of the approach.

Component 2: Information Event

The experience in Liberia showed that HTI school management, and even gender focal persons, may not have much knowledge of what a participatory gender audit is. This makes it difficult to obtain strong buy-in from the executive management to engage in such a process. It was therefore decided to have an information event for each school to explain the gender audit process, including the objectives and potential benefits of such a process. The materials developed for this information event are as follows:

- Preparation notes for the information event that list all organizational activities before the event
- Briefing note for the schools informing about the information event
- Information leaflet explaining the process of a participatory gender audit; to be distributed during the information event to all participants
- Definitions of selected gender terms that are used during the information event
- A power point presentation explaining the overall process of the gender audit
- A poster – “The road to more gender equality at the school” - developed to visualize the various steps of the gender audit.

Component 3: Self-Assessment

The self-assessment aims to collect information about the existing gender knowledge and competence at the school. The questionnaire was developed based on the Interaction gender audit handbook (<https://www.interaction.org/wp-content/uploads/2019/03/Gender-Audit-Handbook-2010-Copy.pdf>) and adapted to the Liberian context. The toolbox contains the cover page for the questionnaire and the paper-based questionnaire that was completed during the information event. Results were entered manually to an Excel spreadsheet and then transferred to Qualtrics for data analysis. However, data analysis could also be undertaken using another software, or in Excel directly. In other environments it may be possible to have the self-assessment done online using a suitable software. The toolbox also contains the Excel template for the analysis and an example of how the spreadsheet was populated. A PowerPoint template for the presentation of the self-assessment results is also included. The results were presented during the gender audit workshop (see component 5).

Component 4: Focus Group Discussions

This component contains documents used during the focus group discussions. Questions for the focus groups were derived from the analysis of the self-assessment results according to the four analytical categories of the gender audit. The focus group discussion template can be used as an example of how to develop focus groups questions. It also contains the program of the focus group discussions.

Again, it is important to emphasize that the documents should not be used as they are. They have been included to be used as a guide to develop context-specific materials. The guiding questions and the structure for focus group discussions should always be based on a prior assessment. In the case of Liberia, we conducted four focus group discussions at each HTI: for women students, men students, women teachers and administrative personnel, and men teachers and administrative personnel. For good results, the focus groups should be as homogeneous as possible. It is important to note that a focus group should not last for more than 90 minutes. The discussion was recorded as much as possible with one facilitator writing down the verbal contributions, and the other visualizing topics and contributions on a flipchart. In some occasions it was possible use video-recording and then correct the transcriptions of the contributions from this. All transcriptions were done immediately after the discussion to improve accuracy. Documentation of one of the focus group discussions is included as an example.

Component 5: Gender Audit Workshop

The most important document for the gender audit workshop is the gender audit manual for the facilitator. It contains all necessary information and material to conduct a gender audit workshop. The documentation of one workshop is included to illustrate how the gender audit workshop was developed as well as the products/results at the end of the workshop. The workshop documentation serves as report for the participants after the workshop.

This component also contains a power point presentation:

- Feedback to the university management after the gender audit workshop

An example of a gender action plan developed during the gender audit workshop and later adopted by the institution is presented under Component 8: gender action plan implementation.

Component 6: Gender Training Concept Paper

Just like the gender audit, it is necessary to develop a concept for the gender training. The focus of the gender training will depend on the institution/s and the target group/s. The example of a gender training concept paper presented here outlines the objectives, approach and methods used for the two-day gender training workshop. It also includes the expected outputs and products of the training; monitoring and sustainability considerations, as well as lessons learnt during the gender training process in Liberia. The concept is again flexible enough to be slightly adapted to the individual institution.

Component 7: Gender Training Workshop

In Liberia, the gender training workshop followed the gender audit. In other settings it may make sense to conduct the gender training immediately after the information event or even as a stand-alone activity independent from a gender audit itself.

As in the case of the gender audit workshop component, this component contains the workshop documentation for the participants and the gender training manual for facilitators. Short module outlines that were used to structure the program of the gender training workshop are also included in the annex to the manual.

Each training workshop should apply the newly gained knowledge and skills to produce a practical and concrete result for the participants, which they can implement after the training. In Liberia, the product was a transfer project proposal. In other cases, it may be the development of a gender policy for the institution or guidelines to follow in case of sexual harassment, etc.

A PowerPoint presentation about (transfer) project proposal planning and development is also included in this component.

Component 8: Gender Action Plan Implementation

In Liberia, the executive management of all three HTIs adopted the gender action plans developed during the gender audit workshop. At the end of the gender audit process, the schools then began planning for some of the activities included in the plan. One school nominated a gender focal person, and two schools planned for gender sensitization activities for the general school population. This component contains an example of a consolidated gender action plan developed during the gender audit workshop and later adopted by the university's executive management. It is important to keep up the momentum and ensure that not too much time elapses between the adoption of the action plan (or end of the gender audit process) and implementation of the first activities of the plan.

Definition of Key Terms

Before presenting the different components of the gender audit process, it is important to establish a common understanding of key terms relating to gender. This is because some terms are frequently used interchangeably and/or inconsistently. These definitions formed the basis for designing the different components. However, not all terms and concepts should necessarily be introduced during the training sessions/workshops given that these are only introductory sessions. It will be up to the individual facilitator(s) to decide on what terms should be included based on the composition of the group, the purpose of the workshop, as well as their own skills and experience. These definitions can, however, be provided as further information to participants to help them in future activities. Definitions have been drawn from commonly used international sources, for example UN Women and UNICEF.

Term	Definition
Gender	Refers to the roles, behaviors, activities and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. <i>Source: UN Women OSAGI Gender mainstreaming concepts and definitions</i>
Gender analysis	A critical examination of how differences in in gender roles, activities, needs, opportunities and rights effect men, women, girls and boys in certain situations and contexts. <i>Source: UNICEF, UNFPA, UNDP, UN Women: "Gender Equality, UN Coherence and You</i>
Gender Based Violence (GBV)	GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed difference between men and women. The nature and extent of specific types of GBV varies across countries, cultures and regions. Examples include sexual violence including sexual exploitation/ abuse and forced prostitution; domestic violence, forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings and widow inheritance. There are different kinds of violence, including (but not limited) physical, verbal, sexual, psychological, and socio-economic violence. <i>Source: UNICEF, UNFPA, UNDP, UN Women: "Gender Equality, UN Coherence and You</i>

Gender equality	<p>Refers to equal rights, responsibilities and opportunities of women and men and boys and girls. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a pre-condition for, and indicator of, sustainable people-centered human development.</p> <p><i>Source: UN Women OSAGI Gender Mainstreaming Concepts and Definitions.</i></p>
Gender equity	<p>This is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.</p> <p><i>Source: UNFPA</i></p>
Gender Focal Points/Persons	<p>Change agents whose over-riding role is one of advocating for increased attention to and integration of gender equality in his/her agency's policies and programs. He/she may also facilitate communication and connections related to gender equality and empowerment, and dissemination of what has worked well in the organization.</p> <p><i>Source: UN Women ITC-ILO 2013, Blended course for UN system gender focal points</i></p>
Gender gap	<p>The discrepancy in opportunities, status and attitudes etc. between men and women.</p> <p><i>Source: https://en.oxforddictionaries.com/definition/us/gender_gap</i></p>
Gender mainstreaming	<p>Involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities and resource allocation; development of organizational functions, programs; and the policies procedures and practices of institutions.</p> <p><i>Source: OSAGI Gender Mainstreaming/ The UNITED NATIONS.</i></p>
Gender neutral	<p>Gender norms, roles and relations are not affected (worsened or improved).</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>

Gender perspective	<p>A way of seeing or analyzing, which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any program, policy or organization.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender responsiveness	<p>Means going beyond acknowledging gender gaps and to really doing something about the discrepancies and to overcome historical biases. It also refers to identifying and removing the constraints and barriers that limit women's access to such rights as education, employment and careers.</p> <p><i>Source: UN Women/REFAC Cameroon</i></p>
Gender sensitive	<p>Addressing gender norms, roles and access to resources in so far as needed to reach the objective/goal.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender sensitization/sensitivity training	<p>Refers to training that changes awareness, behavior towards, and perceptions about people because of their gender and gender orientation. It is one of the first steps in a gender education course or program.</p> <p><i>Source: UNESCO</i></p>
Gender statistics	<p>Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. They reflect gender issues, that is, questions, problems and concerns related to all aspects of women's and men's lives, including their specific needs, opportunities and contributions to society. They should also adequately reflect differences and inequalities in the situation of women and men.</p> <p><i>Source: Gender Statistics Manual, UNSTATS</i></p>
Gender stereotypes	<p>Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles between men and women. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold the they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>

Gender transformative	<p>Transforming unequal gender relations to promote shared power, control of resources, decision-making and support of women's empowerment.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Sex	<p>Either of the two main categories (male and female) into which humans and many other living things are divided on the basis of their biology and reproductive functions</p> <p><i>Source: https://en.oxforddictionaries.com/definition/sex</i></p>
Sex-disaggregated data	<p>Data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data is necessary for effective gender analysis.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Sexual Harassment	<p>Any unwelcome sexual advance, request for sexual favors, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behavior, it can take the form of a single incident. Sexual harassment may occur between persons of the opposite or same sex. Both males and females can be either the victims or the offenders.</p> <p><i>Source: UN Women Anti-Harassment Policy</i></p>
Equal opportunities	<p>Allows for positive discrimination in any discrimination category including gender. That means that there can be a quota for women in under-represented areas and women can be favored over men in the recruitment processes. Equal opportunities facilitate career mobility in employment positions for women specifically into higher positions.</p>
Women's Empowerment	<p>The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>

COMPONENT ONE

Gender Audit Concept Development

The gender audit concept paper outlines the objectives, approach and methods used for the gender audit.



CONCEPT PAPER

Gender Audits at Health Training Institutions

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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
DFID	Department for International Development
EPH	Employment-oriented support for Women in the Health sector
GBV	Gender-Based Violence
GIF	Gender Integration Framework
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HTI	Health Training Institution
ILO	International Labour Organization
MOH	Ministry of Health
NGO	Non-Governmental Organization
PGA	Participatory Gender Audit
TA	Technical Advisor
USAID	United States Agency for International Development

1. Introduction

1.1 Background

This paper presents the concept of a gender audit that was delivered in 2018 as part of the “Employment-oriented support for Women in the Health Sector” (EWH) project in Liberia. EWH is a joint initiative of Liberia’s Ministry of Health (MOH) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). The aim is to improve career opportunities for women in Liberia’s health workforce. The project supports women in the different stages of their professional development to venture into non-traditional professions and positions. Strengthening the gender responsiveness of health training institutions (HTIs) through a process including a gender audit and gender training is a key component of this approach.

This concept paper is the result of the desk review and the inception mission to Monrovia, Liberia, during which a series of key informant interviews with representatives of the Ministry of Health (MOH) and other key stakeholders were held. The interviews aimed to identify what options exist to reach the project objectives, and which of these are the most realistic and promising.

1.2 Objectives

EWH intends to support schools to review (“audit”) their institutional policies and services and individual competencies and devise action plans to improve gender responsiveness of their institution.

The objectives of this participatory gender audit at selected HTIs are twofold:

- to identify progress, gaps and challenges and
- to agree on measures to strengthen the gender responsiveness of the institution.

The strategy used to achieve these objectives will be to support the HTI in reviewing the gender sensitivity of its internal policies, procedures, systems as well as behavior of staff and students.

1.3 Structure of Paper

This concept paper outlines the objectives, approach and methods used for the gender audit, including a one-day workshop. The concept is flexible enough to be slightly adapted to the individual HTIs. It considers international good practice and tools such as the International Labour Organization (ILO) Participatory Gender Audit handbook, local evidence such as the USAID gender assessment of health training institutions, as well as the views of local stakeholders. A (lean) monitoring/evaluation concept is also part of the approach. The paper is divided into five chap-

ters. Chapter 1 outlines the background, objectives and structure of the paper. Chapter 2 describes the general steps when planning for gender audit. Chapter 3 constitutes the main body of the concept paper, as it describes the methodology selected for the gender audits and the different steps of the audit exercise, as well as a general outline of the various tools to be applied during the auditing process. Chapter 4 outlines the expected output and product/s of the gender audit and the final chapter 5 focusses on sustainability aspects of the project.

2. Planning for a Participatory Gender Audit (PGA)

When planning for a gender audit, some preliminary issues need to be clarified. It is important to have a common understanding among those who conduct the gender audit of what will happen during the gender audit process and why. It is necessary to collect information about the gender knowledge and competence at the institution/s participating in the gender audit. All potentially relevant documents which may give information about the existing policies and/or structures that facilitate gender equality or hinder it should also be studied. This information collected will shape the conditions under which the gender audit process will take place.

2.1 Reaching a Common Understanding

There are a variety of terms in regard gender “audits” that are often applied interchangeably¹. It is therefore useful to look at these terms to define a common understanding of what needs to and should be done.

In a publication of a gender audit of DFID’s engagement in Malawi, Caroline Moser² elaborates on this terminology. She emphasized that there are as many definitions for gender audits as there are people doing them. At the same time, she refers to a change of the concepts of what were called gender evaluation and gender audit some ten or twenty years ago. While gender evaluation was defined as a technical assessment, gender audit included personal and institutional biases, and was as such more concerned with organizational structures and processes as compared to gender evaluation. Nowadays, this distinction seems somewhat blurred as gender evaluations also address internal processes and procedures that formerly belonged to gender audits, and the term gender audit is used by organizations who would have previously called the same process a gender evaluation. While she stresses the difficulty of identifying sound evaluation indicators for measuring progress in gender equality, she refers to participatory gender audits, sharing characteristics with accounting and social audits.

¹ For example: Gender assessment, gender evaluation, gender analysis

² An Introduction to Gender Audit Methodology, its design and implementation in DFID, Malawi, 2005, p 9

“... the importance of gender audits has been derived from a growing awareness of the central role of organisational structure and culture in the design and delivery of gender-sensitive programmes and projects. This identifies the importance of examining not just accounts, but also the systems and processes within institutions”.³

According to InterAction, an international NGO, participatory gender audits emphasize “self-assessment and are designed to allow participants full participation and self-reflection, achieved through a two-stage process”. They define a gender audit as “an assessment tool and process for organizations to use in identifying how gender issues are addressed in their programming portfolio and internal organizational processes”⁴. Important conditions for a successful participatory gender audit, as outlined below, should be observed:

- Gender audits require “consistent and demonstrated political will from senior managers in the organization”⁵. Without such commitment, resistance can easily prevent staff from allocating the considerable time required to complete the different components of the audit.
- Gender audits are primarily or heavily focused on internal organizational self-assessments as opposed to external programmatic assessments, which traditionally have been the focus of evaluations.
- The participatory components of gender audits comprise self-assessment questionnaires (i.e. everyone is perceived to have a voice) as well as a lengthy focus group-based planning process to assess results and to design an action plan.

Gender audits are comprehensive, but also lengthy and costly. The process can take three to four months, involving one person full-time as well as others for up to one month for questionnaire collection and data analysis. This excludes the ‘participatory’ time of organization members, paid for out of the organization’s budget.⁶

For the audit process, the InterAction Gender Audit Handbook proposes a framework and theory of change called the Gender Integration Framework (GIF), which suggests that transformation can only occur when four organizational dimensions are ready for gender integration. These four elements are: political will; technical capacity; accountability; and organizational culture⁷.

Another aspect of a participatory gender audit is highlighted in the ILO manual for gender audit facilitators (2012). This is specifically relevant in the case of the planned gender audits of HTIs in Liberia: the self-assessment often brings into evidence general aspects of organizational issues and management, that are “beyond” gender. Tackling these more general management issues will create better opportunities to engage in measures that are favorable to women’s empowerment.

“It is critical to emphasize that when overall management practices encourage diversity, foster good coordination and communication and maintain a high level of motivation, they create an environment necessary for the promotion of gender equality issues.

³ See above, p 10

⁴ See above p 11; see also the revised InterAction Gender Audit Handbook, 2010. The handbook gives practical recommendation for conducting a participatory gender audit and proposes a self-assessment questionnaire in a long and short version.

⁵ InterAction, 2004

⁶ See above p 11

⁷ Framework developed by the Commission on the Advancement of Women. Copyright 1999

To this effect, the PGA itself is positioned as a tool to improve management practices and a unit's performance on gender equality and should be seen as one element on a continuum of good management practices".⁸

The ILO manual stipulates five areas of analysis in a participatory gender audit, which can easily be related to the above four elements of the InterAction Gender Integration Framework:

- Gender issues in the context of the work unit, and existing gender expertise, competence and capacity-building (technical capacity)
- Gender in work units' objectives, programming and implementation cycles, and choice of partner organizations (organizational culture)
- Information and knowledge management within the work unit, and gender equality policy as reflected in its products and public image (accountability)
- Decision-making, staffing and human resources, and organizational culture (political will, organizational culture)
- Work unit's perception of achievement on gender equality (organizational culture, accountability).

2.2 Determining Gender Knowledge/Competence in HTIs

HTIs in Liberia seem to have very little knowledge about gender issues in their schools and mostly relate the term "gender" to sexual harassment and gender-based violence (GBV). This was also revealed in the USAID Gender Assessment⁹ conducted in selected HTIs. In addition, the process of a gender audit is not well known. In general, gender competence is only at a very initial stage and efforts need to be made to guarantee a full understanding of the rather complex gender auditing exercise and its principles.

2.3 Collection of School Documents and other Written Material

It turned out to be difficult to obtain documents from the schools that inform about their policies and procedures. This refers to both general school documents as well as specific documents relating to gender issues. Although the inception mission was meant to identify standard operational and service procedures of each institution if available on paper, if not through the interviews, it turned out not to be feasible. Also, statistics that may inform about gender issues at the school or sex disaggregated data was nearly impossible to get. It was the same regarding a gender specific profile of the human resources in the institution (number of men and women working in the institution and in which positions) and an assessment of the institutional human resource management and development capacities, methods and gender policies. The project itself collected some statistical evidence about the student profiles at the various schools that show the imbalances between men- and women students in the related study-subjects.

⁸ ILO Gender Audit Manual for Facilitators, 2012, p.17

⁹ Gender Assessment in Registered Midwives and Medical Laboratory Technicians, Pre-Service Programs in Liberia, March 2017; Myra Betron, Katya Burns, Varwo Sirtor-Gbassie, Allyson Nelson, Mantue Reeves, Marion Subah, Daisajou Woods; USAID Maternal and Child Survival Program, p16; the USAID finding reports that few teachers have participated in gender training and that most of these training dealt with sexual harassment and GBV, at least this was what was recalled.

In summary, the specific information basis in regard gender issues at the schools is weak and the results of the self-assessment questionnaires as well as of the focus group discussions are therefore extremely relevant for our analysis. While in a formal gender audit exercise the study of documents is an important step to become informed, in this case we rely on the little information collected by the USAID Gender Assessment and the EWH project itself.

2.4 Conditions for Conducting the Gender Audit Exercise

While there are established quality criteria for a professional gender audit, the inception mission found that there are several factors that impede a fully-fledged gender audit process at HTIs as described above. The insufficient gender competence and absence of institutional policies that refer to gender issues constitute a limiting factor in regard the gender audit exercise because it means there is no standard against which to audit.

Logistical and organizational factors are as follows:

- the time allocated for the exercise
- the human resources needed for a full gender audit exercise
- the geographical locations of the selected HTIs
- the individual time requirement for each of the audits and the necessary human resources engagement of each institution

It is important to develop a strategy that informs each HTI about the offer to conduct a gender audit at their institution and the benefits the school can gain from it. The first most important step will be to get the buy-in of the executive management and leadership from each HTI as there is considerable evidence that promoting gender issues or gender mainstreaming in institutions is highly related to a pro-active attitude of the executive management in an institution. The buy-in of the senior management at an institution is a crucial success factor for any gender awareness raising among employees, as well as mainstreaming gender in the structure and processes of an institution and thus, changing business.

It has therefore been proposed to develop a “communication strategy” as the very first step in order to promote the planned gender audits at the HTIs and to develop an understanding of the components and processes included in such an exercise. At the same time, this will increase the awareness of gender issues at the individual HTIs and support the buy-in of the senior management. Although there are logistical and organizational challenges in conducting a time-consuming gender audit, after thorough analysis and reflection it has been decided to still apply the four steps of a gender audit with certain adaptations.

1. Self- assessment questionnaire: a reduced version of a self-assessment questionnaire adapting the questions suggested from the InterAction Gender Audit Handbook¹⁰.
2. Focus group discussions: short focus group discussions will be conducted with different groups of each institution: executive management and administration; faculty/teachers; women students; and men students (four focus groups in each of the HTIs).
3. Gender audit workshop: the gender audit workshop will be just one day, not two as originally proposed. Given the time constraints at the HTIs and focusing on a strong process orienta-

¹⁰ Revised InterAction Gender Audit Handbook, 2010

tion of the whole exercise, a one-day workshop of four sessions (90 minutes each) will be able to generate enough input for a draft gender action plan. This will be possible as participants will have already become familiar with the overall approach of the audit and will have participated in some of the other steps.

4. Gender action plan: during the gender audit workshop, a draft gender action plan will be elaborated detailing the prioritized activities (including a gender training workshop).

In the follow-up of the gender audit there will be a need to monitor and encourage/motivate institutions to put in practice some of the prioritized activities.

3. Methodology

This chapter will describe in detail the various steps of the gender audit exercise as already outlined above.

The gender audit exercise will start with broad participation of as many members of the different sub-groups at the HTI as possible and then be narrowed. With each of the following steps the participation will decrease, and in the end only executive management will decide on the final results: the gender action plan.

3.1 Communication Strategy

The communication strategy has the objective to obtain the buy-in of the senior management of the schools, and to inform all relevant stakeholders about what it means to participate in the gender audit as well as what they can expect as a result and product from this exercise. To achieve this objective an information event will be conducted, and a series of information materials developed:

3.1.1 Information Event

During an information event the project will inform a wide audience of the school about the exercise. This will provide an opportunity to explain the exercise and directly answer any questions arising. This was deemed necessary, as the consultant realized that the general process of the gender audit exercise is not easily understood.

3.1.2 Information Material

1. An information leaflet of not more than two pages that introduces the exercise and explains the methodology as well the necessary time requirement to conduct it. The information sheet will be used for the visits to the executive management to promote the exercise and obtain their general approval.

2. A roll-up-stand, and poster to be used at information events to explain the various steps of the gender audit and each of its results in an illustrative way.
3. A power point presentation will inform in detail about the exercise.
4. Letters to the school's management and draft for invitation letters to the potential audience from the school management will also be developed.

3.2 Collecting Gender-Related Documents from HTIs

Given the difficulty in obtaining relevant documents, the development of any tools for the gender audit need to be based on theoretical considerations, the state-of-the-art processes for conducting a gender audit presented in the literature, and on the little information gained from the short interviews and conversations held by the project team with key informants at the selected HTIs.

3.3 Self-Assessment Questionnaire

Based on the assumption that gender awareness is just commencing at the HTIs, we proposed using the GIF proposed by InterAction as a structuring guide. This also overlaps with the categories used by ILO in their Gender Audit Manual.

The areas for review suggested are structured under the following four categories:

- Political will
 - Policies and roles and responsibilities for gender (mainstreaming)
- Technical capacity
 - General gender competencies and sensitivity of administrative and teaching staff and of teaching methods
 - Routines for data use and data analysis skills
- Accountability
 - Institutional efforts for gender equitable student recruitment (outreach, admission procedures) based on regular review of sex-disaggregated data
 - Systems for routine collection of sex-disaggregated data systems including applications, enrolment, dropouts, absences, incidences of harassment
- Organizational culture
 - Institutional policies regarding sexual harassment, dropouts and absences (including pregnancy-related)
 - Learning and living environments including safety and security (transport, accommodation)
 - Student services, including counselling (academic, career planning, personal, harassment), health services and information (e.g. female hygiene products and family planning)
 - Staff-student relations
 - Student-student relations (awareness on gender issues including sexual harassment, peer education/counselling)
 - Gender specific issues related to the financial situation of students.

These areas and topics constitute the body of the questions/statements in the development of the self-assessment questionnaire. The self-assessment questionnaire will identify the perceptions of the respondents of their institutional structures including policies, regulations and processes

and their own knowledge, attitudes and perceived practices in relation to gender issues. Representatives from all sub-groups at the institution: the management, staff and students will complete the questionnaire.

The questionnaire was developed based on the suggested list of questions in the InterAction handbook for participatory gender audits. These questions/statements were adapted to the information needs of the HTIs, analyzed by the project director and technical advisor (TA) concerning standard English terms used in Liberia, and tested with the whole GIZ health team in Liberia for understanding and to obtain other feedback. The questionnaire was created using Qualtrics, a web-based survey tool. Given the fact that online completion of the questionnaire will not be feasible, a word version of it will be printed out and distributed to the audience during/at the end of the information event to be filled in and collected immediately after the event. That way the project team will make sure, that no questionnaire will get lost. The project team will input the answers into an excel spreadsheet, which will subsequently be uploaded into Qualtrics to allow for analysis and interpretation.

3.4 Focus Group Discussions

Based on the analysis of the self-assessment questionnaires, the interview guidelines for the focus group discussions will be elaborated. The focus group discussions will further reflect and analyze the self-assessment results and widen the perspectives on the different topics discussed. The participants of the focus groups will also identify areas and measures for a gender action plan (a list of potential activities to be included in the future gender action plan). The discussions will be conducted jointly by the consultant and the project TA.

Based on the information gained from the literature and anecdotal evidence from the interviews during the inception mission, we assume that discussions in the focus groups will deal with sexual harassment at the schools in its manifold ways as one topic. Other potential topics include the study conditions for men and women-students; the interpersonal relations between the men and women-students in regard to implicit expectations towards the other group; student-teacher relations; and expectations from the management towards the students and vice-versa in terms of gender responsiveness. It may well be that the results from the self-assessment questionnaire raise other topics.



The discussion will be visualized on a flipchart, soft board or by drawing a mind map, so that results from the discussion can be followed and corrected, adapted, or amended as necessary. The focus groups will develop a set of required actions that will build the gender action plan of the institution.

The focus groups will be group specific. At each HTI four focus groups of 90 minutes each will be conducted: men-students; women-students; teachers; and senior management including administration, thus up to 80 persons per school. While the selection of participants for the focus group discussions will be done by the executive management of the related HTI, some selection criteria need to be observed:

- not more than 20 participants
- the majority of participants should have participated in the information event and have answered the self-assessment questionnaire as these will then have had an introduction to the gender audit and will be familiar with the related terms. This will ensure a procedural flow (process) of the gender audit.
- a balance between participants that are new at the institution and those who have been there for several years
- a balance between the various health study subjects at the school.

It is expected that the time needed for the focus groups is one full day or two half days. It is planned to conduct the focus groups towards the end of the week (where possible), so that analysis can be done over the weekend and the one-day gender audit workshop can take place on the Monday after the focus groups.

3.5 The Audit Workshop

Based on the results from the self-assessment and the focus group discussions, as well as from the desk studies, the audit workshop aims to elaborate the school's gender action-plan. The gender audit workshop is not a workshop on gender mainstreaming, although given the topics, gender awareness will also increase among participants. The main objective is to identify necessary gender sensitive institutional measures based on the collected evidence in the prior exercises, which will then be used to elaborate the gender action plan.



The workshop is the core of the audit as it combines the results from the two previous steps and summarizes the essentials that result in the gender action plan. The gender audit workshops shall comprise 15 (max. 20) participants. Therefore, participants need to be selected carefully to ensure balanced representation of all relevant stakeholders or their representatives. Strong representation from the executive management and administration is mandatory, as these have to approve the gender action plan. It is expected that all participants in the gender audit workshop will also have participated in the prior exercises.

Content-wise, the workshop will include a short introduction of key concepts related to gender in the context of an HTI that have not been explained or discussed before. This part may also be used to refresh the gained knowledge in regard gender during the focus groups or clarify open questions. The results of the self-assessment and the focus groups discussions will be presented. They will constitute the basis for a participatory discussion of key gender issues at the institution and potential actions to address the challenges identified. The final product of the audit workshop will be the draft gender action plan.

All results of the workshop, including the draft gender action plan, will be presented in the audit report in form of a photo-documentation.

If possible, the workshop will be held over two half days, one afternoon and one morning. This gives the opportunity for the participants to stay overnight and have informal discussions in the evening. They will have time for deeper reflections that will be helpful when working on the gender action plan in the second half of the workshop on the next morning.

4. Expected Output/Product(s)

The expected output of the gender audit exercise will be the gender action plan for each of the HTIs, based on the needs each has identified and agreed upon.

Another output will be the increased knowledge and awareness in regard gender issues at the schools in general, and specifically in regard improved interpersonal relations of the school members at all levels. This will be a qualitative output, already becoming evident during the discussions in the gender audit workshop. In quantitative terms, presumably several hundred people across four HTIs will have been sensitized in terms of gender.

The gender audit exercise will generate a range of products for further use in the HTIs. These products are tools and material that support follow-up as well as sustainability, and they also contribute to increased gender competence at the HTI as an outcome.

The products generated for and during the gender audit will be the materials developed and used that will stay at the schools for further utilization and adaptation if needed:

1. Information leaflet introducing the gender audit exercise
2. Roll-up stand and poster with the different steps of the gender audit
3. Power point presentation explaining the gender audit, its rationale, objectives, components and outputs
4. Self-assessment questionnaire for HTIs including the analysis tool
5. Focus group discussion guidelines
6. Detailed program of the gender audit workshop with its materials (inputs, exercises, handouts)
7. Photo-documentation of the gender audit workshop
8. Gender action plan for each HTI

5. Proposed Follow-up, Monitoring and Sustainability Measures

The gender action plan developed during the gender audit workshop will need to be adopted by the executive management of each HTI. As representatives of the management team will be participating in the audit workshop, the adoption should merely be a formality. When this has been completed, the action plan itself will serve as a monitoring instrument. There must be a person or work unit responsible for the implementation of the gender action plan. It is best if this is a structure in the school, but initially it may require external support to initiate and follow-up the implementation of the gender action plan.

With the gender audit at each HTI, a process of gender awareness and gender competence development has started, which will continue with the implementation of measures identified in the gender action plan. Specifically, identified training measures in the action plan will constitute instruments for sustainability. A gender training workshop is also part of this assignment. Contrary to the gender audit workshop, the gender training workshop will include a pre- and post-test concerning gender awareness and knowledge to identify immediate learning results of the participants.

The gender action plan will also function as control instrument for mid-term evaluations. These evaluations preferably will constitute specific actions in the gender action plan. Alternatively, the gender focal points at the HTI, with external support if required, will be responsible to supervise implementation of the action plan and plan for a mid-term evaluation and potential necessary adaptations of the plan.

It will likely be necessary to obtain external funding to provide technical and financial support to some of the identified measures. This will help facilitate implementation of the gender action plan. Despite the process orientation of the gender audit exercise and the gender training as a way of ensuring sustainability, long-term results will only be possible if the executive management of each HTI stays actively engaged in continuing to promote gender equality in the schools in terms of gender mainstreaming, and if the school's communities experience short-term and medium-term improvements of some of the problems raised during the whole exercise. These changes may be gradual and not easily visible.

COMPONENT TWO

Information Event

An information event can be a useful method to get buy-in from the school management and gender focal person. It should explain the gender audit process, including the objectives and potential benefits of such a process. The following materials were developed for the information event:

- Preparation notes
- Briefing note for the schools
- Information leaflet (to be distributed during the information event to all participants)
- Definitions of selected gender terms that are used during the information event
- A power point presentation explaining the overall process of the gender audit
- A poster – “The road to more gender equality at the school”



COMP. ONE > COMP. TWO > COMP. THREE > COMP. FOUR > COMP. FIVE > COMP. SIX > COMP. SEVEN > COMP. EIGHT

BRIEFING NOTE

Strengthening the Gender Responsiveness of Health Training Institutions

Background

Liberia's health workforce is strongly gender segregated. Career choices largely follow conventional gender roles. Pre-service education is an important step in the formation of health workers and gender plays an important role in students' career choices, enrolment, retention and performance. The degree of gender equity of pre-service education is influenced by a range of factors, including the broader social and socio-economic context but also the gender responsiveness of the learning environment, e.g. school policies and services, teaching approaches, as well as staff and students' knowledge, attitudes and behaviours. Sometimes seemingly gender blind/neutral policies effectively disadvantage people from one gender in reality, but this only becomes evident through critical analysis.

For example, without proactive outreach/support talented women may not apply for more technical studies because of societal prejudices about their abilities; women may have less time for their studies due disproportionate domestic responsibilities; lack of effective anti-sexual harassment procedures may expose students to abuse; and gender stereotypical teaching may curb the ambitions of students whose gender is not traditionally associated with a certain profession (e.g. how do we talk about "typical" doctors, nurses, lab techs in class?).

As part of Liberian-German cooperation in the health sector, the two governments agreed on a joint initiative to improve women's career opportunities in Liberia's health workforce. This initiative aims to support women in taking up careers in health sector professions dominated by men and in developing into higher-paying management positions, as well as to create a gender responsive environment in pre-service education, employment and HR policy. The German contribution is implemented by GIZ and focuses on capacity development, including for selected higher education institutions providing health related professional qualifications.

What is the Objective?

The objective is to help health training institutions improve their gender responsiveness and create a learning environment that is equally supportive of women and men.

What is the proposed approach?

The proposed capacity development approach for GIZ support consists of 4 main steps for each school:

1. Conducting a participatory gender audit together with key stakeholders in the school in order to diagnose specific areas for improvement. The audit process includes a stakeholder information event, a self-assessment questionnaire, short focus group discussions and an audit workshop. See separate information sheet for details.
2. Facilitating the development of a school-owned gender action plan to guide priority follow-up actions after the audit. The action plan will be drafted at the end of the audit workshop.
3. Providing a gender responsiveness training for key administrative and teaching staff in order to develop their gender awareness, competencies and motivation to become agents for gender equity in the institution (including technical knowledge, sensitisation on gender stereotypes and structural inequities in particular with regard to pre-service education issues, tools for critical analysis of gender at a personal and institutional level, and transfer of learnings to their daily job).
4. Providing technical and financial follow-up support for the implementation of the gender action plan at institutional level

Steps 1-3 are expected to start in Q2 2018 and be completed by Q3 2018, while GIZ support to the implementation of the gender action plan (step 4) can be provided until the end of 2019 (see table below).

Which benefits can the schools expect?

- A school specific diagnosis and action plan on how to improve its gender responsiveness
- Improved staff awareness and competencies regarding gender issues
- Depending on the focus of the gender action plan, improvements in the gender responsiveness of a number of areas, for example:
 - teaching methods
 - institutional policies
 - outreach/student recruitment
 - use of data / information systems
 - student support and counselling systems/services
 - staff/faculty-student and student-student relations
 - student retention/performance
 - harassment complaints procedures

Note: GIZ support will focus on the health sciences department/college of the school (e.g. in terms of faculty and students) but other parts of the school (e.g. overall administration) will be involved as necessary since gender issues always cut across different parts of the school.

What support can GIZ offer?

- Facilitators/trainers for the gender audit and training workshops
- Funding to conduct audit and training workshops for each up to 20 participants (catering, materials, venue etc.)

- Continuous technical support through GIZ long-term advisor, including during the follow up phase
- Seed funding to schools to implement the gender action plan (contract based on proposal and budget developed by the school)

Which commitments does the school need to make?

- Strong commitment to the topic and process from the school leadership is indispensable for success
- Sufficient time commitment of key staff for the audit and training processes (see table below)
- Commitment of resources to implement gender action plan (with support from GIZ)

What are the first steps?

1. Agreement of the school on their willingness to engage in this process
2. Nomination of a liaison/contact person to facilitate engagement / communication with GIZ around the proposed activities and to facilitate school-internal follow-up on agreed next steps along the process
3. Agreement on a set date for the gender audit (and ideally already a preferred date for the training too)
4. GIZ will conduct 1-2 short semi-structured interviews with some key stakeholders to inform the further approach (if not done already)
5. Identification of key stakeholders for the audit preparation and of participants for the audit workshop

What are overall timelines and time requirements?

The timing of the audit and training workshops shall be determined jointly with the school, considering its academic calendar. Ideally the gender audit will be completed before the end of the academic year. This would leave around 1.5 years for (GIZ support to) the implementation of any activities from the gender action plan. The gender training could be conducted around the start of the next academic year.

The following table provides an indicative overview of when the activities could be scheduled and estimated staff/student time requirements.

Activity	Participants	Time required (per capita)	2018												2019			
			1	2	3	4	5	6	7	8	9	10	11	12	Q1	Q2	Q3	Q4
Information event	Staff and student assembly	45-60 minutes																
Self-assessment questionnaire	Staff and students (administered during information event)	15 minutes																
Focus group discussions	4 groups of 10-15 people each: • Management/Administration • Faculty • Male students • Female students	90 minutes																
Gender Audit Workshop	20 participants (representatives) • Management/Administration • Faculty • Students	1 day																
Formal adoption of Gender Action Plan	Senior management team	1 hour																
Gender Training Workshop	20 participants (representatives) • Management/Administration • Faculty • Students (tbc)	2 days																
Facilitating processes, providing documents etc.	Liaison/contact person	0.5-1 days per month																
Implementation of gender action plan	TBD	TBD																

Preparation Notes for Information Events

Email to School

We would like to propose launching the gender audit process on **[Insert Day and Date]** with a 1-hour information event for staff and students. At the event we will explain why, when and how the gender audit will be conducted. Target groups will be: students and faculty from (specify college), key administrative/management staff, other stakeholders that you want to include. **Please advise at your earliest convenience if this will be possible.** Thank you.

GIZ will take care of all materials, presentations and drinks. The school should:

- Provide 1 large conference hall with chairs, electricity and a wall/screen to project a presentation (we can bring a projector)
- Provide short introduction/speech and closing (2-3 minutes each is enough)
- Provide estimate of number of participants in advance
- Mobilize people to attend and distribute invitation letter, see draft below

//////////////////**DRAFT INVITATION LETTER** (put on school letterhead and distribute on bulletin boards etc.)//////////////////

[School name] has decided to **promote gender equality at the university**. The vision is to ensure a study and work environment that is equally supportive of women and men.

[We will pilot this process at the College of Health Sciences but also include other parts of the university in the process.] The process consists of a gender audit, a training and implementation of a gender action plan that we will develop with input from all stakeholders. The gender audit will be launched through an **information session**, which will include distribution of a self-assessment questionnaire.

[School name] gender audit information session

Date: dd/mm/yyyy

Time: XX:XX (1 hour)

Venue: XXXXXXXXX

All students and faculty [of the College of Health Sciences], all staff of the administration, representatives of students' associations, and other interested members of our community are cordially invited to participate in this event.

For more details, please refer for to information sheet and poster attached.

//////////

Checklist

Agree date and time with school, follow up (including on invitation letter)

Room requirements

- Seats: number will depend on school

Equipment

- Laptop
- Projector, extension cable
- Screen
- Flip chart, paper, markers
- Softboard
- Photo camera

Materials/Inputs

- Print outs of Questionnaire + cover page for all
- Print out (A2) of definitions to pin on board
- Poster Banner (leave at school)
- Poster pull up (take with us)
- Presentation (PPT)
- 1 soft drink / water per participant
- 1 pen for each participant

Agenda

When	What	Who
0.00-0.10	Welcome statement by high-level school rep	Dean/president/ etc.
0.10-0.15	Introduction by GIZ	GIZ
0.15-0.25	Get to know the gender distribution among participants <ul style="list-style-type: none"> • All men in the room stand up • All women in the room stand up • All women students • All men students • All women students in (a male dominated subject) • All men students in (a male dominated subject) • All men teachers • All women teachers 	GIZ
0.25-0.40	Explaining the process (presentation)	GIZ
0.40-0.50	Q&A	GIZ
0.50-1.00	Distribution, completing and collection of questionnaire	GIZ
1.00	Closing	School rep

INFORMATION SHEET

Gender Audit for Health Training Institutions

A gender audit is a participatory process in which all groups that make up an institution participate and have a say in each step of the process. The result of a gender audit is a gender action plan produced for and by the institution.

A gender audit examines structures and processes of the training institution from a gender perspective. That means asking questions like:

- Do certain structures or processes favor men or women?
- Do certain structures or processes equally consider the interests of men and women?
- How do certain attitudes/ behavior impact on women and men in the institution?

A gender audit may, for example, find out that women feel they do not have the same amount of time for studying as men, because they have more domestic responsibilities (e.g. cooking, child care). It could reveal that teachers are not aware that some of their attitudes put certain groups of students at a disadvantage. It may also identify necessary action to be taken by the management of the school to facilitate more equal treatment of all students.

The gender audit therefore helps to make the school a more equal place in its day to day activities for students, faculty, management and administration. By making everybody more sensitive to attitudes and behavior that respect the rights of all members of the school, it also contributes to increasing the quality of work.

Important note: The gender audit does not favor women! The gender audit explores the relationship between women and men and proposes measures/actions that support equal treatment and equal rights for all!

How is a gender audit carried out?

A gender audit requires the involvement of each of the groups at the school: the management, the faculty/teachers and the students. The gender audit cannot be conducted without their participation, engagement, and time. But the good news is, the time commitment required from each of the groups is not more than a few hours.

The gender audit is facilitated by external experts who are experienced in conducting gender audits. As they are external, they need to get to know the school first. They will therefore ask for school documents, such as school policies, rules and regulations for admission, student handbooks and other documents that will help to better understand the character of the school. The participatory exercise starts after the gender audit experts have analyzed the documents.

The gender audit is conducted in four steps:

1. Information event

All students, school staff and faculty are invited by the management to an information event in which the gender audit experts introduce why, when and how the gender audit will be conducted as well as explain the different activities.

Time requirement: 1 hour

2. Self- assessment questionnaire

A self-assessment questionnaire asks for your impressions, opinions, and perceptions. It asks you what you think or feel about an issue. It does not ask for your knowledge. The questionnaire contains around 20 to 25 questions about school



Photo left: <<insert photo credits>>
Photo right: <<insert photo credits>>
Photo next page: <<insert photo credits>>



Description of photo(s) here.

policies, procedures for students and faculty, gender training at the school or the general environment with regard to gender issues.

The questionnaire may include different types of questions such as: closed questions to be answered only by “yes” or “no”, multiple choice questions to be answered by selecting an answer from a list, or open-ended questions that ask you to write down your thoughts in one or two sentences. The questionnaire is anonymous and therefore does not ask for your name. It will only ask which group you belong to at the school, such as faculty, management, administration or student. It will also ask if you are a man or a woman.

The questionnaire will be distributed and filled out during the information event.

Time requirement: 15 minutes

3. Focus groups

Focus groups are comprised of 10 to 15 persons who share common characteristics. There will be four groups in total: (i) faculty members, (ii) boy/men students, (iii) girl/women students, (iv) management and administration members. In the focus groups the analysis of the self-assessment questionnaire will be presented and further discussed.

The objective of the focus groups is to better understand underlying factors for the results of the self-assessment, as well as controversial issues.

The gender audit facilitators will write down key points on flipcharts so that the whole discussion can be visualized and checked.

Time requirement for participants: 90 minutes

4. The gender audit workshop

The gender audit workshop is the final step in preparing the gender action plan.

Representatives of all groups at the school will participate in the gender audit workshop. Participation by management as well as administration staff is particularly important as they will be responsible for facilitating the implementation of the gender action plan. No more than 20 persons will participate in the workshop. Therefore, careful selection of participants is crucial. Students should select their representatives as should the faculty.

The objective of the gender audit workshop is to elaborate the gender action plan for the school and present it as a final product.

The workshop will be facilitated by the experts. They will present the results of the self-assessment questionnaire and the focus groups. After this input, small groups will be formed to discuss measures that provide solutions for the problems and barriers identified. The different groups will present their results in a plenary session. These will be discussed by the whole group, and a list of prioritized measure will be elaborated. From this list the gender action plan will be developed for adoption by the management

Time requirement for participants: 1 day

Final product: Gender Action Plan

(followed by implementation)

Gender Definitions

1

GENDER

refers to the socially learned roles and responsibilities assigned to women and men in a given culture and the societal structures that support them. We are made men and women, but we are born male and female. “Male” and “female” are the terms describing a person’s biological SEX, while “women” and “men” are the terms describing their socially learned roles.

2

GENDER EQUALITY

refers to the equal rights, responsibilities and opportunities of men and women and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.

3

GENDER SENSITIVE

means being aware of the differences between women’s and men’s needs, roles, responsibilities, and constraints; and attempting to redress existing gender inequalities.

4

GENDER DISAGGREGATED DATA

are data that are presenting information separately for men and women, boys and girls (e.g. number of women and men among a total number of students). When data is not disaggregated by gender, it is more difficult to identify inequalities between women and men.




click to open the gender definition posters

Powerpoint Presentation



click to open the presentation




Implemented by
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Liberian-German Cooperation in Health

Strengthening Gender Equality at Liberia's Health Training Institutions

– The Gender Audit Process –

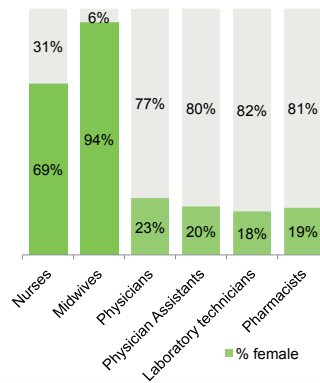
2018



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Why should we care about gender at health training institutions?

1. Gender is a major factor in career choices of health workers in Liberia (see graph). Women are the majority in "caring" jobs, men dominate "technical" roles.
2. Pre-service education is a critical step in any health worker's life. Gender plays an important role in students' career choices, enrolment, retention and performance.
3. While some gender-related issues are outside of the school's influence, it is responsible for providing a gender sensitive study and work environment for students, faculty and staff. This concerns e.g. school policies and services, teaching approaches, and staff and students' knowledge, attitudes and behaviours.



Profession	% female
Nurses	69%
Midwives	94%
Physicians	23%
Physician Assistants	20%
Laboratory technicians	18%
Pharmacists	19%

17.05.19

Page 2



Some examples...

Are women and men equally represented among faculty, management and admin staff at the school? Does it make a difference?

Do men students of care professions such as nursing or midwifery feel equally accepted by classmates, teachers and patients?

Among students who have recently become parents, who will have more time to study? A man or a woman?

Do women students in technical subjects (e.g. medicine, lab technology) have women as role models among faculty and during practical placements?

Do women and men apply in equal measure for different subjects at the school? If not, why not?

Do women and men have an equal share in classroom discussions or does one gender usually dominate? Do teachers give equal value to contributions of both genders?

If a woman student is sexually harassed by a teacher without consequences for him, will she feel comfortable at the school and be able to focus on her studies?

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Page 3



What are the objectives of a gender audit?

A gender audit is a tool and process to promote organizational learning.

It aims to enhance the collective capacity of the school to examine its activities from a gender perspective and identify its strengths and weaknesses in promoting gender equality.

This will help make the school a more equal and supportive place in its day to day activities for everybody: all students, faculty, management and administration.

It is a **participatory process** in which all groups that make up a school community (students, faculty, administration, etc.) come together.

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Page 4



How does the gender audit work?

A gender audit examines structures and processes of the training institution from a gender perspective (e.g. student recruitment, teaching, relationships, HR, data systems, policies).

That means asking questions like:

- Do certain structures or processes equally consider the interests of men and women? Do they favor one gender?
- How do certain attitudes/ behavior impact on women and men?

At the end of the audit, the school will adopt and implement an **action plan** to promote gender equality.

The audit process itself contributes to this by making everybody more sensitive to attitudes and behavior that respect the rights of all.

...So what are the concrete steps?

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Page 5



How can you participate?

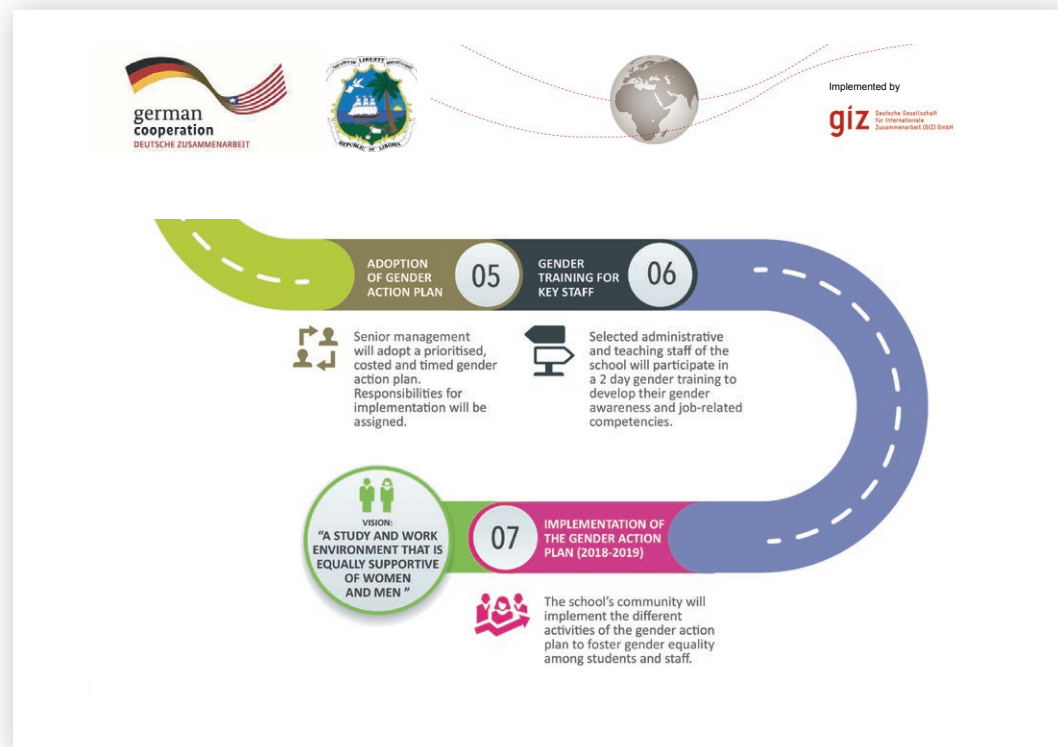
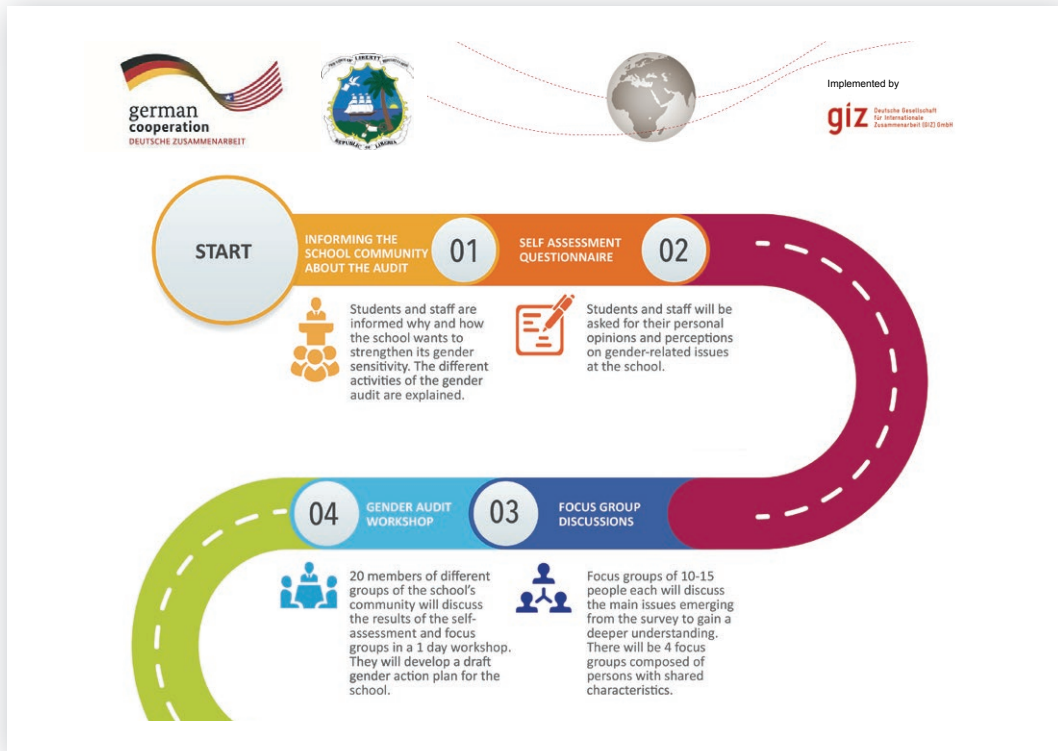
1st step: Complete the self-assessment questionnaire!

- Read through the statements and think about your school. To what extent is each statement true for your school, in your opinion?
- The questionnaire is anonymous
- It should take about 10 minutes to complete
- Definition of technical terms is provided on the cover page
- Return the questionnaire before you leave the room

(Later in the process: participate in focus group discussions, the audit workshop, training, and activities in the gender action plan)

17.05.19

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Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Thank you for your participation!

Together we can make
gender equality a reality at the school!



POSTER

The Road to More Gender Equality at our School

THE ROAD TO MORE GENDER EQUALITY AT OUR SCHOOL





COMPONENT THREE

Self-Assessment

The self-assessment aims to collect information about the existing gender knowledge and competence at the school. This component includes the:

- Cover page for the questionnaire
- Questionnaire
- Excel template for the analysis
- Example of a populated spreadsheet
- Powerpoint template for the presentation of the self-assessment results



Gender Audit Self-Assessment Questionnaire for Training Institutions

Preliminary Remarks

The executive management of your school has decided to conduct a **gender audit**. This is a process in which all stakeholders within your school take stock of the current status of gender equality. The purpose of a gender audit is to help identify areas of strength, achievements, innovative policies or practices, and continuing challenges as a basis for action planning. The overall objective is to strengthen your school's ability to provide a study and work environment that is equally supportive of men and women.

A first step in the process is a **self-assessment questionnaire**. Once you have completed and returned the audit questionnaire, your responses will be tallied and analyzed. The results of the analysis will serve as the basis for **focus group discussions** where a representative sample of individuals from your school will meet to discuss the main issues identified in the analysis of your responses. At the completion of the focus group process, representatives of key stakeholder groups at your school will participate in a gender audit workshop to discuss the results of both the questionnaires and the focus groups and develop your school's **gender action plan**.

Definition of Terms in the Questionnaire

The questionnaire uses several technical terms that are defined here for your information.

GENDER: The socially learned roles and responsibilities assigned to women and men in a given culture and the societal structures that support them. We are made men and women, but we are born male and female. "Male" and "female" are the terms describing a person's biological SEX, while "women" and "men" are the terms describing their socially learned roles.

GENDER DISAGGREGATED DATA: In order to identify and analyze differences in participation, needs, perceptions or roles between men and women, it is often necessary to separate data and information by sex (known as disaggregated data). For instance, in order to know precisely if there are fewer women among management staff or among students in a certain subject, we need to collect data on the number of men and women.

GENDER EQUALITY: refers to equal rights, responsibilities and opportunities of men and women and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that interests, needs and priorities of both men and women are taken into consideration, recognizing the diversity of different groups of women

and men. Gender equality is not a women's issue but should concern and fully engage women and well as men. Equality between women and men is seen as a human rights issue as well as a pre-condition for, and indicator of sustainable people centered development (UN Women).

GENDER SENSITIVE: Being aware of the differences between women's and men's needs, roles, responsibilities, and constraints.

Questionnaire

Q1

Read through the following statements and think about your school. Each statement asserts that a specific activity is implemented to a high degree. Please indicate how much you disagree or agree with the statements. Your identity and responses to the following questions will remain confidential.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Do not know
Gender equality goals and objectives are included in the school's policies and guidelines to a high degree (e.g. in student handbooks, rules and regulations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interests of both women and men are equally taken into account during strategic planning for school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past few years there has been an increase in the representation of women in senior management positions like Dean, head of administration, faculty representative, officer for academic affairs at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past few years there has been an increase in the share of women among students in "technical" subjects at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at the school treat men and women students equally and promote equal participation in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides an environment that is equally supportive of women and men among both students and staff (e.g. security, dorms, bathrooms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2

[illegible]

Q3

	Strongly disagree	Dis-agree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Do not know
Women and men students have equal time and resources for study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a gap between how men and women in my school view gender issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings or classroom discussions in my school tend to be dominated by men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, men have a much easier time establishing personal and professional networks within the school than do women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, gender disaggregated data are collected in most relevant fields (e.g. the school collects data on how many men and women students take different study programs or how many faculty are men and women).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender-disaggregated data is used to monitor the progress of students most of the time (e.g. the school knows if there is a difference between men and women based on data not on guesses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4

[illegible]

Q6

There is a person or division responsible for gender in my school.

Yes ☐ No ☐

If you answer: “no”, skip the following question and go directly to Q8.

Q7

	Strongly disagree	Dis-agree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Do not know
The responsible person or division for gender in my school has enough time/resources to deal with this topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The responsible person or division for gender in my school has clearly defined tasks (TORs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8

I have experienced the following successes or challenges in taking women’s and men’s interests into account in the daily activities conducted at my school.

Successes

Challenges

Q9

I think my school should do the following to improve gender equality

Q10

I am a ...

Woman ☐

Man ☐

Q11

I am a ...

a student ☐

faculty / a teacher ☐

administrative staff ☐

management staff ☐

Q13

I have been in the school for "x" years. (please answer in numeric format below)

Q14

My age in years is ... (please answer in numeric format below)

Q15

I am a student or teacher in a health science subject.

yes ☐

no ☐

POWERPOINT PRESENTATION

Model for Presentation of Analysis



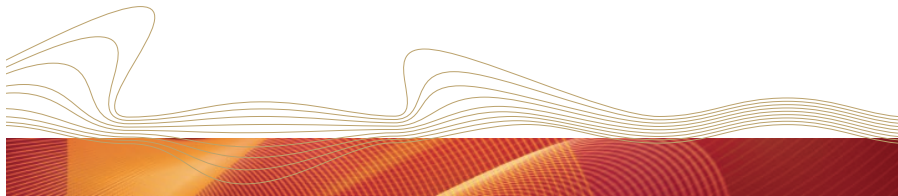
click to open the presentation





Content of the Questionnaire

- The questionnaire included questions from four categories
 - **SCHOOL POLICIES** (political will)
 - **RELATIONSHIP BETWEEN MEN AND WOMEN** at the school (organizational culture)
 - **ACCOUNTABILITY** (disaggregation of data, transparent mechanisms)
 - **GENDER COMPETENCE AND SKILLS** at the school (technical capacity)



Quantitative Results

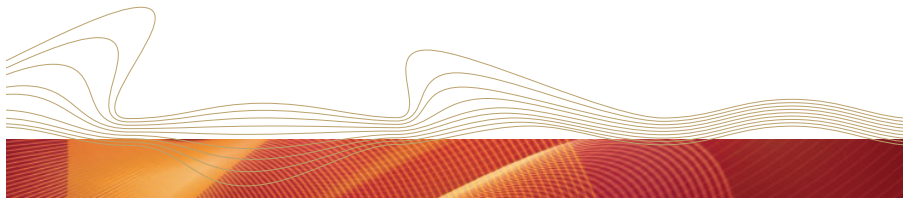
- In total **xx** persons filled in the questionnaire
- **xx** of the questionnaires could not be considered because of missing demographic information
- All together **xx** questionnaires were analysed according to the categories of women and men
- **xx** questionnaires were analysed according to the different sub-groups
 - xx women students
 - yy men students
 - xy faculty
 - yx management and admin. staff





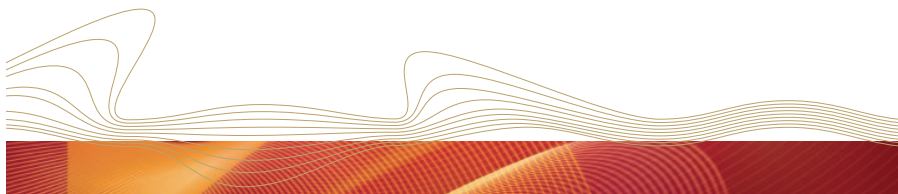
General Qualitative Results

- *Diversity of opinion among respondents*
- *Differences between women and men*
- *Where is agreement between men and women*
- *Where is disagreement between women and men*



Men and Women: (Different) Levels of Agreement

- *specific results for women and men according to analytical categories*





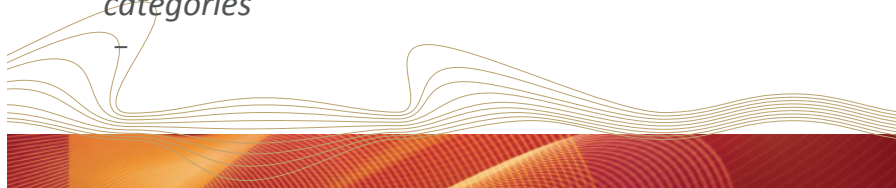
Results in the Different Subgroups

- *Women students*
- *Men students*
- *Faculty*
- *Management/Administration*
- *All groups disagree/ agree*
-
- *All groups are neutral in that....*



What were the Challenges Mentioned?

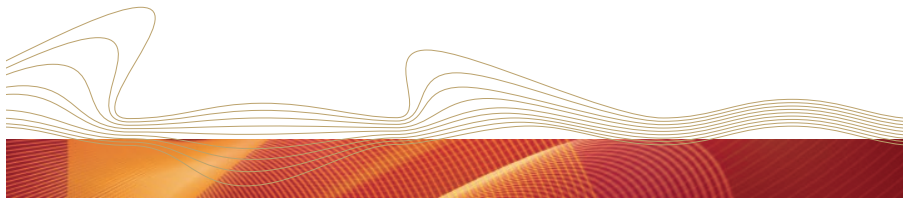
- *Political will/ School policies and structures*
- *Organizational culture/relationship between men and women*
- *Accountability/Transparency of processes*
- *Gender knowledge and competence*
- *Specific challenges outside the analytical categories*





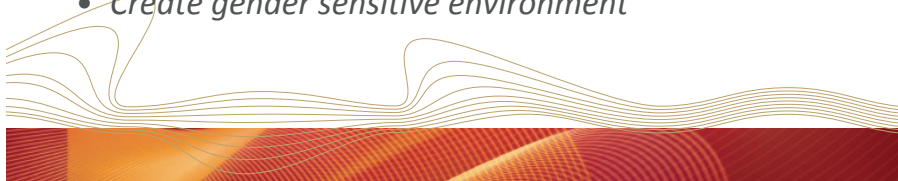
What were **Successes** Mentioned?

- *Political will/ School policies and structures*
- *Organizational culture/relationship between men and women*
- *Accountability/Transparency of processes*
- *Gender knowledge and competence*
- *Specific successes outside the analytical categories*



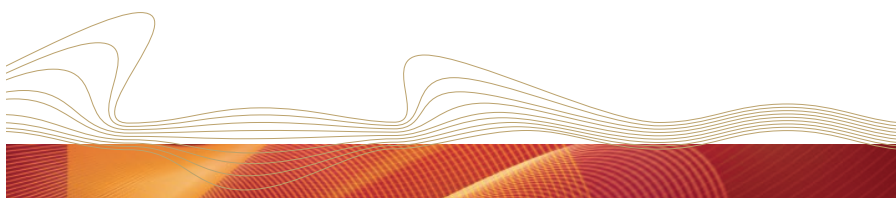
Suggestions for Improving Gender Equality

- *School policy*
- *Recruitment policy*
- *Accountability*
- *Gender structure at the school*
- *Developing gender knowledge and competence*
- *Educate the public on gender issues*
- *Create gender sensitive environment*



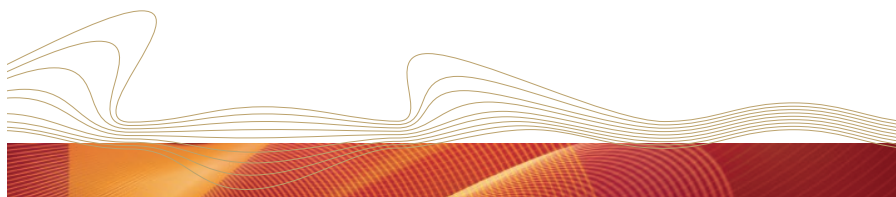


Results from the Focus Group Discussions



Quantitative Results

- In total **xx** persons
 - **xx** women students
 - **yx** men students
 - **xx** women teachers and admin staff
 - **xy** men teachers and admin staff





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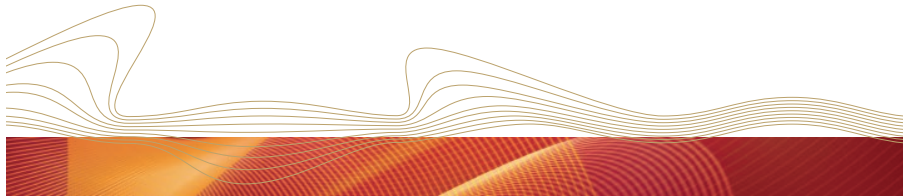
evapiplan

HEALTH FOCUS

General Results

Key messages:

- we are **born male** and **female (sex)**
- we are **educated to become boy/girls** and **men/women (gender)**
- **Society and culture shapes gender roles, responsibilities, opportunities, attitudes and behaviour**
- **Gender roles are changing: „doors can open“**



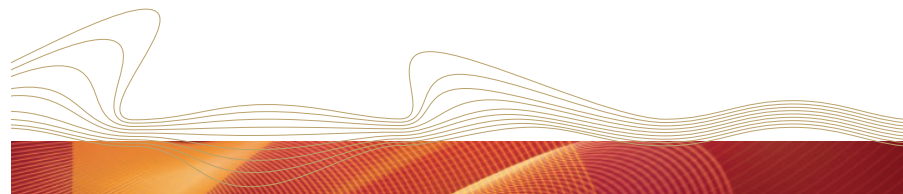
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HEALTH FOCUS

General Qualitative Results

- *Where men and women, both teachers and admin and students have **different views e.g.:***
 - *Equal participation*
 - *In decision making*
 - *all the **decisions are mostly made by men***
 - *In acknowledging women's points of view*
 - ***If the man is there they will see their opinion as more valuable***





Specific Qualitative Results





- Examples
 - Gender friendly structures that facilitate women's participation and increase their opportunities
 - Employment policies that consider gender equality
 - Relationship between men and women
 - Stereotypical behavior and thinking of women and men
 - Societal cultures that hinder/facilitate progress in gender equality
 - Gender-based violence and sexual harassment
 - Institutional leadership



Recommendations

- Examples:
 - Develop a gender policy for the institution
 - Have transparent recruitment mechanisms addressing gender inequalities in positions
 - Have a gender focal person or department responsible to develop gender equality measures
 - Have gender awareness raising activities

This section provides useful documents as separate editable files to allow facilitators to adapt them according to their local context/fill them out.

Name	File format	
1. Self-Assessment Questionnaire with Cover Page	.doc	
2. HTI Gender Audit Self-Assessment Data Entry Template Final	.xls	
3. HTI Gender Audit Self-Assessment filled in Example Final	.xls	
4. Powerpoint Model for Presentation of Analysis	.ppt	

click on the "hand"-icons to open the external documents

COMPONENT FOUR

Focus Group Discussions

This component contains documents used during the focus group discussions. These should be used as a guide only, as questions need to be derived from the analysis of the self-assessment questionnaire. This component includes samples of the:

- Focus group discussion program
- Focus group discussion question guide
- Documentation of a focus group discussion



General Program for Focus Groups

90 minutes

General Remarks

In Liberia, the focus group discussions had essentially two parts: (1) provision of information to increase understanding of what gender is and how gender roles influence the opportunities of men and women in society; and (2) collecting information about gender equality at the school. This may be different for other settings and environments. In cases where participants already have some knowledge and awareness about gender issues, it may not be necessary to include gender sensitization as a first step. Instead, it may be possible to start the focus group directly with the discussion about gender issues at the institution.

Time	Content	Remarks
05'	Short introduction of the facilitators and explanation of how this event is related to the other components of the gender audit (using the poster)	<ul style="list-style-type: none"> It is important that participants are informed about the context of the event so that they can relate it to the other activities of the gender audit process. The project context can also be explained if the gender audit is part of a cooperation project.
15'	Short introduction of participants: <ul style="list-style-type: none"> Name How many years at the school? Study topic/teaching topic/position in management (depending on group) Filled the self-assessment? Yes/no 	<ul style="list-style-type: none"> This introduction is mainly for the facilitators, as it is assumed that the participants know each other well. Start with an introductory game: present yourself with your name and an adjective that starts with the first letter of your name for example: "participatory Patricia" The results are written on a flipchart and can be used to briefly discuss whether there are adjectives that we relate more closely with one or the other gender and why this is so. Take name tags for distribution and markers for writing.
05'	Short presentation of the program: <ul style="list-style-type: none"> Thank participants for attendance Four focus group discussions: men students, women students, faculty and mgt. /admin. Results of the discussions will be used for the Gender Audit workshop to come 	<ul style="list-style-type: none"> This should be just a short input by the facilitator.

Time	Content	Remarks
10'	Differences between women and men Reflection on biological and societal differences	<ul style="list-style-type: none"> Have pictures of a man and a woman drawn on a flip chart and start the discussion by asking how we recognize women and men? This can be used as a first entry point to discuss biological differences and gender differences. The contribution of the participants will be written next to the pictures and summed up at the end.
10'	Preparing for the discussion by presenting relevant topics from the analysis of the self-assessments in regard: structures at the school; relationship between women and men; gender knowledge and skills; and accountability issues	<ul style="list-style-type: none"> From the questionnaire analysis the answers or discussion topics can be grouped in the four analytical categories for a gender audit. Sometimes only three categories can be deducted; in the Liberia case, issues of accountability did not come up in all schools. Presenting examples from the self-assessment will trigger the discussion of the participants.
45'	Discussion moderated by facilitators	<ul style="list-style-type: none"> One facilitator moderating and the other writing. Need to observe time. Decide during the discussion if concentrating on one topic or addressing all.
10'	Wrap up: How do you feel? What was good? What should we change in the next group?	<ul style="list-style-type: none"> Also thank participants for their contributions.

Material Needed

- 2 flip chart stands with flip chart blocks
- Markers of four different colors
- Note pads and pens for participants
- If available, a roll-up poster with the different steps of the gender audit process (if this is not available, a flip chart depicting these steps will also suffice)
- A flip chart with pictures of a woman and a man showing stereotypical characteristics (see example)

GUIDING QUESTIONS

Focus Group Discussion Question Guide

Potential questions to be discussed in the various focus groups. Questions should be based on the results from the self-assessment questionnaire and tailored to the individual institution.

Structural Questions

What is your opinion on the share of women students and women faculty as well as women in administrative positions at the school? Has there been a change in recent years?

If not, what in your point of view is the reason/ are the reasons for it?

What is your opinion about your school's information material, including student handbooks, school policies and learning materials, in regard gender issues? Do you think that the interests and points of view of women and men are presented equally in these materials and documents?

If yes, what are some examples?

If no, should there be something done about it?

If yes? What are your suggestions?

What kinds of data or statistics are collected at your school? Does this data distinguish between men and women?

If yes, how does the school use this data in its decision making?

If no, do you think it can be useful to distinguish between men and women in the statistics? What would be the advantages?

When it comes to the learning environment, do you think women and men students have equally supportive learning environments at the school? E.g. time for studies, study rooms and other facilities?

If yes, can you give some good examples?

If no, do you think there should be done something about it?

If yes? What are your suggestions?

Relationship Between Men and Women

What is your opinion about the relationship between women and men at the school?
E.g. do you feel faculty treats men and women students in equal ways?

If yes, what are your examples?

If no, what are the reasons for it? Should there be somethings done about it?

If yes, what are your suggestions?

If not, why do you think so?

Do men at your school (students, faculty, and administration) treat women at the school respectfully? E.g. in terms of language, interpersonal contacts

If yes, what are examples?

If no, what are examples?

What are the reasons?

Should there be something done about it?

If yes, what are your suggestions?

If not, why do you think so?

Do women students sometimes have difficulties avoiding unwanted contacts with men teachers or men students?

What kind of contacts are these?

How can women protect themselves or be protected from these unwanted contacts?

Is there a person or place at the school that can be informed in these cases?

Can this be done in a confidential way?

What about discussions in class? Who speaks more? Who is rather shy in talking in class?
What in your point of view are reasons for it? Should there something be done about it?

If yes, what are your suggestions?

If no, why do you think so?

Is it easy to establish networks with your peers or generally at the school, e.g. study groups, leisure groups, interest groups? Who enters more easily into contact with existing networks or groups? What in your point of view are the reasons for it?

Should there be something done to improve the situation for specific groups at the school?

Gender Knowledge/Skills

Do you think that men and women at your school have different opinions about gender issues? What in your point of view are the reasons for this?

Should there be something done to balance the views of men and women concerning gender issues?

If yes, why do you think so?

If no, why do you think so?

Do you think the faculty and management/administration have the necessary knowledge and skills to plan and implement necessary measures to increase the equality between women and men at your school?

If yes, what are some examples?

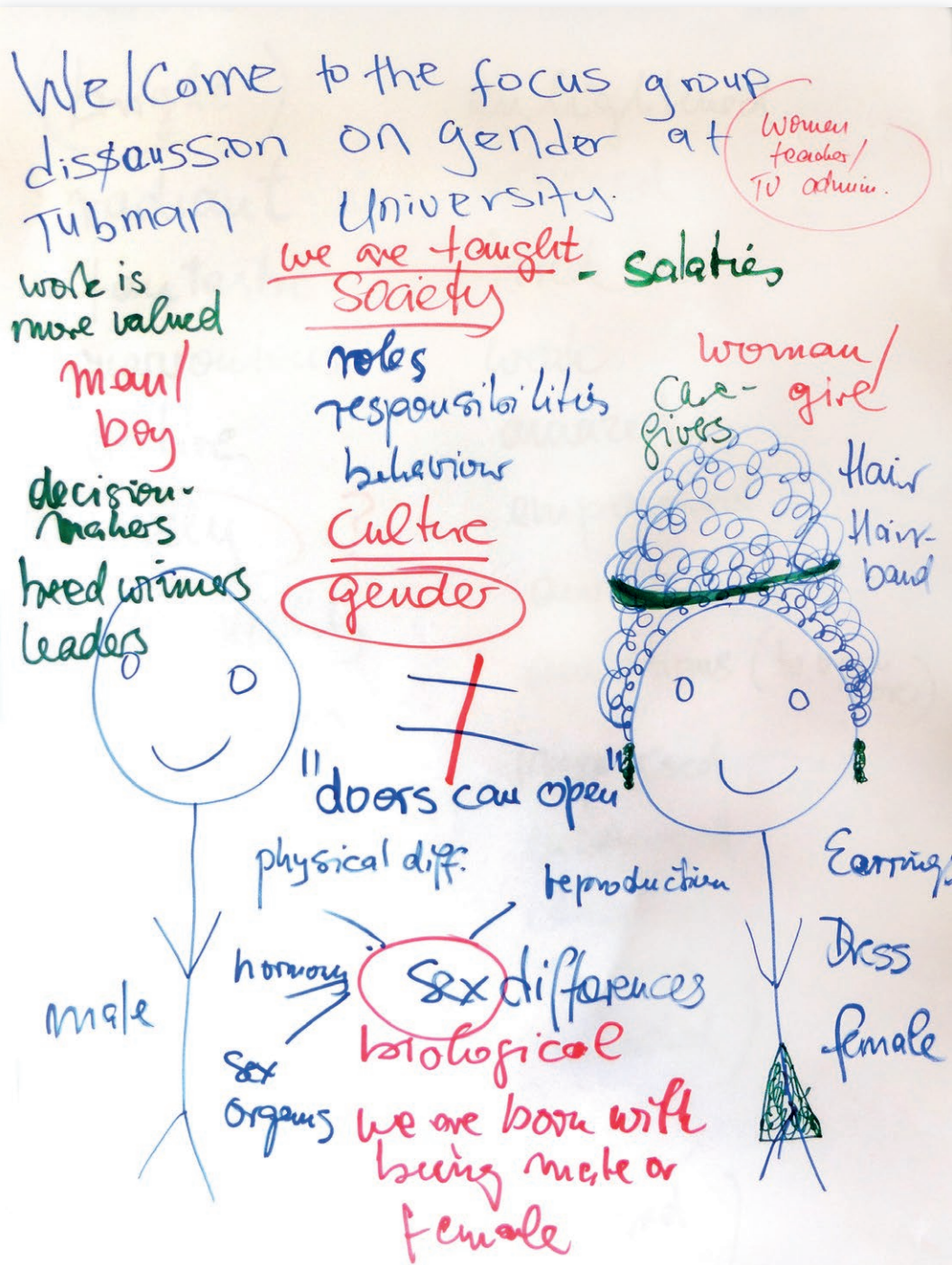
If no, what should be done about it and how?

What would be necessary knowledge and skills to be transmitted?

Do you think there should be a person or structure at your school that is responsible for implementing measures for greater gender awareness and equality?

What should such a structure look like?

What profile and tasks should such a person have? To whom should she/he be responsible to?



DOCUMENTATION

Focus Group Discussion with Male Students

Date: dd/mm/yyyy

The members of the group introduced themselves with their names and an adjective that started with the first letter of their names. Discussions of adjectives:

Emotional is more for men. Men just make decision without thinking. They make decisions hastily.

Discussion About the Adjective "Brave"

Comment: Men are braver. For childbirth, it's natural. But when you talk about brave it's about making a decision and doing something. For example, during the war most of the child soldiers were men.

Comment: When it comes to hardship, men can go through it more than women.

Comment: Braveness depends on sex. Men have more power than women. It depends on what side. There are some women who are braver than men. Some women can do some brave things that men can't do. Even during the war, there were some women who fought the war, but not a lot. You don't have to hold the gun to be brave. Just the fact that women were running under fire and looking for food during the war, it's being brave.

Comment: Women are brave. A man will have 4 or 5 kids with a woman and just go away. But the woman will feed them, take care of them and send them to school.

Comment: Women are brave. Women can fight war even more than men. One reason people didn't like to use women was because of menstruation, but women are very brave. Women will go to places than men can go. Bullet will be flying but she will go. Woman will get outside in search of food, while bullet is flying. When it comes to bravery, I give women 60% and 40% for men.

Comment: Brave is to be strong in the face of fear. That is if unusual things are happening the person who appears first is brave. Most times when there were no roads you will find more men walking. Those who are hunting now are men. On average, most of them are men.

Comment: Sometimes the toys you buy for kids will determine the role. For Christmas the father will always buy guns for the boys and dolls for the girls.

Comment: In the African setting, if you are a male, the father will always take you on the farm. If the girl wants to go, the father will always say 'go back to the kitchen and help your mother to cook'.

Q. What is happening to roles in society?

A: Things are changing. Even when they wrote the constitution, everything was about men. He and no she. Today the world has changed. What a man can do women can do it and even do it better. We can boast of president Sirleaf today as first female president in Africa. There are women who are ministers, including justice minister. Females have never been a dean of any college yet. I know other females are fighting hard to beat men because the world has changed.

A: Even when it comes to decision making, women were not given any rights to make decisions. Decisions in the past were not balanced because women did not participate. Now both men and women participate.

A: The backbone behind this change is education; back then women were not educated. Now women can preach these days.

A: In the history of Liberia, for Charles DB King, the females started with cleaning up campaign. They brought the idea, but the president took the idea and put them down. They were not given the opportunity to perform. First the world was static. Now it's dynamic. What one gender can do the other gender can also do it. Opportunities for one gender are now also given to the other gender.

Q. How do you think the university takes into consideration the interest of women and men? Is there equal treatment?

A: Gender has not been balanced and has never been balanced. From the dean positions. Since I entered, no dean has been a female. All the deans have been all male. In the admissions office, there are no females, they are all male.

A: There's actually a woman there who is responsible for data. (This is recent)

A: When you look at high positions in the school, I think it's balanced. The vice president of the school is a woman and the vice president for academic affairs (VPAA) is a woman.

A: There are only men in the public health department.

A: The college of technology is all men.

A: The Vice President for Academic Affairs (VPAA) controls all the teachers and they are all men. She is brave.

A: College of engineering and technology, college of management teaching staff all men. College of agriculture is all women.

Q. Is the university doing anything to actively have more women?

A: Vacancy can be placed on bulletin board. But what is really needed is qualification. Not because we want women at the school, you can't just take any woman who has just an associate degree.

A: There are women who are capable, but they are not willing to leave town to come and be here.

A: Even on the vacancy, they always put that women are particularly encouraged to apply.

A: We are not saying that women don't want to come, a woman can be qualified, but doesn't want to come because this place is completely isolated.

Q. Why are men more likely to come?

A: It's because of the family.

A: There's a program called "grow your own". This program provides an opportunity for students to go out and study and come back to give back. But since they started that program, there have been no women on the list. Men are prioritized.

A: The "grow your own" program is mostly for staff. They have been sending only staff.

Q. What is your relationship like with women students?

A: The school carries out something called group work. This group work forces you to do work and talking. It's not just the men that should do the talking and research. Everybody does their work.

A: Whenever there's group work, more women sit back. You can't get them to participate. When you go to the community, they will help collect the data, but when it comes to analyzing the data, they will give it to the men.

A: It's both ways. When someone is the group head, most times both the men and women sit back and leave responsibilities with group head. If women are group heads they will perform.

A: Even if a woman is a group head, the responsibility will still come to the man.

Q. If that is the case, why don't the men just refuse to take responsibility for the group work?

A: The group work has time frame. If the work is not done it will affect my grade, so I have to do it to prevent my grades from being affected.

A: The group work is to see how people work together, but in terms of group people, you hardly see the group working together. If one person can answer more in class, they will just say let's just give it to him.

A: There are only few females that are willing and always present for group activities. We have study groups. Many of these girls are very committed to meeting at the time set. For some courses

that they are not interested in, they will not come. The issue of the group work is to see how you will bring ideas together to see how best you can solve the issue. It happened to me twice. The people who were leaders didn't do the work, I had to work from 11am till 8pm. Most of them are not willing. The willingness matters.

A: There are some professors who give responsibility to females. My chemistry professor assigns each female a topic. If a female did just a single topic she can perform even well as compared to the men. So, what females need is to give them responsibilities.

A: Group heads should be motivating the females to take part. If you assigned different areas to females, call them and remind them to go to do what they are supposed to do.

Q. If you fall in love with a female and she says no, what happens?

A: If someone came with intention of making this girl his girlfriend and she says 'no' he will find other means to talk to her. Once the girl says no, the girl will become his enemy. And it's not force. It happens here.

A: I experienced the professor always failed us if we have close relationship with girls. The teacher will warn you.

A: The teacher will intimidate the girls. They wouldn't want to give the female students test papers back because they want a relationship with the female students.

Q. Is there a place for girls to report case of sexual harassment?

A: No girl is brave enough to do that. All the teachers will hate you, fail you. Even if you tell the school, nothing will happen.

A: The teachers go without punishment. Nothing is happening, that's why it's rampant.

A: If you have a case with administration, the same people in that group will be the one to judge the case.

A: All of them are doing the same thing. So, there's nobody to go to to complain.

A: A girl is repeating a course because she refused to have a relationship with a teacher.

A: When there's a case, all administrative staff should not be on the committee. Some of the male students would be a part of it.

A: Teachers used to get evaluated, but now they don't. This is why all of them do their own thing.

Q. Do you make jokes about women?

A: We joke with each other. No inappropriate jokes.

Q. Is sex disaggregated data collected/used at the school?

A: Not heard of anything.

A: What I have seen is the enrollment of the number of students broken down for females and males.

A: For the college of health sciences, they put up the number of male and female students in each department.

A: They do that to know how many students in the health science college, how many studying nursing and public health and to know the ratio of boys to girls.

Recommendations

- Use sex disaggregated data to see how many males and females dominating in the different fields of study and encourage people to go where you don't find more of the other gender.
- There are four top positions at the university. These positions should be balanced. The university should try to encourage females to go in those colleges like management and administration, and engineering.
- We need more females in teaching staff and administration. Female staff will be able to fight for students. Students will have the opportunity to be confident and report cases of sexual harassment to female staff. Female staff will stand up for female students.
- There should be a gender committee established here that will monitor and investigate gender issues.
- In the Public Health department there are lot of men teachers who are incomprehensible, they don't understand women's issues. They should bring more women in the department.
- There should be a team set up for psychosocial counselling. There should be a team for career guidance to talk and encourage women to go into areas where women can't go.
- Counselling department is already here but needs to be stimulated.
- Set up another committee to encourage women and tell them what men can do, women can also do the same. Should organize a regular forum and encourage girls to take up roles.
- This should start from the primary school. If you encourage them from primary school, when they get to college, they will not be shy to participate and do what they want to do. We can even use the university radio station and encourage women.

COMPONENT FIVE

Gender Audit Workshop

The gender audit workshop brings together the results from the self-assessment and the focus group discussions and leads to the production of a gender action plan. The materials included in this component are:

- The gender audit manual (for facilitators)
- An example of workshop documentation (for participants)
- Powerpoint presentation to provide feedback to the university management after the gender audit workshop



Gender Audit Workshop Manual

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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
EWB	Employment-oriented support for Women in the Health sector
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HTI	Health Training Institution
MOH	Ministry of Health

Part I

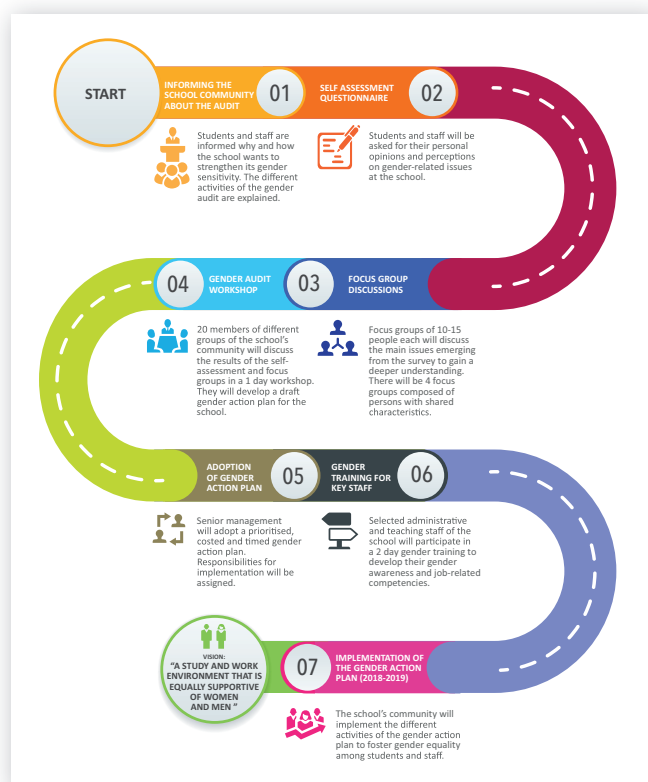
Introduction

Workshop Overview

Rationale

This manual is based on a training that was delivered in 2018 as part of the “Employment-oriented support for Women in the Health Sector” (EWH) project in Liberia. EWH is a joint initiative of Liberia’s Ministry of Health (MOH) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). The aim is to improve career opportunities for women in Liberia’s health workforce. The project supports women in the different stages of their professional development to venture into non-traditional professions and positions. Strengthening the gender responsiveness of health training institutions (HTIs) through a process including a gender audit and gender training is a key component of this approach.

One of the main components of the EWH project is to conduct gender audits of HTIs. The gender audits are comprised of seven interrelated steps as shown in figure 1.



This manual presents the gender audit workshop that was carried out four times in Liberia for selected participants representing the general school population of universities offering studies for allied health professionals. Modules were subsequently adapted based on the experience of delivering the training and feedback from participants.

The workshop is the core of the audit, as it combines the results from the two previous steps and summarizes the essentials that result in the gender action plan. Although it is not a workshop on gender mainstreaming, it will nevertheless serve to increase gender awareness among participants.

The workshop includes a short introduction of key concepts related to gender in the context of HTIs. This part may also be used to refresh knowledge already gained regarding

Figure 1: Roadmap to more gender equality at the school

gender in other steps of the gender audit process as well as to clarify open questions. A participatory discussion regarding key gender-related issues at the institution and formulation of actions to address identified challenges will comprise part of the workshop. The final result of the audit workshop will be the gender action plan.

Workshop Objective

The main objective of the workshop is to identify necessary gender sensitive institutional measures based on the collected evidence in the prior exercises (self-assessment and focus group discussions). In other words, to elaborate the gender action plan.

Target Groups

Each gender audit workshop should comprise 15 (max. 20) participants. Therefore, participants need to be selected carefully to ensure inclusion of all relevant stakeholders or their representatives in a balanced way. Strong representation from the executive management and administration is mandatory, as these have to approve the gender action plan. Participants will also include representatives of the different groups at the school: women and men students; women and men teachers; and women and men administration officers. Ideally, all participants in the gender audit workshop will have participated in the prior exercises.

Training Approach

Principles for gender training include:

- a participatory approach that actively involves all participants;
- a strong rights-based approach in regard content; and
- an approach that is oriented towards action and change.

This approach implies specific training methodologies suited to having a high learning impact on the participants. The approach needs to take into consideration the specific ways in which adults learn best.

Adult Education

Adults have gained life experience and knowledge, which provides them with a foundation of learning. An adult's readiness to learn is linked to their need to have the information. Their orientation to learn is to solve a real-life problem. This is in contrast with subject-centered orientation, as is the case with school students who are aiming to pass an exam or graduate. Adults want information that will help them improve their situation or that of their children.

Some principles that are best applied to the design and conduct of training of adults, and which will be used in the design of the activities of the gender training, are as follows:

- Adults cannot be made to learn. They will only learn when internally motivated
- Adults will only learn what they feel they need to learn. They are practical
- Adults learn best by doing and actively participating

- Adult learning is mostly problem based and these problems must be realistic
- Adult education is affected by the experience each adult brings
- Adults learn best informally. They learn what they feel they need to know.

Figure 2 explains the different steps of the adult learning cycle.

The first step is often a new experience (1) that needs interpretation and explanation. In order to be able to interpret an experience we have to describe it and give it a name (2). In describing the experience, we make it evident for others and can reflect (3) alone or in a group about this experience. The result of such reflection is that we understand (4) what has happened or give it a meaning and generate the will or intention (5) to do something about it, change it, or solve the problem if it was a problem. The last step is the action (6) which will bring about a new experience at a higher level before the learning cycle starts again.

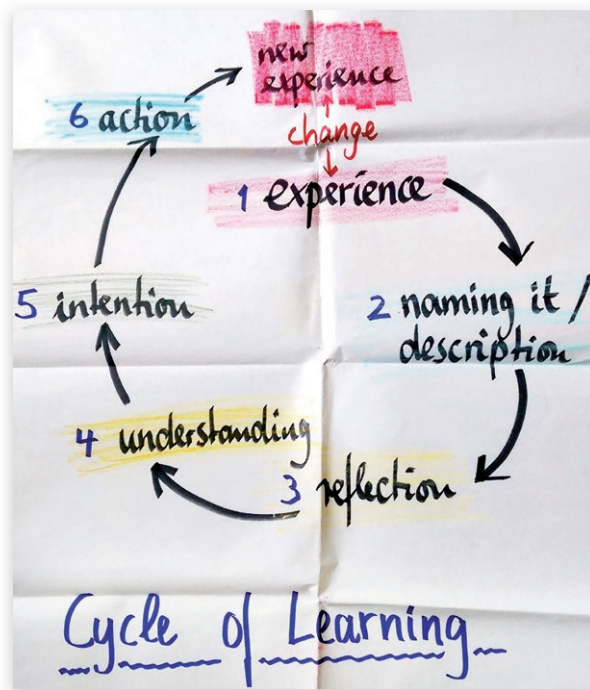


Figure 2: The Learning Cycle. Developed by Jochen Lohmeier, Baobab Consulting, South Africa

For adult education courses and training, the facilitator will not act as a teacher but as a moderator guiding the participants through the learning cycle by using appropriate methods for each of the steps mentioned. There are several moments for conceptualizing the experience (2, 3, 4) as well as moments of practical action (1, 5, 6) which have equal weight in adult learning.

Experiential Learning

In addition to the adult learning cycle, there are different theories that conceptualize the so-called “experiential learning”. Experiential learning theories date from several decades ago (Kolb)¹ and involve not only the cognitive spheres of a person, but also her/his feelings and emotions. Other studies have shown that learning is much more successful if a variety of senses are involved (Edgar Dale)². In 1956 Benjamin Bloom developed a taxonomy of educational objectives that has since been adapted, but its essence has not changed.

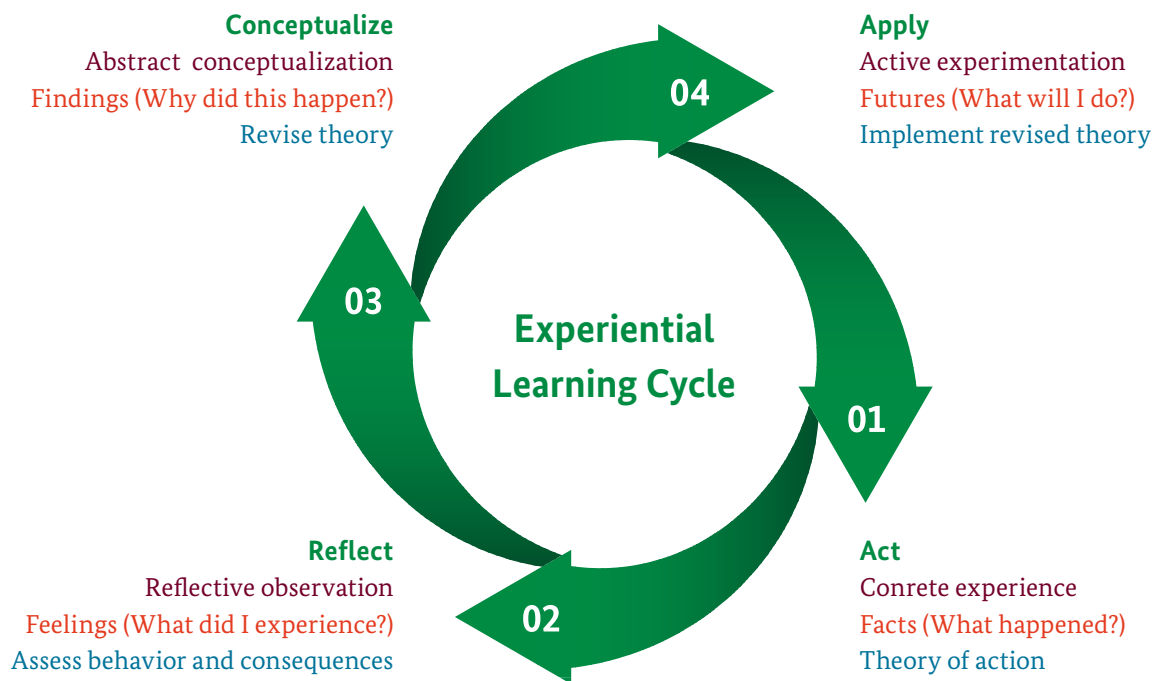
Roger Greenaway describes the experiential learning cycle as a series of key questions to be answered:

1. Facts: what happened?

At this stage, a consensus needs to be reached among participants about the nature of a problem or a situation. This is often a source for a debate as there is not one interpretation of a situation,

¹ See David A. Kolb (1984); Edgar Dale (1960s); Benjamin Bloom (1956)

² www.queensu.ca/teachingandlearning/modules/active/documents/Dales_Cone_of_Experience_summary.pdf



1. David Kolb // 2. Roger Greenaway // 3. Chris Argyris and Donald Schön

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html

Figure 3 Experiential Learning Cycles

but several that depend on the experiences and backgrounds of each of the participants. This first question serves to determine the situation and facilitate mutual understanding as well as develop a common language.

2. Feelings: what did I experience?

The second step serves to identify the feelings of each of the participants and facilitate individual critical analysis of own thinking, behavior and prejudices. This step is particularly important as it separates facts from feelings, thus increasing a comprehensive understanding of a situation and at the same time leading to a more objective point a view.

3. Findings: why did this happen?

Only after having separated facts from feelings there is the possibility for analysis that goes beyond the surface or appearance and allows for taking a more abstract and conceptual point of view. It also provides an opportunity for comparison and critical review.

4. Future: What will I (we) do?

The last step concerns the conscious action as a result of a deep analysis.

For the gender audit workshop these findings have the following implications:

- Apart from the transmission of conceptual issues in regard gender, there will be the need to really reach the participants in terms of their own feelings and emotions. Some of the topics to be dealt with in the gender training will be experienced as very intimate and not easily able to be discussed openly in a big group. The training environment will therefore need to have a confidential atmosphere in which small groups of participants can exchange their points of view and present to the wider audience what they deem useful and necessary to be presented, thus being the owners of their learning and sharing.
- Exercises illustrating stereotypes about women and men without blaming individuals will serve as “friction points” for discussion and generate reflection and understanding of the others’ situation and viewpoint. From this discussion, personal positions and attitudes can change.

It will be important to agree upon concrete actions to be followed or conducted at the end of the training. These may be very small activities of a group or even personal commitments made individually. In order for this to happen, active participation in the training is extremely important.

Active Participation

The participatory training approach means that all course participants are actively involved in all training activities: as much as possible, participants identify their learning needs and express their objectives. In addition, they continuously evaluate the learning process and assume responsibility for the results.

The facilitators’ role in the workshop is to activate existing experience and to facilitate the exchange between participants. They should also introduce rules and techniques for group work and plenary sessions, and act as moderators of these sessions. When introducing new content and concepts or analyses, the facilitators act as trainers/lecturers. The facilitators encourage participants to contribute their own knowledge and experiences and support the group in its efforts to manage the learning process themselves.

Training Methods

The training methods ensure that each participant is actively involved in the training process:

- Content, concepts and analyses are presented by the facilitator in short introductory lectures followed by a round of questions and explanatory answers, or discussion in the plenary. **Plenaries** will also be used to present and discuss the results of the group work.
- In **small group work** content is further analyzed and illustrated by practical **exercises**. Group work also serves as space for the exchange of own experiences, discussions of controversial issues and consensus building. It facilitates the active participation of all participants. Group work rules and regulations will structure the discussion in the group:

Steps in group work

- Step 1 Prepare the working place
- Step 2 Clarify tasks
- Step 3 Organize co-operation
 - Moderator
 - Visualizer
 - Time keeper
- Step 4 Write down ideas on cards individually
- Step 5 Collect, discuss, structure your ideas
- Step 6 Fill in anything that is missing
- Step 7 Prepare the presentation

Suggestions for the presentation of group work

Step 1	Look at the audience	Catch its attention	Show agreement and disagreement
Step 2	Present your work together	Do not elect a single presenter	
Step 3	Read all cards	Visualisation does not speak for itself	Associate body language and voice
Step 4	Point to the cards you are reading	Co-ordinate eyes and ears	
Step 5	Avoid long comments	Tell simply what the group has done	Do not add what you did not do

Taken from District Health Management Tools, InWEnt 2003; Source: Kroeger, Axel (ed.) et al.: The Use of Epidemiology in Local Health Planning: A Training Manual, Zed Books, London, 1997

- **Role-plays and simulation** may further illustrate content and stimulate debates among participants.
- **Mobile visualization** methods will be widely used in the training as they help to structure ideas, stimulate discussion, and foster learning by addressing different senses (ears, eyes). Mobile visualization means writing down ideas and contributions on colored cards that are pinned on a soft board. During the discussions the cards can be moved to other locations on the board for categorization or different structuring, thus they are “mobile”. Visualization is used for the presentation of group work results but also to document the main results of a plenary discussion. This helps in reaching consensus and avoids repetition. It ensures that everybody is able to follow and helps to detect misunderstandings early. Reading out this documentation at the end of the discussion gives a summary for the whole group and provides a chance to add any missing ideas.

Rules and regulations for mobile visualization

Rules	Reasons
One idea, one card	For better structuring
Write down a full sentence	For better understanding
A maximum of 3 to 4 lines on each card	For legibility
Narrow script is best	Economises space
Start writing at the upper left corner	Leaves space to add thoughts
Use both capital and lower case letters	For faster reading
Use one color for one category/logical level	You can better express hierarchies of thoughts and logical orders

- **Brainstorming** sessions based on common sense and experience of the participants are used to collect a wide range of ideas and help identify the various aspects and levels of individual topics.

A balance between the different methods guarantees the active involvement of all participants.

Generic Agenda

The generic structure of the one-day workshop consists of four sessions of 90 minutes each with breaks for coffee and lunch in between. Normally, between the two sessions in the morning and the two in the afternoon there is a 15-minute break, and after the first two sessions there is a one-hour lunch break. Within each of the sessions there are short breaks of five minutes after 45 minutes. These breaks are important in the cases where there are many inputs from the facilitator but are most often not taken during group work. The breaks are helpful for participants and facilitators to refresh their minds and be able to continue focused. The overall timeframe including the breaks totals 7 ½ hours. This daily structure is helpful for the facilitator to plan the workshop content. There are often situations though, where the flow of the discussions or group work does not allow this structure to be strictly adhered to. Nevertheless, during planning, this structure should be used as a guide. Participants should be informed about the duration of the workshop in advance so that they can be prepared.

Generic workshop time table³

Time	Module	Session	Topic
9:00 - 9:25	Module 1 Introduction	Session 1 Introduction to the workshop	Short introduction of partici- pants E1-1 and facilitators
9:25 - 9:40			The learning community E1-2
9:40 - 9:55			Individual introduction of participants E1-3
9:55 - 10:10			Expectations of participants E1-4
10:10 - 10:15			Presentation of the program
10:15 - 11:00			Short introduction to gender concepts related to HTI (sociogram) E1-5
15' Break			

³ Please note that the time allocation is just a suggestion. In real life the facilitator will observe the group dynamic and adapt the schedule accordingly without compromising the overall program. The 5-minute breaks are not included in the schedule.

11:15- 12:30	Module 2 Gender perception and stereotypes	Session 2 What we like about women and men E2-1	Gender stereotypes and perceptions
12:30 - 13:00		Power point pre- sentation of the summary of self-assess- ment question- naire analysis and results of focus groups	Self-assessment questionnaire results
			Focus group discussion results
			Recommendations for increasing gender equality at the school
60' Lunch Break			
14:00 - 14:10	Module 3 Gender action plan development	Session 3 Gender action planning	Components of an action plan: facilitator input
14:10- 14:20			Instructions for group work: facilitator input
14:20- 15:30			Group work on gender action planning
15' Break			
15:45- 16:05	Module 3 cont'd	Session 4 Gender action planning	Group work on gender action planning
16:05 - 17:00	Module 3 cont'd	Session 4 Gender action plan sharing	Presentation of group work results
17:00 - 17:15	Module 4 Wrap up and closure	Session 4 cont'd	Workshop feedback and evaluation

Workshop Organization

Equipment required

The room should be big enough to have the participants sit in a semi-circle facing the soft boards/ flip charts and/or screen.

The following is a list of items necessary to ensure the workshop is conducted smoothly:

1. Notepads and pens for all participants
2. Laptop/computer, projector and screen
3. Two flip chart stands with one flip chart paper block each
4. Two soft boards (minimum), if possible four soft boards

5. 12 sheets of brown paper for the soft boards
6. Moderation case fully equipped with colored cards, 100 of each of the four colors, pins, glue, markers, scissors, masking tape
7. Additional flip chart markers for participants: One box each of blue, green, and red; two boxes of black
8. Power point presentation of self-assessment and focus group results
9. Copies of instructions for group work to be distributed if necessary
10. Flip charts previously elaborated with
 - a. Workshop program
 - b. Welcome flip chart depicting a man and a woman for the initial sensitization on sex and gender
 - c. Questions for the gender perceptions and stereotypes exercise
11. Camera to take photos of participants and flip charts/softboard visualizations

Lessons Learned

The lessons learned and suggestions for improvement based on the experience of conducting the gender audit process at four HTIs in Liberia in May 2018 are documented in the table below. Modifications were also made to the workshop manual as a result. These points should be kept in mind when planning to deliver the workshop.

Topic	Description
Information event	In order to get the buy-in of the management of the institution for conducting a gender audit, it is necessary to organize an information event for a broad audience to explain the various stages and the character of a participatory gender audit to facilitate understanding and ownership. Such an event will also be necessary at institutions where a certain gender competence and the political will exist.
Self-assessment	The self-assessment proved to be a valid instrument to identify general gender issues at the schools. The analysis results fed into the focus group discussions and the gender audit workshops and facilitated development of the activities specific to each target group.
Focus groups	Gender and function specific focus group composition needs to be observed. It is to be expected that in a similar national and institutional environment, a focus group discussion about gender issues will need to also take care of some gender knowledge inputs at the beginning. This will be necessary for giving the participants a frame for their discussion.

Length of the gender audit workshop	The workshops were conducted as one-day workshops. For similar audiences that are not familiar with gender and gender mainstreaming nor with participatory learning methods, more time is needed for each program topic. A two-day workshop would provide more time to discuss results and open questions and to develop the gender action plan.
Workshop content	The workshop content as developed proved to be adequate and necessary for the audience.
Composition of participants in the gender audit workshop	A gender audit has the objective to develop a gender action plan that is later adopted by the executive management of the institution. Therefore, participation of decision makers is imperative. This was not the case in any of the three workshops in which the majority were students. Given the final results, that two of the three schools adopted the consolidated action plans as developed by the workshop participants, this weakness was not detrimental to the result. Yet, such a composition represents a serious risk for the workshop results and should be avoided if possible.
Sequence of the gender audit stages	The gender training was suggested to be part of the gender action plans to be developed during the gender audit workshops. If the gender training had been conducted as the first step in the audit process, there would have been a real chance to have sounder results of the self-assessment and more in-depth discussions in the focus groups as well as better results for gender action plans, given the little gender knowledge and awareness of the gender audit participants. The decision about the sequence should be made based on the situation, e.g. willingness of the institution to start with a multi-day training event. Satisfactory results will still be obtained irrespective of the order of activities.
Sustainability	The process character of the gender audit stages calls for continuous follow-up and monitoring of activities planned. As the schools have just started to be sensitized on gender equality, the project that promoted the process must continue accompanying the schools in order not to jeopardize the initial interest and foster the roles of the gender focal persons in place. It may also be possible to look for opportunities arising outside the GIZ project context.

Using this Manual

The manual is designed as a working instrument for facilitators. It shall assist the facilitator to prepare for the gender audit workshop. It contains all the necessary inputs and explanations on how to organize the workshop and how to proceed with the program and use the exercises. It is meant to be followed as a guideline and not as a rule. The facilitator has to decide which elements of the manual to use and which to adapt or change based on his/her own experience, the audience/target group, and the general environment for the workshop. This may depend on the geographical region, political circumstances, knowledge and experiences of the participants, as well as the gender knowledge, skills and competence of the facilitator and the audience.

Structure of the Modules

Each module contains the following sections:

1. The rationale
2. Module learning objectives
3. The detailed program of the module/ schedule
4. Notes for facilitators
5. List of handouts
6. Power Point slides (when applicable)
7. Exercises
8. Bibliography (when applicable)

Description of the Terms Used in the Manual

Learning objectives: states the objectives to be achieved by the end of the module in terms of knowledge, skills and competence.

Schedule: gives an overview over the time span, methods, materials and recommended content for each unit/topic and states the specific objectives of each session.

Sessions: are subdivisions of the module that follow a logical flow to develop the content of the module. Sessions are planned for 90 minutes










Notes for facilitators: gives detailed information to the trainer/facilitator on how the module should be developed and why (organizing the learning process and teaching methods recommended as well as necessary resources/materials to be used). It is the “red thread”, which guides through the module.

Handouts: are the essential documentation for the participants about the content of the session / module stating the objectives, listing the key words, developing the concept/theory of the content, and giving recommendations for further reading. Handouts are found at the end of this manual. Power Point slides: are to be used by the facilitators to introduce the different topics and visualize highlights, keywords, and structures.

Exercises: describe practical applications of the theory and are meant to facilitate the learning process through experiential approaches: role plays, games, etc.

Bibliography: additional recommended literature, articles and books, which are related to the content of the module.

Symbols used in this manual

	Learning objectives
	Schedule
	Sessions
	Background information
	Notes for facilitators
	Exercises
	Handouts
	PowerPoint slides
	Bibliography

Part II

Delivering the Gender Audit Workshop

Module 1: Workshop and Participant Introduction

Rationale

The introductory module sets the scene for the work to be developed and builds a learning community. Participants should feel at ease to share their ideas and views with the rest of the group and with the facilitators. Although for a one-day workshop it may appear excessive to have a detailed introduction of the participants and the facilitators, it has proven to be of benefit to the smooth running of any workshop; discussions are livelier, and exchange of experiences are more in-depth. For this workshop, the introductory session will also provide some information to the facilitators in regard to the level of gender knowledge of the participants.



Module Learning Objectives

At the end of the module:

- the learning community has been built
- participants are reacquainted with essential gender concepts



Detailed Schedule of the Module⁴

Objective	Content	Duration (min.)	Method	Material	Comment ⁵
Participants get to know each other and the project	Short introduction of participants	5	Participants write their names on a name tag and stick this on their chest, where it can easily be read and allow them to be addressed by their name.	Name tags Masking tape and marker pens (if no name tags available)	Depending on the audience, a short introductory round of all participants to get to know each other will be the start of the session. It has been proven a good ice-breaker to ask the participants to say their names and mention at the same time an adjective that starts with the first letter of their first name; that way the names of the participants in the group will easily be remembered (E1-1).
		10	Characterizing oneself with an adjective that starts with the first letter of one's name: E1-1 Participatory Patricia	Flip chart stand and paper Markers of different colors	The facilitator can also use the list of adjectives to prompt an initial reflection about gender stereotypes by asking which of the listed adjectives would only be used for women/men.
	Short introduction of facilitators	5	Verbal		
	Short introduction to the overall project (if applicable) and the gender audit process as one project component	5	Verbal using the roll up stand	Roll up stand showing the steps of the gender audit	

⁴ This introductory module may take more than one session due to the time needed to discuss gender terms. Much of it will depend on the previous knowledge of the participants and the questions and comments they have when explaining the terms. In this example, the module is presented taking 120 minutes (1 session of 90 minutes and 35 additional from the second session).

⁵ The comments in this table are sometimes the same as the notes for the facilitator that are presented as a separate chapter. Although this may be repetitive, the table can be used as handout/guide for the facilitator more easily if the didactic comments are presented aside the different activities.

Objective	Content	Duration (min.)	Method	Material	Comment
Participants get to know each other and the project	Getting to know the subgroup of the learning community	15	Sociogram: E1-2 The learning community	Sheets of A4 paper with the different categories: men/ women; students/ teachers/admin. staff; study areas.	This exercise shows the different subgroups of the learning community and gives a visual experience about the sizes of these subgroups. It helps the facilitator to identify minority groups and take care of their active participation during the workshop. It also stimulates the active participation of the different members of these subgroups to speak out (E1-2)
	Personal introduction of each of the participants	15	Participants write their names, function, and how long they have been at the school on colored cards. They put the cards in a column on the soft board: E1-3 or E1-3a Participant introduction	Colored cards, marker pens, soft-board with brown paper	The individual introduction of the participants gives the opportunity to get to know more about the individual persons (E1-3 or E1-3a).
Expectations are formulated	Expectations of participants	15	Expectations are written on colored cards and clustered by facilitator/ and participants on a soft board: E1-4 Expectations	Questions written on a flip chart: What are your expectations for the workshop? / What should be the product of this workshop? / How do we know that the workshop was successful?	The expectations should be visualized on a soft board and kept visible throughout the workshop. In the final evaluation, it is helpful for the participants to remember their expectation from the beginning of the workshop and compare with how they feel at the end (E1-4).

Objective	Content	Duration (min.)	Method	Material	Comment
The program of the workshop is known	Presentation of the program	5	Flip-chart presentation by facilitator	Flip chart with structure of the 4 sessions including coffee- and lunch breaks with time allocation	<p>The workshop is planned to have 4 full sessions of 90 minutes. The flip chart should be visible throughout the workshop process.</p> <p>The facilitator monitors the time and determines whether to shorten exercises or even skip them if necessary, depending on the dynamic in the workshop. Changing program topics or shortening exercises needs to be done in consultation with the participants.</p>
Reacquainted with relevant gender concepts	Short introduction to gender concepts related to HTI	45	Sociogram with gender concepts on the floor where participants will locate themselves on those they are familiar with and explain them: E1-5	A4 sheets placed on the floor consecutively with the words: sex, gender, gender sensitive, gender perspective, sex disaggregated data, equal opportunities, and gender equality	<p>The facilitator must decide which terms to use for this exercise based on prior focus group discussions. As an alternative, a short input by the facilitator can be given. However, for a better learning experience it is recommended to have the sociogram and let the participants explain the terms. After each group, the facilitator will give the correct definition using the suggestions and contributions from the participants. If there is time, these definitions can be written in a flip chart and posted on the wall in the class room</p>



Notes for Facilitators⁶

General remarks

For the participatory learning approach in the workshop it is necessary to systematically use mobile visualization to document every step of the procedure. This includes previously prepared flip charts (welcoming sheet, workshop program, instructions for any task for individual or group work), previously prepared soft boards (with brown paper and a number of pins posted on the upper side of the softboard, the grid for the gender action plan working groups) as well as recording participants' contributions during the discussions/debates on the flip charts. At the end of each part of the workshop, these flip charts can also be used to summarize the discussions and ask the participants for any additions or corrections of what the facilitator has written. The flip charts are also helpful for the workshop documentation.

The frame for the workshop

The poster: "The road to more gender equality at the school" (H1-1) can be used to briefly present the overall project and the different steps of the gender audit process. It may also be given out to participants as a handout. This activity will depend on the exact context in which the workshop is delivered

Introduction of participants

In participatory workshops, it is crucial to build the learning community from the start. We therefore dedicate some time to introducing the participants in a series of ways. Some possible introductory exercises are presented below. It will depend on the participants' group and the available time as to which of these exercises are the most suitable ones. In general terms the participant introduction should meet the following objectives:

- serve as an icebreaker (E1-1)
- get to know the various subgroups in the audience (E1-2)
- give opportunity to each of the participants to present her-/himself as an individual (E1-3; E1-3a) and with his/her expectations (E1-4).

The exercise "Participatory Patricia" (E1-1) is particularly suited for breaking the ice between the participants, as it is fun and stimulates discussion. At the same time, the facilitator can use the exercise for a first reflection about gender and gender stereotypes. This will require the facilitator to record the names with the adjectives on a flip chart while the participants are talking. A second step is getting to know the "learning community" better (E1-2). This sociogram will inform about the composition of the audience: students, faculty and administration/ management. It serves to identify the subgroups among the participants, on which the facilitator can draw during the workshop when the opportunity arises. It is always recommended to conduct this exercise, as it clearly illustrates how the whole group is comprised of several different sub-groups. For this exercise it is recommended to have the participant list including functions beforehand so that the related A4 sheets can be prepared. Sometimes one sub-group turns out to be very big. In this case, the facilitator needs to find additional categories to further divide the sub-group.

⁶ For a detailed illustration of the whole process of the gender audits workshop refer to the example of workshop documentation included in the toolbox.

It is important for everybody to be recognized and acknowledged as an individual person. Therefore, in a third introductory round, the participants are asked to write their names and other relevant information like study fields or positions, years at the school and if they participated in the self- assessment (if applicable) on a colored card (E1-3). The cards are posted in a column on a softboard.

An alternative exercise for introduction is a short presentation. Participants will ask a set of given questions to their neighbor (E1-3a). They will then present their neighbor to the group. Writing down expectations for the workshop (E1-4) is important as the facilitator/s are immediately able to advise on the extent to which these expectations can be met in the course of a one-day workshop, which prevents disappointments during the process. Participants are asked to write their expectations on colored cards. They should be allowed to write on more than one card if they wish. The expectations can be posted on a softboard next to the participant's name⁷ and read aloud by the facilitator.

The individual introduction of participants with their names, positions, years at the school and their expectations for the workshop gives relevant information for the facilitator/s on the one hand and presents an opportunity for the participants to practice writing on colored cards. In addition, visualizing both the individual presentation and the expectations makes it easier in the end to evaluate the workshop process and identify the extent to which expectations have been met.

The workshop program

The workshop program is only presented after introductions and clarification of expectations. This is purposely done so that participants are free to express their expectations, without being influenced by the program content. The program should also have been written on a flip chart prior to the workshop.

The workshop is intended to have four full sessions of 90 minutes each. The facilitator must monitor the time and determine whether it is necessary to shorten certain exercises or even skip them.

Sociogram of gender terms

The last part of the introductory module is a sociogram exercise about gender terminology (E1-5). This is done to refresh the debates and discussions from the focus groups and to prepare the ground for the later gender action planning exercise. It is also useful for participants who were not able to attend the focus groups.

The facilitator must decide which terms to use for this exercise based on prior focus group discussions. As an alternative, a short input by the facilitator can also be given.

The related handout (H1-2) seeks to develop a common understanding of key terms relating to gender. As some terms are frequently used interchangeably and/or inconsistently, it is of relevance that all participants in the workshop share the same understanding when talking about

⁷ For a detailed illustration of the whole process of the gender audits workshop refer to the example of workshop documentation included in the toolbox.

gender and related terms. It is therefore recommended to introduce the most relevant terms in the audit workshop. This may change from school to school and will depend also on the composition of the groups participating in the gender audit workshop. The facilitator may have print outs of all the terms for the participants or just those used in the workshop.

The definitions can also be used in future activities undertaken by the school or national project team. Definitions have been drawn from commonly used international sources, for example UN Women and UNICEF.



Handouts

H1-1: The Road to More Gender Equality

H1-2: Gender Terms



Exercises

Exercise E1-1: “Participatory Patricia”

Duration

Minimum 15 minutes, depending on the discussion about the adjectives the exercise may take up to 30 minutes.

Introductory remarks

Often at the start of a workshop, the participants feel uncomfortable as they do not know what to expect nor how the workshop will be conducted. This exercise tends to break the ice and often makes participants laugh.

Objectives

- Participants have gained confidence to speak out
- Participants and facilitators remember the names of the individuals in the workshop
- Participants start reflecting on gender stereotypes.

Procedure

Step 1: The facilitator explains the exercise and may start with saying her or his name together with an adjective that starts with the first letter of the first name:

Example: “My name is Patricia; I am participatory Patricia”.

Step 2: The facilitator then invites the participants to follow the example. The rest of the group should then greet the participant:

“Good morning participatory Patricia”

As participants introduce themselves, the facilitator should write the names and adjective mentioned in a table on a flip chart.

Step 3: Referring to the list of adjectives, the facilitator should ask the group:

“Which of these adjectives would only be used for women? Which only for men?”

These questions can be posed to gender specific audiences as well as to gender mixed audience. A short discussion will show that participants believe some adjectives can be used to describe both men and women, while others can only be used to describe either men or women. This often happens with the adjectives: sweet for women and brave for men. The facilitators can at that stage challenge the participants by giving or asking for examples for “sweet men” or “brave women”.

Material needed

- Flip charts
- Markers

Exercise E1-2: “The Learning Community”

Duration

Depending on the number of questions/categories and related discussion, the time needed for this exercise is a minimum of 15 minutes. The overall duration should not be more than 45 minutes.

Introductory remarks

Groups in a workshop/training are normally not homogeneous but consist of various subgroups. For the facilitators, it is important to be aware of the composition/profile of the overall audience, because it will influence discussions, composition of working groups as well as the seating arrangements. People who know each other or belong to the same institution will tend to sit together, just as women and men often do. The exercise will show how the whole group is comprised of several different subgroups and will provide an opportunity to identify commonalities, particularly if the audience is composed of participants coming from different institutions or departments. It will also identify if there are minority groups, which the facilitator needs to pay particular attention to in order to balance the discussions.

Objective

Learn about the composition of the group.

Procedure

Step 1: Before the workshop, the facilitator writes the names of different categories of participants onto sheets of A4 paper.

Suggested categories: men/women; students/faculty/management and administration; study areas (public health, physician assistant, epidemiology, nursing, any other)/department or specialty (HR, accounting, library, gender division, management, etc.).

The facilitator may also choose to address the emotional side of the participants. In this case, he/she should prepare sheets relating to interests or preferences, for example: reading, cooking, traveling, sports, spending time with the family; I like the ocean/mountains/forest/rivers.

Step 2: The facilitator places sheets for the categories in round 1 on the floor (e.g. men and women) and asks participants to stand next to the sheet with the category to which they belong/that best represents them.

Step 3: The facilitator should briefly comment on the size of the various subgroups. He/she may also give an explanation about the diversity of experiences in the group and describe how this can contribute to the success of the workshop. If the facilitator decides to address the emotional side of participants, this provides an opportunity to discuss social behavior or personal characteristics when asking the reason for an interest or preference.

Step 4: The facilitator repeats steps 2 and 3 for between three and four rounds.

Material needed

A4 sheets of paper and space for the sheets to be placed on the floor (ideally in the middle of the semi-circle of chairs)

Exercise E1-3: “Who am I”

Duration

The overall time allocated for the exercise should not exceed 20 minutes.

Introductory remarks

The participants are asked to write their names and other relevant information such as field of study or position, years at the school, and in this specific case also if they participated in the self-assessment. The cards are posted in a column on a softboard. There should not be more than four different categories, as it is recommended to only use one card for each of the participants. That will save space on the soft board.

Objective

Participants get to know each other.

Procedure

Step 1: The facilitator distributes colored cards to participants and explains how they should use them:

- Use the whole space, starting to write from the upper left corner
- Write not more than three, maximum four lines
- Write legibly using capital and lower-case letters

The facilitator can have her/his own card with the requested information as an example and post the card on to the soft board.

Step 2: The participants are asked to write the following information on the cards:

- Name
- Position/field of study
- Number of years at the school
- Whether they participated in the self-assessment (yes/no)

This should take no more than 5 minutes.

Step 3: Once participants have finished writing on the cards, they should come forward to a prepared softboard to pin their card in the appropriate column on the board. This should take no more than 10 minutes.

Material needed

- Colored cards and markers for each of the participants
- Soft board with brown paper
- Pins

Exercise E1-3a: “One to One Interview”

Duration

The overall time allocated for the exercise should not exceed 30 minutes.

Introductory Remarks

This introduction will be conducted in an interview style, with participants interviewing their neighbor. This exercise is recommended for a group where participants are not familiar with each other. Talking to and with the neighbor facilitates communication and getting to know the other person in more detail.

Objective

Participants get to know each other

Procedure

Step 1: The facilitator distributes colored cards to participants and explains how they should use them:

- Use the whole space starting to write from the upper left corner
- Write not more than three, maximum four lines
- Write legibly using capital and lower-case letters

The facilitator can have her/his own card with the requested information as an example and post the card on to the soft board.

Step 2: The participants are asked to form pairs by turning to their neighbor.

Step 3: The facilitator writes a list of questions that should be answered in the “interview” on a flip chart:

- Who is my neighbor (name)?
- What is his or her profession/position/role in the school?
- How did she or he come to this workshop (volunteer, nominated, delegated)?
- Did he/she participate in the self-assessment? Yes/no

The participants are asked to write the answers of their neighbor on a colored card.

Step 4: Participants should then switch roles, so that everybody has the opportunity of being the interviewer and interviewee.

It should not take more than 10 minutes for all interviews to be conducted.

Step 5: Participants should come to the front of the room to present their neighbor and pin the card with the information collected on the soft board.

20 minutes should be allowed for this step.

Material needed

- Colored cards (of one color only) and markers for each of the participants
- Soft board with brown paper
- Pins

Exercise E1-4: “Expectations”

Duration

20 minutes

Objective:

Expectations of individual participants for the workshop are made known to facilitator

Introductory remarks

For any workshop it is important for the facilitator to know what participants expect from their participation in the workshop. Many workshops are just organized, and participants have little information regarding the contents of the workshop. Even if they have received an agenda, they will usually only know the general topic to be dealt with. This is particularly true for last-minute announcements; situations where participants have been delegated/nominated; and short workshops/trainings, as these normally will not formally contribute to participants’ career opportunities.

Therefore, a short reflection about individual expectations will support focusing participants on the topic, and at the same time reveal the range of different expectations to the facilitator. She/he can then also inform the group of the process and content of the workshop, and to what extent expectations can be met, thus avoiding disappointments. This exercise will usually show that multiple participants share the same expectations, and thus form the learning community.

Procedure

Step 1: The facilitator presents the questions in regard participants’ expectations on a flip chart prepared earlier and reads them out.

- What are your expectations for the workshop?
- What should be the product of this workshop?
- How do we know that the workshop was successful?

These questions should not be answered one by one. The different wording is just to illustrate what kind of answer is expected. The facilitator asks if the task is clear and gives explanations if somebody has questions.

Step 2: Colored cards and flip chart markers are distributed, and participants are asked to write their expectations on the cards. There should be the opportunity to write down more than one expectation. The facilitator may remind participants the rules for writing on colored cards⁸:

- One idea on one card
- Not more than three (max. four) lines
- Using the whole space for writing, starting to write from the upper left corner
- Writing legibly using both capital and lower-case letters.

These rules can also be written on a flip chart for better understanding.

⁸ If this has been explained before there is no need to explain it again

Step 3: Participants pin their cards on the softboard used for exercise E1-3 (in line with their names).

Step 4: The facilitator reads all expectations aloud and explains which of them may lie beyond the scope of the workshop, and which will be most certainly be satisfied.

The expectations are kept on the softboard. At the end of the workshop, participants can pin cards with their judgement regarding the extent to which their expectations have been met.

Material needed

- Softboard with brown paper
- Colored cards of one color only
- Flip chart

Exercise E1-5: “Gender Terms”

Duration

30 to 45 minutes, maximum 60 minutes

Introductory remarks

This exercise seeks to develop a common understanding of key terms relating to gender. As some terms are frequently used interchangeably and/or inconsistently, it is important that all participants in the workshop share the same concept when talking about gender and related terms. It is therefore recommended to introduce the most relevant terms during the audit workshop. These may change from school to school and will depend also on the composition of the groups participating in the gender audit workshop. In the case of the gender audit workshops at three HTI in Liberia, the following terms were used in all workshops: sex, gender, gender sensitive, gender perspective. The term: sex disaggregated data was used at two HTIs and equal opportunities and gender equality were used at only one HTI.

Objectives

- Participants have reflected on different gender terms
- Participants are able to distinguish between sex and gender
- Participants are able to explain the terms: gender sensitive, gender perspective, equal opportunities, sex disaggregated data.

Procedure

The exercise is conducted with a sociogram approach. The facilitator should pre-prepare A4 sheets of paper for each of the gender terms to be explained and discussed:

- I am familiar with the term sex
- I am familiar with the term gender
- I am familiar with the term gender sensitive
- I am familiar with the term gender perspective
- I am familiar with the term equal opportunities
- I am familiar with the term sex disaggregated data.

The facilitator may choose other gender terms depending on the audience and the general focus of the workshop content. However, it is recommended to use the first four gender terms as an obligatory set in the gender audit workshop.

The facilitator places the first sheet of paper in the middle of the circle and asks those participants who feel familiar with the term to come forward to explain to the others. After the participants' explanations for each term, the facilitator corrects and adds to the explanations if required and summarizes the discussion.

The same is then done for the other terms.

Material needed

Gender terms written on individual sheets of A4 paper as proposed above.

The facilitator may have print outs for the participants of all the terms included in Handout H1-2, or just a selection of those that will be used in the workshop.

Module 2: Perceptions and Stereotypes about Gender

Rationale

In order to be able to prepare a sound gender action plan, it is necessary for all participants to critically reflect on their own gender perceptions and stereotypes. In addition, the results from the self-assessment and the focus group discussions again represent gender perceptions and stereotypes, but also include a wide range of suggestions and recommendations for increasing gender equality. Both components of the workshop are therefore combined in this module, although at first glance they may not appear to have anything in common.



Module Learning Objectives

At the end of the module:

- Participants have critically reflected on their own gender perceptions and stereotypes
- Participants are able to use the results from self-assessment and focus groups for the development of the gender action plan



Detailed Schedule of the Module⁴

Objective	Content	Duration (minutes)	Method	Material	Comment
Participants get to know each other and the project	Gender perceptions and stereotypes	50	Exercise discussing four questions: What we like about women? What we like less about women? What we like about men What we like less about men?	Exercise: Ice Breaker from the ILO Gender Audit handbook p 60	The exercise can be conducted in various ways depending on the available time for it (E2-1)
At this point, a short break of 5 to 10 minutes is needed to prepare for the PowerPoint presentation. It is recommended to have an energizer ⁹ before the presentation, as this input is rather top-down.					
Results of self-assessment questionnaire and focus group discussions have been familiarized	Presentation summarizing the self-assessment questionnaire analysis and results of focus groups	40	Facilitator input with ppt and/or flip chart. Q and A	Ppt presentation of results of self-assessment and focus groups	

⁹ For examples please refer to the workshop documentation



Notes for Facilitators¹⁰

The module starts with an exercise (E2-1) about gender perceptions and stereotypes recommended for inclusion in gender audit workshops by the ILO manual for gender audit facilitators. The exercise asks for opinions about what we like or don't like so much about men and women:

- What we like about women
- What we like less about women
- What we like about men
- What we like less about men

Depending on the available time for the exercise, there are various possibilities to shorten it. The exercise is a useful preparation for the presentation of the results from the self-assessment and the focus groups, as they will also contain stereotypical points of view.

The results from both the self-assessment and focus groups are then presented. It is recommended to present the results in a condensed way using the four analytical categories: political will/organizational structure, organizational culture/relationships between women and men, accountability/transparency of processes, and gender competence. The qualitative results from the self-assessment questionnaires are a rich source for citations to illustrate the different categories; the same applies to the discussions from the focus groups. It is also suggested to use photos from the focus groups in the presentation to make it livelier. This presentation provides substantial content for the main exercise of the day, the development of the gender action plans.



Presentation

A powerpoint presentation providing a summary of the results of the self-assessment questionnaire and focus group discussions should be prepared by the facilitator.

➤ Powerpoint presentation: Strengthening Gender Equality



¹⁰ For a detailed illustration of the whole process of the gender audit workshop, refer to the workshop documentation included as an example in this toolkit

¹¹ ILO A manual for gender audit facilitators: The ILO participatory gender audit methodology, 2nd Edition, Geneva 2012; p60



Exercises

Exercise E2-1: “Gender perceptions and stereotypes”

Duration

This will depend on the time available and the modality of the exercise. The minimum duration is 20 minutes (modality A); the exercise as prescribed in the ILO gender audit manual takes 45 minutes.

Introductory remarks

This exercise is a useful ice-breaker and serves to reveal participants’ perceptions and stereotypes regarding gender. It gives another opportunity for the facilitator to remind participants that specific characteristics assigned to one gender may not necessarily belong only to this gender, as differences between individuals of one gender are often more diverse than between genders. For example, many men like to cook, but normally women cook; or men are considered as being brave, but many women proved to be brave during the war in Liberia. It also gives the opportunity to relate social and cultural stereotypes about women and men to the working or studying environment and start a reflection regarding the extent to which these stereotypes reflect reality.

The group composition may be arbitrary, gender-based, or function based. As the participants sometimes get very worked-up when talking about the various stereotypes, it is recommended to have mixed gender groups so that answers cannot be attributed to a specific gender when presenting the results to the plenary.

Objective:

Gender perceptions and stereotypes have been critically reflected upon.

Procedure

Step 1: the facilitator has previously prepared the group work instructions on a flip chart:

- a) Split into groups of not more than six people.
- b) Think individually and write down your answers for the following questions:
 - What we like about women?
 - What we like less about women?
 - What we like about men?
 - What we like less about men?
- c) Share your answers one by one with your group members
- d) Write each of your answers on a colored card and present your results in the plenary

Step 2: The participants are asked to discuss the four questions and provide answers to them in the plenary

Step 3: The facilitator analyzes the answers and concludes the exercise.

Alternative approaches

During the gender audit several modalities to conduct this exercise were applied.

Modality A:

Step 1: The facilitator presents the four questions on the flip chart and invites the group to think about them for a minute.

Step 2: She/he then asks each of the participants to give one adjective or a short sentence for the first question, writing the answer on a separate flip chart. Each participant gives her/his answer to the first question.

Steps 3 to 5: For the following questions the same procedure is applied.

At the end there are four flip charts with the series of adjectives/short sentences answering each of the four questions.

Step 6: The facilitator uses the four flip charts to analyze the results.

Modality B:

Step 1: Buzz groups of two or three participants briefly discuss their ideas

Step 2: For each of the questions one answer per buzz group is written down on a colored card.

Step 3: Each group presents the answers one by one on a soft board to the audience.

Step 4: The facilitator uses the cards to analyze the results.

Modality C:

This follows the method described in the ILO handbook, where participants are divided into four working groups.

Step 1: Instructions for the group work are read from the pre-prepared flip chart (for each question one color is assigned):

- 1: In silence, think about the following questions and write down your answers on the related colored cards (one color for each question as shown on the flipchart)
 - What we like about women?
 - What we like less about women?
 - What we like about men?
 - What we like less about men?
- 2: Share your answers one by one with your group members
- 3: Present all your group results in the plenary

Step 2: Participants are divided into groups of not more than six people and commence the activity.

Step 3: The facilitator prepares two soft boards with the four questions written on colored cards as headings for the presentation

Step 4: The facilitator invites the groups one by one to present their results to the first question. This step is repeated for the next three questions in the same way. It should not always be the same group that starts for each question.

Step 5: The facilitator uses the group presentations to analyze the results.

Analysis of the group results

For this exercise, it is crucial to have a detailed analysis presented by the facilitator, which sums up the exercise. The analysis may refer to the work or study context, and how specific characteristics may be helpful or hindering in these contexts; it may refer to common characteristics mentioned for both women and men and how societal and cultural changes slowly impact on gender perceptions and stereotypes; it may refer to characteristics mentioned that mirror/contrast the other gender's stereotypes, or draw attention to the fact that positive stereotypes of one gender can have also negative downsides. As a general experience, characteristics mostly assigned to women show their "passiveness" and characteristics mostly assigned to men show their "activeness".

Here are some of the results from previous workshops presented as examples:

- The facilitator then commented on the characteristics mentioned and noted, that some have been given to both men and women like "caring" and "supportive". She also highlighted some characteristics as being specifically beneficial in the work context as there are for women: "cooperative", "patient", (mentally) "strong(er)", and "sensitive"; and for men: "physically strong", "courageous", and "energetic".
- The facilitator took the opportunity to emphasize the positive aspects that these characteristics we like can have in the working or studying environment and that changing roles will also open opportunities for men and women. It can be relieving for men to be able to share the responsibility for the household income with their women partners and enriching when they take on caring roles for their children. It can boost the self-esteem and confidence of women, when they participate as equals in decision making and can experience their conceptual capabilities when studying or taking up responsible position at their work place. It enriches teams and widens their perspectives when both women and men are part of the team. Working results have proved to be better when women and men work together (<http://gap.hks.harvard.edu/impact-gender-diversity-performance-business-teams-evidence-field-experiment>).
- The range of what we do not like about men and women often shows the downsides of the stereotypes we like about both genders. With the positive characteristics ascribed to men of authority and decision making and taking risks and responsibilities also come arrogance, violence, insult, anger, dictatorship, power plays, bossiness, disrespect. With the positive characteristics attributed to women of caring, loving, kind hearted come weakness, easily forgiving, little self-esteem and lack of confidence. It stands out that the variety of characteristics attributed to women in a negative sense is much broader than the positive characteristics. In the case of men, a broader range of characteristics was compiled.

Material needed

- Flip chart prepared with the four questions (and instructions for the group work)
- Colored cards (one color for each of the small groups when modality C is chosen)
- Softboard with brown paper prepared with colored cards as header for each question/ column



Bibliography

ILO A manual for gender audit facilitators: The ILO participatory gender audit methodology, 2nd Edition, Geneva 2012; p60

Link:

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf

Module 3: Action Planning

Rationale

This module is the core of the workshop, as participants will work on developing a gender action plan in small groups. The activities and exercises of the previous modules have prepared the participants to identify potential necessary actions in their schools to improve gender equality. Actions proposed shall be realistic and achievable and refer to the competences the school has.



Module Learning Objectives

At the end of the module:

- Gender action plans have been developed, presented and discussed



Detailed Schedule of the Module

Objective	Content	Duration (minutes)	Method	Material	Comment
Participants are able to develop a gender action plan	Introduction to action planning Presentation of the different components of an action plan	20	Facilitator input using pre-prepared soft board	What is planning? Example from Inter-action Gender Audit Handbook p. 55	Based on the example of preparing for a family event/party the various components of a plan can be put together. The reasons why it is useful to plan before acting can also be discussed.
			Q and A for examples of planning		
Gender action plan has been drafted	Gender action plan development	70	Working groups with instruction guide for gender action plan drafting	Instructions for working groups including group work recommendations as well as recommendations for visualization (Flip chart) Handout: H3-1	Large sheets of brown paper have been prepared for each of the groups with the table of the action plan to be filled in by participants during group work
			Monitoring and moderating of the progress by facilitators		
			Distribution of the group into different corners of the hall	Soft board, markers, and colored cards for each group	

Objective	Content	Duration (minutes)	Method	Material	Comment
Gender action plan has been agreed upon	Gender action plan sharing	60	Working groups present their results in the plenary	Plenary session with all sheets presented on walls	The results of the small groups are presented and discussed by the participants in the plenary. Priority actions will be those which are proposed by several groups. The prioritized actions may be identified and highlighted on the plans. These may then constitute the actions for the consolidated gender action plan
			On a separate pre-prepared board, the final action plan will be presented.	Additional soft-board with action plan table	If time allows, it is recommended to consolidate the different action plans in the plenary. However, in our experience, time was insufficient. Alternatively, the facilitator can consolidate the different action plans after the workshop and hand this over to the institution or include it in the workshop documentation



Notes for Facilitators

Clarification of terms and “language”

As an introduction to the module, participants are asked to think of situations in which they plan, and what steps/components they have to consider when planning. It is useful to take an example of an activity that needs planning, such as preparing for a family event/party. The facilitator will also stimulate a short debate on the reasons why it is useful to plan before acting. She/he may draw from research that shows that if you do a good planning exercise in 20% of your time you get 80% of the work done (Pareto Principle).

The facilitator then uses one of the previously prepared softboards with the table for the gender action plan and presents the structure of the gender action plan explaining the meaning of each of the categories.

Activity	When	How long	Where	Responsible parties	With whom	Necessary resources

It is recommended to explain the term “activity” and give examples of potential activities for the gender action plan as suggested or recommended in the focus groups or self-assessment questionnaire. For some groups it may be helpful to have printouts of the self-assessment and focus group recommendations.

The same applies for the categories of the plan: “responsible parties” and “with whom”. These categories need clarification as they can be interpreted in different ways. Responsible parties mean the various stakeholders that will be responsible for a specific activity. This can be a university department, a student group, or the gender focal person/s. It may also be an NGO or a development agency. The facilitator should recommend identifying “parties” that can be held accountable in the later stages of the implementation in order to make sure the activity will really be implemented. The category “with whom” addresses potential collaborators or groups that can help during implementation.

Group work

Before the participants split into small groups, the facilitator gives some recommendations for the group work. They may choose to distribute the handout H3-1: “Guidelines and Recommendations for Group Work”. The group can be composed arbitrarily, but there is also the possibility -if the number of participants allows- to have gender specific or position specific working groups.



If the class room is big enough, the groups can work all together in the class room. If available, the groups can also split into various working group rooms. The facilitator needs to make sure that the groups are able to work without being distracted. During the group work process, the facilitator/s will monitor the discussions and assist when needed.

Material needed

- Softboards with brown paper and structure of a gender action plan written: one side of a soft-board for each group.
- Colored cards, one color for each group. This will help the facilitator identify the results of the different working groups at a later stage.
- Pins and flip chart markers for each of the groups

Presentation of group work results

The results of the plans elaborated are presented in the plenary. This can be done in the form of a small information market, the participants grouping around the individual softboards while the presentation is done.

If there is additional time, the synthetization of the various gender action plans can be done in the plenary. Similar actions across all plans should be identified as a way to prioritize. Such a synthesizing exercise needs at least another session of 90 minutes.

As this time will not be available in a one-day workshop, it will be the task of the facilitator to synthesize the plans and developed a consolidated version after the workshop.

From the experience of the gender audit workshops conducted, most actions can be categorized into three to four broad categories:

1. Establish a formal gender structure at the school or strengthen the existing one in terms of decision-making competence, human resources, office space; and financial/material resources.
2. Develop and conduct gender awareness raising activities for all groups at the school
3. Have gender training and competence development for key groups at the school including the faculty
4. Develop outreach activities to attract women/men as students in respective under-represented study fields.



Handout

H3-1: Guidelines and Recommendations for Group Work

Module 4: Wrap up and Closing

Rationale

Just like the introduction, the wrap up and closing is an essential part of any workshop. It is like entering a space with the introduction and leaving the space when a certain work/task is done. This increases satisfaction and gives the impression that the work has been successful. At the same time, it allows the group to conclude and clearly define their respective individual tasks, rather than leaving them with open ends.

In addition, the wrap up gives an opportunity for the facilitator/s and the group members to provide feedback to the learning community.



Module Learning Objectives

At the end of the module:

- Participants have shared their thoughts on the extent to which workshop expectations were met
- The topic has been closed and referred to further actions.



Detailed Schedule of the Module

Objective	Content	Duration (minutes)	Method	Material	Comment
Participants have shared thoughts on extent to which expectations were met	Wrap up and closing	20	Writing on colored cards to what extent expectations were met	Colored cards, markers, soft board with names and expectations	
Workshop closed		10	Feedback by facilitator		
			Closing remarks by project representative (if applicable)		
			Closing remarks by gender focal person of the school		

Notes for Facilitators

In a strict sense, this part of the workshop is not a module in itself. It can also be considered part of the introductory module as it closes what was started at the beginning of the workshop. It is rather short as presented here, but may, in certain circumstances, take a whole session of 90 minutes when individual verbal feedback is requested, or written evaluations are planned.

To wrap up, the participants are asked to write their opinions about the workshop, and to what extent they feel their expectations were met on colored cards.

The cards should be pinned on the softboard next to the expectations from the beginning of the workshop to facilitate comparison. The facilitator reads the cards out for everybody. The participants can also state one or two things that they've learned from the workshop in a final round.

The facilitator will thank the participants for their active work and acknowledge the time they spent in the workshop. She/he will also thank the organizers and the hosting institution for the organizational and logistical support if applicable.

After the closing, photos of all flip charts and softboards are taken in the sequence of having been used/produced during the workshop. This facilitates writing up the workshop documentation afterwards. It is also recommended to glue all cards on the softboards and store all the material until the final documentation/report has been approved. That way, in case of questions, one can refer to the original material for corrections or confirmation. Some of the material may also be stored for a later use as it may be universally applicable. An example of a workshop documentation can be found in the "Gender Audit Workshop" component of this toolkit.

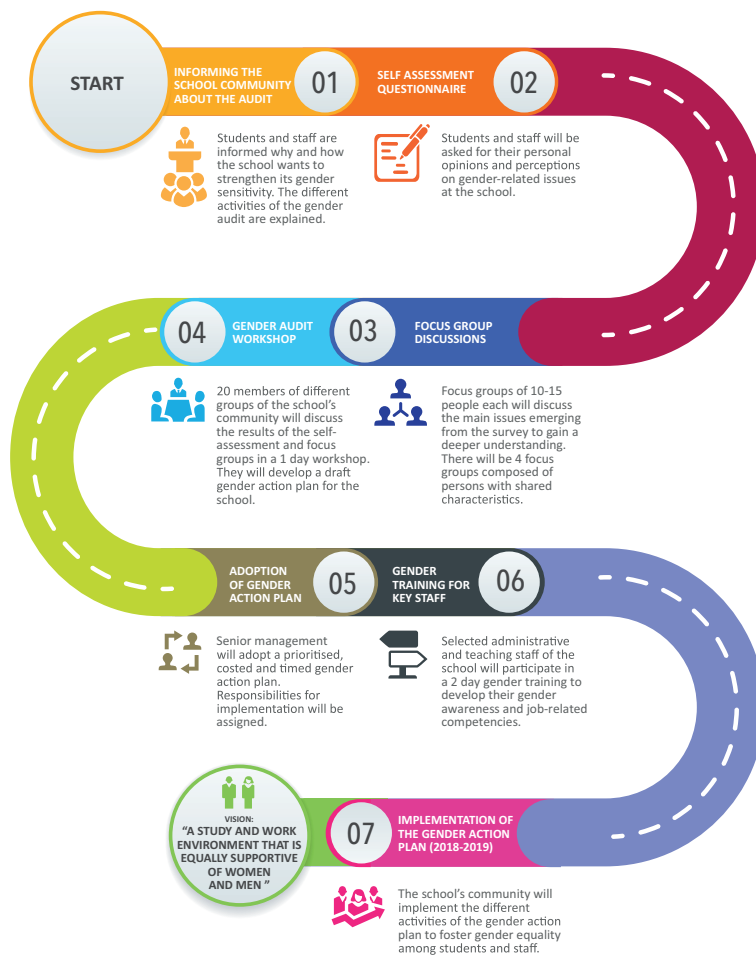
Handouts

Module	Number	Name	Page
1.	H1-1	The road to more gender equality at the school	V-43
	H1-2	Gender Terms	V-44
3.	H3-1	Guidelines and Recommendations for Group Work	V-49

Handout H1-1

The Road to More Gender Equality

THE ROAD TO MORE GENDER EQUALITY AT OUR SCHOOL



Handout H1-2

Gender Terms

Term	Definition
Gender	<p>Refers to the roles, behaviours, activities and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable.</p> <p><i>Source: UN Women OSAGI Gender mainstreaming concepts and definitions</i></p>
Gender analysis	<p>A critical examination of how differences in in gender roles, activities, needs, opportunities and rights effect men, women, girls and boys in certain situations and contexts.</p> <p><i>Source: UNICEF, UNFPA, UNDP, UN Women: “Gender Equality, UN Coherence and You</i></p>
Gender Based Violence (GBV)	<p>GBV is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed difference between men and women. The nature and extent of specific types of GBV varies across countries, cultures and regions. Examples include sexual violence including sexual exploitation/ abuse and forced prostitution; domestic violence, forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings and widow inheritance. There are different kinds of violence, including (but not limited) physical, verbal, sexual, psychological, and socio-economic violence.</p> <p><i>Source: UNICEF, UNFPA, UNDP, UN Women: “Gender Equality, UN Coherence and You</i></p>

Term	Definition
Gender equality	<p>Refers to equal rights, responsibilities and opportunities of women and men and boys and girls. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a pre-condition for, and indicator of, sustainable people-centred human development.</p> <p><i>Source: UN Women OSAGI Gender Mainstreaming Concepts and Definitions.</i></p>
Gender equity	<p>This is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.</p> <p><i>Source: UNFPA</i></p>
Gender Focal Points/ Persons	<p>Change agents whose over-riding role is one of advocating for increased attention to and integration of gender equality in his/her agency's policies and programs. He/she may also facilitate communication and connections related to gender equality and empowerment, and dissemination of what has worked well in the organisation.</p> <p><i>Source: UN Women ITC-ILO 2013, Blended course for UN system gender focal points</i></p>
Gender gap	<p>The discrepancy in opportunities, status and attitudes etc. between men and women.</p> <p><i>Source: https://en.oxforddictionaries.com/definition/us/gender_gap</i></p>

Term	Definition
Gender mainstreaming	<p>Involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities and resource allocation; development of organisational functions, programs; and the policies procedures and practices of institutions.</p> <p><i>Source: OSAGI Gender Mainstreaming/ The UNITED NATIONS.</i></p>
Gender neutral	<p>Gender norms, roles and relations are not affected (worsened or improved).</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender perspective	<p>A way of seeing or analysing, which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any program, policy or organisation.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender responsiveness	<p>Means going beyond acknowledging gender gaps and to really doing something about the discrepancies and to overcome historical biases. It also refers to identifying and removing the constraints and barriers that limit women's access to such rights as education, employment and careers.</p> <p><i>Source: UN Women/REFAC Cameroon</i></p>
Gender sensitive	<p>Addressing gender norms, roles and access to resources in so far as needed to reach the objective/goal.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender sensitisation/sensitivity training	<p>Refers to training that changes awareness, behaviour towards, and perceptions about people because of their gender and gender orientation. It is one of the first steps in a gender education course or program.</p> <p><i>Source: UNESCO</i></p>

Term	Definition
Gender statistics	<p>Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. They reflect gender issues, that is, questions, problems and concerns related to all aspects of women's and men's lives, including their specific needs, opportunities and contributions to society. They should also adequately reflect differences and inequalities in the situation of women and men.</p> <p><i>Source: Gender Statistics Manual, UNSTATS</i></p>
Gender stereotypes	<p>Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles between men and women. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold the they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender transformative	<p>Transforming unequal gender relations to promote shared power, control of resources, decision-making and support of women's empowerment.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Sex-disaggregated data	<p>Data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data is necessary for effective gender analysis.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>

Term	Definition
Sexual Harassment	<p>Any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behaviour, it can take the form of a single incident. Sexual harassment may occur between persons of the opposite or same sex. Both males and females can be either the victims or the offenders.</p> <p><i>Source: UN Women Anti-Harassment Policy</i></p>
Women's Empowerment	<p>The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>

Handout H3-1

Guidelines and Recommendations for Group Work

Preparation of work place

Organize a favorable working place: you may sit in a semi-circle and place your materials and boards/flip charts in front of you. You may also sit around a table leaving one side free for the boards so that they can be seen by everybody.

Group work

Step 1: Read the group work instructions carefully or write down the questions to be discussed and clarify them with the group. Everybody should understand the task the same way. In this case you should first decide on how you would like to categorize your proposed actions:

- According to the groups at the school?
- According to the processes at the school?
- According to a prioritized sequence?
- No categories?

Step 2: Allocate the different tasks to the members of the group: there should be somebody to monitor the time; there should be somebody guiding the discussion; and somebody (it can be more than one person) should present the results to the plenary. How are you going to present the results? It is recommended to clarify these issues before you start your work.

If you feel necessary, allocate a specific time limitation for each of the tasks in the group work, so to have a good structure for your work.

Step 3: It is always difficult in a group to start with silence, but we strongly recommend thinking first individually in silence about the first task; in this case, about the answers to the following questions:

- What are, in your point of view, necessary actions for the school to become even more gender equal?
- Think of actions that can be implemented by the management, by the faculty and by the students themselves
- You may also decide to think in terms of processes in the school: admission process, school policies, student handbook, information days, teaching and learning materials, assemblies, classes, student accommodation, etc.

Write your ideas down on colored cards

Step 4: Collect the colored cards from each group member.

One person may act as moderator and put all cards on the soft board. Alternatively, each group member may pin their own cards on the soft board.

Step 5: Discuss each card in the group and cluster them according to themes. This way you have automatically a prioritization of the actions proposed (repeated cards have higher priority).

Step 6: Ask: what is missing? Should we add something important/relevant?

Presentation

Prepare the results for the plenary, in this case:

- Complete the table for the action plan
- Present the results as a team

When presenting, read all your cards/text pointing at the respective card/text. Do not add lengthy explanations.

Maintain eye-contact with the audience.

POWERPOINT PRESENTATION

Strengthening Gender Equality



click to open the presentation

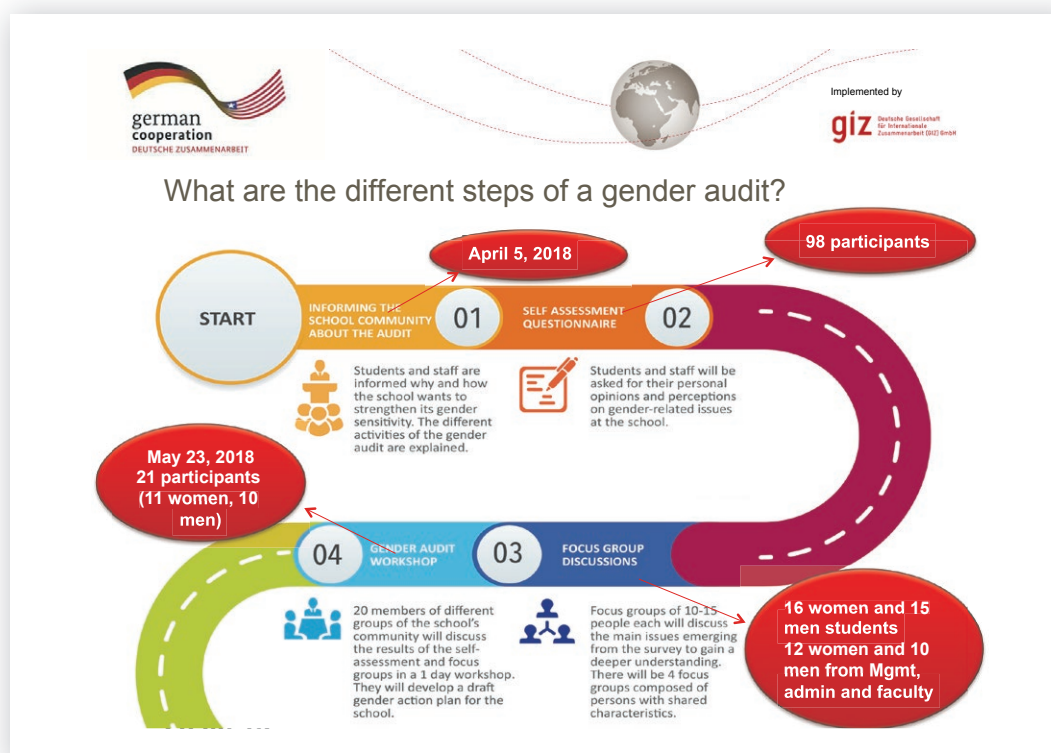
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Liberian-German Cooperation in Health

Strengthening Gender Equality
– The Gender Audit Report –

2018





Key Findings

- Basic concepts, such as the difference between sex and gender, are not well understood
- Changing gender roles are seen as opportunities for both women and men despite prevailing stereotypes
- There is a general perception of a gender friendly learning environment
- Need to increase gender awareness and competence
- Need to promote participation of women in class and campus activities
- Enforcement of sexual harassment policy



Key recommendations

- **School policies and structures**
 - **Recruitment**, e.g. Have a gender balance in recruitment interview panels
 - **Relation between men and women**, e.g. Encourage all students to study math
- **Accountability**, e.g. Have information like sex disaggregated data available
- **Gender competence and skills**, e.g. General awareness campaign on the campus and serious training on gender knowledge

See report for details.



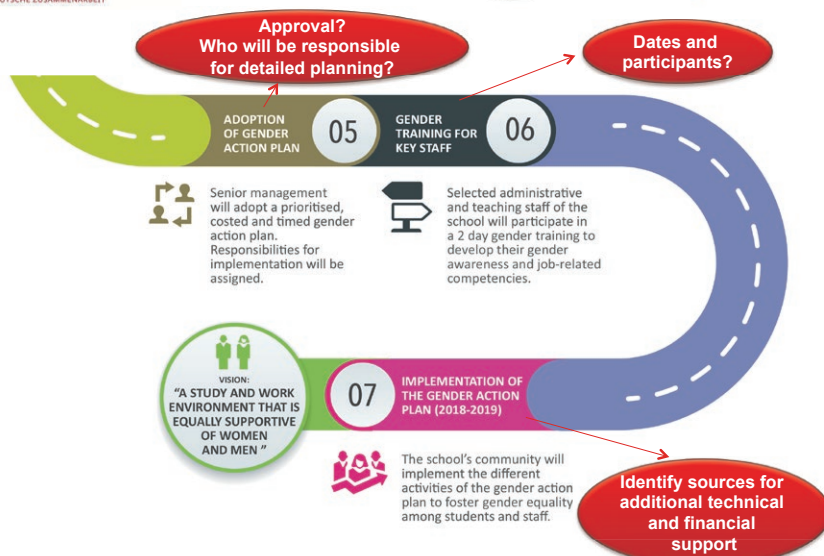
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Consolidated Gender Action Plan

Activities	When	How long	Where	Responsible parties	With whom	Necessary resources
Gender training for both students and faculty within the university						
Develop a calendar of gender sensitization activities at the campus throughout each semester						
Organize outreach activities to communities and high schools to sensitize on gender issues and career opportunities for girls and boys						
Establish a fully functioning gender center						
Collect sex disaggregated data for students and administration to be used for management decisions						



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COMPONENT SIX

Gender Training Concept Development

This component presents an example of a gender training concept paper, which outlines the objectives, approach and methods used for the two-day gender training workshop.



COMP. ONE > COMP. TWO > COMP. THREE > COMP. FOUR > COMP. FIVE > COMP. SIX > COMP. SEVEN > COMP. EIGHT

CONCEPT PAPER

Gender Training for Health Training Institutions in Liberia

Contents

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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
EWB	Employment-oriented support for Women in the Health sector
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HTI	Health Training Institution
ILO	International Labour Organization
MOH	Ministry of Health

1. Introduction

1.1 Background

This paper presents the concept of a gender training that was delivered in 2018 as part of the “Employment-oriented support for Women in the Health Sector” (EWH) project in Liberia. EWH is a joint initiative of Liberia’s Ministry of Health (MOH) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). The aim is to improve career opportunities for women in Liberia’s health workforce. The project supports women in the different stages of their professional development to venture into non-traditional professions and positions. Strengthening the gender responsiveness of health training institutions (HTIs) through a process including a gender audit and gender training is a key component of this approach.

The paper is the result of the desk review and the inception mission to Monrovia, Liberia in February 2018, as well as the gender audit in three of four selected HTIs in May 2018¹. It outlines the concept for the planned gender training for key stakeholders at the four selected HTIs.

1.2 Objective

The objective of the training is to develop individual gender competencies of key administrative and teaching staff as well as selected student representatives at each HTI. The training shall enable participants to grasp and apply key concepts related to gender in the context of their institution. This shall help them contribute to institutional change in order to strengthen the gender responsiveness of the HTI.

1.3 Structure of Paper

The paper is structured into five chapters. Chapter 1 briefly explains the background for the paper. In chapter 2 relevant underpinning concepts are developed including definition of gender terms and the planned training approach. Chapter 3 presents the methodology for the delivery of the gender training workshops. This includes the general steps for planning a gender training, the proposed contents of the training and how the workshop is planned to be structured. Chapter 4 briefly describes the various outputs and products expected from the gender training, and chapter 5 outlines some monitoring and sustainability considerations.

¹ See related documents and reports

2. Underpinning Concepts

2.1 Definition of Terms

This section is included to establish a common understanding of key terms related to gender. This is because some terms are frequently used interchangeably and/or inconsistently. For example, the terms equal opportunities/gender equity, equal treatment, and gender equality are used interchangeably although they mean very different things:

- **Equal treatment** is mostly used in legal terms, a person is equal before the law. As this will not in any case give equal justice to women compared to men, there has been criticism by UN Women for using this term. The graph below shows in practical terms what it means to be treated as equal for people that have different starting positions. They start at the same line, but because of their different capacities, they will not be able to reach the final state at the same time.
- Similar to equal treatment is having **equal opportunities/gender equity**. A good example for equal opportunities is the affirmative action act from 1965 in the USA, which aimed to decrease discrimination of social minorities such as people of color and women, or the German Federal Equality Law. Equal opportunities allow for positive discrimination in any discrimination category including gender. That means that there can be quota for women in positions, professions, or studies in which they are under-represented, and women can be favored over men in recruitment processes for these positions. Equal opportunities facilitate career mobility in employment positions for women, specifically into higher positions. Where there is no quota, the process for equal representation of women in positions or jobs in which they are under-represented has proven to be much slower compared to when there is a fixed compulsory quota. One of the reasons is the so-called “similar to me effect”, which means that people tend to hire people that are not so different from themselves. This factor successfully hinders the promotion of women into men dominated domains, also called the “glass-ceiling” effect.

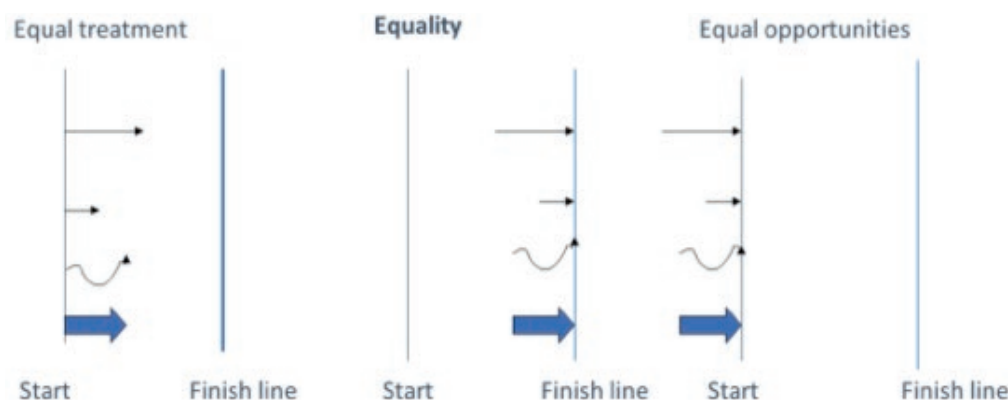


Figure 1: Differences between equal treatment, equal opportunities and equality.

Source: Michael Stuber, 2004

- When there is **equality**, everybody will reach the final goal at the same time, independent of his or her condition. Being a woman or being a man will no longer be a decisive factor to being promoted or entering a specific profession. In the working environment, there have been some efforts towards equality, for example analyzing applications without photos and names, so that conclusions cannot be made based on the candidate's gender.

Definitions of key terms are included in the gender audit and gender training workshop manuals. They were drawn from commonly used international sources, especially the InterAction Gender Audit Handbook², and the UN Women Gender Glossary³. Not all terms and concepts will be introduced during the training given that these are only introductory sessions. However, they may be useful when having to respond to questions raised by participants, and/or for future activities.

2.2 About Gender Training

The UN Women Training Centre published in 2015 a compendium of good practices in training for gender equality that defines training for gender equality as:

A transformative process that aims to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviors. It is a continuous, long-term process that requires political will and the commitment of all parties to create an inclusive, aware and competent society to promote gender equality.⁴

While the UN Women definition strives to achieve the long-term goal of changing societies, this gender training workshop will only be a short event for a small group of participants, that therefore cannot be expected to achieve this. The gender training to be offered here is better defined in the OXFAM Gender Training Manual (1994). The manual explains how gender training differs from training on other subjects “in that it touches on personal and political issues, even where this is not deliberately planned”⁵ and states that gender training will work best “if there is a strong element of awareness raising as well as skills building”.⁶

Gender training builds gender competence. The training has a threefold purpose: i) increasing gender awareness and sensitization; ii) developing technical gender expertise; and iii) providing an opportunity for participants to practise the application of gender analysis instruments in their own working spheres. Gender training is part of a general gender mainstreaming strategy, which applies a gender perspective to structural-, personnel- and program-related institutional processes. If this is not the case, gender training will come to nothing.

² Interaction Gender Audit Handbook, 2010

³ <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>

⁴ UN Women Training Centre (2015) About Us; <https://trainingcentre.unwomen.org/mod/page/view.php?id=45>

⁵ The Oxfam gender training manual is available online in its various chapters under the following link: <https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359>

⁶ See above, p 15

i) Increasing gender awareness and sensitization

Gender training in terms of sensitization aims at sharpening awareness of:

- The diversity of cultural and social gender roles in the usually heteronormative organizational culture of institutions
- The implications of societal gender relations on the own individual and professional biography and vice versa
- The gender power relations and the different related manifestations
- The consequences of gender relations in the related working contexts.

ii) Increasing technical gender competence

In terms of increasing technical gender competence, the gender training aims to:

- Determine the state of gender mainstreaming in the institutions and the individual's position in it
- Introduce gender mainstreaming instruments and develop an understanding of gender equality as common institutional task
- Elaborate gender specific aspects in the individual's working context
- Develop appropriate planning and decision-making processes for the working context elaborate gender checklists and guidelines

Also, during the gender audit process there was some transmission of technical gender knowledge both during the focus group discussions and the gender audit workshop. In that instance, basic gender knowledge transmission turned out to be necessary because there was little pre-existing gender awareness. The gender training gives an opportunity to deepen that knowledge.

iii) Providing an opportunity for practising using gender analysis instruments

A successful gender training will, in the short run, increase gender sensitivity and gender competence, and in the long run, change business in an organization/institution. In this way, it would be transformative in the sense of creating equal opportunities for women and men in the organization/ institution at a minimum.

Gender training at an institution addresses both genders. In the first place, it targets executive management, then departments, teams and working groups, and finally all other members of the institution. Applied to HTIs, executive management/administration and heads of faculty/ decision-makers would be the first target group for gender training, followed by the faculty members and administrative officers, and as a third priority, key student representatives.

Principles for gender training include:

- A participatory approach that actively involves all participants;
- A strong rights-based approach in regard content; and
- An approach that is oriented towards action and change.

2.3 Training Approach

The training approach will integrate the above-mentioned principles for gender training. This approach implies specific training methodologies suited to having a high learning impact on the participants. The approach needs to take into consideration the specific ways in which adults learn best. These are outlined in detail in the gender training workshop manual.⁷

3. Methodology

The gender training workshop will take place over two days, rather than one as originally planned. This will have the following advantages:

- The content of the training can be transmitted in a sounder way, using exercises that provide greater space for critical reflection and open discussion
- Participants have more time to become familiar with each other and establish higher levels of trust among each other
- Time in the evening and longer breaks during the day will give room for exchange, which will in turn create space to deepen one's own impressions
- There will be an opportunity to raise doubts and ask for additional clarification on the second day

During the gender audit, the assumption that gender and gender concepts are not known in the HTI context proved to be correct. Therefore, the focus group discussions as well as the program of the gender audit workshops included a discussion about gender concepts. It seems necessary to further develop gender knowledge and thus increase gender competence. The gender audit process also revealed the prevalence of strong gender stereotypes that were not easy to tackle. In contrast, proposed activities in the gender action plans developed at each HTI showed substantial focus and practical application. The gender training should build on the findings and outcomes of the gender audit process. In addition, some of the documents that were provided can serve for discussion during the training.

⁷ A detailed description of the training approach was originally included in the concept paper but has been removed to reduce duplication and minimize the length of the toolbox.

3.1 Development of Learning Content

After having identified the participant group(s) in each of the HTIs, it is recommended to conduct a learning needs assessment either by requesting that participants complete a short questionnaire, or by conducting interviews with selected potential participants. This should be done some weeks before the training workshop itself if possible. This will increase the responsiveness of the training to the felt needs of the participants. If this is not possible, in the introductory session of the training itself, expectations and learning needs of the participants will be identified in a short exercise. Based on the learning needs assessment, the detailed content for the training will be developed and short module outlines elaborated. For a two-day training, eight sessions at 90 minutes each are considered optimal.

3.2 Planning for Gender Training

The OXFAM manual proposes seven steps of planning a gender training. These steps will answer the questions: Why? Who? When? Where? What for? What? and How? and reflect the steps of a normal managerial planning process.

3.2.1 Why?

The goal of the gender training is to contribute to institutional changes that favor gender responsiveness. There are three purposes for conducting gender training: (1) changing perspectives, (2) engaging in a true gender dialogue, and (3) working on gender as a team.

3.2.2 Who?

Participation of executive management during each step of the gender audit and gender training process is necessary in order to ensure required follow-up action is taken by the HTI. However, due to competing priorities, it is foreseeable that their participation will be limited during the gender audit process. It is therefore recommended to investigate and clarify in a first step, which group(s) will be participating in the two-day gender training workshop. It seems sensible to select from those who participated in the gender audit workshops, specifically faculty members, members of the human resources department and some of those students who have a multiplier role at their schools, for example representatives of student bodies. Also, the gender focal persons, where they exist should participate and be involved in the planning and organization of the gender training.

3.2.3 When?

The gender training should be held several months after the gender audit workshop has taken place. It is important that not too much time elapse between the two activities in order to keep up momentum. If the training is being conducted at several schools, sufficient time should be allowed between each to allow for the curriculum to be modified based on lessons learnt.

3.2.4 Where?

If possible, the gender training should be conducted at a venue outside the school that gives enough space for working groups and confidential exchanges. Experience from the gender audit

shows that a venue at the school itself may not offer sufficient amenities for a sound learning process. In contrast to the gender audit workshop, for the gender training it will be necessary to have small working groups in different rooms so that participants can engage openly in their deliberations. If this is not possible the workshop room needs to be sufficiently big to accommodate four working groups easily.

The venue needs to be equipped with visualization materials such as soft boards, colored cards and colored marker pens as well as flip charts.

3.2.5 What for?

Different from the question “why?” that responds to the overall objective of the gender training, this question relates to the specific objectives and expected results as immediate outputs. The expected results can be used to evaluate the training. As one output of the gender training will be a small project to transfer the knowledge and skills acquired during the training to the work context of the participants (transfer project⁸).

3.2.6 What?

In general, the content needs to serve the threefold characteristics of a gender training: raise awareness on gender issues, provide related technical knowledge, and focus on application of the content. The training will also emphasize the human rights perspective in gender equality. An overview of the proposed content is described in Chapter 3.3.1: Curriculum Outline. Exercises will be taken from the OXFAM gender training manual⁹. The modules will be developed such that different options can be chosen for some exercises based on the composition and needs of the group. At the same time, the course content will observe the necessary process steps for a professional gender training.

3.2.7 How?

Choosing the appropriate training methods for a gender training is even more crucial than for any other training. When dealing with gender issues, deeply rooted concepts and attitudes towards others and behaviors that are commonly agreed in the society or subgroups of the society are addressed. The training will focus on the different learning domains and use experiential approaches to learning and open training techniques as much as possible given the time available. This includes using exercises that draw on the practical life experiences of the participants, dynamics like sociograms¹⁰ or systemic line ups, story-telling and other methods that use right brain competences¹¹.

⁸ See also 3.3. Module 4

⁹ <https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359> all exercises/activities can be found under this link

¹⁰ Positioning in the room according to a set of prepared questions aiming at visualizing the heterogeneity and commonalities in the overall group and in the various sub-groups. This exercise familiarizes the group with one another in a short period of time.

¹¹ A great variety of such methods but also exercises to increase conceptual knowledge can be found in the OXFAM Gender training handbook; in Regina Frey: Gender und Gender Mainstreaming in der Entwicklungszusammenarbeit, Madgeburg 2007; in ILO Handbook for Gender Audit facilitators (2012) and others

3.3. Structure and Delivery

The content of the gender training is structured into four modules: (1) Introduction, (2) Gender concepts and sensitization, (3) Why and how gender matters for HTIs including data systems, (4) Mainstreaming gender including using data for gender responsiveness of the school.

Module 1: Introduction

The first module will be dedicated to introducing participants and facilitators as well as to setting the scene and building the learning community including identifying the expectations of the participants. In this module the objective(s), the program and working methodology of the workshop will also be presented.

Module 2: Gender concepts and sensitization

The second module will establish the existing knowledge and attitudes of the participants in regard gender issues, and clarify concepts that are relevant to their institutions, for example: gender in comparison to sex, and the understanding of key terms such as equal opportunities, gender awareness, gender sensitivity, gender responsiveness, gender mainstreaming, mainstreaming gender, and gender equality. During this module, participants will also practice changing their perspectives and enter into a gender dialogue, trying to understand the other gender's point of view and engage in equal communication. The module will challenge the participants' own perceptions and attitudes by critically looking into gender stereotypes and deeply rooted understanding of individual and societal division of labor, as well as power relations and discriminatory behavior.

Module 3: Why gender matters for our schools

The third module will be used to develop strategies at the individual and group/institutional level to overcome some of the identified stereotypes and become increasingly aware and sensitized towards discriminatory behavior as individuals and as a group/institution. Participants will analyze the situation at their schools and identify opportunities for change, for example in regard institutional policies and their implementation in terms of recruitment; student selection; data systems; organizational culture (student-teacher relationships); and technical gender competence (teaching methods). This module will prepare the participants to develop a small transfer project in the following module.

Module 4: Mainstreaming gender into the school

The fourth module is dedicated to developing activities that improve the gender responsiveness of the school. These may be individual activities or activities developed by a group of participants, for example. members of the human resources department, faculty members, or student representatives. These transfer projects should be small enough to be realistic and big enough to make a change. During the module, the participants will practice a systematic approach to planning and management. Part of planning the activities will include how to monitor the process and how to determine success. That way participants will also practice developing indicators for measurement of gender equality at the school.

4. Expected Output/Product

4.1 Increased Gender Awareness and Competence

Increased gender awareness and competence will be measured by the post-test and comparison of results with the pre-test. This will be an immediate output of the workshop. In terms of outcomes, the elaborated and adopted transfer projects may indicate increased gender awareness and competence as the projects will reflect the extent to which transmitted gender knowledge has been applied.

4.2 Transfer Projects

The transfer projects elaborated and adopted represent an immediate output. This output can be transferred into outcome when implemented. It even can result in impact if the successful implementation of the projects leads to sustained change in the way business is conducted at the school (in affected working units). At the same time the implementation of the projects can be used to monitor the progress in terms of gender awareness at the school.

5. Proposed Follow-up, Monitoring, Sustainability & Evaluation Measures

Without support, the learning results may not be sustainable enough to result in real institutional change, which widely depends on how seriously the executive management will adopt the issue.

Based on the overall and specific objectives of the gender training, a monitoring concept will be developed in consultation with the schools. This may include a selection of interviews after the training (e.g. three months or six months after); a questionnaire to all participants some time after the training; or sending the letter the participant wrote to themselves at the end of the training, which contains their personal plans for changes in their individual environment, thereby reminding them of their intentions. In addition, monitoring the implementation of the small transfer projects is part of the monitoring concept.

At the institutional level, monitoring can include observation of planned changes according to the gender action plan, or supervision of the transfer projects elaborated during the training. This could be conducted by the funder (if applicable) in collaboration with other local partners.

Generally, it is recommended to document the activities developed during the gender training (e.g. photo-documentation) and follow them up. As a follow-up, a refresher gender training that deepens concepts and responds to newly identified needs may also be conducted. This will also contribute to a process-oriented training approach that contributes better to sustainable results than a one-off training event.

COMPONENT SEVEN

Gender Training

A gender training workshop may be delivered on its own or as part of a larger process, as was the case in Liberia. The materials included in this component are:

- The gender training manual (for facilitators)
- An example of workshop documentation (for participants)
- A Powerpoint presentation about (transfer) project proposal planning and development



COMP. ONE > COMP. TWO > COMP. THREE > COMP. FOUR > COMP. FIVE > COMP. SIX > COMP. SEVEN > COMP. EIGHT

Gender Training Manual

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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
EWB	Employment-oriented support for Women in the Health sector
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HTI	Health Training Institution
MOH	Ministry of Health
PPT	Microsoft PowerPoint (presentation)
TNA	Training needs assessment
UN	United Nations

Part I

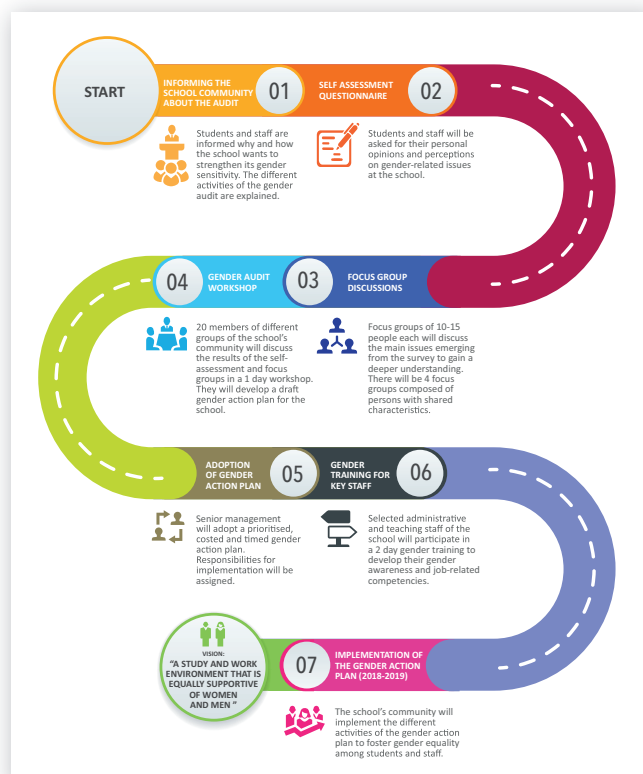
Understanding the Gender Training

Training Overview

Rationale

This manual is based on a training that was delivered in 2018 as part of the “Employment-oriented support for Women in the Health Sector” (EWH) project in Liberia. EWH is a joint initiative of Liberia’s Ministry of Health (MOH) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). The aim is to improve career opportunities for women in Liberia’s health workforce. The project supports women in the different stages of their professional development to venture into non-traditional professions and positions. Strengthening the gender responsiveness of health training institutions (HTIs) through a process including a gender audit and gender training is a key component of this approach.

One of the main components of the EWH project is to conduct gender audits at health training institutions (HTI). The gender audits are comprised of seven interrelated steps as shown in Figure 1.



This manual presents the gender training that was delivered three times in Liberia for selected participants representing the general school population of universities offering studies for allied health professionals. Modules were subsequently adapted based on the experience of delivering the training and feedback from participants.

Figure 1: Roadmap to more gender equality at the school

Workshop Objectives

Gender training builds gender competence. The training has a threefold purpose:

- Increasing gender awareness and sensitization
- Developing technical gender competence
- Providing an opportunity for participants to practice the application of gender analysis instruments in their own working spheres.

i) Increasing gender awareness and sensitization

Gender training in terms of sensitization aims at sharpening awareness for:

- The diversity of cultural and social gender roles in the usually heteronormative organizational culture of institutions
- The implications of societal gender relations on one's individual and professional biography and vice versa
- The gender power relations and the different related manifestations
- The consequences of gender relations in the related working contexts.

ii) Developing technical gender competence

In terms of increasing technical gender competence, the gender training aims to:

- Determine the state of gender mainstreaming in the institutions and the individual's position in it
- Introduce gender mainstreaming instruments and develop an understanding of gender equality as common institutional task
- Elaborate gender specific aspects in the individual's working context
- Develop appropriate planning and decision-making processes for the working context
- Elaborate gender checklists and guidelines

iii) Providing an opportunity for practicing gender analysis instruments.

Gender training should be part of a general gender mainstreaming strategy, which applies a gender perspective to structural-, personnel- and program-related institutional processes. If this is not the case, gender training will be limited in what it can achieve.

A successful gender training will increase gender sensitivity and gender competence in the short run, and in the long run, change business in an organization/institution. In this way, it would be transformative in the sense of creating equal opportunities for women and men in the organization/ institution at a minimum.

Target Groups

Gender training at an institution addresses in the first-place executive management, then departments, teams and working groups, and finally all other members of the institution. Applied to HTIs, executive management/administration and heads of faculty/ decision-makers would be the first target group for gender training, followed by the faculty members and administrative officers, and as a third priority, key student representatives. The participant group should have a balanced gender mix.

Participation of executive management during each step of the gender audit and gender training process is necessary in order to ensure required follow-up action is taken by the HTI. However, due to competing priorities, it is foreseeable that their participation will be limited during the gender audit process. It is therefore recommended to investigate and clarify in a first step which group(s) will be participating in the two-day gender training workshop.

It seems sensible to select from those who participated in the gender audit workshops, specifically

- Representatives of executive management
- Faculty members
- Members of the human resources departments
- Selected students who have a multiplier role at their schools, for example representatives of a student body
- The gender focal persons, where they exist, should participate and be involved in the planning and organization of the gender training.

Training Approach

Principles for gender training include:

- A participatory approach that actively involves all participants
- A strong rights-based approach in regard content
- An approach that is oriented towards action and change.

This approach implies specific training methodologies suited to having a high learning impact on the participants. The approach needs to take into consideration the specific ways in which adults learn best.

Adult education

Adults have gained life experience and knowledge, which provides them with a foundation of learning. An adult's readiness to learn is linked to their need to have the information. Their orientation to learn is to solve a real-life problem. This is in contrast with subject-centered orientation, as is the case with school students who are aiming to pass an exam or graduate. Adults want information that will help them improve their situation or that of their children.

Some principles that are best applied to the design and conduct of training of adults, and which will be used in the design of the activities of the gender training, are as follows:

- Adults cannot be made to learn. They will only learn when internally motivated.
- Adults will only learn what they feel they need to learn. They are practical.
- Adults learn best by doing and actively participating.
- Adult learning is mostly problem based and these problems must be realistic.
- Adult education is affected by the experience each adult brings.
- Adults learn best informally. They learn what they feel they need to know.

The first step is often a new experience (1) that needs interpretation and explanation. In order to be able to interpret an experience we have to describe it and give it a name (2). In describing the experience, we make it evident for others and can reflect (3) alone or in a group about this experience.

rience. The result of such reflection is that we understand (4) what has happened or give it a meaning and generate the will or intention (5) to do something about it, change it, or solve the problem if it was a problem. The last step is the action (6) which will bring about a new experience at a higher level before the learning cycle starts again.

For adult education courses and training, the facilitator will not act as a teacher but as a moderator guiding the participants through the learning cycle by using appropriate methods for each of the steps mentioned. There are several moments for conceptualizing the experience (2,3,4) as well as moments of practical action (1,5,6,) which have equal weight in adult learning.

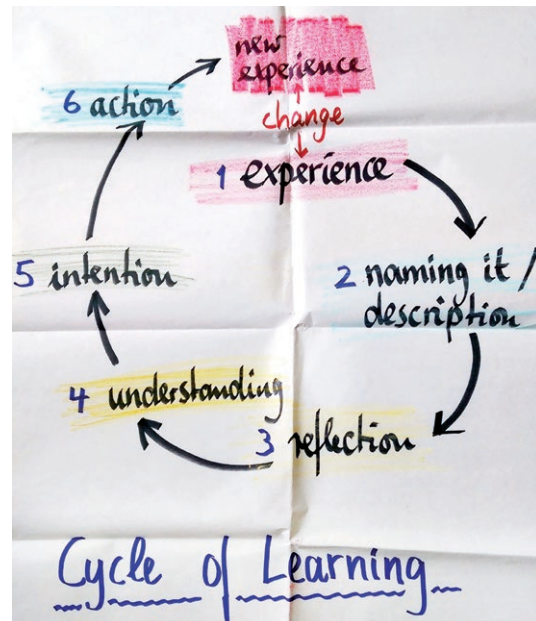


Figure 2: The Learning Cycle. Developed by Jochen Lohmeier, Baobab Consulting, South Africa

Experiential learning

In addition to the adult learning cycle, there are different theories that conceptualize the so-called “experiential learning”. Experiential learning theories date from several decades ago (Kolb)¹ and involve not only the cognitive spheres of a person, but also her/his feelings and emotions. Other studies have shown that learning is much more successful if a variety of senses are involved (Edgar Dale)². In 1956 Benjamin Bloom developed a taxonomy of educational objectives that has since been adapted, but its essence has not changed.

Roger Greenaway describes the experiential learning cycle as a series of key questions to be answered:

1. Facts: what happened?

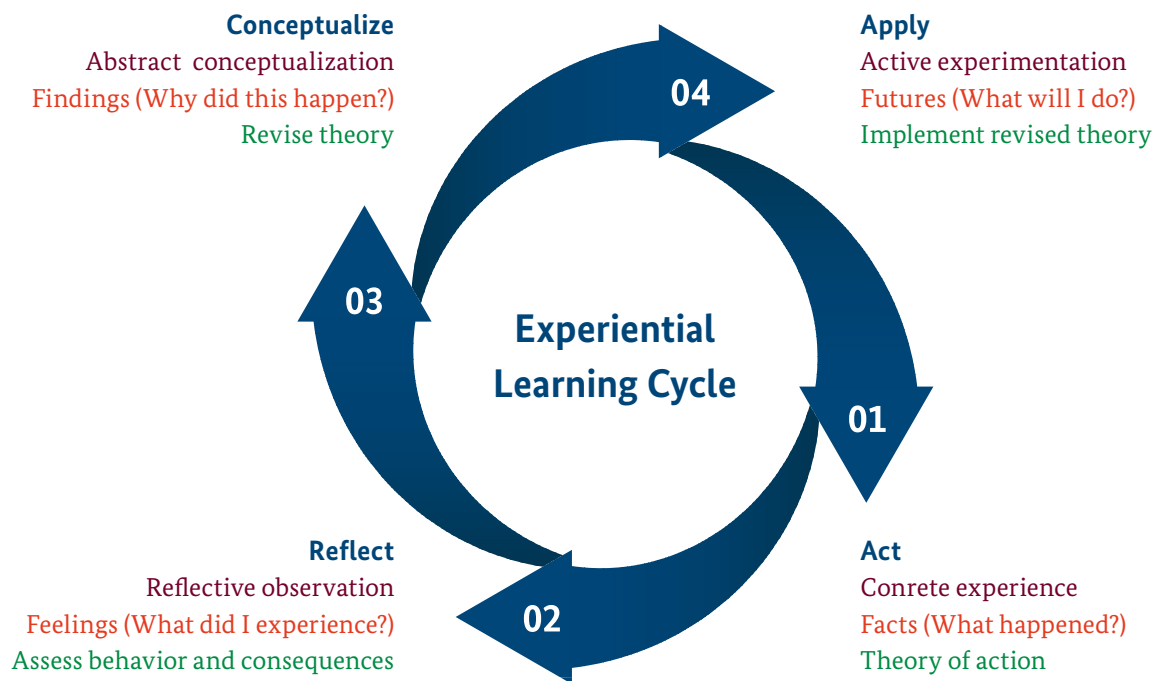
At this stage, a consensus needs to be reached among participants about the nature of a problem or a situation. This is often a source for a debate as there is not one interpretation of a situation, but several that depend on the experiences and backgrounds of each of the participants. This first question serves to determine the situation and facilitate mutual understanding as well as develop a common language.

2. Feelings: what did I experience?

The second step serves to identify the feelings of each of the participants and facilitate individual critical analysis of own thinking, behavior and prejudices. This step is particularly important as it separates facts from feelings, thus increasing a comprehensive understanding of a situation and at the same time leading to a more objective point a view.

¹ See David A. Kolb (1984); Edgar Dale (1960s); Benjamin Bloom (1956)

² http://www.queensu.ca/teachingandlearning/modules/active/documents/Dales_Cone_of_Experience_summary.pdf



1. David Kolb // 2. Roger Greenaway // 3. Chris Argyris and Donald Schön

compiled by Andrea Corney | www.edbatista.com/2007/10/experiential.html

3. Findings: why did this happen?

Only after having separated facts from feelings there is the possibility for analysis that goes beyond the surface or appearance and allows for taking a more abstract and conceptual point of view. It also provides an opportunity for comparison and critical review.

4. Future: What will I (we) do?

The last step concerns the conscious action as a result of a deep analysis.

For the gender audit workshop these findings have the following implications:

- Apart from the transmission of conceptual issues in regard gender, there will be the need to really reach the participants in terms of their own feelings and emotions. Some of the topics to be dealt with in the gender training will be experienced as very intimate and not easily able to be discussed openly in a big group. The training environment will therefore need to have a confidential atmosphere in which small groups of participants can exchange their points of view and present to the wider audience what they deem useful and necessary to be presented, thus being the owners of their learning and sharing.

- Exercises illustrating stereotypes about women and men without blaming individuals will serve as “friction points” for discussion and generate reflection and understanding of the others’ situation and viewpoint. From this discussion, personal positions and attitudes can change.

It will be important to agree upon concrete actions to be followed or conducted at the end of the training. These may be very small activities of a group or even personal commitments made individually. In order for this to happen, active participation in the training is extremely important.

Active participation

The participatory training approach means that all course participants are actively involved in all training activities: as much as possible, participants identify their learning needs and express their objectives. In addition, they continuously evaluate the learning process and assume responsibility for the results.

The facilitators’ role in the workshop is to activate existing experience and to facilitate the exchange between participants. They should also introduce rules and techniques for group work and plenary sessions, and act as moderators of these sessions. When introducing new content and concepts or analyses, the facilitators act as trainers/lecturers. The facilitators encourage participants to contribute their own knowledge and experiences and support the group in its efforts to manage the learning process themselves.

Training methods

The training methods ensure that each participant is actively involved in the training process:

- Content, concepts and analyses are presented by the facilitator in short introductory lectures followed by a round of questions and explanatory answers, or discussion in the plenary. **Plenaries** will also be used to present and discuss the results of the group work.
- In **small group work** content is further analyzed and illustrated by practical **exercises**. Group work also serves as space for the exchange of own experiences, discussions about controversial issues and consensus building. It facilitates the active participation of all participants. Group work rules and regulations will structure the discussion in the group and will be presented/explained before any groupwork by the facilitator. This is best done using a flip chart so that it can be on display for participants throughout the workshop.

Steps in group work

- Step 1 Prepare the working place
- Step 2 Clarify tasks
- Step 3 Organize co-operation
 - Moderator
 - Visualizer
 - Time keeper
- Step 4 Write down ideas on cards individually
- Step 5 Collect, discuss, structure your ideas
- Step 6 Fill in anything that is missing
- Step 7 Prepare the presentation

Tips for working in small groups

1	Arrange work place	Sit in a round	Free access to working material
2	Clarify task, subject	Reformulation is possible	
3	Assure coordination	For procedure and visualisation	
	Joint silence		
4	Collect ideas on cards	Individually without talking	
5	Jointly discuss, order and arrange cards	Assign conflict and go on, don't fight	Show contradictions and limitations
6	What is missing?	Find new aspects, supplement elements	
7	Prepare presentation	Distribute the tasks and roles	Nobody remains without "job"

Taken from District Health Management Tools, InWEnt 2003; Source: Kroeger, Axel (ed.) et al.: The Use of Epidemiology in Local Health Planning: A Training Manual, Zed Books, London, 1997

Suggestions for the presentation of group work

Step 1	Look at the audience	Catch its attention	Show agreement and disagreement
Step 2	Present your work together	Do not elect a single presenter	
Step 3	Read all cards	Visualisation does not speak for itself	Associate body language and voice
Step 4	Point to the cards you are reading	Co-ordinate eyes and ears	
Step 5	Avoid long comments	Tell simply what the group has done	Do not add what you did not do

Taken from District Health Management Tools, InWEnt 2003; Source: Kroeger, Axel (ed.) et al.: The Use of Epidemiology in Local Health Planning: A Training Manual, Zed Books, London, 1997

- **Role-plays and simulation** may be used to further illustrate content and stimulate debates among participants.
- Mobile **visualization** methods will be widely used in the training as they help to structure ideas, stimulate discussion, and foster learning by addressing different senses (ears, eyes). Mobile visualization means writing down ideas and contributions on colored cards that are pinned on a soft board. During the discussions the cards can be moved to other locations on the board for categorization or different structuring, thus they are “mobile”. Visualization is used for the presentation of group work results but also to document the main results of a plenary discussion. This helps in reaching consensus and avoids repetition. It ensures that everybody is able to follow and helps to detect misunderstandings early. Reading out this documentation at the end of the discussion gives a summary for the whole group and provides a chance to add any missing ideas.

Rules and regulations for mobile visualization	
Rules	Reasons
One idea, one card	For better structuring
Write down a full sentence	For better understanding
A maximum of 3 to 4 lines on each card	For legibility
Narrow script is best	Economises space
Start writing at the upper left corner	Leaves space to add thoughts
Use both capital and lower case letters	For faster reading
Use one colour for one category/logical level	You can better express hierarchies of thoughts and logical orders

- **Brainstorming** sessions based on common sense and experience of the participants are used to collect a wide range of ideas and help identify the various aspects and levels of individual topics.

A balance between the different methods guarantees the active involvement of all participants.

Generic Agenda

The workshop was originally planned to last two days. However, the experience at three universities in Liberia has shown that a two-day workshop is too short to conduct all the exercises planned and have sufficient time for analysis after the group work. The gender training will be much more effective if a three-day workshop is conducted. If there is little time, the workshop organizers should be conscious of the limitations of a two-day workshop, and therefore aim to

conduct the training with a maximum of 15 participants (working in three working groups) to decrease the time required for group work presentations. For bigger groups, divided into four or more working groups, a three-day workshop is needed.

The three-day structure of the gender training has some specific advantages compared to a two-day training:

- the content of the training can be transmitted in a sounder way, using exercises that provide greater space for critical reflection and open discussion
- participants have more time to become familiar with each other and establish higher levels of trust and confidence among each other
- time in the evening and longer breaks during the day will give room for exchange, which will in turn create space to deepen one's own understanding³
- there will be an opportunity to raise concerns and ask for additional clarification the next day.

The generic structure of each workshop day consists of four sessions of 90 minutes – two in the morning and two in the afternoon – with breaks for coffee and lunch in between. Normally, between the two sessions in the morning and the two in the afternoon, there is a 15-minute break and after the first two sessions there is a one-hour lunch break. Within each of the sessions short breaks of five minutes are scheduled after 45 minutes. The breaks are helpful for participants and facilitators to refresh their minds and be able to continue focused. The overall timeframe including the breaks sums up to 7 ½ hours for each day. This daily structure is helpful for the facilitator to plan the workshop content. There are often situations where the flow of the discussions or group work does not allow strict adherence to this structure. Nevertheless, this structure should be used to guide planning of the workshop. In addition, it is important to inform participants about the duration of the workshop in advance so that they can come prepared.

Generic schedules for the workshop in both two-day and three-day formats are presented below. However, the description of the individual modules is based on the two-day format in line with how it was delivered in Liberia.

³ This will be the case if the workshop is conducted in a special venue where participants also stay over night

Generic workshop timetable: Three-day workshop

Time	Module	Session	Topic
Day 1			
9:00 – 9:10	Opening		Opening words and presentation of the context for the workshop
9:10 – 9:30	Module 1 Introduction	Sessions 1 and 2 Introduction to the workshop	Introduction of participants: sociogram E1-1
9:30 – 10:10			Introduction of participants: one to one interview E1-2
10:10 – 10:50			Expectations of participants E1-3
10:50 – 10:55			Presentation of the program
10:55 - 11:30			Pre-Test H1-1
10’ Break			
11:40 – 13:30	Module 2 Gender sensitization and concepts	Session 3	Sharing work experience E2-1
60’ Lunch break			
14:30 – 16:30	Module 2 cont’d	Session 4	Quiz on roles and activities for women and men E2-2
16:30– 16:45			Wrap up of day 1

Time	Module	Session	Topic
Day 2			
9:00 – 9:15			Arrival
9:15 – 10:00	Module 2 cont'd	Session 5	Power walk E2-2a
10:00 – 11:15			What is gender? E2-3
15' Break			
11:30 – 12:30	Module 2 cont'd	Session 6	Gender terms E2-4
60' Lunch break			

13:30– 15:30	Module 2 cont'd	Session 7	The 24-hour day E2-5
15:30 – 16:45	Module 3 Why gender matters for our school	Session 8	Five elementary questions on gender at the school E3-1
16:45 – 17:00			Wrap up of day 2

Time	Module	Session	Topic
<i>Day 3</i>			
9:00 – 9:15			Arrival
9:15 – 10:00	Module 3 cont'd	Session 9	Five elementary questions on gender at the school E3-1 (cont'd)
15' Break			
10:15 – 12:15	Module 3 cont'd	Session 10	Situational analysis on gender at the school E3-2
12:15 – 12:45	Module 4 Planning for change	Session 11	Introduction to the planning exercise (PPT): input by facilitator
60' Break			
13:45 – 15:45	Module 4 cont'd	Session 11/12	Planning for change: transfer project development E4-1
15' Break			
16:00 – 16:30	Module 5 Wrap up and Closing	Session 12	Wrap up Expectations met?
16:30 – 17:00			Post-test H5-1
17:00 – 17:15			Closing of the workshop

Generic workshop timetable: Two-day workshop

Time	Module	Session	Topic
Day 1			
9:00 – 9:10	Opening		Opening words and presentation of the context for the workshop
9:10 – 9:30	Module 1 Introduction	Session 1 Introduction to the work-shop	Introduction of participants: socio-gram E1-1
9:30 – 10:10			Introduction of participants: one to one interview E1-2
10:10 – 10:40			Expectations of participants E1-3
10:40 – 10:50			Presentation of the program
10:50 - 11:20			Pre-Test H1-1
10’ Break			
11:30 – 13:30	Module 2 Gender sensitization and concepts	Session 2	Sharing work experience E2-1
60’ Lunch break			
14:30 – 15:10	Module 2 cont’d	Session 3	Power walk E2-2a
15:10 – 16:30			What is gender? E2-3
16:30 – 17:30		Session 4	Gender terms E2-4
17:30 – 17:40			Mr. Moyo goes to the doctor H2-5a
17:40 – 17:45			Wrap up of day 1

Time	Module	Session	Topic
Day 2			
9:00 – 10:30	Module 3 Why gender matters for our school	Session 5	Five elementary questions on gender at the school E3-1
15’ Break			
10:45 – 12:15	Module 3 cont’d	Session 6	Analyzing the situation at our school E3-2
60’ Lunch break			
13:15 -14:45	Module 4 Main-streaming gender into the school	Session 7	Planning for change: transfer project development E4-1
15’ Break			
15:00 – 16:00	Module 4 cont’d	Session 8	Way forward: Presentation of transfer projects E4-1
16:00 – 16:10	Module 5 Wrap up and closing		Wrap up
16:10 – 16:30			Evaluation (expectations met)
16:30 – 17:10			Post-test H5-1
17:10 – 17:20			Closing

Workshop Organization

Equipment required

The room should be big enough to have the participants sit in a semi-circle facing the soft boards/ flipcharts and/or screen.

The following is a list of items necessary to ensure the workshop is conducted smoothly:

1. Notepads and pens for all participants
2. Laptop/computer, projector and screen
3. Two flipchart stands with one flipchart paper block each
4. Two soft boards (minimum), if possible four soft boards
5. 12 sheets of brown paper for the soft boards
6. Moderation case fully equipped with colored cards, 100 of each of the four colors, pins, glue, markers, scissors, masking tape
7. Additional flipchart markers for participants: One box each of blue, green, and red; two boxes of black
8. Documentation of the gender audit workshop (or copies of the gender action plan)
9. Copies of instructions for group work to be distributed when needed

10. Flipcharts for the workshop introduction previously elaborated with
 - a. Welcome to the workshop
 - b. Instructions for “One to one Interview”
 - c. Instructions for expectations
 - d. Workshop program
 The rest of the flipcharts can be prepared for the following days in the evenings.
11. Camera to take photos of participants and flipcharts/softboard visualizations.

Lessons Learned

The lessons learned and suggestions for improvement based on the experience of delivering the gender training workshop at three HTIs in Liberia in November 2018 and January 2019 are documented in the table below. Modifications were also made to the workshop manual as a result. These points should be kept in mind when planning to deliver the workshop.

Topic	Description
Length of training	A two-day gender training is not sufficient given the complexity of the content and the very basic existing gender knowledge of the participants. The planned program had to be shortened by two exercises planned because of time constraints.
Workshop content and methodology	The content of the workshop as well the methodology was able to take care of the training needs of the participants. The methodology maintained the energy throughout the workshop and facilitated active participation of everybody. The gender knowledge components of the program needed more time for a sound discussion given the limited gender knowledge in all three groups.
Number of participants	The recommended number for the workshop was 15, but the actual number of participants were nearly 20. This had implications for the number of working groups and consequently the number of groups presenting their results. The time constraints were therefore also related to the size of the group.
Composition of participants	At the schools that had gender focal persons, these participated actively in the workshop. In addition, representatives from executive management participated at two schools. Some of the participants of the training did not participate in any of the previous gender audit activities. They had no prior knowledge at all about gender; so, for them, the topic was completely new. At one HTI, two participants were not able to easily read and write and needed assistance during the group work. A certain basic level of formal education and abstract conceptual thinking should be requested for participants of such a gender training or the facilitators should be informed about that fact in order to cater for it adequately.

Training needs assessment prior to the training itself	A training needs assessment (TNA) prior to the gender training was conducted only at one school. Conducting a TNA before developing the workshop program will enable the content to be better tailored to the needs of the participants.
Learning controls	Pre- and post-tests are valid instruments to control for knowledge gains after the training. The comparison between the tests should show two general results: a decrease of the range of the correct answers (consolidation, homogenization) and a shift towards higher numbers of correct answers (improvement). In all three participants groups this was the case.

Using this Manual

The manual is designed as a working instrument for facilitators. It shall assist the facilitator to prepare for the gender training workshop. It contains all the necessary inputs and explanations on how to organize the workshop, how to proceed with the program, and how to use the exercises. It is meant to be followed as a guideline and not as a rule. The facilitator has to decide which elements of the manual to use and which to adapt or change based on his/her own experience, the audience/target group, and the general environment for the workshop. This may depend on the geographical region, political circumstances, knowledge and experiences of the participants, as well as the gender knowledge, skills and competence of the facilitator and the audience.

Due to the nature of the training, it is important that the facilitator has in-depth conceptual knowledge of the training content and long-term experience in participatory training methods. At best, she/he should have participated in this training as a participant before and taken a Training of Trainers gender training with the same program. A team-teaching approach is also recommended, as it supports the development of ideas during discussions and facilitates the supervision of the small working groups. Experience in participatory training methods will enable the facilitators to adjust the training to the needs of individual participants and different group dynamics as these emerge during the training. It is recommended that one of the facilitators be a local or at least be very familiar with the local context.

Structure of the Modules

Each module contains the following sections:

1. The **rationale**⁴
2. Module **learning objectives**
3. Learning **activities**

⁴ See also module outlines in Annex. A module outline is a standardized format with information of the number and title of the module, number of sessions and units, rationale/contribution or relevance to the overall course, duration, learning objectives and learning activities, and recommendations for further reading/ bibliography. The module outline is the first consolidated idea before the module is elaborated in detail.

4. The **detailed program** of the module/ **schedule**
5. **Notes** for the facilitator
6. List of **Handouts**
7. **Power Point** slides (when applicable)
8. **Bibliography** (when applicable)
9. **Exercises**

To relate exercises and handouts directly to each other they have the same numbering, for example E2-2 and H2-2. When there is more than one handout for an exercise, the handout numbers receive letters, for example H2-3a, etc. Pre- and post-test handouts are not related to an exercise; they have the numbers H1-1 and H5-1.

Description of the Terms Used in the Manual

Learning objectives state the objectives to be achieved at the end of the module in terms of knowledge, skills and competence.

Schedule gives an overview over the time span, methods, materials and recommended content for each unit / topic and states the specific objectives of each session.

Sessions are subdivisions of the module that follow a logical flow to develop the content of the module. Sessions are planned for 90 minutes

Units: are subdivisions of a session. Each session has two units of 45 minutes

Notes for facilitators gives detailed information to the trainer/facilitator on how the module should be developed and why (organizing the learning process and teaching methods recommended as well as necessary resources/materials to be used). It is the “red thread”, which guides through the module.

Handouts are the essential documentation for the participants about the content of the session/ module stating the objectives, listing the key words, developing the concept/theory of the content, and giving recommendations for further reading. Handouts are found at the end of this manual.

PowerPoint slides are to be used by the facilitators to introduce the different topics and visualize highlights, keywords, structures.

Bibliography additional recommended literature, articles and books, which are related to the content of the module.

Exercises describe practical applications of the theory and are meant to facilitate the learning process through experiential approaches: role plays, games, etc.

Symbols Used in this Manual



Learning objectives



Schedule



Sessions



Background information



Notes for facilitators



Exercises



Handouts



PowerPoint slides



Bibliography

Part II

Delivering the Gender Training

Module 1: Workshop and Participant Introduction

Rationale

During the introductory session, the learning community is built, and the process and content of the workshop is communicated. The way the training starts will set the working climate and the pace for the rest of the workshop. A successful introduction creating a conducive learning environment will enable the participants to fully engage in the process and develop good individual and institutional results. The introductory module also serves to identify the existing technical knowledge of the participants so that the facilitator(s) can adapt to this accordingly.

Module Learning Objectives

1. Participants have built their learning community (Who are we?)
2. Participants know to what extent the workshop program will satisfy their expectations (What are we going to do?)
3. Participants have become familiar with the training approach and methodology (How are we going to work)
4. The existing technical knowledge in regard gender and gender issues has been determined (From where do we start?)

Learning Activities

1. Short sociogram to identify the various subgroups among the participants
2. Individual introduction
3. Expectations
4. Presentation of the workshop program
5. Pre-Test

Detailed Program/Schedule of the Module

General purposes: changing perspectives, gender dialogue, gender team

Day 1

Session	Time	Objective	Content	Methods	Material	Comment
Module 1 Workshop introduction						
Session 1: Introduction to workshop and participants	10'		Opening words and presentation of the context of the workshop	Input		Here the workshop is opened officially by a representative of the school management or the workshop organizers. It gives an opportunity to highlight the relevance for the school and explain the wider context for the workshop
	20'	Participants have built their learning community	Introduction Getting to know each other: Sub-groups	Short sociogram E1-1 to identify the various subgroups among the participants: <ul style="list-style-type: none"> • According to gender • According to functional groups • According to exposure to gender issues (line of gender competence in the group from 10 to 1: (10: gender competent, 5: know what gender means and can explain, 1: don't know anything or very little about gender) 	A 4 sheets of paper with the related categories written on them, Colored cards with numbers 1 to 10 written on them to build the gender competence line	It is helpful for the whole group and the facilitator to identify the various subgroups and how they relate. It gives some information about the numerical distribution of the subgroups so that the facilitator can consider this in the facilitation.
	40'		Individual introduction	Exercise E1-2 One to one interview	Instructions for "One to one" interview written on a flipchart Markers, colored cards, Soft boards	Questions to be answered need to be written on a flipchart and participants present their neighbors verbally The interviewers can also write down the essential information about the interviewee on a colored card and while presenting the person they can pin that card on a soft board in a column The facilitator can participate in the exercise to also introduce her/himself

Session	Time	Objective	Content	Methods	Material	Comment
Session 1: Introduction to workshop and participants	30'	Participants know to what extent the workshop program will satisfy their expectations	Expectations of participants	Exercise E1-3 Expectations	Depending on the number of participants one or two soft boards Colored cards, markers	The exercise can be conducted in several ways; if participants have introduced themselves with colored cards, they pin their expectations next to their names on the soft boards. If participants have been introducing themselves using the “wanted” sheets or verbal partner introduction, the cards with expectations are collected by the facilitator and then read out loud while pinning them in clusters on a soft board.
	05'		Program presentation	Flipchart or soft board with the program of the two days	Flipchart/s with the program topics of the workshop Or Softboard with colored cards presenting the structure and content of the workshop	Depending on the number of soft boards available, it may be recommendable to present the program on flipcharts (one flipchart for each of the days) and have these hung up in the classroom. If enough softboards are available, the program can be presented on a softboard and the paper can be hung up in the class with the colored cards attached with glue.
	05'	Participants have become familiar with the training approach and methodology	Presentation of workshop approach and methodology	Flipchart with workshop methodology written on it	Flip chart prepared beforehand	Emphasis is to be laid on the participatory character of the workshop and the shared responsibility of participants and facilitators for the workshop results.
	30'	Participants have checked their knowledge on gender issues	Pre-test	Participants answer the pre-test questions individually and hand them in to the facilitator when completed	Copies of the pre-test sheet for each of the participants H1-1	It is important for the facilitator to make clear that this test is not an exam. It is just for the facilitator to determine existing knowledge of the participants in order to adapt the workshop accordingly.
	Coffee Break					



Notes for Facilitators

General remarks

There is a logical flow from the learning needs assessment (that may have been conducted before the training itself) to the learning objectives, the learning activities, and the learning content. Suitable learning methods to transmit the content need to be selected. Any tests/exams for learning controls need to relate directly to the learning objectives. All questions of an exam/test need to have been answered during the training.

For the participatory learning approach in the workshop, it is necessary to systematically use mobile visualization documenting every step of the procedure and to visualize all activities. This entails on the one hand, previously prepared flipcharts (welcoming sheet, workshop program, instructions for any task for individual or group work), and previously prepared soft boards (with brown paper and a number of pins posted along the top of the softboard), and on the other hand, recording participants' contributions during the discussions/debates on the flipcharts/colored cards.

At the end of each part of the workshop, these flipcharts can also be used to sum up the discussion results and ask the participants for any additions or corrections of what the facilitator has written. The flipcharts are also helpful for the workshop documentation. In this regard, photos of all flipcharts and softboard documenting both the input of the facilitators as well as the products of the working groups should be taken.

During group work the facilitator/s should supervise the groups and remind the participants to monitor their time.

The frame for the workshop

This workshop was developed for the GIZ EWH project as part of the gender audit process. While it is possible to conduct the workshop independently as a gender training for any target group or institution, it is important for the facilitator to know in advance the institutional environment in which the training will take place. This will allow the facilitator to adapt the workshop plan and materials accordingly.

Introduction of participants

In participatory workshops it is crucial to build the learning community from the start. We therefore dedicate some time to introduce the participants in a series of ways. Some possible introductory exercises are presented below. It will depend on the actual participants and the available time as to which of these exercises are deemed most suitable. In general terms, the participant introduction should meet the following objectives:

- Get to know the various subgroups in the audience (E1-1)
- Serve as an icebreaker
- Give opportunity to each of the participants to present her-/himself as an individual (E1-2) and with his/her expectations (E1-3).

E1-1 Sociogram: the learning community

The first step is to get to know the “learning community” better (E1-1). This sociogram will reveal the composition of the audience: students, faculty and administration/ management. It serves to identify the subgroups among the participants, on which the facilitator can draw during the workshop when the opportunity arises. It is always recommended to conduct this exercise, as it clearly illustrates how the whole group is comprised of several different sub-groups. For this exercise it is good to have the participant list beforehand, including the different functions/positions they have. If this is the case, the facilitator can prepare the various A4 sheets for the grouping. For example, it may be necessary to distinguish between participants from different faculties, or students from different study fields if these groups are big. If the facilitator does not know the participants functions/positions it may be necessary to spontaneously divide such bigger groups during the exercise.

E1-2 Individual introduction

It is important for everybody to be recognized and acknowledged as an individual person. Therefore, in a second introductory round, the participants are asked to interview their neighbors and write down their names and other relevant information like study fields or positions, years at the school, and if they participated in the self- assessment (if applicable) on a colored card (E1-2). In addition, it is always nice to ask a funny ice-breaking question, for example: if you were an animal what would you like to be? The interviewers present their interviewees to the plenary and post the cards in a column on a softboard. The selection of animals reveals interesting information about the character of the person, and participants can remember each other better, especially if they are not familiar with the rest of the group.

Another opportunity to break the ice between the participants is to distribute small cards with names of plants, vegetables, famous couples in movies or any other categories prior to the interviews. Every card has its complementary card in another color; that way the pairs have to find themselves and do the interview together.

An alternative exercise for the introductions is a short individual presentation by each of the participants giving the information about themselves (E1-2a). This exercise is shorter but misses the opportunity for participants to get to know one another better and engage in a dialogue with their partner.

E1-3 Expectations

Writing down expectations for a workshop (E1-3) is important. This enables the facilitator/s to immediately advise on the extent to which these expectations can be met over the course of the workshop, which prevents disappointments during the process. Participants are asked to write their expectations on colored cards. They should be allowed to write on more than one card if they wish. The expectations can be posted on a softboard next to the participant’s name⁵ and read aloud by the facilitator.

As an alternative, the expectations can also be part of the interview exercise writing the expectations of the interviewee down and presenting them to the plenary during the individual presentation. However, this will take longer.

⁵ For the workshop documentation, participants need to be asked to give their consent that their names and photos are published alongside with what they have said, as with the expectations. If they object, the facilitator will find ways to anonymize the comments.

The individual introduction of participants with their names, positions, years at the school and their expectations for the workshop provides relevant information to the facilitator/s and presents an opportunity for the participants to practice writing on colored cards. In addition, visualizing both the individual presentation and the expectations makes it easier at the end to evaluate the workshop process and identify the extent to which expectations have been met.

The workshop program

The workshop program is only presented after introductions and clarification of expectations. This is purposely done so that participants are free to express their expectations, without being influenced by the program content. The program should also have been written on a flipchart/soft board using colored cards prior to the workshop.

The workshop methodology should be presented together with the program. The facilitator should explain that the workshop results will be highly dependent on the participants active participation during the plenaries and the group work (see Training Approach above in Part I). If deemed necessary, the facilitator can prepare flip chart presenting the workshop methodology.

H1-1 Pre-test

Determining the existing knowledge of the participants is useful for the facilitator. She/he can then adapt the workshop content accordingly. This will also help to give the participants some idea of what to expect from the workshop. The pre-test questions (H1-1) need to be developed according to the learning objectives/content. For each module, two to three questions should be developed in line with the three learning domains: knowledge, understanding and application/analysis. If the training is not a compulsory part of a diploma/certificate course, there is no need for the participants to identify themselves on the test. Often participants feel more comfortable to use an alias that only they are able to identify later. The facilitator should introduce the pre-test as an exercise to measure existing knowledge that will not be graded. That way there is less pressure on the participants.

In addition to elaborating the questions, the correct answers should be prepared and ready when conducting the pre-test. However, the correct answers are not transmitted at this point, as the post-test at the end of the workshop will have the same questions. It is nevertheless necessary to have the correct answers ready before analyzing the pre-test as this will help to standardize the test so that other facilitators can also do the analysis.

In Liberia, for every question correctly answered one point was given. A summary of results can be presented in a table listing the number of participants against the number of correct answers. The cut off score for a pass was taken as four (4/7) correctly answered questions, which is 57% (often the cut off score is 60% in academic education). However, these results should be used to inform the facilitator and not to officially pass or fail participants.



Handouts

Handout H1-1: Pre-Test

Handout H1-2a: Wanted Exercise

⁶ For further information about the analysis please refer to the workshop documentation



Exercises

Exercise E1-1: “The learning community”

Duration

Depending on the number of questions/categories and related discussion, the time needed for this exercise is a minimum of 15 minutes. The overall duration should not be more than 45 minutes.

Introductory remarks

Participants in a workshop are normally not homogeneous but consist of various subgroups. For the facilitators, it is important to be aware of the composition/profile of the overall audience, because it will influence discussions and working groups as well as the seating arrangements. People who know each other or belong to the same institution will tend to sit together, just as women and men often do. The exercise will show how the whole group is comprised of several different subgroups and will provide an opportunity to identify commonalities, particularly if the audience is composed of participants coming from different institutions or departments. It will also identify if there are minority groups, which the facilitator needs to pay particular attention to in order to balance the discussions.

Objective:

To learn about the composition of the group.

Procedure

Step 1: Before the workshop, the facilitator writes the names of different categories of participants onto sheets of A4 paper.

Suggested categories are: men/women; students/faculty/management and administration; study areas (public health, physician assistant, epidemiology, nursing, any other)/department or specialty (HR, accounting, library, gender division, management, etc.).

The facilitator may also choose to address the emotional side of the participants. In this case, he/she should prepare sheets relating to interests or preferences, for example: reading, cooking, traveling, sports, spending time with the family, liking the ocean/mountains/forest/rivers.

Step 2: The facilitator places sheets for the categories in round 1 on the floor (e.g. men and women) and asks participants to stand next to the sheet with the category to which they belong/that best represents them.

Step 3: The facilitator should briefly comment on the size of the various subgroups. He/she may also give an explanation about the diversity of experiences in the group and describe how this can contribute to the success of the workshop. If the facilitator decides to address the emotional side of participants, this provides an opportunity to discuss social behavior or personal characteristics when asking the reason for an interest or preference.

Step 4: Repeat steps 2 and 3 for between three and four rounds.

Material needed

A4 sheets of paper and space for the sheets to be placed on the floor (ideally in the middle of the semi-circle of chairs).

Exercise E1-2: “One to one interview”

Duration

The overall time allocated for the exercise should not exceed 40 minutes.

Introductory remarks

This introduction will be conducted in an interview style, with participants interviewing their neighbor. This exercise is recommended for a group where participants are not familiar with each other. Talking to and with the neighbor facilitates communication and getting to know the other person better.

Objective:

Participants get to know each other

Procedure

Step 1: The facilitator distributes colored cards to participants and explains how they should use them:

- Use the whole space starting to write from the upper left corner
- Write not more than three, maximum four lines
- Write legibly using both capital and lower-case letters

Step 2: Participants are asked to form pairs by turning to their neighbor. Alternatively, pairs of small differently colored cards are distributed with names of plants, animals or movie celebrities. Participants are asked to find their pair and interview each other.

Step 3: The list of questions that should be answered in the “interview” is presented on a flip chart:

- Who is my neighbor (name)?
- What is his or her profession/position/role in the school?
- How did she or he come to this workshop (volunteer, nominated, delegated)?
- Did he/she participate in the self-assessment? Yes/no
- If you were an animal, what would you like to be?

The facilitator instructs the participants how to write the answers on a colored card by presenting an example of the information required on a card.

Step 4: Participants are asked to switch roles after some minutes, so that everybody has the opportunity of being the interviewer and interviewee.

It should not take more than 10 minutes for all interviews to be conducted.

Step 5: Participants are then asked to come to the front to present their neighbor and pin the card with on the soft board. (20 minutes should be allowed for this step).

Material needed

- Colored cards (of one color only)
- Markers for each of the participants.
- Soft board with brown paper
- Pins

Exercise E1-2a: “Wanted”

Duration

15 minutes (45 minutes when step 3 is included)

Introductory remarks

This individual introduction of participants can be useful in a workshop that lasts more than two days, as the completed sheets are hung up in the classroom for participants and facilitators to read at any time during the workshop. For the individual participant, the exercise gives an opportunity to not only present her-/himself with objective information but also to give some insights in regard to her/his preferences and opinions/attitudes. The information requested may be changed by the facilitator depending on the characteristics of the participants or the information she/he wants to retrieve, but the number of items/questions should not be exceeded. The short version of the exercise will do if the group already knows each other and the introductory sociogram to present the subgroups has introduced the group satisfactorily to the facilitator/s.

Objective

Participants get to know each other as a person and individual

Procedure

Step 1: The pre-prepared handout with the requested information in a “wanted” pattern layout are distributed to the participants (H1-2a)

Step 2: Participants are asked to fill out the handout

Step 3: Participants come forward in front of the group to introduce themselves. This step may take additional time as participants most probably will not only read out what they have written, but also deliberate on some of the information they give. This procedure will take approx. 30 minutes.

Step 4: The facilitator collects the sheets and sticks them on a wall in the classroom.

Material needed

- Handout H1-2a
- Space on the wall for the sheets to be hung up
- Masking tape or glue

Exercise E1-3: “Expectations”

Duration

30 minutes; the exercise should not take more than 40 minutes

Objective

Expectations of individual participants for the workshop are known to facilitator

Introductory remarks

For any workshop it is important for the facilitator to know what participants expect from their participation in the workshop. Many workshops are just organized, and participants have little information regarding the contents of the workshop. Even if they have received an agenda, they will usually only know the general topic to be dealt with. This is particularly true for last-minute announcements; situations where participants have been delegated/nominated; and short workshops/training events, as these normally will not formally contribute to participants' career opportunities.

Therefore, a short reflection about individual expectations will support focusing participants on the topic, and at the same time reveal the range of different expectations to the facilitator. She/he can then also inform the group of the process and content of the workshop, and to what extent expectations can be met, thus avoiding disappointments. This exercise will usually show that multiple participants share the same expectations, and thus form the learning community.

Procedure

Step 1: The facilitator presents the questions in regard participants' expectations on a flipchart prepared earlier and reads them out.

- What are your expectations for the workshop?
- What should be the product of this workshop?
- How do we know that the workshop was successful?

The first question is what the participants need to answer. The other two questions are just different ways of phrasing the question, and help explain why this question is being asked. The facilitator asks if the task is clear and gives explanations if somebody has questions.

Step 2: Colored cards and flipchart markers are distributed, and participants are asked to write their expectations on the cards. There should be the opportunity to write down more than one expectation. The facilitator may remind participants of the rules for writing on colored cards:

- One idea on one card
- Not more than three (max. four) lines
- Use the whole space for writing, starting to write from the upper left corner
- Write legibly using both capital and lower-case letters.

These rules can also be written on a flipchart for better understanding.

Step 3: Participants pin their cards on the softboard used for exercise E1-2 (in line with their names).

Step 4: The facilitator reads all expectations aloud and explains which of them may lie beyond the scope of the workshop, and which will be most certainly be satisfied.

The expectations are kept on the softboard. At the end of the workshop, participants can pin cards with their judgement regarding to what extent their expectations have been met.

Material needed

- Softboard with brown paper
- Colored cards of one color only
- Flipchart markers
- Pins

Module 2: Gender Sensitization and Concepts

Rationale

A successful gender training needs to sensitize participants on taking a gender perspective on the one hand and provide technical conceptual knowledge on gender on the other hand. Both content areas complement each other, as dealing with gender addresses individual's deep-rooted perceptions and one's own identity. Without first sensitizing on the need to apply gender lenses to work and life more broadly, technical knowledge cannot be transmitted easily. Sensitization will deal with internal individual barriers that need to be overcome if providing technical gender knowledge is to have an effect.

Module Learning Objectives

1. Participants are able to change perspectives
2. Participants have improved their technical gender knowledge
3. Participants are able to engage in a true gender dialogue

Learning Activities

1. Sharing work experiences E2-1
2. Quiz on roles and activities of women and men E2-2 (for three-day workshop)
3. The power walk E2-2a
4. What is gender? E2-3
5. Discussing gender terms using the gender terms handout H2-4
6. The 24 hour-day E2-5 (for three-day workshop)

Detailed Program/Schedule of the Module

Purpose: changing perspectives

[illegible]

Session	Time	Objective	Content	Methods	Material	Comment
Module 2: Gender sensitization and concepts						
Session 4 Gender knowledge	60'		Gender terms	E2-4 Gender Terms Work in pairs on one definition to explain in own words to the plenary Wrap up by the facilitator	Have gender terms definitions prepared on A4 sheets to be distributed to the pairs Distribute H2-4 "Gender Terms"	The selection of definitions should be done according to the composition of the participant group
	10'	Participants recognize the different perspectives men have about what women do	Mr. Moyo goes to the doctor	Handout Mr. Moyo goes to the doctor is read to the plenary	Handouts to be distributed at the end of the day H2-5a Mr. Moyo H2-5b Comic H2-5c Triple role H2-5d Strategic needs	Experience has shown that there is more time needed for each of the exercises of day one: first to clearly explain the tasks; second for the groups to get into a working mode; and finally, for the presentation and discussion. The handouts numbered 2-5 are related to the exercise 24 hours E2-5 which is not conducted in the two-day workshop. However, the handouts dealing with the different workload between men and women should be distributed.



Notes for Facilitators

General remarks

This module sets the scene for the next modules. It has a two-fold objective: to sensitize and raise awareness about gender and gender related issues, and to increase conceptual gender knowledge. Both are necessary to become gender competent. The exercises in the module aim to enable the individuals to change perspectives and put themselves in the shoes of the opposite gender. They also aim to facilitate participants' experience engaging in a true gender dialogue by recognizing the other gender's point of view and start an exchange about these different perceptions. It is important that the facilitator has a clear view of these two objectives throughout the module and considers them when giving inputs, comments and explanations.

The module also illustrates how gender roles change over time and how society, economy and culture shape gender roles.

The knowledge part of the module aims at clarifying relevant gender terms. The experience with delivering the gender training workshops shows that these abstract terms are not easy to understand, and repeated clarification and explanation is needed in order for the participants to have a clear understanding of, for example, the differences between the terms "sex" and "gender". The first step in this regard is that the facilitators need to have a thorough understanding themselves. To be clear on these terms is not just an academic requirement but is absolutely necessary for any gender related activity be it practical or conceptual.

Experience has shown that there is more time needed for each of the exercises of day one. First to clearly explain the tasks, second for the groups to get into a working mode, and third for the presentation and discussion.

In order to deepen the learning experience, it is recommended to have less exercises (for example skip the gender terms exercise and only distribute the handout to the participants at the end of the day) and have a sound analysis of them instead of conducting more exercises but only having time for a superficial analysis.

E2-1 Sharing work experiences

The exercise addresses two broad areas: the individual's current experience and their potential if the gender divide did not exist. These two areas are made concrete by asking the questions

1. How does my gender affect my life and work?
2. What changes would help me to make use of my full potential?

The questions under these areas intend to illustrate and further detail them:

- 1a) Two things I like to do that are typical for my gender/ for me as a woman/man
- 1b) Two things I hate to do that are typical for my gender/ for me as a woman/man
- 2a) Two things I like to do but I am not expected to do because they are done by the other gender
- 2b) Two things that really bother me that I am not allowed to do, because they are exclusively done by the other gender.

The first two questions necessitate reflection about how gender affects one's life and work. The next two questions require participants to imagine how changes in stereotypical tasks or situations would develop one's own individual potential as a human being in society.

Sharing the experiences on gender allows for some reflection about the stereotypical tasks women and men are allocated in society, and how they feel about these tasks. This reflection also deals with individual wishes and dreams in terms of what we would like to do but are not allowed because of our gender roles. It can sensitize not only on own gender roles but also on those of the other gender.

The experience from the gender training shows that most of the examples given by the participants came from the private/family sphere and not from the working environment, for example very little was said about gender task division at work or hierarchies favoring men. This may reflect a gender-blind area at work but may also reflect very little experience of differences between men and women at work. However, it most likely suggests "gender blindness" rather than equality given examples of the different levels of participation of men and women in class; different behavior of teachers towards women and men students; and different general conditions and responsibilities of men and women students. This is a point to be raised by the facilitator in the wrap up of the exercise.

In addition, the facilitator should conclude that jumping over gender barriers in daily activities will provide more opportunities for both men and women, but that societal pressure and own mindsets are strong drivers maintaining gender roles as they are. Therefore, changes in gender roles are unlikely to come as quick gains.

E2-2 Quiz on roles and activities of women and men (for three-day workshop)

The exercise was not conducted in the two-day gender training. However, it is intended to deepen the individual understanding of gender roles and give an opportunity to discuss societal influences on these roles and how language shapes thinking about gender roles. The exercise gives an opportunity for the facilitator to relate the answers in the analysis to the results of the previous exercise about own experiences.

E2-2a The power walk

Due to time constraints, this exercise was conducted as an alternative to the exercise E2-2: Quiz on roles and activities for men and women. It is shorter, more dynamic and may be better used when participants are exhausted from sitting and discussing, or after lunch break to facilitate participants' active contributions. In a three-day workshop it complements exercise E2-2 because it shows in a similar way that women and men play different roles in society and have different opportunities and limitations based on their social, economic, and educational positions. It shows very clearly the power relationships in a society based on gender, economic possibilities, culture and education. It makes participants reflect on their own backgrounds and circumstances and makes differences between men and women easily visible.

Not all the questions may apply in certain circumstances. They can then be skipped or substituted with other related ones. It should be noted that changes to the questions may compromise the quality of the exercise as these new questions have not been validated.

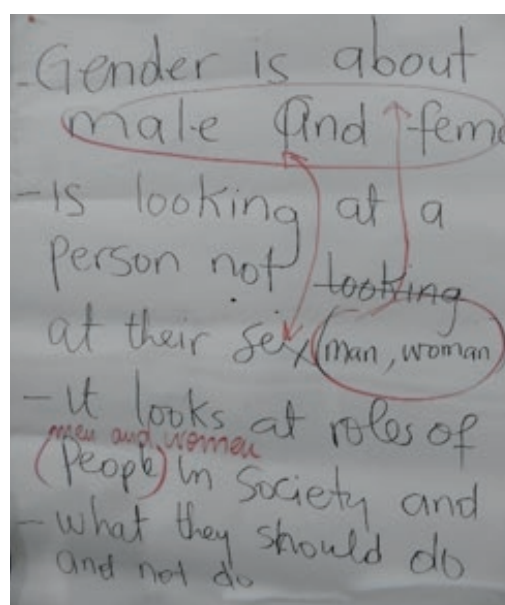
A short summary by the facilitator highlighting the most important discussion topics should conclude the exercise.

E2-3 What is gender?

The exercise introduces some knowledge on gender but in an inductive way. The participants are asked to reflect on and discuss their own understanding of what gender is. During the workshop there have already been several opportunities to listen to explanations and discuss the concept of gender. This exercise aims to foster participants' ideas and reveal conceptual errors and misunderstandings.

It is very important that the facilitator comments on each of the flipcharts presented by the groups even if this may become repetitive. It is equally important not only to comment on the flipchart texts but also to correct in writing directly on the flipcharts.

The experience with the gender training in the Liberian context shows that the conceptual difference between gender as a social construct and sex as a biological/natural determination is very difficult to be understood. Yet, if it is not, it will always be difficult to distinguish between "things that are like they are" and "things that can be changed". Unlike sex, gender roles can be changed because society and labor division changes over time.



In order to emphasize the meaning and characteristics of gender, the facilitator needs to present a summary on flipcharts after the discussion of the group work results (see analysis of the exercise). The facilitator may also read some relevant paragraphs from the handouts.

A hint to the related question in the post-test may be given to capture the attention of the participants.

E2-4 Discussing gender terms using the Gender Terms handout

This exercise also focusses on the terminology used when discussing gender and gender related issues. The facilitator will decide which of the gender terms from the Handout H2-4 Gender Terms will be used for the discussion. The selection will depend on the profile of the participants and the specific training objectives. For example, with participants from administration and human resources divisions it may be relevant to discuss terms such as "equal opportunities", "gender mainstreaming", "sex disaggregated data", and "sexual harassment". For a group consisting mainly of students, terms like "gender sensitivity", "gender stereotypes", "gender perspective", and "gender equality" may be more appropriate.

The participants should discuss in pairs the definitions written on the A4 sheets and then explain them in their own words to the rest of the group. The aim is to use different channels to foster

the conceptual knowledge: reading (eyes), discussing the text (ears) and replicating with own words (mouth).

Again, it will be important that the facilitator corrects or adds to the explanations by the participants and summarizes the exercise after the presentation.

E2-5 The 24-hour day (for three-day workshop)

This exercise was not conducted in the two-day gender training. It is presented in the manual because it is a good start for a gender analysis. It also shows how gender tasks and roles change over time. It challenges the facilitator and the group, as there are six different assignments to be conducted, presented, and analyzed. The facilitator needs to decide if a simplified version, achieved by reducing the number of groups, is more appropriate for a specific participant group. The exercise may take more than 120 minutes and needs to be prepared beforehand. At least three soft boards using both sides are needed and each of them needs to have the 24 hours either pinned on small cards or presented in a table.

H2-5a Mr. Moyo goes to the doctor

In the two-day workshop there is no time to conduct the exercise about the “24-hour day” and changing workload of women and men over time. The short story of Mr. Moyo illustrates the “gender blindness” when it comes to women’s work and how the multiple tasks of women, specifically in the household sphere are often invisible. It can be read out at the end of the first workshop day as an alternative to the exercise E2-5 and copies distributed to the participants.



Handouts

- Handout H2-3a: What is gender”
- Handout H2-3b: “Unpacking gender”
- Handout H2-4: Gender Terms
- Handout H2-5a: Mr. Moyo goes to the doctor⁷
- Handout H2-5b: The lie of the land⁸
- Handout H2-5c: Triple role
- Handout H2-5d: Strategic gender needs



Bibliography

The Oxfam gender training manual is available online in its various chapters under the following link:

<https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359>

⁷ Handout 24 Oxfam Gender Training Manual

⁸ Handout 23 Oxfam Gender Training Manual



Exercises

Exercise E2-1: “Sharing our Experiences of Gender”

Duration

120 minutes (minimum 90 minutes)

Introductory remarks

This exercise is suitable for groups that are familiar with the concept of gender and have reflected on it in relation to their lives. It will be more difficult to conduct this exercise successfully in groups who have not been exposed to the concept of gender. Therefore, some illustrative questions are asked in addition to the more general ones.

Objective

1. Participants have explored gender relationships in their own lives and workplaces
2. Participants have exchanged own experiences and how they feel about them

Procedure

Step 1: Presentation of the task

The participants are invited to discuss the following questions written on a flipchart (5 minutes):

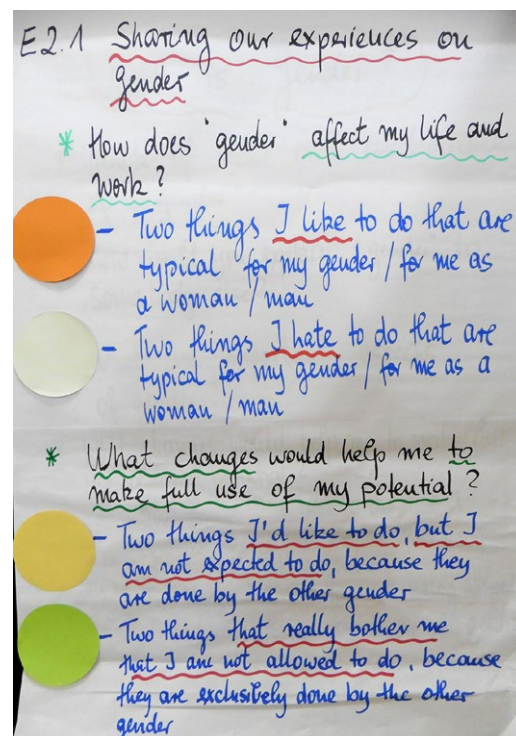
1. How does my gender affect my life and work?
 - a) Two things I like to do that are considered typical for my gender
 - b) Two things I hate to do that are considered typical for my gender
2. What changes would help me to make use of my full potential?
 - a) Two things I like to do but I am not expected to do because they are done by the other gender
 - b) Two things that really bother me that I am not allowed to do, because they are exclusively done by the other gender

Step 2: The group is divided into single sex groups of 3 to 6 persons (5 minutes).

Step 3: Each participant receives a set of four different colored cards and a marker (5 minutes)

Step 4: Participants write their answers individually on one colored card each (15 minutes)

Step 5: Participants are asked to share their experiences in the small groups (20 minutes)



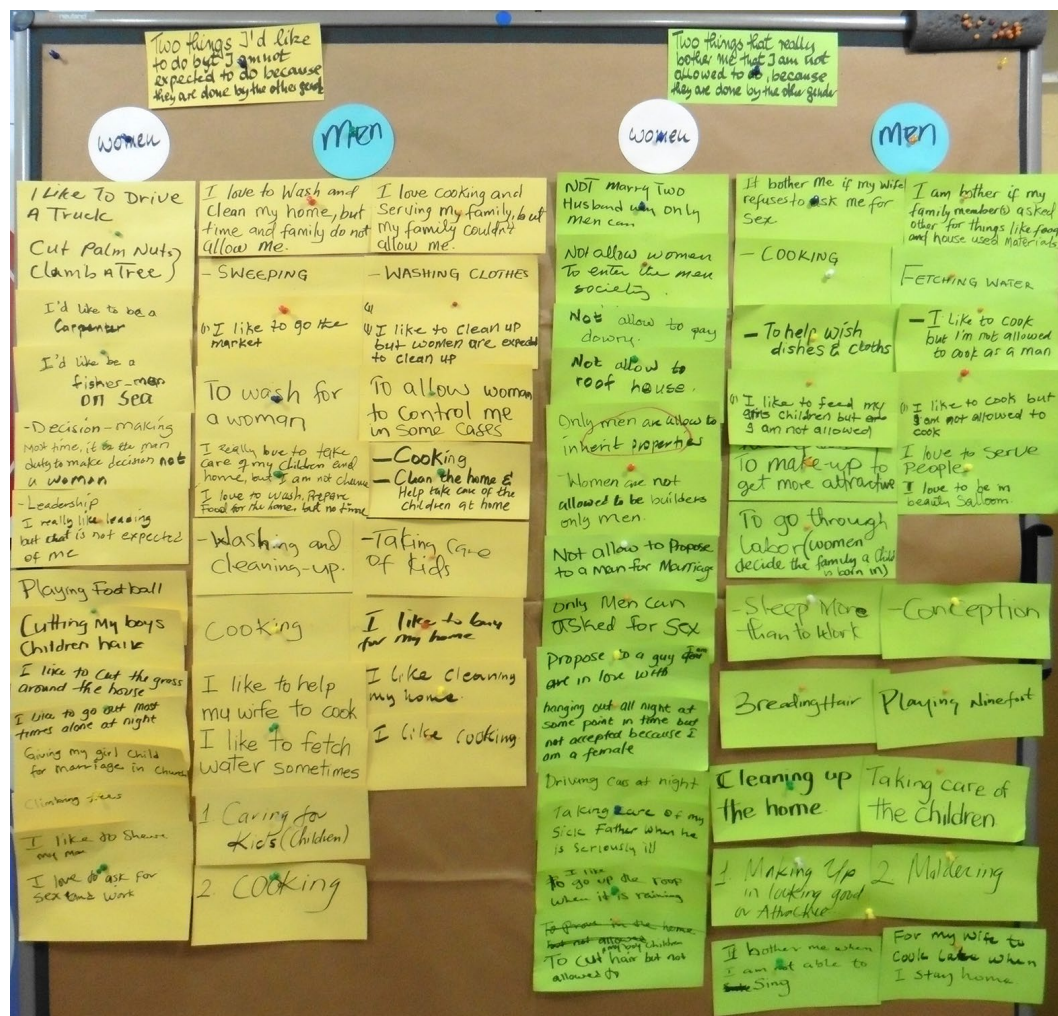
Step 6: Participants are asked to come in front of the group and pin their cards on a prepared soft board with related headings while reading them out. One question is presented after the other. (60 minutes).

Step 7: Wrap up by the facilitator (10 minutes)

The facilitator can address things that are most frequently mentioned by the men and women groups, commonalities, and differences.

Material needed

- Colored cards of four different colors for each of the participants
- Markers
- Soft board with brown paper prepared with cards in related colors and questions written on them (depending on the size of the group it may be necessary to prepare two soft boards)



Exercise E2-2: “Quiz on Roles and Activities for Men and Women”⁹ (for three-day workshop)

Duration

90 minutes

Introductory remarks

This quiz facilitates reflection on deeply rooted concepts regarding the roles and activities assigned to women and men by society. During the discussion and analysis, participants should become more aware of their own thinking and how to critically reflect on it. They will also learn that everybody has these deeply rooted stereotypes, and that it is important to start questioning these without blaming each other.

Objective

1. Participants become aware of their own, often hidden, perceptions of women and men
2. Participants are able to look at roles and stereotypes in a non-confrontational way

Procedure

Step 1: The facilitator has prepared copies of the quiz handout for each of the participants

Step 2: (10 minutes) Before distributing the handout, the facilitator explains what the quiz is all about and what it is not:

- There are no right or wrong answers
- It is not a test of gender awareness
- Answers will be confidential
- Participants should write their immediate first thought and not think about their answers in detail

Step 3: (5 minutes) The facilitator distributes the handouts

Step 4: (10 minutes) The participants complete the quiz as quickly as possible

Step 5: (5 minutes) The facilitator collects the sheets, shuffles them and distributes them again to the participants

Step 6: (20 minutes) The facilitator has pre-prepared a flipchart with the quiz. Going through the table, the facilitator asks the participants to raise their hand if the option has been selected on the sheet in front of them. The results are recorded on the flipchart.

As the participants give their answers based on the sheet received from the facilitator, it is guaranteed that their own answers remain confidential.

Step 7: (40 minutes) The facilitator addresses commonalities and differences (see below: analysis). In the whole group there can also be a discussion regarding the extent to which there is agreement with the results and to what extent there is not, e.g. why most participants saw women or men in a particular role or activity.

⁹ OXFAM Gender Training Manual (1974), p169

Analysis of the quiz results

It is highly recommended not to leave this exercise open without group reflection on the answers. Often in this kind of exercises some participants will feel uncomfortable or insecure. The analysis can help address feelings of insecurity or discomfort and raise confidence by openly talking about the results without blaming anybody or making fun of individual answers.

The reason for stressing that the exercise is not a test on gender awareness and for making the answers confidential, is to avoid participants becoming defensive, or trying to prove that they are gender-aware. The aim is to get at first impressions and stereotypes and not well-thought-out answers. The facilitator should encourage the idea that everyone including her-/himself will retain stereotypes, even if information that proves the contrary is available.

The roles and activities have been selected for general relevance but can be adapted to suit a particular context. If the group is bigger than 20 persons, it may be recommendable to shorten the list.

The facilitator can stress the following issues in the analysis:

1. The exercise facilitates the understanding of what gender is about. It also gives the opportunity to highlight the contradictions between roles and activities, as the activity is often done by women and the role is attributed to the men, for example:

Men	Women
Tailor	sewing
Farmer	planting vegetables
Chef	do the cooking

An exception to this is women's role as housewives, which includes budgeting and planning, yet these activities are mainly seen as men's activities. Similarly, men are generally seen to be the head of the household, yet in many societies single headed households have the women in that role and in many families the man is absent while the woman does all day-to-day activities necessary to maintain the family.

2. The facilitator should question why farmers are thought of as men, when in fact women do most of the agricultural work (e.g. men own the land, the term farmer refers to a trained person).
3. Men seem to be seen more likely in roles that are related with money, power, or status, or are performed outside the house/home.
4. Men are most often seen as the ones who carry heavy loads, while in many countries also the women carry huge and heavy loads. Why is it so, that this activity is attached to the men? (an answer maybe that men do this as a profession to earn money, while women do it to maintain the household; or things men carry are seen as being more important than those women carry?)

5. The facilitator can also hint at the fact that the same activity may have a different value depending on whether it is performed by a man or a woman: e.g. talking; when men talk, they give speeches, when women talk, they gossip
6. Note the differences between cultures. For example, in some cultures, basket-making is an activity performed by women, and in others by men.

The facilitator should wrap up the exercise by pointing out that all the roles and activities can be performed by both genders, and that it is cultural and social norms which determine who does what. These norms lead to habits of thinking in fixed ways about men and women. This is what we call stereotypes. These stereotypes are maintained although in fact roles and activities are bound to change and even may have already changed.

Material needed

- Handout H2-2
- Flipchart with the instructions/ explanations for the quiz
- Flipchart with the quiz written on it
- Markers



Exercise E2-2a: “The Power Walk¹⁰”

Duration

30 to 40 minutes

Introductory remarks

This exercise shows in a similar way to the quiz that women and men play different roles in society and have different opportunities and different limitations based on their social, economic and educational positions in a society. It shows very clearly the power relationships in a society based on gender, economic possibilities, culture and education. It makes participants reflect on their own backgrounds and circumstances and makes differences between men and women easily visible.

Objective

In taking on a new role and reflecting on its boundaries and/or opportunities, participants learn to perceive inequalities in every-day life.

Procedure

Step 1: The facilitator asks for volunteers, one for each role. Small cards with a description for each of the roles have been prepared beforehand and are distributed to each of the volunteers.

Step 2: The facilitator may distribute the roles choosing deliberately men for a woman's role or women for a man's role. He/she explains that each volunteer should imagine her-/himself in the role described on the card for the exercise.

The roles:

1. You are a regional health manager and an advisor on government committees for district level decentralization
2. You are the wife on the village chief, who heads the village council and is a large landowner
3. You are a woman doctor, unmarried, and you are in charge of the local rural health center
4. You are a married man with three children. You have a piece of land for cash crop farming which your wife helps with. She also carries out subsistence farming to feed the family
5. You are a male doctor head of a large district hospital
6. You are the village chief, head of the village and a large landowner. You are married with three sons.
7. You are a married woman with two daughters. Your husband has got a small piece of land on which he farms cash crops and you help him. Besides this, you have a small garden which you farm yourself to provide subsistence crops to the family.
8. You are a mother and single parent with three children, who lives in an urban slum. You support your family by selling vegetables on the roadside.

Step 3: The facilitator explains that she/he will ask a series of questions. Those of the volunteers who in their role can answer “yes” to the questions will take one step forward. The volunteers in roles that have to answer “no” or “not sure” do not proceed.

¹⁰ Liverpool School of Tropical Medicine and University of Manchester (Marion Marshall), taken from District Health Management Tools, InWEnt 2003, ed. Barbara Kloss-Quiroga

Step 4: The facilitator starts asking the questions one by one. The volunteers repeat the procedure for every question while the rest of the participants observe. The first part of the exercise ends when the facilitator stops asking questions. The volunteers remain in their places.

The questions:

- Would you be able to read a newspaper and announcements of important messages?
- Would you have a final say in deciding how the family income should be used/spent?
- Would you never be vulnerable to sexual harassment?
- Would you be able to have major influence on the decision of the location of the water supply in the area you live?
- Would you never go to sleep hungry?
- Would you be elected as a member of the local village or neighborhood council?
- Would you be able to take a two-week holiday abroad?
- Could you afford an expensive but necessary surgical intervention?
- Would you be elected member of parliament?
- Could you go away on a three-month training course to improve your job prospects?
- Could you go to evening meetings in the local bar where community politics are discussed and informally decided?
- Would your views be requested at a community meeting discussing the location for a new health center?
- Would you be asked to use your influence to get your nephew a new job?
- Would you expect to be able to relax during the evening after a full day's work?
- Would you ever become a judge?
- Could you leave your two-year-old baby to travel for work?
- Would your complaint about the treatment of your sick child at the local health center be followed up and taken seriously?
- Would you feel confident about speaking at a public meeting?
- Could you be represented in a court of law over a land dispute?
- Would you never have to stand in a queue at the health center?
- Could you afford a refrigerator?
- Could you influence the choice of a local male health worker?

Step 5: The facilitator asks the volunteers one by one to read their roles and explain why in some instances they did not come forward.

Step 6: In the plenary, an analysis is conducted regarding why the persons represented by each of the volunteers have or don't have a specific opportunity. The following questions can guide this discussion:

1. What did we see?
2. Why was it like that?
3. How is it related to your personal situation?

Analysis

The exercise illustrates very clearly how social and economic status influence opportunities and power relations in a society. In all the exercises conducted in Liberia, the volunteers were positioned very far apart by the end of the exercise, with the village chief and the most educated persons including the women doctor usually being furthest ahead. Far behind was the single mother with the three kids. It also shows clearly the gender differences between the couples and is often an eye opener for the observers.

If the group of participants is small, then the number of volunteers/roles can be reduced, for examples not having roles 1 and 5.

Material needed

- Role descriptions on colored cards
- Enough space in the room to advance the necessary steps when answering the questions.

Exercise E2-3: “What is Gender?”¹¹**Duration**

60-90 minutes

Introductory remarks

With this exercise, the technical and conceptual knowledge about gender as a concept will be improved. Starting from the individual's own perception about gender, the history of how this concept developed and why will be discussed. This will assist participants to switch from the experiential level of gender to a more technical level. It is important to do so in order to be able to work with the gender concept in professional environments.

The exercise may not be useful in a group that has not any previous knowledge about gender.

Objective

1. Each participant has reflected on his/her view on gender
2. Participants have developed a common understanding of the gender concept.

Procedure

Step 1: Participants are asked to split into pairs by turning to their neighbor, or by being given small sheets of paper with numbers or names that pair with those other participants have received.

Step 2: Participants are asked to discuss: “What is gender?” They should generate ideas and not come up with the complete definition of the term.

Step 3: Participants write their ideas on flipcharts and present each of their results to the plenary

Step 4: The facilitator summarizes the results and presents the combined definition from the flipchart.

Step 5: The facilitator adds to the developed definition an input about the historical development of the concept and the political and ideological discussions about it. This can be done using a flip-chart or colored cards as well as a power point presentation.

Step 6: The handouts H2-1 “What is gender?”, H2-2 “Unpacking gender” are distributed.

Step 7: The handouts are additional inputs for the participants to further inform themselves about the conceptual topics related to the term gender. They are invited to read them and use them when dealing with gender awareness raising activities in future. In a training course, some conceptual documents should be distributed, even if this may just be filed away by many participants. roles that have to answer “no” or “not sure” do not proceed.

¹¹ OXFAM Gender Training Manual (1974), p91

Analysis

The facilitator should try to identify on the flipcharts from the participants the key components of the gender concept:

- Gender is different from sex; it is not biologically determined (the term sex refers to nature/biology; the term gender refers to societal roles and responsibilities)
- It varies from culture to culture, and with the economic social and political context
- It varies over time
- We learn gender roles, which implies that they can change
- Persons who act outside their assigned gender roles may face disapproval from family and society
- It is important to consider gender relationships
- Gender relationships are power relationships

If some of these components are not mentioned on the flipcharts, the facilitator should add them during his/her input.

Material needed

- Flipchart paper and markers for the pairs
- Flipchart stands and masking tape to stick the flipcharts on the wall
- Handouts H2-3a, H2-3b

Exercise E2-4: “Gender Terms”

Duration

90 minutes

Introductory remarks

The exercise builds on the previous exercise about what gender is and introduces some other relevant gender terms and definitions in the school context. Depending on the size of the group, the facilitator must decide which of the proposed terms are the most relevant in the school context and the group context to be discussed.

Objective

Participants understand a variety of different gender terms and can explain them.

Procedure

Step 1: The facilitator has prepared beforehand a set of A4 sheets, each with a different gender term written on it: equal opportunities, gender awareness, gender sensitivity, gender responsiveness, gender mainstreaming, mainstreaming gender, and gender equality.

Step 2: The facilitator splits the group up to seven subgroups and gives each a sheet with one of the gender terms on it. For this exercise, the groups are small with only two or maximum three persons to allow for a sound exchange and discussion.

Step 3: The groups are asked to each read the gender term definition distributed to them, discuss their understanding of the related term, and to think about how they would explain it to others with their own words or through giving an example to illustrate the concept.

Step 4: Each of the groups present to the plenary, reading out the term and definition they have discussed. They give their own explanation to the group and answer questions that may arise.

Step 5: The facilitator asks for additional comments or questions and wraps up the exercise.

Analysis

The facilitator needs to ensure the definitions and the explanation are given correctly in order not to confuse the participants. If necessary, he/she must correct or amplify the explanations from the groups. In the final wrap-up he/she can also refer again to some of the definitions and enforce the correct way of interpreting them.

Material needed

- A4 papers with terms written on them
- Handout H2-4
- If the exercise E2-5 is not conducted also distribute handouts: H2-5a, H2-5b, H2-5c, H2-5d

Exercise E2-5: “The 24-Hour Day”¹² (for three-day workshop)

Duration

120 to 140 minutes.

Introductory remarks

This exercise challenges the facilitator and the group as there are six different assignments to be conducted, presented and analyzed. The facilitator needs to decide if a simpler version, achieved by reducing the number of groups, is more appropriate for a specific participant group. Nevertheless, the complete exercise is presented here. It is a good start for a gender analysis.

Objective

1. Participants have identified the daily tasks of men and women of different backgrounds and generations
2. Participants have analyzed the differences of the workload of men and women of different backgrounds and generations

Procedure

Step 1: Participants are divided into gender specific groups of up to three persons (groups 1, 3 and 5 women, groups 2, 4, and 6 men) and located at different places in the classroom (10 minutes).

If the exercise is shortened, leave out the first two groups.

Step 2: The facilitator reads out the group work instructions written beforehand on a flipchart (10 minutes)

Group work instructions (to be written on a flip chart and/or distributed as copies):

- Complete the task below assigned to your group number. You have 20 minutes to do so:
- Group 1 (women): Imagine the tasks/activities your grandmother did at every hour of the day and write them down on colored cards (one card for every hour)
- Group 2 (men): Imagine the tasks/activities your grandfather did at every hour of the day and write them down on colored cards (one card for every hour)
- Group 3 (women): Imagine the tasks/activities your mother does at every hour of the day and write them down on colored cards (one card for every hour)
- Group 4 (men): Imagine the tasks/activities your father does at every hour of the day and write them down on colored cards (one card for every hour)
- Group 5 (women): Write down the tasks/activities you have to do every hour of the day and write them down on colored cards (one card for every hour)
- Group 6 (men): Write down the tasks/activities you have to do every hour of the day and write them down on colored cards (one card for every hour)
- You may have several different tasks for some of the hours. Tasks do not need to be “work”. It can be any task/activity e.g. sleeping, knitting, breast-feeding, community meeting, etc.
- Present your cards to the rest of your group and discuss your selection, make changes as necessary (30 minutes)
- Present your cards to the plenary describing whom you are presenting. Say something about the person’s life, work, age, origin (10 minutes each group).

¹² Adapted from: OXFAM Gender Training Manual (1994), pp179-181

Step 3: The facilitator distributes the handout H2-6 which describes the tasks for the group work assignment.

Step 4: The facilitator asks the first two groups (grandparents) to present their cards

Step 5: After the presentation, the other groups are invited to propose other tasks that were not mentioned and write these on cards next to the respective hour (3 minutes each group).

Steps 6: Repeat steps 4 and 5 for the remaining groups

At the end of the exercise there will be six soft boards, two for each of the generations with the tasks identified for each of the genders.

Step 7: The facilitator asks the participants what they conclude from the exercise and writes this down on a flipchart (20 minutes). She/he then comments on the analysis of the group, adding what may be missing

Analysis

When analyzing the results, the facilitator needs to pay attention to the following:

Some men, for whom gender is a new idea, may be surprised to discover the amount of work that women do, especially when the women are said ‘not to work’. Some may feel uncomfortable or not believe what the other gender groups present. This is part of gender blindness; if we are not aware, we don’t see it. For example, often the work women do in the home is not considered work, as in the story of Mr. Moyo; also, secretary work or nursery work is often not considered to be “real” work, as women are expected to be “naturally” able to do simple/assisting tasks or child rearing activities. Often, we do not appreciate the complexity of work/tasks that we do not undertake ourselves.

Taking another example: often men are responsible for developing job descriptions. As they are not aware of the different tasks of a secretary for example, they develop a rough job description, with many tasks omitted that potentially leads to a lower wage. In contrast, they tend to elaborate in detail the job description of jobs they know as men with the result that these jobs are better paid.

Despite the considerable differences in the daily life of men and women of different backgrounds and generations, some common points usually emerge:

1. Women and men do very different things during the day
2. Women usually work longer hours
3. Women have more varied tasks, sometimes doing more than one thing at once
4. Work for the family is usually done by the women
5. Men’s work is (has been) usually outside the house
6. Women have less sleep
7. Men are more involved in decision making

Look at changes in the activities of men and women between the different generations. There may be hints that men’s traditional roles have decreased over time while those of women have increased in addition to taking up new roles as professionals and income generators.

Try to identify activities among the current generation that show tendencies to better share the family workload and the family income generation and highlight these.

Material needed

- Colored cards of six different colors - 100 each
- Pins
- Markers
- Six sheets of brown paper prepared with a grid of hours for each group
- At least three soft boards
- Handouts: H2-5, H2-5a, H2-5b, H2-5c, H2-5d

Module 3: Why Gender Matters for our School

Rationale

This module will apply the learning from the second module to the concrete working environment of the participants. They will use the information they have about the school or their own departments and working units to analyze the situation in regard gender issues at the school and identify opportunities for change. The module represents the link between the sensitization and knowledge part of the workshop with its action part.

Module Learning Objectives

Participants have conducted a situational analysis in regard gender in their departments/at their school and identified potential opportunities for change

Learning Activities

1. Developing a set of elementary questions in regard gender (equality) at the school
2. Conducting a small research exercise on gender data collection
3. Group work and presentation of findings from the situation analysis.

Detailed Program/Schedule of the Module

Purpose: Situational Analysis

Session	Time	Objective	Content	Methods	Material	Comment
Module 3: Why gender matters for our school (including data)						
Session 5: Five elementary questions	15'	Participants have reached a common ground on what are essential gender issues to be dealt with at the school	Exercise E3-1 Five elementary questions on gender at the school	Introduction to the exercise by facilitator	Flip chart paper for each of the groups, markers and soft boards for presentation, cards different colors for each of the groups.	This activity shall prepare for the transfer projects. The exercise will focus participants on essential gender topics to be dealt with before elaborating the situation analysis.
	50'			Small working groups of up to six participants in two single gender groups and a mixed gender group or in gender mixed groups according to the working units present.		The exercise can be introduced by a short input by the facilitator asking the participants to imagine themselves as a new gender coordinator coming to the school.
	25'			Presentation of group work results		
				Coffee break		
Session 6: Situational analysis	10'	A situational analysis in regard gender at the departments/ at their school has been conducted and potential opportunities for change have been identified	Analyzing the situation at our school: opportunities for change (e.g. institutional policies (e.g. recruitment) data systems, organizational culture (student-teacher relationships), technical gender competence (teaching methods)	Introduction of the exercise by the facilitator Exercise E3-2 "Analyzing the situation at our school"	Group work instructions H3-2 for each of the participants	
	25'			Group work collecting gender related data in the various working units of the school Discussion		
	25'			Group discussion on results and elaboration of presentation of findings		
	30'			Presentation of findings in the plenary Q and A by other participants		
Lunch Break						



Notes for Facilitators

General remarks

Groups may be structured according to gender, function, department, or according to issues/topics to address. This will depend on the composition of the overall participant group. Potential opportunities for change could be: institutional policies (e.g. recruitment); data systems; organizational culture (e.g. student-teacher relationships); or technical gender competence (e.g. teaching methods). The module is comprised of two exercises that aim to determine potential gender issues from the point of view of the participants, that the school needs to address. This is achieved by asking elementary questions and collecting evidence, either quantitative or qualitative. The time for the exercises is not enough to develop and conduct a sound investigation or research. Nonetheless, the participants will gain valuable experience on how to systematically deal with a problem/issue identified.

E2-1 Sharing work experiences

The exercise asks each group to elaborate five questions that may be relevant and necessary to be answered if gender is to be taken seriously at the school/institution. The experience with gender training in Liberia shows that it is not easy for the participants to come up with a set of questions in a short time. In one gender training workshop, the exercise was therefore introduced by a short story told by the facilitator:

Please close your eyes and think of what we have discussed so far in the workshop. Imagine you come as the new gender coordinator to the school. You do not know much about the school. What would you like to know from management, or the faculty, or the students in order to have a good overview of the gender equality issues and activities at the school?

After this short mental “trip”, the facilitator should present the instructions for the exercise on a flipchart.

The modality of the group work to first reflect individually and write down one’s own questions on colored cards before discussing the ideas in the groups facilitates everybody’s input to the results. It also serves to visualize the “common sense” questions by the number of similar questions that many of the participants will have. By clustering these questions, most of the time a “natural” set of five topics/areas emerges, which makes it easy to come to a consensus. Often the questions can be clustered according to the four analytical categories of a gender audit: political will (gender structures and policies); organizational culture (communication and gender relationships); accountability (gender related data collection, transparency of processes and decision-making); and gender knowledge and competence. These clusters also represent important areas for gender mainstreaming.

The facilitator should draw the attention to these categories when commenting on the consolidated questions by the groups and show how “real” these conceptual categories are and how they can be used for gender mainstreaming activities at the school.

Sometimes the groups need the assistance of the facilitator/co-facilitator to come up with good clusters, specifically in groups not very familiar with participatory methods.

E3-2 Situational analysis

Exercise E3-2 represents the link between the sensitization and knowledge part of the workshop with its action part. It is a small operational research exercise to practice finding sources of data, collecting data, and presenting the information obtained in written and verbal form. The time for the exercise will not be sufficient to have an in-depth discussion before doing the practical work, to collect data from a big sample, nor to do any statistical analysis apart from calculating totals and in some cases percentages. The facilitator should focus on the experiential character of the exercise.

During the gender training workshops conducted in Liberia, often participants had difficulties in accessing interviewees: classes had not yet started for the semester, administrative personnel were on their lunch break, etc. Despite these barriers, all groups managed to retrieve some information that was very illustrative. Most of the groups did short qualitative surveys on their campuses. The results revealed a range of prejudices about gender as well as very little gender knowledge amongst respondents.

Despite of the very preliminary character of the results, these can be used in the gender training to decide on a specific topic for a small project designed to improve gender awareness at the school. All results can serve for further investigation by the school management. The summary given by the facilitator at the end of the exercise is particularly relevant.



Handout

Handout H3-2: Group work instructions: Situational Analysis



Bibliography

The Oxfam gender training manual is available online in its various chapters under the following link: <https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359>



Exercises

Exercise E3-1: “Five Elementary Questions on Gender at the School”¹³

Duration

90 to 120 minutes

Introductory remarks

For participants in the gender training, it may be useful to discuss their own priorities concerning gender equality for the school and listen to the viewpoints of other members of the whole group. This will build common ground and a common language, which facilitates non-confrontational work on gender issues. Composition of the groups is up to the facilitator. For example, they may be based on gender or the working areas of the participants. In Liberia we used both approaches depending on the composition of the participants.

Objective

Participants have reached common ground on gender mainstreaming at the school.

Procedure

Step 1: The group is divided into small groups of not more than six people

Step 2: The facilitator explains the group work based on what is written on a flipchart:

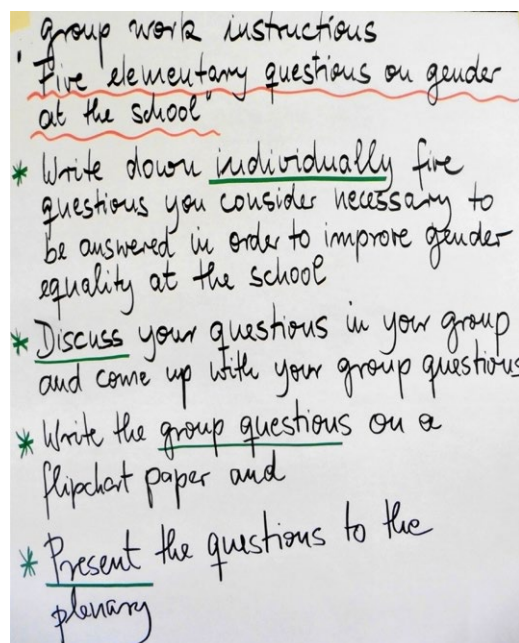
Step 3: The groups are asked to discuss what they consider to be the five most relevant questions for improving gender equality at the school. Each group receives a set of cards of a different color.

Step 4: Each of the group members writes down her/his five questions on the colored cards. That way a set of about 25 - 30 questions is collected.

Step 5: The groups cluster the cards according to similarities. That way, the questions with the greatest number of cards are identified as the most relevant issues.

Step 6: From these issues five consolidated questions are selected by the group members and written on a flipchart.

Step 7: Each group presents their questions to the plenary.



¹³ Adapted from Mehr Qualität durch Gender Kompetenz (Better Quality through Gender Competence) (2006), Ulrike Helmer Edition, pp104-106

Step 8: The facilitator analyzes the different lists of questions and helps the plenary to identify commonalities and differences between the group results.

Analysis

The facilitator will analyze the different group work results according to commonalities and differences. These may be more visible between gender homogeneous groups but not necessarily. There is a danger of maintaining gender stereotypes which should be avoided. There should not be any judgmental comments in regard women's or men's group; to the contrary it may be helpful to mention these differences and work out what benefits it may have to have a diversity of viewpoints and priorities when considering gender issues in the institution. Common points may be those which the school can start to tackle more easily as there is general understanding that these issues are important. Different viewpoints and priorities give room for further analysis and discussion so that a common ground is built for gender action.

In summarizing the results, the facilitator may comment on whether or not the groups developed questions that fit into the four analytical categories for a gender audit.

Material needed

- Flipchart paper (1-3) for each of the groups
- Markers for each of the groups
- At least two soft boards using one side for each group
- Colored cards of a different color for each of the groups (40 per group).

Exercise E3-2: “Analyzing the Situation at our School”

Duration

120 minutes

Introductory remarks

This exercise represents the link between the sensitization and knowledge part of the workshop with its action part. The results of the exercise lead to the identification of small transfer projects for each of the participants or groups of participants of the same department or working unit/study field. Participants will practice finding data that assist in better determining the situation at the school. This will help to sharpen the analytical thinking about gender and challenge stereotypes. Participants should use the five questions they identified in exercise E3-1 as basis for the situation analysis.

Objective

Participants have conducted a small research exercise forming part of a situational analysis in regard gender at their departments/at their school and identified potential opportunities for change.

Procedure

Group work on situation analysis ¹⁴

Step 1: The facilitator asks the participants to split into small groups. Groups may be structured according to function, according to departments, or according to issues/topics to address. This will depend on the composition of the overall participant group

Step 2: The groups receive their group work instructions written on flipchart paper and read out by the facilitator and in addition distributed as copies to each participant (Handout H3-2)

Exercise:

1. Select one or two of the five elementary questions identified in the previous exercise.
2. Develop a short questionnaire for what you are intending to investigate
3. Go and ask for the information needed from your target group. For example, this may be your own team/department, or the general school population
4. Record information received and come back to your group
5. Collate the information and discuss the results amongst your small group then elaborate a presentation (this may be a drawing, a table, a list of statements, etc.)
6. Present your results to the plenary.

Step 3: The facilitator may ask the groups to develop their questionnaires considering as potential areas for analysis the following:

- i. Institutional policies (e.g. recruitment)
- ii. Data systems and use of data
- iii. Organizational culture (student-teacher relationships)
- iv. Technical gender competence (teaching methods).

¹⁴ Examples for questions for analysis: what are problems in our department related to gender? How many women and men work in the department and in which positions? What are the distinct functions of men and women in the department? Who is doing what? How do men and women relate during their work? What are teaching methods applied by men and women teachers?

Step 4: The groups will collect the necessary information and come back to the classroom for elaborating the presentation.

Step 5: The groups present their result in the plenary.

Step 6: Discussion led by the facilitator on how these results may influence the planned transfer projects.

Analysis

The analysis will depend on the information collected by the different groups. The facilitator should nevertheless try to present a structure for a situational analysis that can be followed irrespective of the situation and topic. Following the analytical framework for gender audits, the facilitator can structure the analysis according to related categories and emphasize the importance of these categories for gender mainstreaming:

Structure: what gender issues were identified that relate to institutional structures at the school? These can be problems but also assets that can be used to improve gender equality at the school or the department/ working unit. Examples could be a gender friendly policy or a transparent process for recruitment that emphasizes the need for more women in certain positions or study areas. It may also be that there is information available that can help to analyze the situation, but that this information is not taken into account or used. If there is a person or unit responsible for gender, where in the institutional set-up is that unit/person located? To whom does this unit or person report and respond to?

Organizational culture: What are communication processes at the school or the working unit? How do women and men relate to each other? How do hierarchies work and how do they promote or inhibit gender equality?

Accountability/transparency: can the school or the working unit be held accountable for its activities? Are there mechanisms that facilitate claiming rights and enforcing responsibilities? Is there quantitative information available? How is the data collected processed and published? Gender competence/ technical knowledge: is there a department/unit/person responsible for gender equality at the school? What competencies and decision-making power do these structures or person have? Do they have a budget? Is there regular training or knowledge update of these units/persons?

The exercise will deepen the overall analysis that was a result of the gender audit exercise. At this point in time, the groups will work on their own spheres of influence and take a more detailed look as they are expected to have a greater level of gender knowledge as compared to when they participated in the gender audit.

Material needed

- Handout: H3-2
- Note pads and pencils for each participant
- Flipcharts and markers for each of the groups
- At least two soft boards and flipchart papers for each of the groups
- If possible, the participants should bring the gender audit workshop documentation with them. Alternatively, the facilitators should have two or three copies of the documentation for consultation.

Module 4: Mainstreaming Gender into the School

Rationale

This module will contribute to developing practical and concrete activities for improving gender equality at the school. Participants will be introduced to the planning cycle and develop their transfer project according to the operational plan grid. This way, they will end the workshop with a concrete product to be used.

Module Learning Objectives

1. Participants have developed small transfer projects for the school that have the potential to improve gender equality
2. Participants have experienced working as a gender team

Learning Activities

1. Facilitator input: introduction to group work and group work instructions
2. Group work on different transfer projects
3. Presentation of group work and discussion of transfer projects

Detailed Program/Schedule of the Module

Purpose: develop a small transfer project for funding

Session	Time	Objective	Content	Methods	Material	Comment
Module 4: Mainstreaming gender into the school						
Session 7: Planning for change	20'	Small transfer projects for the school that have the potential to improve gender equality have been developed	Planning for change	Facilitator input: introduction to group work and group work instructions	PPT on Transfer projects H4-2	
	70'	Small transfer projects for the school that have the potential to improve gender equality have been developed	Planning for change	Group work on transfer projects E4-1 Planning my transfer project	Copies of group work instructions H4-1 Transfer project group work instructions for each of the participants Spaces for the different groups	
	45'	Participants have experienced working as a gender team	Planning for change	Presentation of group work results		



Notes for Facilitators

General remarks

The preceding exercises of module 3 have prepared the ground for planning a small transfer project. This exercise is done by the same groups who worked together on the two preceding exercises. The time for the exercise in the workshops in Liberia was too short to develop a sound proposal. Also, the participants did not have enough experience in proposal development to aim for this. The exercise was mainly meant to apply the gender knowledge and competence acquired during the workshop and to relate a defined intervention to the gender action plan adopted by the schools. The transfer project development showed that it is just another but necessary step in planning activities. It is important that the facilitator explains this process character of the whole exercise.

Introduction by the facilitator

This is the only place in the workshop where a formal PowerPoint presentation is given by the facilitator. It is needed to briefly introduce the steps of project planning and to give the participants an overview of what kind of documents will be needed when they want to apply for external funds. The presentation also outlines a systematic approach from problem identification to the final project proposal.

For the present exercise, the participants will not have the time to go through all the steps, but the presentation can serve as a resource in the future.

Copies of the presentation should be distributed to the participants before commencing so that they can take notes.

Planning for the transfer project

Due to time constraints, it will not be possible for the groups to develop a full project proposal. Therefore, just include the relevant steps in the group work instructions. Participants will only be required to develop the essential parts of their project, namely: the title; context and problem statement; objective(s); target group(s); main activities; and a rough budget. It is also good to recommend that after the discussion of the transfer project in the group, the responsibility for developing individual parts of the proposal could be divided between the group members in the interest of saving time.

Group work presentation

The groups will present their projects one by one to the plenary. The facilitator should allow for questions and comments from the audience as well as provision of her/his own feedback. They should, however, only provide detailed feedback where they feel comfortable doing so. Examples of feedback provided can be found in the training documentation included within this toolbox.



Handouts

Handout H4-1: Group work instructions: Transfer Project

Handout H4-2: Power point presentation: The Transfer Project Proposal

Handout H4-3: Evaluation Criteria for Transfer Project Proposal (optional for three-day workshop)



Exercises

Exercise E4-1: “Planning my/our Transfer Project”

Duration

120 minutes

Introductory remarks

The preceding exercises of module 3 have prepared the ground for planning a small transfer project. This exercise is done by the same groups that worked on the two preceding exercises. The transfer projects to be developed are not intended to be fully-fledged financially intensive projects, but small interventions that are directly related to the gender action plan. These projects also provide an opportunity to apply the gender competence that was built during the training.

Objective

1. Participants have developed small transfer projects for the school that have the potential to improve gender equality
2. Participants have experienced working as a gender team

Procedure

Step 1: The facilitator presents the essential components of a good project proposal

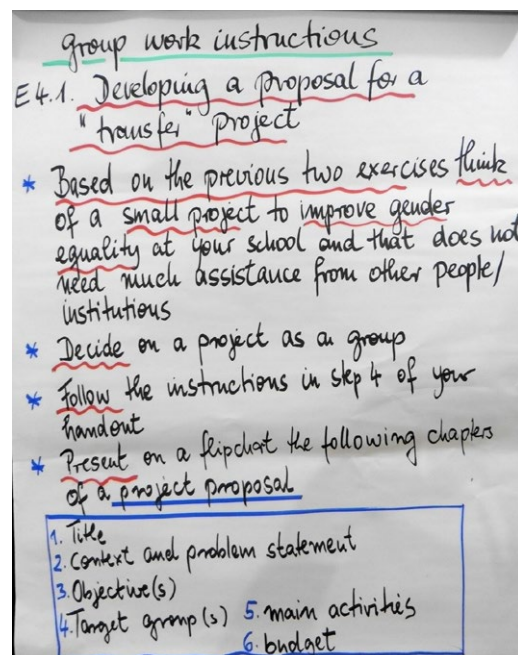
Step 2: The facilitator forms groups according to their working area and assigns them a working space

Step 3: The facilitator presents the group work instructions written on a flipchart and explains each step by reading the explanations from the handout H4-1. The handout is distributed to the participants.

Step 4: The facilitator supervises the group work and assists when the groups get stuck. Time management and control is particularly important in this exercise as the groups easily tend to lose track of time and become deeply involved in discussion.

Step 5: Each of the groups present their project sketches to the plenary and react to questions and comments. After that, the facilitator sums up important aspects to be considered in order to improve the project proposal. This procedure is done for all groups.

Step 6: As a final wrap up, the facilitator can comment on general and common aspects found in all the proposals or specific aspects suitable to be highlighted for the whole group.



In a three-day workshop the participants can act as evaluators for their classmates and rate the various proposals according to set criteria.

Analysis

During the presentations, it is important for the facilitator to highlight any issue that may be unrealistic or not feasible, so that they can be changed. The same applies to a logical flow of the arguments and the clarity of what is planned to be done.

The facilitator should look out for problems/weakness regarding:

- Linkages to findings of the small survey
- The logical flow between the various parts of the proposal
- Target groups not being specifically related to the activities planned
- The level of detail provided in the budget

If there is time, a detailed list of evaluation criteria (H4-3) can be used. This may be the case in a three-day workshop

Material needed

- Flipcharts and markers for each of the groups
- Softboard and colored cards for each of the groups
- Handout H4-1
- Handout H4-2 Power point presentation: The Transfer Project Proposal
- Handout H4-3 (optional for three-day workshop)
- If possible one laptop for each of the groups to prepare the presentations (in three-day workshop).

Module 5: Wrap up and Closing

Rationale

In any workshop, it is essential to have a formal wrap up and closure. This gives participants and facilitators an opportunity to address open questions, summarize the workshop content and process, and agree on the way forward. It is equally important to determine to what extent the expectations of the participants were met. In a training workshop, the post-test compares the knowledge at the start of the workshop with the knowledge gains at the end. This helps both participants and facilitators to get an objective picture of the immediate results/outcome of the training

Module Learning Objectives

1. Open questions have been addressed and answered
2. Participants have evaluated the workshop
3. Knowledge gains have been identified

Learning Activities

1. Facilitator input: Summary of the workshop content and process by the facilitator
2. Q and A session: addressing potential open questions
3. Participants write on colored cards the extent to which their expectations have been met
4. Post Test

Detailed Program/Schedule of the Module

Purpose: closing the workshop

Session	Time	Objective	Content	Methods	Material	Comment
Module 5: Wrap-up and closing						
Session 8: Closure	10'	The workshop program has been summarized	Summary review of objectives and content of the workshop	Input by facilitator	Flipchart of workshop program	
	15'	Expectations met have been presented	Review of the expectations for the workshop	Participants write on colored cards the extent to which their expectations have been met and pin them on a soft board	Soft board with expectations from beginning of training to be shown Colored cards Marker pens	
	30'	Knowledge gains are documented	Post-test	Exam situation	Copies of the post test questions for each of the participants (H5-1)	
	05'		Closing remarks			



Notes for Facilitators

General remarks

Often, due to time constraints, the closing of a workshop ends up being short and superficial, specifically in workshops of one to three days only. The facilitator should pay attention to this fact and take care that at least some time at the end of the workshop is dedicated to summarizing what has been done, what has not been able to be completed, and to what extent participants have gained additional knowledge and understanding.

Expectations

Asking participants to give their expectations of the workshop at the beginning only makes sense if there is a short check at the end to assess to what extent the expectations of each of the participants have been met. If there is not enough time to have each participant write their comments individually, there should at least be an opportunity for a round of comments on this issue. However, a written exercise is more useful, specifically if the workshop results are to be documented later.

Post-test ¹⁵

The post-test has the same questions as the pre-test, which are based on the learning objectives. The participants are expected to have improved their knowledge and understanding. This is often shown by a smaller range of correct answers and a general shift towards higher numbers of correct answers.

Example:

Comparison between pre- and post-test answers

No. of correct and partly correct answers	0	1	2	3	4	5	6	7	Total
Pre-test	1	2	8	5	1	3			20
Post-test				6	7	4	3		20

If there is time, this analysis should be presented to the participants and/or organizers. Also, the H5-2 pre- and post-test answers should be provided to the participants. If there is enough time, the handout can also be presented and discussed.

Closing remarks

To officially end the workshop some closing remarks by the workshop organizers (Gender Focal Person, executive management, representative of the participants) and/or the facilitator should be given. It is important to thank the participants for their time and involvement, acknowledge any organizational/administrative help received, and to wish them success on their way forward.



Handout

Handout H5-1: Post-Test

¹⁵ The post test is the same document as the pre-test. Only the title needs to be changed.

Exercises and Handouts

Module	Exercise no.	Exercise name	Page	Exercise no.	Exercise name	Page
1				H1-1	Pre-Test	VII_72
	E1-1	Sociogram	VII_27			
	E1-2	One-to-one Interview	VII_28			
	E1-2a	“Wanted”	VII_29	H1-2a	“Wanted”	VII_73
	E1-3	Expectations	VII_30			
2	E2-1	Sharing work experiences	VII_39			
	E2-2	Quiz on roles and activities for men and women	VII_41	H2-2	Group work instructions: Quiz on roles and activities for men and women	VII_74
	E2-2a	Power walk	VII_44			
	E2-3	What is Gender	VII_47	H2-3a	What is Gender?	VII_76
				H2-3b	Unpacking Gender	VII_78
	E2-4	Gender Terms	VII_49	H2-4	Gender Terms	VII_80
	E2-5	The 24-hour day	VII_50	H2-5	The 24-hour day	VII_85
				H2-5a	Mr. Moyo	VII_87
				H2-5b	The Lie of the Land	VII_88
				H2-5c	Triple role	VII_89
				H2-5d	Strategic gender needs	VII_90

3	E3-1	Five elementary Questions on Gender at the School	VII_57			
	E3-2	Situational Analysis	VII_59	H3-2	Group work instructions: Situational Analysis	VII_91
4	E4-1	Planning for the Transfer Project	VII_65	H4-1	Group work instructions: Transfer Project	VII_92
				H4-2	Power point presentation: The Transfer Project Proposal	ext.
				H4-3	Evaluation Criteria for Transfer Project Proposal	VII_94
5				H5-1	Post-Test	VII_95
				H5-2	Pre- and Post-Test Answers	VII_96

Handout H1-1

Pre-Test

1. What, in your point of view is the difference between the terms: “sex” and “gender”?

2. What gender stereotypes are you confronted with in your working environment? To what extent are these stereotypes positive? To what extent are they negative?

3. What gender stereotypes do you use often in your social environment? In your point of view, what do you think are reasons for using them?

4. If you were asked to describe the concept of gender to someone, what would you list as its key features?

5. Please write down up to five differences in the daily work(load) between men and women in your societal setting.

6. In your point of view, what are relevant questions to answer in order to analyse the situation in your working unit/institution in regard to gender equality?

7. What do you think you can personally do to increase gender equality in your working unit/school?

Handout H1-2a

Wanted

Name:

Institution/Department:

Profession/ Position:

What is the place you call home?

My motto in life is:

If I were I famous person I would like to be:

I would feel better recognized as man/woman in the institution, if

Improving gender equality at the institution will lead to:

Handout H2-2

Quiz on Roles and Activities for Men and Women

Instructions

This quiz will provide a quick snapshot of your thoughts about people's roles and activities. Your answers will stay confidential as we will look at group answers rather than individual answers. Please tick whether you think each role or activity is done mostly by women or mostly by men. Do not think a long time about your answer, just tick whatever first comes into your mind. If you cannot decide right away, then leave it and continue with the next term/activity.

You have five minutes. After you have completed the exercise there will be an opportunity to discuss in detail.

Role	Men	Women
Chef		
Housewife		
Farmer		
Nurse		
Tailor		
Community leader		
Accountant		
Mother		
Union		
Organizer		
Refugee		
Politician		
Head of the family		
Breadwinner		

Activity	Men	Women
Sewing		
Carrying heavy things		
Operating machinery		
Cooking		
Selling		
Basket weaving		
Talking		
Planting vegetables		
Lightning a fire		
Budgeting		
Planning		
Making decisions		
Fetching water		
Breadwinner		

Handout H2-3a

What is Gender?¹⁶

The conceptual distinction between sex and gender developed by Anne Oakley is a useful analytical tool to clarify ideas and has now been almost universally taken up. According to this distinction, sex relates to biology, whereas the gender identity of men and women in any given society is socially and psychologically (and that also means historically and culturally) determined. Biological and physical conditions (chromosomes, external and internal genitalia, hormonal states and secondary sex characteristics) lead to the determination of male or female sex. To determine gender, however, social and cultural perceptions of masculine or feminine traits and roles must be considered.

Gender is learnt through a process of socialization and through the culture of the society concerned. In many cultures, boys are encouraged in the behaviors/activities considered to display male traits, and girls in the behaviors/activities considered to display female traits. This happens through the toys given to children or games assigned to them, the kind of discipline meted out, the jobs or careers to which they are encouraged to aspire, and the portrayal of men and women in the media or other cultural spheres. Children learn their gender from birth. They learn how they should behave in order to be perceived by others, and themselves, as either masculine or feminine.¹⁷ Throughout their life, this is reinforced by parents, teachers, peers, their culture and society.

Every society uses biological sex as one criterion for describing gender but, beyond that simple starting point, no two cultures would completely agree on what distinguishes one gender from another. Therefore, there is considerable variation in gender roles between cultures.

Division of labor in society

The division of labor between the sexes is best explained by gender but, because reproduction is based on universal biological differences between the male and the female sex, societies use this as a basis for allotting other tasks. These tasks are allotted according to convenience and precedents in the particular culture and determine masculine and feminine roles.

“Professor George Murdock has surveyed the data of 224 societies (mostly preliterate) and shows that the tendency to segregate economic activities in one way or another according to sex is strong. Taking a list of 46 different activities, he suggests that some are more often masculine than feminine, and vice versa. For example, lumbering is an exclusively masculine activity in 104 of his

¹⁶ OXFAM Gender Training Manual (1974), pp 94-95

¹⁷ We speak about male and female referring to sex (natural) differences of human beings. When referring to masculine and feminine we refer to differences in gender roles we learn when being educated as girls and boys and growing up becoming men and women.

societies and exclusively feminine in 6; cooking is exclusively feminine in 158 and exclusively masculine in 5. Hunting, fishing, weapon making, boat building and mining tend to be masculine, while grinding grain and carrying water tend to be feminine. Activities that are less consistently allocated to one sex include preparing the soil, planting, tending and harvesting the crops, 'burden bearing' and 'body mutilation'" (Oakley 1972, p.128).

Even in child-rearing, men play a substantial role in some societies:

"The Arapesh, for example, consider the business of bearing and rearing a child belongs to the father and mother equally, and equally disqualifies them for other roles. Men as well as women 'make' and 'have' the baby, and the verb 'to bear a child' is used indiscriminately of either a man or a woman. Childbearing is believed to be a debilitating for the man as it is for a woman. The father goes to bed and is described as 'having a baby' when the child is born [...] The Trobriand Islanders are renowned for their ignorance of the father's biological role in reproduction, but they stress the need for the father to share with the mother all tasks involved in bringing up children" (Oakley, 1972, p.134-135).

We see then, that tasks and the division of labor do not relate consistently to the sex of the individuals concerned as they are culture specific. Thus, gender is culture specific.

Gender not only varies from one culture to another, but it also varies within cultures over time; culture is not static but evolves. As societies become more complex, the roles played by men and women are not only determined by culture but also by socio-political and economic factors.

Why is gender a development issue?

The roles that women play are different in any given society, and their situation is determined by legislation, religious norms, economic status or class, cultural values, ethnicity and types of productive activity of their country, community and household. Women are usually responsible for domestic work: they take care of children, family health, cooking and providing food, and other household services. In most societies, they also play a major role in the productive activities of the family; in farming, paid domestic labor, services, industries and other income generating activities. In some societies they also have clear community roles.

In each of these areas – reproduction, production and the community- women have often been adversely affected by the development process. There is a wide gap between women's high, yet unrecognized, economic participation and their low political and social power. To understand gender, the activities of men and women need to be addressed separately. The reproductive, productive and social or community roles women play must be looked at as well as the roles played economically and socially by men. By examining men's and women's roles, a greater understanding of their needs and involvement in power and decision-making around specific tasks will be reached. This is what we call gender analysis (Caroline Moser).

"A very important point, is that the women's share in labor was of much more vital importance to the maintenance of the household than the man's work [...] even the food supply contributed by the women was far more important than the man's share [...] food collected by women was the staple food of the natives...economically [the family] is entirely dependent upon women's work" (Malinowski 1963 as cited in Oakley 1972, p. 139).

Handout H2-3b

Unpacking Gender¹⁸

Gender is an old word, which has taken on a new meaning. It is a 'portmanteau' word containing a set of inter-related ideas.

Sex is a fact of human biology; we are born male or female¹⁹; it is men who impregnate, and women who conceive, give birth, and breastfeed the human baby. Based on these biological differences, we construct an edifice of social attitudes and assumptions, behaviors and activities: these are our gender roles and identities. Questioning them may feel threatening, as if the very foundations of our understanding of ourselves, our personal and social relations, our cultures and traditions are being attacked.

It is important to understand how we learn to be boys and girls, to become women and men; how we define masculine and feminine behavior; how we are taught activities regarded as appropriate for our sex, and the way in which we should relate to one another. What we learn depends on the society into which we are born, and our position within it, our relative poverty or wealth, and our ethnic group. For unlike sex, gender roles are variable. In some societies, women are farmers, own oxen, and plough their own fields; in others this is considered as being 'against God and nature'; in yet other instances where war, migration, or other factors have left many women entirely responsible for their households, customs have been modified to enable them to have the means of production to provide for their families. This shows that gender roles are not only different between cultures, but also change over time.

Gender analysis looks not only at roles and activities but also at relationships. It asks not only who does what, but also who makes the decisions, who derives the benefit, who uses resources such as land, or credit, who controls these resources; and what other factors influence relationships, such as laws about property rights and inheritance.

This reveals that women and men, because of their different gender roles and responsibilities, have different experiences and needs. Both men and women play a role in the sphere of productive work and community life, but women's contribution may be less formal. While men's agricultural work may result in a cash income, women may be producing food for family consumption, thus the monetary value remains hidden. In community life, men generally have the role of public representation; women's role of organization may be crucial, but less visible, particularly to outsiders. Underlying both productive work and community life is the work of biological and

¹⁸ Adapted from: OXFAM Gender Training Manual, pp99-100

¹⁹ We know today that sometimes this heteronormative distinction is not easy to make, e.g. when a baby's sex is not clearly identifiable, or children/adolescents feel uncomfortable and misplaced in their body.

social reproduction. This is the foundation of human society: the care of children and family, the maintenance of the household, collecting water, and fuel, preparing, processing and cooking food, keeping people and home clean and healthy. These tasks can be arduous and time-consuming – and taken for granted. Generally, they fall to women.

Gender analysis reveals the roles and relationships of women and men in society and the inequalities in those relationships as well the changes over time. A press release from October 20, 2015 on UN News²⁰ presents The World's Women 2015 report:

“According to the report prepared by the Statistics Division of the UN Department for Economic and Social Affairs, women [nowadays] live longer lives, benefit from a better access to education and are more independent”.

Yet:

“The UN estimates that today, 58 million children of primary school age are out of school worldwide. More than half of them are girls and nearly three quarters live in sub-Saharan Africa and Southern Asia. Although the vast majority of the world's youth is currently literate, nearly two thirds of the world's illiterate adults are women, a proportion unchanged for the last 20 years. Regarding employment, estimates reveal that only 50 per cent of women of working age are in the labor force, compared to 77 per cent of men. Women are found to remain concentrated in low paid jobs and earn on average between 70 and 90 per cent of what men earn.

Furthermore, women spend on average three hours more per day than men on household chores and caring for family members in developing countries and two hours more per day than men in developed countries. As a result of the gender division of paid and unpaid work, in many countries, women continue to be economically dependent on their spouses.

Lone mothers with children constitute about 75 per cent of all one-parent households and suffer higher poverty rates than lone father or two parent households”²¹.

²⁰ <https://news.un.org/en/story/2015/10/513142-women-worldwide-live-longer-healthier-lives-better-education-says-new-un-report> ; accessed October 15, 2018

²¹ See footnote 20

Handout H2-4

Gender Terms

Term	Definition
Gender	<p>Refers to the roles, behaviors, activities and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationship between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable.</p> <p><i>Source: UN Women OSAGI Gender mainstreaming concepts and definitions</i></p>
Gender analysis	<p>A critical examination of how differences in in gender roles, activities, needs, opportunities and rights effect men, women, girls and boys in certain situations and contexts.</p> <p><i>Source: UNICEF, UNFPA, UNDP, UN Women: “Gender Equality, UN Coherence and You</i></p>
Gender Based Violence (GBV)	<p>GBV is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed difference between men and women. The nature and extent of specific types of GBV varies across countries, cultures and regions. Examples include sexual violence including sexual exploitation/ abuse and forced prostitution; domestic violence, forced/early marriage; harmful traditional practices such as female genital mutilation; honor killings and widow inheritance. There are different kinds of violence, including (but not limited) physical, verbal, sexual, psychological, and socio-economic violence.</p> <p><i>Source: UNICEF, UNFPA, UNDP, UN Women: “Gender Equality, UN Coherence and You</i></p>

Term	Definition
Gender equality	<p>Refers to equal rights, responsibilities and opportunities of women and men and boys and girls. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a pre-condition for, and indicator of, sustainable people-centered human development.</p> <p><i>Source: UN Women OSAGI Gender Mainstreaming Concepts and Definitions.</i></p>
Gender equity	<p>This is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.</p> <p><i>Source: UNFPA</i></p>
Gender Focal Points/Persons	<p>Change agents whose over-riding role is one of advocating for increased attention to and integration of gender equality in his/her agency's policies and programs. He/she may also facilitate communication and connections related to gender equality and empowerment, and dissemination of what has worked well in the organization.</p> <p><i>Source: UN Women ITC-ILO 2013, Blended course for UN system gender focal points</i></p>
Gender gap	<p>The discrepancy in opportunities, status and attitudes etc. between men and women.</p> <p><i>Source: https://en.oxforddictionaries.com/definition/us/gender_gap</i></p>
Gender mainstreaming	<p>Involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities and resource allocation; development of organizational functions, programs; and the policies procedures and practices of institutions.</p> <p><i>Source: OSAGI Gender Mainstreaming/ The UNITED NATIONS.</i></p>

Term	Definition
Gender neutral	<p>Gender norms, roles and relations are not affected (worsened or improved).</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender perspective	<p>A way of seeing or analyzing, which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any program, policy or organization.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender responsiveness	<p>Means going beyond acknowledging gender gaps and to really doing something about the discrepancies and to overcome historical biases. It also refers to identifying and removing the constraints and barriers that limit women's access to such rights as education, employment and careers.</p> <p><i>Source: UN Women/REFAC Cameroon</i></p>
Gender sensitive	<p>Addressing gender norms, roles and access to resources in so far as needed to reach the objective/goal.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Gender sensitization/ sensitivity training	<p>Refers to training that changes awareness, behavior towards, and perceptions about people because of their gender and gender orientation. It is one of the first steps in a gender education course or program.</p> <p><i>Source: UNESCO</i></p>
Gender statistics	<p>Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. They reflect gender issues, that is, questions, problems and concerns related to all aspects of women's and men's lives, including their specific needs, opportunities and contributions to society. They should also adequately reflect differences and inequalities in the situation of women and men.</p> <p><i>Source: Gender Statistics Manual, UNSTATS</i></p>

Term	Definition
Gender stereotypes	<p>Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles between men and women. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Gender transformative	<p>Transforming unequal gender relations to promote shared power, control of resources, decision-making and support of women's empowerment.</p> <p><i>Source: UN-INSTRAW (now UN Women), Glossary of gender related terms and concepts (adapted from Eckman 2002)</i></p>
Sex	<p>Either of the two main categories (male and female) into which humans and many other living things are divided on the basis of their biology and reproductive functions</p> <p><i>Source: https://en.oxforddictionaries.com/definition/sex</i></p>
Sex-disaggregated data	<p>Data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data is necessary for effective gender analysis.</p> <p><i>Source: UN Women Training Centre's Gender Equality Glossary</i></p>
Sexual harassment	<p>Any unwelcome sexual advance, request for sexual favors, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behavior, it can take the form of a single incident. Sexual harassment may occur between persons of the opposite or same sex. Both males and females can be either the victims or the offenders.</p> <p><i>Source: UN Women Anti-Harassment Policy</i></p>

Term	Definition
Equal opportunities	Allows for positive discrimination in any discrimination category including gender. That means that there can be a quota for women in under-represented areas and women can be favored over men in the recruitment processes. Equal opportunities facilitate career mobility in employment positions for women specifically into higher positions.
Women's empowerment	The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).
<i>Source: UN Women Training Centre's Gender Equality Glossary</i>	

Handout H2-5

The 24-Hour Day

Group work instructions

Complete the task below assigned to your group number. You have 20 minutes to do so:

Group 1 (women): Imagine the tasks/activities your grandmother did at every hour of the day and write them down on colored cards (one card for every hour)

Group 2 (men): Imagine the tasks/activities your grandfather did at every hour of the day and write them down on colored cards (one card for every hour)

Group3 (women): Imagine the tasks/activities your mother does at every hour of the day and write them down on colored cards (one card for every hour)

Group 4 (men): Imagine the tasks/activities your father does at every hour of the day and write them down on colored cards (one card for every hour)

Group 5 (women): Write down the tasks/activities you have to do every hour of the day and write them down on colored cards (one card for every hour)

Group 6 (men): Write down the tasks/activities you have to do every hour of the day and write them down on colored cards (one card for every hour)

You may have several different tasks for some of the hours. Tasks do not need to be “work”. It can be any tasks/activity e.g. sleeping, knitting, breast-feeding, community meeting, etc.

Present your cards to the rest of your group and discuss your selection, make changes as necessary (30 minutes)

Present your cards to the plenary describing whom you are presenting. Say something about the person’s life, work, age, origin (10 minutes each group).

You may use this table for your own reflection and later transfer the activities to the colored cards to be pinned on to the soft board table.

²² Adapted from: OXFAM Gender Training Manual (1994), p179

Grandparents/parents/myself					
Time	Women	Men	Time	Women	Men
6am			6pm		
7am			7pm		
8am			8pm		
9am			9pm		
10am			10pm		
11am			11pm		
12			12		
1pm			1am		
2pm			2am		
3pm			3am		
4pm			4am		
5pm			5am		

Handout H2-5a

Mr. Moyo

A story: Mr. Moyo goes to the doctor

"What is your job?" asked the doctor.

"I'm a farmer." replied Mr. Moyo.

"Have you any children?" the doctor asked.

"God has not been good to me. Of 15 born, only 9 alive." Mr. Moyo answered.

"Does your wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four o'clock in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the homestead. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the two smallest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.

"You come home at midday?"

"No, no, she brings the meal to me about three kilometres away."

"And after that?"

"She stays in the field to do the weeding, and then goes to the vegetable garden to water."

"What do you do?"

"I must go to discuss business and drink with the men in the village."

"And after that?"

"I go home for supper which my wife has prepared."

"Does she go to bed after supper?"

"No, I do. She has things to do around the house until 9 or 10."

"But I thought you said your wife doesn't work."

"Of course she doesn't work. I told you she stays at home."

(Source: Presented by the Women and Development Sub-committee Ministry of Community Development and Community Affairs, Zimbabwe to Women's Regional Ecumenical Workshop, 26 June - 6 July 1989, Harare, Zimbabwe)

Handout H2-5b

The Lie of the Land



Agroforestry Today, Vol 1, No 2.

Handout H2-5c

Types of Work/Triple Role

Work can be divided into three main categories. Women's roles encompass work in all these categories, and this is referred to as women's 'Triple Role'.

Productive work involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

Reproductive work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, house-keeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for the most part manual-labour-intensive, and time-consuming. It is almost always the responsibility of women and girls.

Community work involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in economic analyses of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here.

Women, men, boys and girls are likely to be involved in all three areas of work. In many societies, however, women do almost all of the reproductive and much of the productive work. Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in development projects. When they do participate, extra time spent farming, producing, training or meeting, means less time for other tasks, such as childcare or food preparation.

(Source: *Two Halves Make a Whole: Balancing Gender Relations in Development* CCIC/MATCH/AQOCI)

Handout H2-5d

Practical and Strategic Gender Needs

Practical gender needs

- They are a response to an immediate perceived necessity.
- They are formulated from concrete conditions.
- They are derived from women 's position within the gender division of labour (i.e. the women's role).
- They do not challenge the subordinate position of women although they arise out of it.
- They are needs mainly arising from and reinforcing women 's reproductive and productive role.

Practical gender needs may include

- Water provision.
- Health care.
- Income earning for household provisioning.
- Housing and basic services.
- Family food provision.

They are needs shared by all household members yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

Strategic gender needs

- These are formulated by an analysis of women's subordination in society.
- When addressed, they should lead to the transformation of the gender division of labour.
- They challenge the nature of the relationship between men and women.
- They aim to overcome women 's subordination.

Strategic gender needs may include

- Abolition of sexual division of labour
- Alleviation of the burden of domestic labour and child care
- The removal of institutionalised forms of discrimination such as rights to own land or property
- Access to credit and other resources
- Freedom of choice over child bearing
- Measures against male violence and control over women.

Handout H3-2

Analyzing the Situation at our School

Group work instructions²³

The objective of this exercise is to get to know better the current situation at the school in regard to gender issues.

Read carefully the group work instructions before you start working. Clarify any questions with the facilitator (10').

Exercise

Step 1: Select one or two of the five elementary questions identified in the previous exercise.

Step 2: Develop a short questionnaire for what you are intending to investigate (15'). You may use the five questions you developed in Exercise 3-1 Five elementary questions on gender at the school. You can also choose other questions you feel are relevant.

Step 3: Go and ask for the information needed from your target group. For example, this may be your own team/department, or the general school population. (30')

Step 4: Record all information received and come back to your group (15')

Step 5: Collate the information and discuss the results amongst your small group then elaborate a presentation (this may be a drawing, a table, a list of statements, etc.) (15')

Step 6: Present your results in the plenary (10').

²³ Examples for questions for analysis: What are problems in our department related to gender? How many women and men work in the department and in which positions? What are the distinct functions of men and women in the department? Who is doing what? How do men and women relate during their work? What are teaching methods applied by men and women teachers?

Handout H4-1

Planning my/our Transfer Project

Introduction

The purpose of this exercise is to develop a transfer project that helps to improve gender equality at your school, or in your department/working unit. It also provides an opportunity for you to put into practice what you have learnt so far in the gender training workshop.

The following recommendations will help you to complete this exercise successfully:

- a) Select a small project that does not need too much assistance from other people/institutions/entities
- b) Base the selection on the previous exercises in which you developed ideas for changes at the school in favor of gender equality
- c) Relate the transfer project/activity to the adopted gender action plan
- d) Follow the group work instructions closely – this will help you make best use of the little time you have to conduct the exercise

Procedure

Step 1: Organize your workplace and your team (facilitator, time keeper, researchers, writer, presenter, etc.)

Step 2: Decide on a small project that you are going to implement in the next three months in your working unit, which is based on or related to the activities in the adopted gender action plan.

Step 3: Write down individually on colored cards what you want to be changed in your school to improve gender equality.

Step 4: Pin the cards to the softboard and cluster according to issue/topic.

Step 5: Decide as a group which of the clustered topics to tackle.

Step 6: For the development of the project objectives and content the following questions will help you to structure your thinking:

- What will be the end-result of the project? (this is the objective/aim)
- Why are we going to do it? (this is the justification)
 - Use the situational analysis to describe the problem you are addressing with the project, the objective/s to be reached and the justification for it (see power point slides on transfer projects)
- How are we going to realize it? What are practical approaches? (this is the strategy)
 - What are we going to do concretely? As a team? As individual? (these are tasks and activities/ responsibilities)

- What kind of support do we need? Whom do we need to convince? Who may be hindering us? (this is the stakeholder analysis). Identify and describe the important stakeholders involved or affected. These can be other school departments, student groups, committees, etc.
- What are your assumptions, what are risks? (optional for three-day workshop)
- Define the main activities/ the next steps.
 - What is the first step?
 - What are next steps?
- Draft a log-frame for your project (optional for three day-workshop)
- When are we going to start? (this is the time frame)
- How do we measure results and success? (see H4-2 ppt) (optional for three-day workshop)
 - Define at least 2 indicators per project objective measuring your expected achievements over time
- How much will it cost?
- Select a convincing title for your transfer project

Step 7: Prepare your presentation for the plenary (this can be a PowerPoint presentation, a text that you present, flipcharts outlining each of the chapters, soft board with colored cards). The full text should not exceed two max. three A4 pages:

- The presentation should have the following structure: title, objective, target group, list of activities, time plan, cost estimates for each of the activities (budget).

You can use the following documents/handouts for your group work:

- H4-2 PPT Gender training workshop which includes
 - Logframe template
 - SWOT analysis template
 - organizational plan template
- Gender action plan of your school

Handout H4-3

Transfer Project Evaluation Criteria

Nr	Criterion	Maximum points to be given
	Background	
1	The topic is well-elaborated	5
	Rational	
2	The points are made clearly / there is a clear key message (what it is all about?)	5
	Strategy	
3	Logical flow of ideas (intervention logic)	5
	Presentation	
4	Reasonable number of slides (max 1 slide per minute)	2
6	Attractive layout (not monotonous)	2
7	Respect of time (max 15 min)	1
	Total	20

Handout H5-1

Post-Test

1. What, in your point of view is the difference between the terms: “sex” and “gender”?
2. What gender stereotypes are you confronted with in your working environment? To what extent are these stereotypes positive? To what extent are they negative?
3. What gender stereotypes do you use often in your social environment? In your point of view, what do you think are reasons for using them?
4. If you were asked to describe the concept of gender to someone, what would you list as its key features?
5. Please write down up to five differences in the daily work(load) between men and women in your societal setting.
6. In your point of view, what are relevant questions to answer in order to analyse the situation in your working unit/institution in regard to gender equality?
7. What do you think you can personally do to increase gender equality in your working unit/school?

Handout H5-2

Pre- and Post-Test answers

Pre-test and post-test

1. What, in your point of view is the difference between the terms: “sex” and “gender”?
The difference between the terms “sex” and “gender” is the following: “sex” refers to the biological (natural) differences in the physical features/characteristics of a male and a female person. “Gender” refers to the social roles, responsibilities, and the power relations between men and woman in a society. These roles are learnt and not inherited.
2. What gender stereotypes are you confronted with in your working environment? To what extent are these stereotypes positive? To what extent are they negative?
 - Men are more intelligent compared to women
 - Women do not participate in class, they are shy
 - Men perform better academically
 - Women are not active

These stereotypes might be considered positive because everybody “knows” them and there is security about one’s own role. They can also be negative because they stigmatize women and therefore maintain the unequal power relations between men and women.

3. What gender stereotypes do you use often in your social environment? In your point of view, what do you think are reasons for using them?
 - Women are in the home
 - Women take care of the children
 - Women cook
 - Men are outside the home
 - Men provide for the family
 - Men make the important decisions

Reasons for using them certainly lie in the cultural environment and the traditional task sharing between men and women. Although societies, including gender roles, change over time, thinking tends to stay behind, even a long time after roles have changed. Nowadays women study, they are more independent, they share the family income and are professionals. But still the typical stereotypes are maintained in the society, particularly in the rural areas. Using gender stereotypes helps in day to day living, one does not have to critically reflect but just does many things without thinking or analyzing.

4. If you were asked to describe the concept of gender to someone, what would you list as its key features?
Key features/components of the gender concept are:

- Gender is different from sex; it is not biologically determined
 - It varies from culture to culture, and with the economic, social, and political context
 - It varies over time
 - We learn gender roles, which implies they can change
 - Persons who act outside their assigned gender roles may face disapproval from family and society
 - It is important to consider gender relationships
 - Gender relationships are power relationships.
5. Please write down up to five differences in the daily work(load) between men and women in your societal setting.
- Women get up early in the morning to prepare breakfast and fetch water, while men sleep later and get served by the women
 - Women are mostly the ones who sell vegetables at the market, while men do the farm work
 - Women are the ones who prepare food, while men come home and expect the dinner to be ready for them
 - Men relax in the evenings while women have to clean the house and wash the dishes
 - Women take care of the children while men meet with their friends to talk.
6. In your point of view, what are relevant questions to answer in order to analyze the situation in your working unit/institution in regard to gender equality?
- All the questions that the groups developed during the exercise in the gender training, for example:
- What is the share of women and men among students in all levels and all study fields?
 - What is the share of women and men among faculty members in all study fields?
 - How many women are in decision making positions at the school compared to men?
 - To what extent is gender a known concept among students, faculty, and employees at the school
 - What are prejudices about women and men at the school?
7. What do you think you can personally do to increase gender equality in your working unit/school?

All the answers given in the post-test when they relate to activities and actions/attitudes of the responding individual.

Annex

Module Outlines

Module 1 Workshop introduction

Module 2 Gender Sensitization and Concepts

Module 3 Why gender matters for our school

Module 4 Mainstreaming Gender in our School

Module 5 Wrap up and closure

HTI Gender Training Content Summary	
Module 1 Workshop Introduction	
Session	1
Units	2
Contribution/ Relevance of the Module	During the introductory session the learning community is built, and the process and content of the workshop is communicated. A successful introduction will enable the participants to fully engage in the process and develop good individual and institutional results. The introductory module also serves to identify the existing technical knowledge of the participants so that the facilitator(s) can adapt to this accordingly.
Duration	2x45'
Required preparatory reading	none
Lecturer/Facilitator	TBD
Learning objectives	<p>At the end of the session</p> <ul style="list-style-type: none"> • Participants have built their learning community • Participants know to what extent the workshop program will satisfy their expectations • Participants have become familiar with the training approach and methodology • The existing technical knowledge in regard gender and gender issues has been determined
Learning activities	<p>Getting to know each other (subgroups, individuals)</p> <ol style="list-style-type: none"> 1. Short sociogram (E1-1) to identify the various subgroups among the participants: <ul style="list-style-type: none"> • According to gender • According to functional groups • According to exposure to gender issues (line of gender competence in the group from 10 to 1: (10: gender competent, 5: know what gender means and can explain, 1: don't know anything or very little about gender) 15' 2. Individual Introduction: <ul style="list-style-type: none"> • One-to -one Interview (E1-2) or • "Wanted" Exercises (E1-2a) 25' 3. Expectations <ul style="list-style-type: none"> • as part of the partner interviews or • writing expectations on colored cards and posting them on a soft board (E1-3) 20' 4. Presentation of the program 10' 5. Pre-test (H1-1) 20'
Further reading	

HTI Gender Training Content Summary

Module 2 Gender Sensitization and Concepts

Session	2 to 4
Units	6
Contribution/ Relevance of the Module	A successful gender training needs to sensitize participants to a gender perspective on the one hand and on the other, provide technical conceptual knowledge on gender. Both content areas complement each other as dealing with gender touches individuals' deep rooted perceptions and identifications. Without sensitizing to apply gender lenses to the realities of work and everyday life, technical knowledge cannot be transmitted easily. Sensitization will deal with internal individual barriers that need to be overcome if technical gender knowledge is to have an effect.
Duration	6x45'
Required preparatory reading	none
Lecturer/Facilitator	TBD
Learning objectives	At the end of the session <ol style="list-style-type: none"> 1. Participants are able to change perspectives 2. Participants have improved their technical gender knowledge 3. Participants are able to engage in a true gender dialogue
Learning activities	Group work exercises <ol style="list-style-type: none"> 1. Sharing work experiences (E2-1) 2. Quiz on roles and activities of women and men (E2-2) (if time allows) 3. What is gender? (E2-3) 4. Discussing gender terms using the gender terms handout (E2-4). 5. The 24 hours day (E2-5) (if time allows) alternatively reading the story of Mr. Moyo goes to the doctor (H2-5a)
Material	Handouts "What is gender"(H2-3a) and "Unpacking gender" (H2-3b) Handouts 2-5a to 2-5d Handout: Gender Terms (H2-4)
Further reading	The Oxfam gender training manual is available online in its various chapters under the following link: https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359

HTI Gender Training Content Summary	
Module 3 Why Gender Matters for our School	
Session	5 and 6 (1/2)
Units	3
Contribution/ Relevance of the Module	This module will apply the learning from the second module to the concrete working environment of the participants. They will use the information they have about the school or their own departments and working units to analyze the situation in regard gender issues at the school and identify opportunities for change. The module represents the link between the sensitization and knowledge part of the workshop with its action part.
Duration	3x45'
Required preparatory reading	none
Lecturer/Facilitator	TBD
Learning objectives	<p>At the end of the session</p> <ol style="list-style-type: none"> 1. Participants have developed strategies to overcome barriers and to use opportunities for working with men and women to promote gender equality at the school 2. Participants have conducted a situational analysis in regard gender at their departments/at their school and identified potential opportunities for change
Learning activities	<p>Group work exercises</p> <ol style="list-style-type: none"> 1. Five elementary questions on gender at the school (E3-1) 2. Group work on situation analysis (E3-2). Groups may be structured according to function, according to departments, or according to issues/topics to address. This will depend on the composition of the overall participant group. Potential opportunities for change could be: institutional policies (e.g. recruitment), data systems, organizational culture (e.g. student-teacher relationships), or technical gender competence (e.g. teaching methods). Exercise: go and valid data about your department that shows how gender issues are taken or not taken into account. 3. Information market: presentation of group work results and discussion about how these results may influence the planned transfer projects.
Material	Group work instructions on Situational Analysis (H2-3)
Further reading	The Oxfam gender training manual is available online in its various chapters under the following link: https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359

HTI Gender Training Content Summary

Module 4 Mainstreaming Gender in our School

Session	6 (1/2), 7 and 8 (1/2)
Units	4
Contribution/ Relevance of the Module	This module will contribute to developing practical and concrete activities for improving gender equality at the school. The action orientation of the gender training will provide room for such activity planning. At the same time, participants will be introduced to the planning cycle and develop their transfer project according to the operational plan grid. This way, they will finalize the workshop with a concrete product to be used.
Duration	4x45'
Required preparatory reading	none
Lecturer/Facilitator	TBD
Learning objectives	At the end of the session <ol style="list-style-type: none"> 1. Participants have developed small transfer projects for the school that have the potential to improve gender equality 2. Participants have experienced working as a gender team
Learning activities	Group work exercises <ol style="list-style-type: none"> 1. Facilitator input: introduction to group work (H4-2 ppt) and group work instructions (H4-1) 2. Group work on different transfer projects 3. Presentation of group work and discussion of transfer projects (if time allows using the H4-3 Evaluation criteria for transfer project proposal)
Material	Group work instructions H4-1 Power point presentation on transfer project planning (H4-2)
Further reading	The Oxfam gender training manual is available online in its various chapters under the following link: https://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359

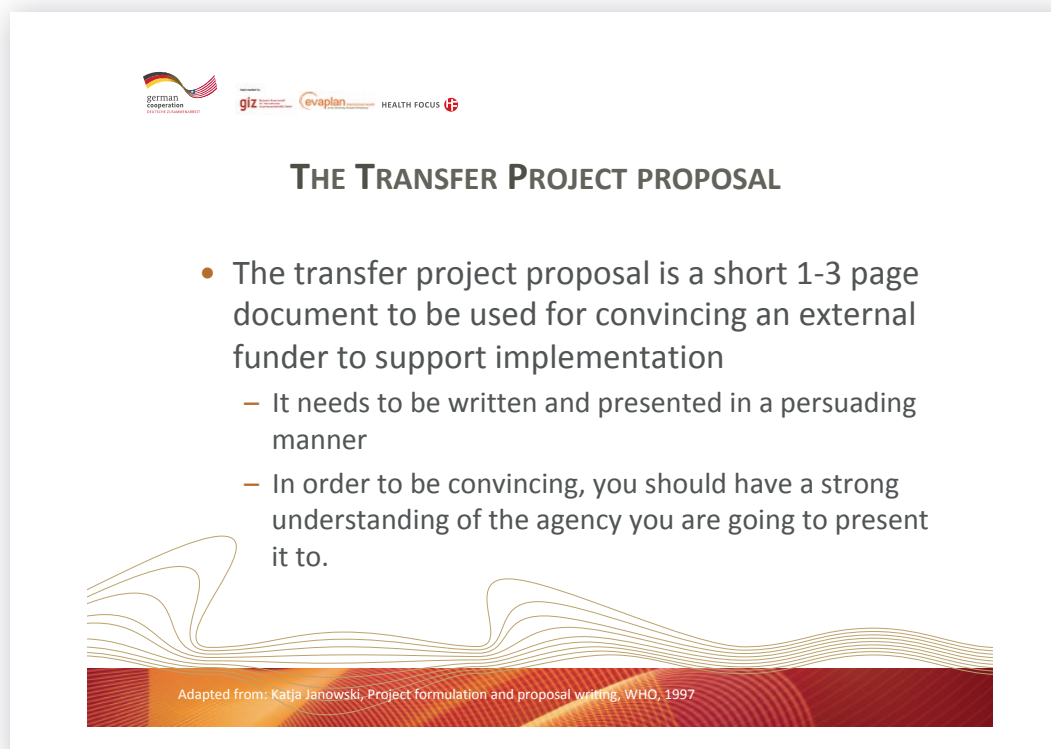
HTI Gender Training Content Summary	
Module 5 Wrap up and Closure	
Session	8 (1/2)
Units	1
Contribution/ relevance of the Module	In any workshop, it is essential to have a formal wrap up and closure that gives participants and facilitators an opportunity to address open questions, summarizes the workshop content and process, and delineates the way forward. It is equally important to determine to what extent the expectations from the beginning of the workshop have been met. In a training workshop, the post-test compares the knowledge at the start of the workshop with the knowledge at the end. This helps both participants and facilitators to get an objective picture of the immediate results/outcome of the training.
Duration	45'
Required preparatory reading	none
Lecturer/Facilitator	TBD
Learning objectives	At the end of the session <ol style="list-style-type: none"> 1. Open questions have been addressed and answered 2. Participants have evaluated the workshop 3. Knowledge gains have been identified
Learning activities	Group work exercises <ol style="list-style-type: none"> 1. Facilitator input: Summary of the workshop content and process by the facilitator 2. Q and A session: addressing potential open questions 3. Participants write on colored cards to what extent their expectations have been met 4. Post Test (H5-1) (and if time allows discussion of correct answers to the post-test using the handout (H5-2)
Material	Correct answers to pre- and post-tests (H5-2)
Assessment	Post Test Results compared with Pre-Test results
Further reading	

POWERPOINT PRESENTATION

Transfer Project



click to open the presentation



Adapted from: Katja Janowski, Project formulation and proposal writing, WHO, 1997



THE TRANSFER PROJECT PROPOSAL

- Project documents normally accompany the proposals. They describe what the project is going to do and how.
 - *Relevant parts of a comprehensive project proposal document are*
 - *The Logical Framework Table*
 - *The Operational Plan/ Implementation Plan*
 - *The Detailed Budget*

Adapted from: Katja Janowski, Project formulation and proposal writing, WHO, 1997



THE TRANSFER PROJECT PROPOSAL: STAGES

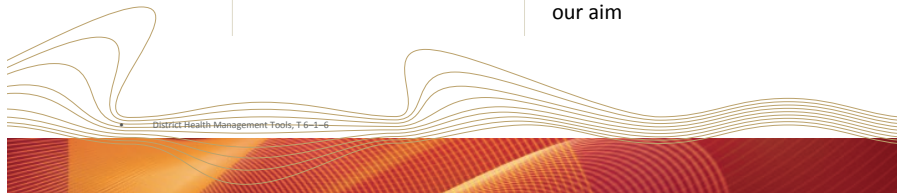
- Stage 1 Formulation
 - **Formulating the idea,**
 - Defining the objective: What is going to change in terms of gender equality?
 - Planning the arguments: Why is such a change needed?
 - **Preparing a preliminary concept note/project proposal**
 - Collecting supporting evidence: What data and information (quantitative and qualitative) support the idea?
 - Writing the proposal document: What content are we going to present?
 - Cleaning and packaging it: How are we going to present the proposal?

Adapted from: Katja Janowski, Project formulation and proposal writing, WHO, 1997



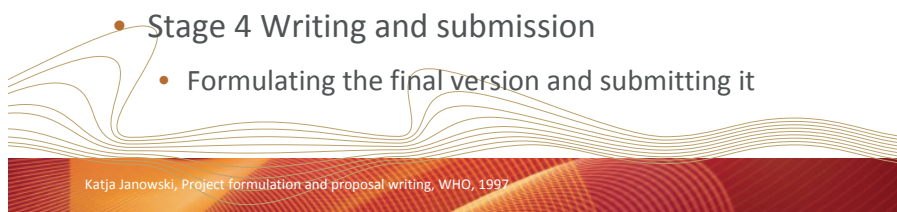
SWOT Analysis

	Positive	Negative
Internal	Strength: something others do not have, an advantage	Weakness: something only we have, something to be improved
External	Opportunity: something favourable to our goals	Threat: an obstacle, something threatening our aim



TRANSFER PROJECT PROPOSAL: STAGES

- Stage 2 Circulating and feedback
 - Among colleagues or stakeholders to receive feedback and suggestions for adaptations
- Stage 3 Communication with funding agencies
 - Sharing the draft with potential funder
- Stage 4 Writing and submission
 - Formulating the final version and submitting it



Katja Janowski, Project formulation and proposal writing, WHO, 1997



TRANSFER PROJECT PROPOSAL: GENERALITIES

- Make sure the proposal has a logical flow of its arguments and an inherent consistency
- It should be written clearly and be easy to understand, considering the variety of different stakeholders you will consult
- The clearer you are in your own mind, the better your proposal presentation will be

Katja Janowski, Project formulation and proposal writing, WHO, 1997



PARTS OF THE TRANSFER PROJECT PROPOSAL DOCUMENT

- **Version (draft/final) and date of submission**
- **Project overview**
 - Title page
 - Time span/Duration
 - Budget requested
- **Applying organization/department**
 - Name
 - Address
 - Representative



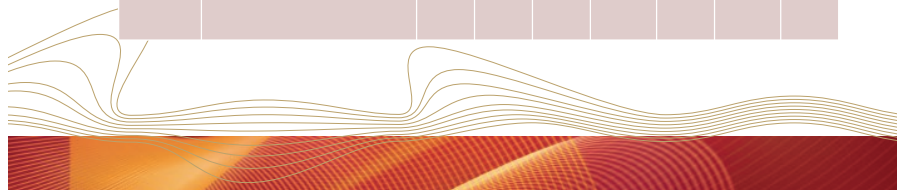
PARTS OF THE TRANSFER PROJECT PROPOSAL DOCUMENT

- **Project description**
 - Context and problem statement
 - Project objective
 - Target group, intervention areas and main stakeholders
 - Approach and main activities
- **Implementation plan**
- **Budget**
- **Results framework**
 - *Indicators for success and achievement of objective/s*



THE PROJECT DOCUMENT: IMPLEMENTATION PLAN

Year	2018							
No.	Activity/Month	1	2	3	4	5	6	7
1	Activity 1							
2	Activity 2							





THE PROJECT DOCUMENT: BUDGET

- Project Title
- Organization

Description of expenditure item	Unit type	Quantity	Frequency	Unit cost	Total

CHAPTERS/MODULES OF A COMPREHENSIVE PROPOSAL

Name of Chapter	Question	Content
Summary	<i>What is it all about?</i>	
Problem statement	<i>Where are we now?</i>	Background, Needs analysis
Goals and Objectives	<i>Where do we want to go?</i>	Goals Objectives
Strategy	<i>Which route will we take?</i>	Components, Assumptions, Methods, Outputs, Feasibility
Implementation plan	<i>How will we travel there?</i>	Resource inputs, Workplan Organization
Monitoring and Evaluation	<i>How will we know, when we arrive?</i>	Monitoring, Evaluation
Budget	<i>How much will it cost?</i>	Capital costs, recurrent costs
Annex, Profile of the applicant	<i>Who are we?</i>	Organization, Record of achievements

Katja Janowski, Project formulation and proposal writing, WHO, 1997

COMPONENT EIGHT

Gender Action Plan

This component contains an example of a consolidated gender action plan developed during the gender audit workshop and later adopted by the university's executive management. This forms the basis for implementation of activities.

Gender Action Plan

ACTIVITIES	WHEN	HOW LONG	WHERE	RESPONSIBLE PARTIES	WITH WHOM	NECESSARY RESOURCES/ MATERIAL(S)
Collection of Set Disaggregated Data	October 22-30 Daily	(15) days	At the institution	Gender office Recourse officers Admissions Registrar Office	Academic Affairs (Colleges)	Stationeries Lunch provision Teamwork
Gender training for both Students and Faculty within the University	Semester I & Semester II	Regularly	University At school	Gender Office Counseling Office German Cooperation (GIZ)	Students Faculty Staff	Stationeries Provision of Lunch Projector
Develop a calendar of gender Sensitization activities at the campus throughout the semesters.	November 2018	Two days	University	University (Gender Office) & German Cooperation (GIZ)	Students Faculty Staff	Personnel University & German Cooperation (GIZ)
Organize outreach activities to communities and high school to sensitize them about gender issues and career opportunities for girls and boys.	January 2019	Regularly Weekly Monthly	University campus At school	Gender Office Counseling Office German Cooperation (GIZ)	High Schools: Students Teachers Administration	Transportation Banner Poster Personnel

ACTIVITIES	WHEN	HOW LONG	WHERE	RESPONSIBLE PARTIES	WITH WHOM	NECESSARY RESOURCES/MATERIAL(S)
Organize Gender training University Gender Director	November 2018	Two weeks	Liberia Ghana Nigeria other	German Cooperation (GIZ)		
Establish a full functioning gender center	November 2019	One year	University Campus	University Center for Gender & Development, German Cooperation	University, for students, staff, faculty, girls & boys	Personnel Logistics Projector Equipment for skill training.
Establishment of a gender club at the University	February 2019	Two weeks	University Campus	University Gender Office	University, for students, staff, faculty, girls & boys	Employees (Committee) Provision of lunch



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