BOOKLET #1

USERS' GUIDE

The Users' Guide has two purposes: to provide background into the development of the Gender and Development (GAD) and Participatory Analysis for Community Action (PACA) materials and information on how to use the *Gender and Development Training* manual. It contains the references used in the training sessions, both print and video.

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BACKGROUND

THE PEACE CORPS' COMMITMENT TO WOMEN

Peace Corps Volunteers and staff work in grassroots development projects in almost one hundred countries in Africa, Asia and the Pacific, Eastern Europe, Latin America, and the Newly Independent States of the Former Soviet Union. Historically, many of these projects have included women as an integral component of project implementation.

In 1974, the Peace Corps Act of 1961 was amended to include the Percy Amendment which states: **"In recognition of the fact that women in developing countries play a significant role in the economic production, family support and overall development process, the Peace Corps shall be administered so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economies of developing countries, thus improving their status and assisting in the overall development effort."**

The Peace Corps Women in Development (WID) Office was established in 1975 to ensure that the Agency meets the mandate of the Percy Amendment by integrating women into the economic, political, and social development of their own communities and countries through Peace Corps projects and training programs. The Women in Development Coordinator is charged with supporting these efforts by providing technical advice to staff and Volunteers on how women's needs can be addressed in the Peace Corps' development activities.

Initially, Women In Development Volunteers developed separate women's projects. More recently there has been a philosophical and programming shift by WID specialists and the international development community away from separate women's projects, which generally have been thought to serve to marginalize women further. Efforts now center on integrated projects which include both women and men and address their different roles, rights, responsibilities, and priorities.

The philosophical basis of this broader approach has several components:

- First, effective, sustainable development interventions will only occur when the needs and priorities of all community members are taken into account;
- Second, the integration of women into the systematic examination of those needs and priorities will lead to the identification of opportunities in project design and implementation which will strengthen projects and their overall impact;
- Third, this systematic incorporation of women will further the goal of institutionalizing the Agency's commitment to the letter and spirit of the Percy Amendment; and,
- Finally, the inclusion of women from the problem analysis stage through evaluation will bring women into Peace Corps activities as full participants, rather than as helpless victims or passive beneficiaries.

To institutionalize this more inclusive philosophy, the WID Office has developed a broad plan which includes training of Volunteers, staff and host country counterparts; development of sector-specific components to a WID Supplement to the Programming and Training

System (PATS) manual; and development and acquisition of resource materials which provide the gender-sensitive tools for needs analysis and project implementation, thus insuring that women's priorities will not be ignored simply because they have been invisible.

Specific initiatives and training tools to implement this broader Gender and Development (GAD) approach began in 1994 when the Peace Corps received a Participating Agency Service Agreement (PASA) grant for Women's Organization and Participation from the U.S. Agency for International Development (USAID). This grant provided funds for two related spheres of activities. The Gender and Development Training Initiative sought to institutionalize the consideration of gender issues throughout the Peace Corps by developing training programs and materials for all levels of the Peace Corps staff, Trainees, Volunteers, and their counterparts. The Girls' Education Initiative sought to raise the awareness of the issues of girls' education within existing Peace Corps education programs and among staff, Volunteers, and host country counterparts; to increase the number of Peace Corps education projects which specifically addressed the issue of girls' education and its concomitant problems; and, to integrate girls' education themes into other sectors which had a direct bearing on the issue, including health, environment, youth development, and business development.

The Girls' Education Initiative is documented in the second section of this notebook. The remainder of this booklet and the following seven booklets refer to the Gender and Development Training Initiative.

DEPTH OF KNOWLEDGE OR SKILLS NEEDED AS RELATED TO JOB REQUIREMENTS

The Peace Corps' efforts to institutionalize the inclusion of girls and women in the development process required a system of implementing training. It was clear that everyone within the Peace Corps did not need the same depth of knowledge or level of skill related to gender concerns. Because of job responsibilities, some might need skills to carry out gender-sensitive activities, while others might need only an awareness and understanding in order to support others' actions. A model for determining the basic elements of institutionalization is the Gender Concerns in Development (GCID) Framework introduced through USAID's Gender in Economic and Social Systems (GENESYS) Project. It has been modified to fit the Peace Corps' needs. [Reference: "The Basic Elements of Institutionalization", *GCID Framework: A Tool for Assessing Institutionalization of Gender Concerns in Development Organizations*, Gender Analysis Tool Kit, USAID, Washington, DC, pages 6-8.]

In determining the type of Gender and Development training the Peace Corps provides to its staff, Trainees, Volunteers, and host country counterparts and colleagues, the following seven categories are considered. Note that one might gain **knowledge** in some area without having the practice *during training* which would produce **skills**. Therefore, the choice of the word knowledge rather than skills should be an indicator of what a training program would produce.

1. Awareness
2. Commitment: motivation, finances, resource people
3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
4. Knowledge about or skill in application of findings of gender analysis

5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
6. Knowledge about or skill in reporting lessons learned
7. Skill in training others in GAD and gender analysis skills

AWARENESS

Gender Awareness is the conscious knowledge that communities are not homogeneous, and that benefits from development programs and national policies do not automatically accrue equally to all members and segments of a given community. In many instances these inequalities are due to gender differences in the division of labor, rights, responsibilities, and access to resources. Gender awareness also implies recognition by policy makers that development efforts need to be consciously planned and implemented to seize opportunities and surmount constraints linked to gender differences in access to resources.

COMMITMENT: MOTIVATION, FINANCES, RESOURCE PEOPLE

Awareness is necessary but not sufficient. Institutional changes occur only when there are motivation, financial support, and resource people dedicated to incorporating that awareness into operational procedures. This includes development of training materials and programs, providing training at various levels, and making resource people available to advise and follow-up. In the Peace Corps, this also includes the commitment to train local training resources and host-country nationals so that the knowledge and skills do not disappear when the Peace Corps staff and Volunteers leave.

KNOWLEDGE ABOUT OR SKILL IN SELECTING, USING, AND ANALYZING DATA GAINED FROM GENDER ANALYSIS TOOLS

The initiative to seek out relevant gender data is crucial for establishing realistic projects. For existing projects in the Peace Corps, monitoring changes in the economics or social order that impact differently on men and women are also important. For example, environmental programs designed to preserve national parks and forests must take into consideration the roles their products play in the subsistence level of surrounding communities and how their use might vary by gender. Furthermore, educational and training programs about alternative fuel or food sources need to be directed at the persons who are responsible for those activities, men or women, girls or boys.

KNOWLEDGE ABOUT OR SKILL IN APPLICATION OF FINDINGS OF GENDER ANALYSIS

Information from gender analysis needs to be integrated into operational terms. For example, project plans should recognize gender issues such as culturally-based lack of recognition of female headed households or gender-specific constraints on lack of credit, and devise strategies for coping with these constraints.

KNOWLEDGE ABOUT OR SKILL IN IDENTIFYING GENDER ISSUES IN MONITORING AND EVALUATION

A minimal requirement in monitoring and evaluation is the disaggregation of data by sex. This provides information on who is being reached by the project activities. Other skills include considering the tasks involved in or related to targeted activities, such as fish ponds, bee-keeping, micro-enterprises, and deforestation, in order to evaluate if the appropriate people are receiving training and support.

KNOWLEDGE ABOUT OR SKILL IN REPORTING LESSONS LEARNED

Gender-sensitive reporting provides decision-makers with information on how projects are affecting men and women. Descriptive text as well as quantitative data in Project Status Reports (PSRs) can be indicators of whether the roles, rights, and responsibilities of both men and women are being considered by the Volunteers and the Associate Peace Corps Directors (APCDs).

SKILL IN TRAINING OTHERS IN GAD AND GENDER ANALYSIS SKILLS

Skill transfer must take place if the institutionalization of gender considerations is to be accomplished. This includes training in awareness as well as skills, training for staff as well as Trainees and Volunteers, and training of both American and non-American personnel.

DEVELOPMENT OF THE MATERIALS

At the International Women in Agriculture Workshop held in Ecuador in 1994, gender and Participatory Rural Appraisal (PRA) specialists introduced the major elements that have been refined into the Peace Corps' Gender and Development materials, including Participatory Analysis for Community Action (PACA) philosophy and tools. Associate Peace Corps Directors (APCDs) were introduced to farming system theory, and they applied PRA tools that were modified to be gender-sensitive.

As Peace Corps Volunteers generally work at the community level, the household as a system is a basic unit for gender analysis. Households function in culturally determined ways, with different roles, rights, and responsibilities for men and women, boys and girls. In addition to their **structure**, households have various **resources**, including time, land, income, knowledge, and **needs** for food, shelter, education, and health, to name a few. Resources are allocated along gender lines, as are the responsibilities for providing for needs. The Gender Information Framework is a data analysis tool for households.

Households function in ever larger contexts, including small groups, communities, and institutional, legal, political and economic systems, as well as within cultural norms. The Contextual Analysis model assists in visualizing these levels.

Always a focal point of the Agency's activities has been a commitment to working with local counterparts and community members to meet their priorities and work together to solve their problems. The objective has always been to achieve a **partnership** in which the Peace Corps Volunteer and the community members together analyze problems and work to solve them. The constant challenge has been to engage these partners in a process in which all voices within the community are participants in the analysis, design, implementation, and monitoring and evaluation of their joint activities and projects. The purpose has been to have projects and programs which are shaped in a participatory process, with voices of the stakeholders themselves shaping the development process itself.

Participatory Analysis for Community Action (PACA) was developed to provide a set of gender-sensitive tools which could facilitate the implementation of this participatory development approach. It grew out of the many requests for materials which could address, simultaneously, the needs for tools to use in community development, urban and rural appraisal, gender and socioeconomic analysis, and other participatory methodologies. These materials, for the most part, are gender-sensitive adaptations of tools which have been used in Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) for many years.

However, PACA is not only about analysis and it is not about a development worker extracting information from a community to create her or his own idea of a project. Rather it is about building a partnership between the development worker and the community members, whether they are farmers, English students, extension agents, a mothers' club, or a credit union membership. In the process of the joint development of information, analysis of its implications for the community, and planning for action, the community members and the Volunteer work together to ensure that the voices of women and men, girls and boys, are included in deciding how they will commit their most precious resources: their time, their energy, and their common future.

TIMELINE

INITIATION OF GENDER AND DEVELOPMENT TRAINING ACTIVITIES

May 1993	Gender and Development Approach introduced to headquarter (HQ) staff with presentations to Volunteer Recuritment and Selection, Office of Training and Program Support, and Regional Chiefs of Operations and Programming and Training Officers (PTOs)
June 1993	Gender analysis concept introduced into Overseas Staff Traning
August 1993	InterAmerica Regional Environment and Education Workshop for APCDs, Ecuador; GAD concepts introduced; need for tools appropriate to Peace Corps identified
January 1994	WID Supplement to PATS Manual written using a gender analysis approach
August 1994	Women in Agriculture Workshop, Latin America, Caribbean, and Lesotho APCDs, held in Ecuador; PRA tools modified to be gender sensitive
September 1994	InterAmerica Region asks to pilot GAD training project. Country Directors (CDs) trained prior to CD Conference in Panama and pilot countries identified Africa Francophone Environment and Education Regional Workshop introduces GAD concepts
November 1994	InterAmerica PTOs and Training Directors receive training at their Regional Conference in Jamaica
February 1995	Africa Anglophone Environment and Education Regional Workshop intoduces GAD concepts

(continued)

April 1995	HQ training of technical specialists and operational personnel from InterAmerica, Africa, and Europe/Central Asia/Middle East Philosophy and key elements of PACA developed; initial training and resource manuals drafted
June 1995	Training of trainers (TOT) for five pilot countries in InterAmerica held in Paraguay, followed by local Paraguay APCD/ Counterpart training
September 1995	PACA introduced at WID Workshop for urban secondary and university teachers, Turkmenistan; replicated by Government of Turkmenistan for 75 participants two months later PACA daily activities session appears on World Wide Web through World Wise School program; American girls compare their activities to girls in Paraguay, Poland, and Cape Verde
October 1995	PRA "Harvest" Workshop for trainers and programmers from East and Southern African countries held in Swaziland; PACA guidelines and recommendations developed
November 1995	Peace Corps shares GAD and PACA approaches at World Bank's "Beyond Beijing" Marketplace for Gender Resources, Washington, DC
February 1996	PACA methodologies introduced in Africa Subregional Education Staff Training/TOT in Eritrea. PACA becomes a key component of Community Content-Based Instruction (CCBI) framework and introduced at in-service training (IST) for Education Volunteers and counterparts in Eritrea
March–April 1996	GAD/PACA ISTs piloted in Guyana and Suriname. Four and five-day models developed; shorter, integrated introductory sessions developed; initial participatory analysis of potential projects training materials developed PACA introduced at Overseas Staff Training; participatory mapping session showed links to programming system Anglophone Africa Language Coordinators Conference developed recommendations for integration of PACA in language studies and sequencing of training
May 1996	Albania WID Conference uses needs assessment tool to identify rural-urban differences in women's priorities leading to January 1997 PACA IST Romania WID Conference introduces PACA tools to leaders of women's groups

(continued)

June 1996	Draft PACA materials distributed to posts and feedback requested Community Content-Based Instruction Development Forum in Washington, DC; Country Director of PC Ethiopia describes how PACA was used to shape country program PACA Development Forum in Washington, DC; staff participate in organizational mapping
August 1996	PACA TOT for Africa Sahel Sub-region APCDs, Volunteers, and counterparts with field work in rural and urban communities
September 1996	Food and Agriculture Organization of the United Nations (FAO) requests PACA materials to be included in their Social, Economic, and Gender Analysis Programme (SEAGA)
October 1996	PACA introduced in Europe/Central Asia/Middle East region to Central Asia staff at a sub-regional training workshop in Kyrgyzstan, followed by a CCBI IST for TEFL Volunteers and Kyrgyz counterparts
November 1996	InterAmerica Monitoring and Evaluation Conference in Atlanta; PACA introduced as monitoring and evaluation tools
December 1996	PACA Manual published through Peace Corps' Information Collection and Exchange (ICE); Field Insights section added with field-based experiences and insights
April 1997	Women in Agriculture Evaluation Workshop in Ecuador; PACA used in community evaluation
May 1997	Business Development and TEFL Staff Workshop in Lithuania; PACA used to identify common needs of beneficiaries of both sectors
June 1997	PACA TOT for PST staffs of Community Development Projects, for Guinea Bissau and Cape Verde in Bissau; integration of GAD and PACA into overall PST designs
July 1997	Africa Subregional TOT for TEFL and HIV Program Staff, in Malawi; CCBI used; teenage student panel uses PACA daily activities format to talk about their lives
August 1997	PACA incorporated into Solid Waste Management Manual
September 1997	Gender and Development Training manual completed and distributed to each Peace Corps post

ACKNOWLEDGMENTS

The manual *Gender and Development Training* is a compilation of training designs and sessions for various Peace Corps and host country participants. It, along with the training manual *PACA: Participatory Analysis for Community Action*, represents a major effort to develop tools which promote the inclusion of representative voices in Peace Corps project planning and implementation. It is dedicated to institutionalizing the inclusion of women in all Peace Corps development programming, monitoring, and implementation. The development of these materials has been partially funded through the Peace Corps' Women's Organization and Participation PASA (Participating Agency Service Agreement) with the Women In Development Office of the U.S. Agency for International Development. Appreciation is expressed to Rosalie Norem, Martin Hewitt, and Margaret Lycette.

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This manual was written and edited by Judee Blohm, Gender and Development Training Director for the Peace Corps, in collaboration with Betsy Davis, Women in Development Coordinator for the Peace Corps. Marcy Garland, WID Program Assistant, provided graphic and editorial assistance. Graphic design was by Pat Bartlett.

HOW TO USE THIS MANUAL

PHYSICAL MAKE-UP

There are eight booklets in the *Gender and Development Training* manual. They provide the background and development of the project; training designs for various participants; session plans and handouts; and insights from the field. They are organized so that only the booklets needed can be taken out for any particular purpose. Each booklet is short enough to make copying of pages manageable. The booklets are numbered so that they can be returned for future use.

CONTENT OF THE BOOKLETS – OVERVIEW

#1 USERS' GUIDE

The Users' Guide has two purposes: to provide background into the development of the Gender and Development and PACA materials and information on how to use the manual. It contains the references used in the sessions, both print and video.

#2 TRAINING DESIGNS FOR VARIOUS AUDIENCES

In the Peace Corps' efforts to institutionalize Gender and Development concepts and related skills throughout Peace Corps, training programs have been offered to persons carrying out various functions within the organization and those with whom the Peace Corps works in each country. This training has occurred in Headquarters as well as in the field.

In this booklet, eight different training situations are addressed in the following ways: background on who the participants are, overview of the depth of knowledge and skills needed, sample schedules, model sessions used, adaptations that have been made, and field insights that may be helpful.

As many of the training designs use the same model session plans, the session plans have been placed in separate booklets. Each training design lists the sessions referenced with an indication of which booklet the sessions are in. Also, at the end of this section of the User's Guide, there is a matrix that indicates which training designs use which sessions.

#3 MODEL SESSIONS: BASIC KNOWLEDGE ABOUT WID, GAD, AND PACA

Six session plans provide basic knowledge about Women in Development, Gender and Development, and Participatory Analysis for Community Action. In addition to an overview session, there is a session on the systems approach to development, skills training sessions for Contextual Analysis and the Gender Information Framework, and two methods of introducing PACA.

#4 MODEL SESSIONS: SKILLS TRAINING IN OBSERVATION, INTERVIEWING, AND FACILITATION

Fundamental to learning about others and building relationships are good skills in observation, interviewing, and facilitation. GAD and PACA methodologies cannot be carried out without them. In new cultural settings, old skills need to be revisited, cultural assumptions challenged, and new culturally appropriate language and behaviors learned. The three session plans that teach skills in these areas are designed to be modified to fit each culture's practices and norms.

#5 MODEL SESSIONS: PACA TOOLS

Participatory Analysis for Community Action (PACA) was developed to provide a set of gender-sensitive tools which could facilitate the implementation of an approach where projects and programs are shaped in a participatory process, with voices of the stakeholders themselves shaping the development process itself. It grew out of the many requests for materials which could address, simultaneously, the needs for tools to use in community development, urban and rural appraisal, gender and socioeconomic analysis, and other participatory methodologies.

Four session plans provide classroom practice prior to community work for Daily Activities, Community Mapping, Seasonal Calendars, and Needs Assessment with Priority Ranking.

#6 MODEL SESSIONS: COMMUNITY FIELD WORK WITH PACA

Though practice with participatory processes in communities is essential to understanding the power of the process and the skills needed to carry it out, there are many ethical concerns with using communities for training purposes. One session plan addresses the selection and preparation of communities as well as the preparation of the training participants for the community experience. Another provides a detailed debriefing for the training participants to maximize their learning from the experience.

#7 SAMPLE SESSIONS: APPLICATIONS AND PLANNING

This booklet contains several different application and action planning sessions. They are called sample rather than model sessions as they have not been field tested in various settings. However, each provides ideas on how the concepts and skills in the training might be applied.

#8 FIELD INSIGHTS

As the GAD and PACA materials have been used, the Women in Development Office has requested that field insights be submitted. Included in this booklet are examples of how concepts and skills have been trained, modified, or applied by different groups, in different settings, in different areas of the world.

MATRIX OF SESSION PLANS USED IN DIFFERENT TRAINING DESIGNS

	Booklet Number	Overseas Staff Development	Technical Specialists & Operations Personnel	Policy Level Staff	Training of Trainers	APCDs and Counterparts	Volunteers in Pre-Service Training	Volunteers and Counterparts in In-Service Training	Small Project Assistance (SPA) Project Design & Management Workshops
WID, GAD, and PACA	3		X	X	X	X	X	X	X
Introduction to a Systems Approach	3		X	X	X	X	X	X	
Contextual Analysis	3		X	X	X	X			
Gender Information Framework	3		X		X	X			
Experiential Introduction to PACA	3		X						
PACA Gallery	3		X	X					
Skills Training: Observation	4				X		X		
Skills Training: Interviewing	4				X		X		
Skills Training: Facilitation	4				X		X		
Community Mapping	5	X	X	X	X	X	X	X	X
Daily Activities	5		X		X	X	X	X	X
Seasonal Calendars	5		X		X	X	X	X	X
Needs Assessment and Priority Ranking	5		X		X	X	X	X	X
Preparation for Community Field Work	6				X	X	X	X	
Debrief of Community Field Work	6				X	X	X	X	
Livelihood Exercise	7							X	
Exploring a Range of Activities to Meet an Identified Need	7				X	X		X	X
Participatory Analysis of Community Activities or Projects	7				X	X		X	X
Next Steps	7					X		X	
Application to Programming and Training	7		X						
Action Planning	7		X		X				
OTHER:		Improving Project Participation (OST)							

REFERENCES

PRINT RESOURCES

These resources are referenced in session plans. They are available to Peace Corps Volunteers and staff through the Peace Corps Information Collection and Exchange in Washington.

AG259 **IMPLEMENTING PRA: A HANDBOOK TO FACILITATE PARTICIPATORY RURAL APPRAISAL.** Richard Ford, et al. (Clark University Program for International Development) 1992 65 pp.

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

Provides information about setting up a successful program of Participatory Rural Appraisal, which is based on the principle that community participation is the key to sustainable development. Subjects discussed include how to gather data, analyze problems, build community support, mobilize external support, and handle money.

CD021 **HOW TO MAKE MEETINGS WORK: THE NEW INTERACTION METHOD.** Michael Doyle and David Straus. (The Berkeley Publishing Group) 1976 301 pp.

A how-to book that presents a new, tested way to minimize wasted time and set priorities for meetings. This interaction method describes how to develop an agenda and facilitate meetings to reach a more effective outcome. Most examples can be adapted for use in rural settings.

M0042 **NONFORMAL EDUCATION MANUAL.** Helen Fox. (Peace Corps ICE) 1989 163 pp.

Demonstrates how the techniques of nonformal education (NFE) can be used by virtually all Peace Corps Volunteers. Emphasizes full-scale community participation at all stages of development. Uses examples of Volunteer experiences to illustrate the nature and principles of NFE. Includes information on adult learning, identifying people's needs, planning and evaluating NFE activities, working with groups, and developing appropriate materials for NFE activities. Also available in French, M0048 "Manuel d'Éducation Non Formelle," and in Braille.

M0053 **PACA: PARTICIPATORY ANALYSIS FOR COMMUNITY ACTION.** (Peace Corps ICE) 1996 350 pp.

Provides a participatory methodology and tools which promote the inclusion of representative voices in a community in Peace Corps project planning and implementation. It is a step in institutionalizing the inclusion of women in all Peace Corps development programming, monitoring, and evaluation.

R0081 **THE DESIGN AND MANAGEMENT OF COMMUNITY PROJECTS: A TEAM APPROACH.** Robert L. Hubbard and Mari Ennis-Applegate. (Peace Corps ICE) 1993 161 pp.

Provides complete details for a two-week workshop devoted to assessing needs, and planning, implementing and evaluating projects. Describes the preparations, materials and procedures required. Includes handouts.

T0005 **THE NEW ROLE OF THE VOLUNTEER IN DEVELOPMENT.** Jan Elster, Steven Joyce, and Linda Spink. (Peace Corps ICE) 1984 377 pp.

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

Designed to provide Peace Corps Trainees with insights into their role as Volunteers in developing countries. Seeks to bring about an understanding of the development process and the potential impact of the the Peace Corps Volunteer. Focuses on the process of identifying and utilizing the skills and resources necessary to progress from theory to project development. Defines the Volunteer's specific responsibilities.

T0054 **THE PEACE CORPS PROGRAMMING AND TRAINING SYSTEM MANUAL.** Peace Corps OTAPS. (Peace Corps ICE) 1994 336 pp.

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

The Peace Corps manual for standards of programming and training, which provides the agency with a monitoring and evaluation system integrated into the programming process. Includes procedures for assessing, modifying, monitoring, and evaluating existing programs. Also contains material on key aspects of the recruiting process, as well as data on applicant availability.

T0064 **NONFORMAL EDUCATION TRAINING MODULE.** Helen Fox, Don Graybill, and Linda Abrams. (Peace Corps ICE) 1991 182 pp.

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

A companion volume to M0042, "Nonformal Education Manual." Presents plans and activities in a series of 10 experiential training sessions to help participants understand the nature of nonformal education and adult learning, and acquire the necessary skills to plan, conduct and evaluate nonformal education activities in cooperation with the communities they serve. Contains illustrations and references.

T0084 **PROGRAMMING AND TRAINING FOR PEACE CORPS WOMEN IN DEVELOPMENT PROJECTS.** (Peace Corps ICE) 1994 66 pp.

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

This supplement to the Peace Corps Programming and Training System Manual focuses on the role of women. Explains gender analysis and its applications to Peace Corps projects, and describes ways of integrating gender concerns across sectors in the process of project development. Includes sections on gender-related training, evaluation, and Women in Development (WID) committees.

T0087 **CULTURE MATTERS: THE PEACE CORPS CROSS-CULTURAL WORKBOOK.** Craig Storti and Laurette Bennhold-Samaan. (Peace Corps ICE) 1997. 256 pp.

Practical, interactive workbook for PCVs in all programs. Guides the reader through the cross-cultural experience, the major concepts in the intercultural field, and presents exercises, stories, quotations, and descriptive text designed to aid the Volunteer in successfully adapting to the new culture. Examines the behaviors and values of people in other countries and offers ways to compare their behavior to that of Americans. An excellent resource for trainers, Trainees, and PCVs. Illustrated.

WD098 **WOMEN IN COMMUNITY FORESTRY: A FIELD GUIDE FOR PROJECT DESIGN AND IMPLEMENTATION.** Mary Rojas. (FAO) 1989 44 pp.

A follow-up to an earlier FAO, issue-oriented publication for policy makers, which argues that women's needs regarding forestry require special consideration because of constraints on women and differences between men and women in their use of forest and tree resources. Provides guidelines to integrate women into community forestry projects and project design, describing eight steps to achieve this goal.

WD108 **ANOTHER POINT OF VIEW: A MANUAL ON GENDER ANALYSIS TRAINING FOR GRASSROOTS WORKERS (TRAINING MANUAL).** A. Rani Parker. (UNIFEM) 1993 106 pp.

Workshop and training manual focusing on gender issues in development. Specifically relevant to the experience of community-based development workers. Helpful in the design and implementation of gender-sensitive development programs at the grassroots level.

WD112 **TOOLS OF GENDER ANALYSIS: A GUIDE TO FIELD METHODS FOR BRINGING GENDER INTO SUSTAINABLE RESOURCE MANAGEMENT.** Barbara Thomas-Slayter, Andrea Lee Esser and M. Dale Shields. (Clark University) 1993 44 pp.

In a clear and concise manner, presents methods for gathering data and examining men's and women's roles in natural resource management. Information illustrated with brief examples of projects in different developing countries. Useful material for Pre-Service Training of Volunteers.

WD114 **TOOLS FOR THE FIELD: METHODOLOGIES HANDBOOK FOR GENDER ANALYSIS IN AGRICULTURE.** Edited by Hilary Sims Feldstein and Janice Jiggins. (Kumarian Press) 1994 270pp.

A collection of field examples of gender-related research focusing on agricultural projects. Provides concrete examples of important ways gender considerations can be taken into account in project design, implementation and evaluation.

WS119 RAPID AND PARTICIPATORY RURAL APPRAISAL NOTES, NO. 21 – SPECIAL ISSUE ON PARTICIPATORY TOOLS AND METHODS IN URBAN AREAS. Sustainable Agriculture Programme. (IIED) 1994 100 pp.

Describes practitioners' experiences using participatory methodology in the urban context. Provides urban-based projects with a framework for participatory project work. Brings PCVs up-to-date on development methodology in the urban environment.

VIDEO RESOURCES

The following videos are referenced in session plans. **THESE VIDEOS ARE NOT AVAILABLE THROUGH ICE.** Some are available through the WID Office, others must be purchased directly by post. Please note how each is distributed in the review.

Below is a brief synopsis of each video. A longer description of content can be found in the PACA Manual.

Title: **GENDER ANALYSIS—STRENGTHENING WINROCK PROJECTS**

Time: 28 minutes

Video Languages: English

Video Format: VHS

Potential Uses: Women in Development, General Awareness
Women in Non-Traditional Jobs or Roles
Gender Analysis Training
Staff Training
Pre-Service Training
Women in Development, especially: Agriculture
Rural Development
Household Food Security

Available: From the Peace Corps Office of Women in Development

Training Session: "Skills Practice: Observation" (Booklet #4), "Introduction to a Systems Approach" (Booklet #3), "WID, GAD, and PACA" (Booklet #3)

Synopsis: While women produce 50 percent of the world's food, men produce the majority of the cash crops.

Gender analysis allows development workers to address both women's and men's concerns as they are both identified.

Gender analysis is conducted in two phases. The first, the exploratory phase, leads to understanding the economy of a household and/or community, and matching resources and responsibilities within that household or community. The second, the conclusion phase, involves analyzing the constraints and opportunities revealed through the exploratory phase. Gender analysis should be conducted as part of the project and site specific problem analysis.

Title: **WHERE CREDIT IS DUE**

Time: 25 minutes

Video Languages: English

Video Format:: VHS

Potential Uses: Women in Development, General Awareness
Women in Non-Traditional Jobs and Roles
Women in Development, especially for: Business
Urban

Available: at post expense from: National Film Board of Canada
1251 Avenue of the Americas, 16th Floor
New York, NY 10020 USA

Training Session: "Contextual Analysis" (Booklet #3)

Estimated Cost:: $200.00

Synopsis: The setting is Nairobi, Kenya. The focus is on women selling produce. Most of the stalls inside the market are owned by men. The rent and licenses for stalls inside the market are costly, and most women can not afford them.

The woman featured has a small market stall outside of a large market. She inherited the stall from her mother. Other women sell produce informally at the outskirts of town. They need the money, but do not have stalls. Selling on the street is illegal. These women are often arrested and beaten. Even so, each day they walk to town from the village to sell produce and return home at night—they need the income.

Seventy-five percent of the households in the village on the outskirts of town are female-headed. There is great concern for how these women can earn a living. They need security of homes and income.

Title: **LOCAL HEROES, GLOBAL CHANGES**
(Program Two: Against the Odds)

Time: 58 minutes

Video Languages: English

Video Format: VHS

Potential Uses: Women in Development, General Awareness
Pre-Service Training
Women in Development, especially for: Business

Available: At post expense from: World Development Productions
153A Brattle Street
Cambridge, MA 02138 USA
fax: 1-617-497-1616

Training Session: "Contextual Analysis" (Booklet #3)

Estimated Cost: $75.00

User Guide: Booklet with background, additional data (charts, etc.), discussion questions

Synopsis: **Jamaica Meets Washington**

The story begins with two seemingly disconnected stories: the story of Hortense Smith, garment worker in the so-called "free-trade zone" and mother who lives outside Kingston, Jamaica, and the story of some influential members of the Foreign Affairs Committee of the US House of Representatives. Actually, these stories pointedly illustrate the contrast between two very different approaches to development.

Ghana Meets the World

Through the story of Ghana and its finance minister, Kwesi Botchwey, the film opens another window on how global constraints affect development. Ghana is one of many developing nations burdened by pressures to repay its large foreign debt. Botchwey has to use upwards of 60 percent of the foreign currency Ghana earns from exports to pay back interest on the debt. Another global constraint involves falling prices for Ghana's most important export commodity, cocoa beans. This decline in prices shrinks earnings even more, leaving Botchwey with an even tighter financial squeeze. Meanwhile, within Ghana there are serious social needs. Botchwey feels as obligated to meet these internal needs as he does to pay the international debt.

BOOKLET #2

TRAINING DESIGNS FOR VARIOUS AUDIENCES

In the Peace Corps' efforts to institutionalize Gender and Development concepts and related skills throughout the Peace Corps, training programs have been offered to persons carrying out various functions within the organization and those with whom the Peace Corps works in each country. This training has occurred in Headquarters as well as in the field.

In this booklet, eight different training situations are addressed in the following ways: background on who the participants are, overview of the depth of knowledge and skills needed, sample schedules, model sessions used, adaptations that have been made, and field insights that may be helpful.

As many of the training designs use the same model session plans, the session plans have been placed in separate booklets. Each training design lists the sessions referenced with an indication of which booklet the sessions are in.

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TRAINING DESIGNS FOR VARIOUS AUDIENCES

OVERVIEW

In the Peace Corps' efforts to institutionalize Gender and Development (GAD) concepts and related skills throughout the Peace Corps, training programs have been offered to persons carrying out various functions both within the organization and with counterparts with whom the Peace Corps works in each country. This training has occurred in headquarters as well as in the field. Field training has piggy-backed on existing conferences and workshops as well as being specifically planned training events.

In this booklet, eight different training situations are discussed. They are:

#1. Participants in Overseas Staff Development

#2. Technical Specialists and Operations Personnel

#3. Policy-Level Staff

#4. Training of Trainers for Field Training Resource Personnel

#5. APCDs and their Agency or Non-Government Organization (NGO) Counterparts

#6. Volunteers in Pre-Service Training

#7. Volunteers and their Host Country Counterparts in In-Service Training

#8. Volunteers and their Host Country Counterparts attending Small Project Assistance (SPA) Project Design and Management Workshops

For each audience, the following topics are addressed:

BACKGROUND: Who are the participants and what have been Peace Corps' experiences with providing GAD training to them in the past?

OVERVIEW: What depth of knowledge and skills about GAD are related to their job requirements? How have those been addressed through different types of training designs?

SAMPLE SCHEDULES: What actual training schedules have been followed?

MODEL SESSION PLANS: Which of the model session plans have been used for their training? Reference is made to which booklet contains the sessions mentioned.

ADAPTATIONS: How have model session plans been adapted through use in the field? What other sessions have been added or substituted?

FIELD INSIGHTS: Which of the documented field insights are particularly relevant to these participants? Where are the insights located?

#1 TRAINING DESIGNS FOR OVERSEAS STAFF TRAINING

BACKGROUND

All managers and programming and training personnel who attend Overseas Staff Training (OST) should be introduced to Gender and Development (GAD) and Participatory Analysis for Community Action (PACA) methodologies. These participants include newly hired Americans, such as Country Directors (CDs), Programming and Training Officers (PTOs), and programming sector specialists, Associate Peace Corps Directors (APCDs). At least half of each training group is composed of host country national staff, usually sector specialists working as APCDs.

OVERVIEW

Overseas Staff Training is a Washington-based, four-week staff development program. It is a critical point for the Peace Corps to incorporate a gender approach as an integral part of its programming philosophy.

The depth of knowledge and skills in Gender and Development as related to job requirements of participants in OST varies. Additionally, many people take a particular interest in GAD concepts and want to learn more to satisfy those interests.

The items checked on the charts indicate the job-related need-to-know as contrasted with items staff may wish to know.

Depth of Knowledge/Skills for Country Directors as Related to their Job Responsibilities

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Knowledge of selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Knowledge of application of findings of gender analysis
- ☑ 5. Knowledge of identifying gender issues in monitoring and evaluation
- ☑ 6. Knowledge of reporting lessons learned
- ☐ 7. Skill in training others in GAD and gender analysis skills

Depth of Knowledge/Skills for APCDs or PTOs as Related to their Job Responsibilities

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Skill in application of findings of gender analysis
- ☑ 5. Skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Skill in reporting lessons learned
- ☑ 7. Skill in training others in GAD and gender analysis skills

During the first two weeks of Overseas Staff Training, there are several opportunities to include concepts, build skills, and reinforce the importance of taking gender into consideration in designing and implementing sustainable development projects.

Week 1 typically includes several sessions on development. Usually there is a guest speaker from another development agency and a Peace Corps staff response. Periodically the speaker

chosen addresses women in development specifically, and there is an opportunity for the WID Coordinator to discuss how women are included in Peace Corps projects. There are several readings in the OST workbook, and a recommended one specifically on Gender and Development and PACA should be added. There are also suggested discussion questions for meetings with regional personnel; specific questions related to gender and development are included. (See Booklet #7)

The focus of **Week 2** is the Peace Corps' programming and training system, PATS. Gender analysis is introduced through the video, *Gender Analysis—Strengthening Winrock Projects*. In the training segment "Improving Project Participation" PACA is introduced. Training participants have a chance to engage in the community mapping exercise by gender groups using the training site as the focus of their map. The debriefing session of their own maps can include following the training design process from needs assessment through the development of purpose, goals, objectives and milestones, based on information generated on the map. (See Field Insight, Booklet #8, Mapping Training Site Introduces PACA.) A gallery of photos and actual PACA tools produced in the field usually accompany this hands-on training.

Questions related to gender analysis can be added to the various exercises the participants engage in throughout the week, such as in the project plan reviews and monitoring steps. Sample questions are included in Booklet #7.

MODEL SESSION

Improving Project Participation (OST trainer guides)

FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Variations on Community Mapping for PST Staff, Trainees, IST – Guinea Bissau, Cape Verde, Albania
- Seasonal Calendar Format Used for PST Calendar of Training Events – Guinea Bissau
- Two Ways to Rank Highest Needs: By Importance and By Possibilities for Action – Turkmenistan
- Needs Developed and Refined from Community Map – Guinea Bissau

#2 TRAINING DESIGNS FOR TECHNICAL SPECIALISTS AND OPERATIONS PERSONNEL

BACKGROUND

Training for technical specialists can include sector, programming, and training personnel in the Office of Training and Program Support (OTAPS) and in the Regional Offices at headquarters. Overseas it encompasses Program and Training Officers (PTOs), regional training coordinators and local site training managers, and trainers. Operations personnel can include desk units, data and accounting personnel in headquarters, as well as administrative personnel overseas.

OVERVIEW

The depth of knowledge and skills in Gender and Development (GAD) as related to job requirements of each group varies. It is important for programming and training personnel to understand the concepts of GAD and Participatory Analysis for Community Action (PACA), and also to be able to use them. Operational personnel's knowledge of these development approaches allows them to be supportive and helpful to those specialists they work with. Additionally, many people take a particular interest in GAD concepts and want to learn more to satisfy those interests.

The items checked on the charts indicate the job-related need-to-know as contrasted with items staff may wish to know.

Depth of Knowledge/Skills for Operations Personnel as Related to Job Responsibilities

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☐ 3. Knowledge about selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Knowledge of application of findings of gender analysis
- ☑ 5. Skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Knowledge of reporting lessons learned
- ☐ 7. Skill in training others in GAD and gender analysis skills

Depth of Knowledge/Skills for Technical Specialists as Related to Job Responsibilities

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Skill in application of findings of gender analysis
- ☑ 5. Skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Skill in reporting lessons learned
- ☐ 7. Skill in training others in GAD and gender analysis skills

Training designs for this group vary from an overview of major concepts to multiple-day programs that provide more experience working with the materials.

The briefest training design is a one-day schedule. The three examples provide differing amounts of background and application. Schedule A focuses on what the Peace Corps is already doing to encourage women's participation in projects and obstacles to that participation. Several different gender analysis techniques are then explored. There is a short experience role-playing a PACA tool.

Schedule B provides a more integrated look at a systems approach and how the analysis tools can be useful. It uses a classroom experience in PACA. It can be facilitated by one trainer.

Schedule C uses a lead facilitator and two previously trained facilitators to do the PACA practice, as three groups work simultaneously. The PACA practice can be done at a training site but is not necessarily confined to the classroom.

A two-day training design, such as Schedule D, can provide more in-depth work with Contextual Analysis and the Gender Information Framework, focusing more specifically on Peace Corps programming. It does not include any "hands-on" work with PACA. However, it could include classroom practice with one tool and then a discussion of the others, as in Schedule B. It provides a longer period for application of the concepts introduced.

For related training designs that include field practice with PACA, see section #5: Training Designs for APCDs and Agency or NGO Counterparts.

SAMPLE SCHEDULES

SAMPLE SCHEDULE A

One-Day GAD/PACA Training
(Awareness Program)

8:30 Welcome and Introductions

8:45 Participant Introductions and Overview:
What is already happening within sectors and regions which addresses host country women's participation in projects?
(five minute reports from sector and regional representatives)

9:15 What are the problems/issues with host country women's participation in projects? (Brainstorm list and post)

9:30 WID, GAD, and PACA (include Winrock tape)

10:15 Break

11:00 Contextual Analysis

12:00 Lunch

1:00 Participatory Analysis for Community Action
- Gender Information Framework, Seasonal Calendars and Daily Schedules – case study
- Needs Assessment and Pairwise Ranking – role playing
- Application of Information to a Project

3:30 PACA Gallery

4:30 Evaluation of Workshop
Closure

SAMPLE SCHEDULE B

One-Day GAD/PACA Workshop
(Classroom-Based Experience with PACA)

Morning session 9:30-12:00 pm

9:30	Welcome and Introductions What is Development? Overview of training
10:00	Introduction to a Systems Approach a) Case study b) Family as a System
10:30	Break
10:40	Introduction to a Systems Approach (continued) c) Concept of Work d) Contextual Analysis e) Gender Information Framework
12:00	Lunch

Afternoon session 1:30 - 4:00 pm

1:30	Introduction to PACA (through mapping or daily activities experience)
2:15	Break
2:30	Key Elements of PACA Overview of Tools
3:15	Summary and Application
4:00	Dismissal

SAMPLE SCHEDULE C

One-Day GAD/PACA Workshop
(Field-Based Experience with PACA)

PART I

8:30 am	Welcome and general orientation Review of objectives, agenda, expectations Participant introductions Realities of women's participation in projects WID and GAD approaches to development Gender Analysis
10:30 am	Break

PART II

10:45 am	PACA Practice (three groups, one each tool) Presentation of results

1:00 pm	Lunch
2:00 pm	Recommendations for planning projects
3:00 pm	Break

PART III

3:15 pm	Future applications Evaluation and closure

SAMPLE SCHEDULE D

Two-Day GAD Workshop
(Classroom-Based Exposure to PACA)

DAY 1

9:00 am	Welcome and Introductions WID, GAD, and PACA
10:30 am	Break
10:45 am	Gender Analysis Tools (1) Contextual Analysis
12:30 pm	Lunch
2:00 pm	Gender Analysis Tools (2) Gender Information Framework
5:00 pm	Closure for Day

DAY 2

9:00 am	Gender Analysis Tools (3) Participatory Analysis for Community Action - PACA Gallery
10:30 am	Break
10:45 am	Implications and Use of Tools
12:30 pm	Lunch
2:00 pm	Applications: Working Groups for Training and Programming
4:00 pm	Report out of group work
4:45 pm	Summary and evaluation

MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Contextual Analysis (Booklet #3)
- Gender Information Framework (Booklet #3)

- Experiential Introduction to PACA (Booklet #3)
- PACA Gallery (Booklet #3)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Priority Ranking (Booklet #5)
- Application to Programming and Training (Booklet #7)
- Action Planning (Booklet #7)

FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Activity Helps Trainees Learn Analysis Tools for Studying Own Project – Paraguay
- Variations on Community Mapping for PST Staff, Trainees, IST – Guinea Bissau, Cape Verde, Albania
- Work Site Mapping Identifies Centers of Power – Ecuador
- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Small Business Development Volunteers Map Business Network Rather Than Geographical Location – Albania
- Needs Developed and Refined from Community Map – Guinea Bissau
- Two Ways to Rank Highest Needs: By Importance and By Possibilities for Action – Turkmenistan
- Needs Assessment Tool: Suggestions and Alternatives for Use in Communities – Paraguay

TRAINING DESIGN FOR #3

POLICY-LEVEL STAFF

BACKGROUND

It is important to ensure that policy-level staff understand and support the integration of Gender and Development (GAD) into the Peace Corps' programming and training. Their support is critical for resource allocation decisions.

Country Directors, sub-regional programming and training staff, Program and Training Officers, and training directors or officers are those in the field who should receive training. Where possible, their training can be attached to other regional events.

Training is provided at headquarters to senior-level staff and regional programming and training administrators.

OVERVIEW

Based on the lessons learned from initial training of policy makers, a three-day or even two-day training program is not necessary for staff at that level. For their job responsibilities, the depth of knowledge they need can be provided through a shorter schedule. What is most critical is that they understand the importance of gender analysis for project success, are introduced to some of the tools and how they can be used, and see the power and depth of information gained through participatory methodologies. The connection between GAD concepts and methodologies and Peace Corps' development philosophy can be made in a half-day or one-day program.

Depth of Knowledge/Skills as Related to Job Requirements

1. ☑ Awareness
2. ☐ Commitment: motivation, finances, resource people
3. ☑ Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
4. ☑ Knowledge about or skill in application of findings of gender analysis
5. ☑ Knowledge about or skill in identifying gender issues in monitoring and evaluation
6. ☐ Knowledge about or skill in reporting lessons learned
7. ☑ Skill in training others in GAD and gender analysis skills

The half-day schedule is very intense, but covers all of the topics. A full day provides opportunity to experience one gender analysis technique in more depth. If project revision or programming activities would benefit by managers gaining skills in contextual analysis more than PACA, the early afternoon session can concentrate on that analysis, with PACA introduced through a gallery walk.

SAMPLE SCHEDULES

SAMPLE SCHEDULE A

One-half Day GAD/PACA Training
(Awareness Program)

9:00 am	Welcome and introductions Overview of training
9:30 am	WID, GAD, and PACA
10:00 am	Introduction to A Systems Approach a) Case Study b) Family as a Culturally Defined System
10:45 am	Break
11:00 am	Introduction to A Systems Approach (continued) c) Concept of Work d) Contextual Analysis e) Gender Information Framework
12:00	PACA Gallery
12:45 pm	Evaluation and Closure

SAMPLE SCHEDULE B

One-Day GAD/PACA Workshop
(Classroom-Based Experience with PACA)

Morning session 9:30-12:00 pm

9:30	Welcome and Introductions What is Development? Overview of training
10:00	Introduction to a Family Systems Approach a) Case study b) Family as a System
10:30	Break
10:40	Introduction to a Family Systems Approach (continued) c) Concept of Work d) Contextual Analysis e) Gender Information Framework
12:00	Lunch

Afternoon session 1:30 - 4:00 pm

1:30	Introduction to PACA (through mapping or daily activities experience)
2:15	Break

2:30 Key Elements of PACA
Overview of Tools

3:15 Summary and Application

4:00 Dismissal

MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- PACA Gallery (Booklet #3)
- Contextual Analysis (Booklet #3)
- Community Mapping (Booklet #5)

FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Small Business Development Volunteers Map Business Network Rather Than Geographical Location – Albania
- Relationship of Work of Agriculture and Health Volunteers is Visualized on Calendar – Niger
- Rural and Urban Differences in Perceived Needs of Women – Albania
- TEFL and SBD Community Needs Assessment: Reaching Consensus – Lithuania

#4 TRAINING OF TRAINERS FOR FIELD TRAINING RESOURCE PERSONNEL

BACKGROUND

Training of trainers for field resources happens in several ways. For pilot projects, a training of trainers (TOT) may be held in one country for the trainers from all other participating countries. The Gender and Development (GAD) project encourages the identification of local trainers who will not rotate out of the country as American Peace Corps staff does. Trainers may be Americans living in the country permanently, other expatriates, or host country personnel. Selecting people who will remain in the country provides the most sustainability of training resources.

Training of additional trainers can take place in conjunction with a training program. Skilled trainers can work with experienced GAD and Participatory Analysis for Community Action (PACA) trainers to co-present, thus learning the materials and receiving feedback on their training while providing a service.

Training of pre-service training (PST) staffs is a different kind of training event. This type of training of trainers is provided when the Trainees will be working in community development, rural development, or education (Community Content-Based Instruction, CCBI), or any program heavily involved in extension work. The purpose of the GAD or PACA training of trainers is to provide the majority of the PST training staff with knowledge and skills that can be integrated into their training program. The GAD or PACA training event should include the training director, Associate Peace Corps Directors (APCDs), technical trainers, language coordinator (and some language trainers, if possible), and the cross-cultural coordinator. Others who might attend would be host country nationals assisting with community portions of the training program.

OVERVIEW

The trainers being trained as local resources for any needed training event come to the workshop to learn about the GAD and PACA approaches, experience the materials, and take resources back to their countries. This training should enable them to design and deliver GAD and PACA training programs, integrate these approaches into PSTs, and deliver in-service trainings (ISTs), as requested. Their training, Schedule A, is a seven-day training program. It is sufficient for covering the content but does not give much opportunity for practice, except for the field work.

For the PST staffs, a GAD or PACA training of trainers takes place approximately a month before the TOT for the entire training staff is held.

Their model schedule, Schedule B, is longer and has other benefits. It is designed to build a feeling of community among the participants, focus on strengths, and provide many opportunities to participate. These goals are important if the staff is going to continue to work together and if those are goals they will be trying to meet in their own program. There is also time built in for integration of PACA materials into components and the PST programs as well, even though the total PST staff is not present. The staff members who receive training are responsible for sharing that training with the other staff members in their own PST TOT.

Depth of Knowledge/Skills as Related to Job Requirements

1. Awareness
2. Commitment: motivation, finances, resource people
3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
4. Knowledge about or skill in application of findings of gender analysis
5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
6. Knowledge about or skill in reporting lessons learned
7. Skill in training others in GAD and gender analysis skills

SAMPLE SCHEDULES

SAMPLE SCHEDULE A

GAD Training of Trainers to Develop Local Training Resources

DAY 1

Welcome and Introductions
- Getting Acquainted
- Goals of Workshop
- Schedule

Information Sharing from Countries
- What is happening nationally about addressing women's needs and gender issues in particular?
- What is Peace Corps programming doing about women?
- What is Peace Corps training doing about women?

Issues with Host Country Women's Participation in Development Projects
WID, GAD, and PACA (includes Winrock video)
Contextual Analysis

DAY 2

Introduction to a Systems Approach
Gender Information Framework with Project Work
Introduction to Participatory Analysis for Community Action (PACA)
(Included skills practice in interviewing)

DAY 3

Participatory Analysis Tools:
- (1) Community Mapping
- (2) Needs Assessment and Priority Ranking

(3) Seasonal Calendar
(4) Daily Activities

Logistics and Preparation for Community Field Work

DAY 4

Community Field Work

DAY 5

Debrief of Community Field Work
PM: Cultural field trip or free time

DAY 6

Debrief of Community Field Work, continued
GAD Learnings and Techniques Applied to Peace Corps Programming and Training

DAY 7

Putting the Pieces Together

GAD Materials and Resources

- Sample Training Schedules
- Resources
- Action Planning by Country Groups
- Questions and Discussion of Unresolved Issues

Noon: Evaluation and Closure of Workshop

Evening: Group Dinner and Folklore Program

SAMPLE SCHEDULE B

GAD and PACA TOT
for PST Staffs

DAY 1

PM: Opening of Training
Welcome
PACA for Ourselves: Building a Training Community

Evening: Opening reception

DAY 2

What is a Community? How does one work?
Introduction to a Systems Approach
Learning About Community
Observation, Interviewing, Facilitation
Community Mapping Tool

DAY 3

Daily Activities Tool
Seasonal Calendar Tool
Needs Assessment and Priority Ranking Tool
Preparation for Community Field Work

DAY 4

Community Field Work

DAY 5

Debrief of Community Field Work

DAY 6

Free day with optional planned activity during morning or afternoon

PM: TOT trainers meet with APCDs, Training Directors, Community Development Technical Trainers to discuss new Community Development Projects in relation to PACA philosophy and methodology, and implications for PST.

DAY 7

Panel Discussion on Burning PACA Questions
Country Briefings on new Community Development Programs (salient programming points and parameters from Day 6 meeting)
PACA in PST: Visioning Activity
Work groups by PST staff roles: PACA applications specific to language, cross-cultural, technical, administrative components
Integrated Training Team Planning by Country PST staffs

DAY 8

Integrated Training Team Planning (continued)
Final Reflections and Evaluation of Workshop
Farewell Dinner

MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Contextual Analysis (Booklet #3)
- Gender Information Framework (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Skills Sessions: Observation (Booklet #4)
  Interviewing (Booklet #4)
  Facilitation (Booklet #4)
- Community Mapping (Booklet #5)
- Daily Activities (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Priority Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)

ADAPTATIONS

In a PACA TOT for PST staffs from Guinea Bissau and Cape Verde, model session plans were followed as closely as possible because the PST staffs would be using the PACA Manuals for their training. Nevertheless, for the sake of time and to encourage maximum participation, a number of adaptations were made to session presentations. Descriptions of some of them follow.

PACA FOR OURSELVES: BUILDING A TRAINING COMMUNITY

After an icebreaker exercise, participants divided into five sub-groups and completed a task which highlighted the skills, talents, and experiences of the trainers. Afterwards, the trainer used the resources activity (content and process) to introduce PACA and highlight key elements of the methodology that had already been modeled. (See Field Insight, "PACA for Ourselves: Team Building and Introduction of Staff," Booklet #8)

INTERVIEWING, OBSERVATION, AND FACILITATION SKILLS

Since time was at a premium, concentration of most of the session was on facilitation skill practice after brief reviews of interviewing and observation. For the section on working with difficult people, a fishbowl configuration was used in which six people discussed a controversial topic while the rest of the participants observed. Considering that several of the participants were inexperienced trainers, this session was helpful for not only for the work needed in the PACA TOT, but for their overall professional development and readiness to work in PST. The hands-on practice gave people a common vocabulary to use for the rest of the workshop, as well as a good grasp of the rationale and use of questioning, paraphrasing, and summarizing skills. (See Field Insight, "Skills Review for Training Staff," Booklet #8)

COMMUNITY MAPPING

Maps were done by PST country staffs of their own training centers, by gender when possible, and by host country and Returned Peace Corps Volunteers (RPCVs) when not. Several important objectives were met during this session beyond learning the mapping technique, including training staff perceptions of their own working environment. (See Field Insight, "Variations on Community Mapping," Booklet #8)

NEEDS ASSESSMENT AND PRIORITY RANKING

To demonstrate the technique of paired ranking, information was used from the community mapping session. A helpful step that was added to the session was to outline the distinction among four terms—problem, cause, need and action—and then to have the group restate their needs in action terms. For example: problem—no water; cause—lack of well; need—well; action—dig a well. (See Field Insight, "Developing and Refining Needs Based on Community Map," Booklet #8)

PANEL DISCUSSION: BURNING QUESTIONS ABOUT PACA

This activity was not originally on the schedule but was added to address pending issues and unanswered questions about PACA. Participants formed small groups to discuss and select their two or three most important questions to pose to a panel comprised of five colleagues. The panelists responded to participants' concerns and explored additional dimensions of PACA and systems analysis. This activity was well-timed and helped participants gain perspective and place into context their learning and experiences from the first week of the TOT.

PACA IN PST: VISIONING ACTIVITY

In this activity the PST staffs tried to envision what they wanted the Volunteers to be able to do (related to PACA) at the end of PST. This activity helped the staffs consider realistically what could be learned during the training period and focus on the foundation and essential skills.

FIELD INSIGHTS

All field insights should be reviewed prior to the TOT, and insights most pertinent to the work of the trainers identified. As many of the insights are in the PACA Manual, providing copies of the additional ones contained in Booklet #8 might be useful.

#5 TRAINING DESIGNS FOR APCDS AND THEIR AGENCY OR NGO COUNTERPARTS

BACKGROUND

Associate Peace Corps Directors (APCDs) are the American and host country national programming personnel in the field. Often they are highly trained sector specialists. Many host country national APCDs have worked for the Peace Corps for ten years or more. APCDs work with Ministry and other government personnel to develop, monitor, and modify the development projects to which Volunteers are assigned. Their counterparts are often Ministry or government personnel, or officials of non-governmental organizations (NGOs).

OVERVIEW

APCDs and their agency or NGO counterparts are in critical jobs to integrate a GAD approach into Peace Corps' projects. As definers, refiners, and monitors of Peace Corps' development programming, their knowledge about the potential impact of culturally defined roles of men and women, girls and boys, is paramount to any project's success. Their skills in using appropriate gender analysis tools to determine the relevant constraints and opportunities are essential.

Depth of Knowledge/Skills as Related to Job Requirements

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Skill in application of findings of gender analysis
- ☑ 5. Skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Skill in reporting lessons learned
- ☐ 7. Skill in training others in GAD and gender analysis skills

Because this audience needs skills as well as knowledge, training programs are longer in order to provide skills practice.

Schedule A is a four-day program which includes a half-day of field work. To meet this schedule, the field work site must be within 30-45 minutes of the training site. It is a very tight schedule as it contains practice with three PACA tools, the Gender Information Framework, working to reconcile different lists of needs, and analysis of gender issues in potential projects. It offers the participants a large volume of information as well as various tools and methodologies. This content is better paced in a five-day schedule but few APCDs or agency and NGO counterparts can devote one full week to training.

Schedule B is a three-day module which includes field work and practice with one tool. In this program, participants learn and practice only one PACA tool in the field. Half of the group does seasonal calendars and half does community mapping. Both techniques are used simultaneously in the communities so their exposure to the second technique is in the community discussion and the training classroom debriefing. Prioritizing of needs takes place in the classroom. Though short and very intense, this training program does provide participants with first-hand experience in the community, which is a very powerful and convincing activity.

For related training designs, see section #7: In-Service Training.

SAMPLE SCHEDULES

SAMPLE SCHEDULE A

Four-Day GAD/PACA Workshop
(Field-Based Experience with PACA)

DAY 1

Welcome and Introductions
Overview of Gender and Development
Introduction to a Systems Approach
Introduction to PACA: Participatory Analysis for Community Action

DAY 2

Participatory Tools: Community Mapping
Seasonal Calendars
Preparation for Community Field Work
Presentation of Community Field Work Plan

DAY 3

Field work (1/2-day): Community Mapping and Seasonal Calendars
Debrief of Community Field Work:
a) Descriptions
b) Gender Analysis

DAY 4

Debrief of Field Work (continued):
c) Participatory Tool: Needs Assessment and Priority Rankings
d) Evaluation
Participatory Analysis of Potential Activities or Projects
Application and Action Planning
Presentation of Plans
Evaluation and Closure

SAMPLE SCHEDULE B

Three-Day GAD/PACA Workshop
(Field-Based Experience with PACA)

DAY 1

Systems Analysis and Contextual Analysis
WID and GAD
Gender Information Framework (short case study)
Introduction to PACA (through sociodrama)
Explanation of field work
Group work by field site teams (demonstration, discussion, preparation):
- Seasonal Calendars
- Community Mapping

DAY 2

AM: Community Field Work
PM: Debrief of Community Field Work
- a) Descriptions
- b) Gender Analysis

DAY 3

Debrief (continued)
- c) Prioritization of Needs

Application of Concepts and Methodologies
Next Steps
Evaluation and closure

MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Contextual Analysis (Booklet #3)
- Gender Information Framework (Booklet #3)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Pairwise Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)
- Next Steps (Booklet #7)

ADAPTATIONS

Ecuador has developed a two-part workshop. A three-day program with field work is held first. Its purpose is to introduce the concepts and methodologies and provide practice in the field. The community mapping, seasonal calendars, and needs assessment tools are trained.

Six months later a two-day follow-up workshop is held. It provides a day of sharing experiences and analyzing the written action plans from the first workshop. The participants report on the activities that they have undertaken since the first workshop and the results they had. In small groups they analyze their experiences with each tool. They share this analysis and suggestions for using each tool with each other. They also learn a new participatory tool.

On the second day they clarify and strategize about issues raised the first day and plan next steps. In their evaluations participants indicate they enjoy the analysis and learning from each other, but it is also important to learn something new, a new technique.

FIELD INSIGHTS

The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Sociodrama Introduces PACA and Needed Skills – Paraguay
- Daily Activities Reveal Potential Time Conflicts – Ecuador
- Variations on Community Mapping – Guinea Bissau, Cape Verde, Albania
- Mapping Training Site Introduces PACA, Links to PATS (OST)
- Small Business Volunteers Map Business Network Rather Than Geographical Location – Albania
- Seasonal Calendars Reveal High Activity Periods and Needs of Urban Teachers – Turkmenistan
- Relationship of Work of Agriculture and Health Volunteers Is Visualized on Calendar – Niger
- Seasonal Calendar Format Used for Developing a Calendar of Training Events (COTE) – Guinea Bissau
- Two Ways to Rank Needs: By Importance and By Possibilities for Action – Turkmenistan
- Needs Assessment Differs by Urban and Rural Groups – Albania
- Needs Developed and Refined from Community Map – Guinea Bissau
- TEFL and SBD Community Needs Assessment: Reaching Consensus – Lithuania

#6 PRE-SERVICE TRAINING DESIGNS FOR VOLUNTEERS

BACKGROUND

A Gender and Development (GAD) approach to development and Participatory Analysis for Community Action (PACA) methodologies are introduced in pre-service training (PST) training designs throughout the world. They are introduced through the role of the Volunteer in development, community analysis, or non-formal education or extension skills. In education programs they may be introduced as essential tools for Community Content-Based Instruction.

Some community development programs are integrating PACA throughout their training. In order to do this, PACA training of trainers (TOTs) for PST staffs provide the knowledge and skills needed by the various training staff members.

Early experiences with introducing PACA in PST reinforces the need to teach the skills of observation, interviewing, and facilitation, as well as the language of the country in order to use the PACA methodologies effectively.

OVERVIEW

As a part of their development curriculum, all Trainees should be introduced to concepts of Women in Development (WID), GAD, and PACA philosophy, and a systems approach to development. The concepts are fundamental to all that the Peace Corps attempts to do.

Whether or not all Volunteers need to be able to use PACA methodologies may be subject to discussion. Even if Volunteer assignments do not involve them in developing activities with their communities (community being used in its broadest sense, not only geographical communities), having the skills to conduct participatory activities are important to all: listening, observing, facilitating discussions; helping groups identify their own resources, opportunities, and needs; helping them devise strategies to meet their own needs. These skills are useful in any setting, and these are the skills of PACA methodologies.

Depth of Knowledge/Skills as Related to Job Requirements for Most Trainees

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Knowledge of application of findings of gender analysis
- ☑ 5. Skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Knowledge of reporting lessons learned
- ☐ 7. Skill in training others in GAD and gender analysis skills

Depth of Knowledge/Skills as Related to Job Requirements for Rural or Community Development, Extension Trainees

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Skill in application of findings of gender analysis
- ☑ 5. Skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Skill in reporting lessons learned
- ☑ 7. Skill in training others in GAD and gender analysis skills

Ideally, then, all Trainees should leave training with an understanding of the PACA approach, ability to use the tools, and the language and cultural sensitivity to enter a community and begin building a partnership. For some Volunteers, this is more critical than for others: rural or community development Volunteers, and those who do any type of extension work, must gain these skills, sooner or later. Community health, youth, environmental education, and many other projects also make use of these skills. TEFL and other teachers who want to bring the real world of the students into their classroom also need to be familiar with them.

Beyond learning the concepts and philosophy, however, there are specific skills that must be mastered. Some of them can be taught and practiced in English: observation and facilitation of discussion. But over time, Trainees or Volunteers need to be able to listen and facilitate in another language, using methodologies in culturally appropriate ways. This is will take time—most Trainees will need to gain the skills and develop the language and cultural competencies over a longer period of time than pre-service training allows.

Nevertheless, the following competencies in GAD and PACA, or skills to use PACA tools effectively, may be possible in pre-service training:

1. To identify reasons a systematic approach to development is crucial to the success of development projects.
2. To identify the components of a family system.
3. To begin to identify culturally determined gender roles and use the Gender Information Framework *as a data recording tool* related to gender roles, rights, and responsibilities.
4. To explain the PACA approach and the role of the Volunteer in it.
5. To observe or assist with a PACA Community Mapping or Seasonal Calendar activity in the site of a current Volunteer or with a counterpart from his or her site.
6. To learn vocabulary to discuss those areas, and learn culturally appropriate topics for individual or group discussions, question construction, and conversational styles. To learn and practice skills in observation, interviewing and group facilitation, in English, and in the target host country language as able.

In pre-service training, a number of the skills can be integrated with language learning and community entry and analysis. **Wherever and whenever possible**, Trainees should **practice** using culturally appropriate approaches to gathering information and facilitating discussions, whether in English or the language they are studying.

The following suggestions indicate how some PACA techniques might be integrated into Pre-Service Training:

1. During Week One or Two:
   - **a.** Shadow day with host family. Working with this data can be an introduction to the session Introduction to a Systems Approach. (See Field Insight, "Shadow Day Introduces Gender in Pre-Service Training," Booklet #8).
   - **b.** The Trainees by gender groups do Community Mapping using the training center, and perhaps its surroundings, as the "community." This session is used to introduce the PACA philosophy and methodology. (See Field Insights, "Variations on Community Mapping," Booklet #8)
   - **c.** Introduce skills practice sessions in interviewing and observation; coordinate with cross-cultural sessions related to getting to know one's host family.

2. In about Week Four, with language preparation:
   a. Do a Seasonal Calendar with training center staff, using the local language as much as possible.
   b. If they haven't done 1.a., above, do it now with training center staff, using the local language as possible. Or, **repeat** the activity of mapping, this time using the local language.
   c. Introduce facilitation skills practice session, if not previously done.

3. When Trainees receive their job descriptions:
   a. Introduce the several concepts of "community." Have Trainees identify what their work-related community is. For example, for community development Volunteers, it may be their geographical community as well as already existing groups; for education Volunteers, their school and the community from which their students come; for small business development Volunteers, community may be the business network their clients are involved in.
   b. Have Trainees explore how mapping or seasonal calendars relate to their jobs. Have them modify or create a technique that would achieve the goals of the PACA process: participation, reflections, ownership, and action. Practice within their training group.

4. During their site visit with an experienced Volunteer, do community mapping with a class in the school, using the local language.

5. If possible, have their counterpart(s) included in the training on participatory processes.

SAMPLE SCHEDULES

As PST schedules are long and specifically integrated for each post, it is difficult to provide specific sample schedules. However, below are some examples of how a GAD approach and PACA methodologies have been incorporated into some training designs.

YOUTH DEVELOPMENT AND COMMUNITY HEALTH VOLUNTEERS

Eight half-day sessions on GAD, PACA, and assets approaches are presented in conjunction with home stays, community assessment practice, and on-the-job experiential technical training at institutions similar to ones where they will eventually be assigned.

ENVIRONMENT VOLUNTEERS

After three weeks of orientation and technical training, integrated language, cross-cultural, and community analysis sessions are trained and practiced. Further practice comes during visits to agro-forestry sites and their own site visit, which follows this part of the PST training.

EDUCATION VOLUNTEERS

The technical training goals for mathematics, science, and geography teachers for secondary schools are:

1. View education as a means of development and the teacher's role as a facilitator of development.

2. Use the issues and environment of their school communities as a context for problems and investigations in their subject areas.
3. Be sensitive to gender issues and provide classroom experiences sensitive to the issues of girls' education.
4. Develop lessons that meet the needs of all learners.

In order to integrate the concerns for gender issues throughout training, a gender issues session is offered in the TOT for language teachers as well as the rest of the staff.

COMMUNITY DEVELOPMENT VOLUNTEERS

A PACA TOT held a month in advance of the start of PSTs for most of the PST staff including APCDs, technical trainers, and language and cross-cultural trainers provides the skills and time to integrate participatory methodologies throughout the PST.

A PACA workshop is offered by the second week of the PST for the Community Development Trainees. The training center is the focus of community mapping; the insights gleaned from the activity form the first evaluation of the training program. Daily activities center around how host mothers and fathers spend their Sundays. This exercise gives important gender information but also helps process the Trainee's homestay experiences. Sessions on Gender and Development and facilitation techniques are included, with Trainees beginning to take over the facilitation of sessions for practice. All PACA trained PST staff is involved in this training, from training director to language instructors. Instruction is bilingual, as possible, and targets all components of training. The Trainees not only gain skills but are beneficiaries of the information gathered during the participatory activities. This provides them with firsthand knowledge of how the tools can be useful.

See related information in section #4: Training of Trainers for Field Training Resource Persons.

MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Skills Training: Interviewing (Booklet #4)
  Observation (Booklet #4)
  Facilitation (Booklet #4)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Pairwise Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)

ADAPTATIONS

A Gender Analysis in Development Projects session design is a modification of the Gender Information Framework model session. (See Booklet #3.) The objectives of the PST session are (1) to explore the societal impact on individual family members in a country; (2) to identify gender roles in task implementation, income generation, resource use and decision-making with individual families; and (3) to identify possible constraints as well as possible opportunities in relation to gender issues in project design. (See Field Insight, "Activity Helps Trainees Learn Analysis Tools for Study of Their Own Project," Booklet #8.)

FIELD INSIGHTS

All of the field insights should be reviewed for their applicability to the particular group of Trainees. The field insights noted below may be particularly helpful when planning this type of training. All of the field insights are in Booklet #8.

- Activity Helps Trainees Learn Analysis Tools for Study of their Own Project – Paraguay
- Shadow Day Introduces Gender in Pre-Service Training – Dominican Republic
- Variations on Community Mapping – Guinea Bissau, Cape Verde, Albania
- Needs Developed and Refined Based on Community Map – Guinea Bissau
- Needs Assessment and Priority Ranking Tool: Suggestions and Alternatives for Use in Communities – Paraguay
- School Boys and Girls Discuss their Daily Activities – Eritrea
- Relationship of Work of Agriculture and Health Volunteers is Visualized on Calendar – Niger

IN-SERVICE TRAINING DESIGNS FOR VOLUNTEERS AND THEIR HOST COUNTRY COUNTERPARTS #7

BACKGROUND

It is often not possible to meet all of a Volunteer's training needs for two years in their six- to twelve-week pre-service training (PST). An in-service training (IST) event is an important opportunity for Volunteers and counterparts to develop skills and share experiences together.

Some GAD and PACA skills which require more finely developed language and cross-cultural skills can be introduced or strengthened during an IST. In-service trainings often vary in length from three to five days, depending on Volunteer needs and additional training goals.

OVERVIEW

An IST within the six-month to one-year period after swearing in may be well-suited to promoting mutual learning and planning for a Volunteer and his or her counterpart. The Volunteers' language skills should be improving as should their cross-cultural understanding of their communities. These should make it possible for the Volunteers to apply the GAD concepts and PACA tools in appropriate ways.

If a Volunteer does not have a specific counterpart, someone from the community who could assist with the participatory activities should attend the IST with the Volunteer. Working on an action plan or next steps should be an important part of the training.

Depth of Knowledge/Skills as Related to Job Requirements

- ☑ 1. Awareness
- ☑ 2. Commitment: motivation, finances, resource people
- ☑ 3. Skill in selecting, using, and analyzing data gained from gender analysis tools
- ☑ 4. Skill in application of findings of gender analysis
- ☑ 5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
- ☑ 6. Knowledge about or skill in reporting lessons learned
- ☐ 7. Skill in training others in GAD and gender analysis skills

Development of **skills** in carrying out participatory activities should be a goal of the ISTs. This indicates that time during training must be dedicated to practice. A five-day model, like Schedule A, is very powerful, but the length may be a problem for counterparts being away

from their families and work. Shorter models are reflected in Schedules B and C. Field work, if in nearby locations, can be limited to a half-day, which allows for classroom time on the same day. A full day of field work ideally requires a five-day program. Without the extra day, the critical elements of reflecting on, debriefing the experience, and application are not adequately addressed.

The three-day program, Schedule C, is very full. It is difficult to cover the concepts and have skills practice if all the material is new. An alternative is described in the Adaptation section in which only one PACA tool is introduced and practiced. This may be a good alternative if a three-day program is presented.

Schedule D is a sample IST for education Volunteers. It presents the Community Content-Based Instruction (CCBI) concept which helps Volunteers and counterparts link the content of their lessons to the communities in which they live. The process used for CCBI is PACA, the gender-sensitive participatory approach. Several examples of CCBI workshop products are in the Field Insights, Booklet #8.

As the philosophy and fundaments of GAD and PACA approaches are included in more PSTs, the nature of the in-service training will undoubtedly change to reflect greater skills learned in PST. Schedule E reflects what such an IST might look like.

See the following sections for related schedules: #6: Pre-Service Training and #8: Training Module for SPA PDM Workshops.

SAMPLE SCHEDULES

SAMPLE SCHEDULE A

Five-Day GAD/PACA IST
(Field-Based Experience with PACA)

DAY 1

Sharing Results of Shadowing or other pre-assigned work
Introduction to a Systems Approach
Experiential Introduction to PACA

DAY 2

Community Mapping Tool
Seasonal Calendar Tool
Preparation for Community Field Work

DAY 3

Community Field Work
AM: Community Mapping
PM: Seasonal Calendar

DAY 4

Debrief of Community Field Work

a) Information
b) Gender Analysis
c) Needs Assessment Demonstration and Practice
d) Evaluation

DAY 5

Participatory Analysis of Potential Activities/Projects
Application of Concepts and Tools Learned
Action Planning
Evaluation

SAMPLE SCHEDULE B

Four-Day GAD/PACA IST
(Field-Based Experience with PACA)

DAY 1

Sharing Results of Shadowing or other pre-assignment
Introduction to a Systems Approach
Experiential Introduction to PACA

DAY 2

Community Mapping Tool
Seasonal Calendar Tool
Preparation for Community Field Work

DAY 3

AM: Community Field Work: Two Methodologies Simultaneously
Community Mapping
Seasonal Calendar

PM: Debrief of Community Field Work
a) Information
b) Gender Analysis

DAY 4

Debrief of Community Field Work (continued)
c) Needs Assessment Demonstration
d) Evaluation of Techniques
Application
Action Planning

SAMPLE SCHEDULE C

Three-Day GAD/PACA IST
(Field-Based Experience with PACA)

DAY 1

Introduction to a Systems Approach
Introduction to PACA through the Community Mapping Tool
Seasonal Calendar Tool
Preparation for Community Field Work

DAY 2

AM: Community Field Work (Groups work simultaneously)
Community Mapping
Seasonal Calendar

PM: Debrief of Community Field Work
a) Information
b) Gender Analysis

DAY 3:

Debrief of Community Field Work (continued)
c) Needs Assessment Demonstration
d) Evaluation of Techniques
Application
Action Planning

SAMPLE SCHEDULE D

Three and One-Half Day Community Content-Based Instruction
In-Service Education Workshop
for Science, Maths, and Geography Teachers
(Classroom-Based PACA Experience)

DAY 1 (EVENING)

Welcome
Group introductions
Logistics
Dinner

DAY 2

Motivation

Official Opening
Education Project Goals
Workshop Goals and Objectives
Group Norms and Expectations
Agenda

Information

The Framework
- Community
- Development
- Education in Development
- Gender and Development
- Girls' Education

Community Issues
- Public Health
- Water and Sanitation

The Framework *(continued)*
- Content-based Instruction
- Community Content-Based Instruction (CCBI)

DAY 3

Teaching Techniques
A Sample CCBI lesson
Trading Places – Working with Counterparts

Practice

Developing classroom lessons using CCBI – practicum

DAY 4

Presentation of CCBI enriched lessons
Change – Successes and Challenges

Application

Learning about Your Community:
Participatory Analysis for Community Action (PACA)
Our Next Steps
- Monitoring and Evaluation
- Action Steps for utilization of CCBI at school
- Ongoing support of teacher efforts

Closure
Presentation of certificates
Workshop Evaluation

SAMPLE SCHEDULE E

Three- or Four-Day GAD/PACA IST
(When PACA Introduced in PST)

DAY 1:

[Volunteers notified to be prepared, bring samples of maps, calendars, etc.]
Sharing of PACA activities Volunteers have used and their results
Discussion of each PACA tool by small groups (strengths, constraints, suggestions for use)
Review of PACA principles and Systems Approach
Livelihood Exercise

DAY 2

Needs Assessment and Priority Ranking Tool
Review of steps of Community Mapping and Seasonal Calendar Tools
Preparation for Community Field Work

DAY 3

Community Field Work
AM: Community Mapping or Seasonal Calendar
PM: Needs Assessment and Priority Ranking

DAY 4:

Debrief of Community Field Work
Application and Action Planning

MODEL SESSIONS

The following session plans are used in the schedules above. They are found in the booklet indicated after the title.

- WID, GAD, and PACA (Booklet #3)
- Introduction to a Systems Approach (Booklet #3)
- Daily Activities (Booklet #5)
- Community Mapping (Booklet #5)
- Seasonal Calendars (Booklet #5)
- Needs Assessment and Pairwise Ranking (Booklet #5)
- Preparation for Community Field Work (Booklet #6)
- Debrief of Community Field Work (Booklet #6)
- Livelihood Exercise (Booklet #7)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)
- Next Steps (Booklet #7)

ADAPTATIONS

The sample schedules included above were developed for semi-urban youth and community health Volunteers and counterparts in Guyana; rural development Volunteers from very isolated sites in Suriname; TEFL and small business Volunteers and counterparts from both rural and urban sites in Albania; and education Volunteers and counterparts from several countries attending CCBI training which includes PACA. Adaptations have been made for post-specific needs.

Peace Corps Bolivia offered three-day WID workshops as technical exchanges. ISTs were designed to provide Volunteers with additional skills, and WID workshops could be selected as one of three choices of in-service training. These workshops were held regionally, where Volunteers requested them. Others in the geographical area were invited to attend. The principle themes addressed in the workshop were self-esteem, women's roles, and gender; leadership, communication, and non-formal education; and needs assessment and working for change. A goal of the workshop was that participants be able to facilitate the same or similar activities in their communities or neighborhoods. The second afternoon the participants prepared to facilitate sessions the following day, which served as their skills practice.

In Albania, the PACA IST design included the introduction of all four PACA tools. However, in the actual training, more time and discussion was concentrated on the mapping exercise than planned. The map was used for the basis for several activities. (See Field Insight, "Variations on Community Mapping," Booklet #8)

FIELD INSIGHTS

All of the field insights should be reviewed for their applicability to the specific participants of the IST. The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Daily Activities Technique Reveals Potential Time Conflicts for Income Generation – Ecuador

- Variations on Community Mapping – Guinea Bissau, Cape Verde, Albania
- Community Mapping Links to PATS (OST)
- Seasonal Calendars Reveal High Activity Periods and Needs of Urban Teachers – Turkmenistan
- Relationship of Work of Agriculture and Health Volunteers is Visualized on Calendar – Niger
- Two Ways to Rank Highest Need: By Importance and By Possibilities for Action – Turkmenistan
- Needs Developed and Refined from Community Map – Guinea Bissau
- Needs Assessment Tool: Suggestions and Alternatives for Use in Communities – Paraguay
- Small Business Development Volunteers Map Business Network Rather than Geographical Location – Albania

#8 TRAINING MODULE TO INCLUDE IN SMALL PROJECT ASSISTANCE (SPA) PROJECT DESIGN AND MANAGEMENT WORKSHOPS FOR VOLUNTEERS AND THEIR HOST COUNTRY COUNTERPARTS

BACKGROUND

The in-service training (IST) on Project Design and Management (PDM) is a workshop during which the Volunteer and counterpart come and learn how to design a project: how to determine what a project for their community should be, how to write a project, how to write a proposal for funding, and other related skills. The focus has been on the Volunteer developing the skills to do a project.

There are increasing requests for training in building the community's capabilities to carry out low cost, grassroots, sustainable development.

OVERVIEW

It is clear that the development of projects must take into account everyone in the community if projects are to do no harm while improving the well-being of the targeted group. To understand what types of effects a project may have, Volunteers and counterparts need to be aware of gender issues and how the project could affect women, men, and children differently. They also need to know how to carry out participatory activities with community groups in which the community members themselves define their assets, needs, and begin to develop action plans to address them.

Depth of Knowledge/Skills as Related to Project Design and Management

1. Awareness
2. Commitment: motivation, finances, resource people
3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
4. Knowledge about or skill in application of findings of gender analysis
5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
6. Knowledge about or skill in reporting lessons learned
7. Skill in training others in GAD and gender analysis skills

ADAPTATIONS

The Participatory Analysis for Community Action (PACA) tools which provide gender-sensitive ways for Volunteers and communities to develop a working relationship have applicability in the project design process.

While most of the PACA tools identify assets, resources, and realities (tasks, expenses, obligations, and other constraints such as illnesses and hunger), the needs assessment tool moves community groups into identifying what would improve the well-being of their community. Needs identified should be discussed and analyzed in the group to be sure that causes and problems are not interchanged. Once a list is determined, methods for ranking the needs are suggested. Ranking can be done in several ways. Usually it is done first in terms of what is most important. However, sometimes the problems at the top of such a ranking seem impossible to address. An empowering activity is to re-rank the list in terms of the needs about which they are more able to take action. (See "Field Insight, Needs Assessment Leads to Two Lists: By Importance and By Possibilities for Action", in Booklet #8).

A session which moves beyond need identification and prioritizing is "Exploring A Range of Activities to Meet an Identified Need". In that session the range of beneficiaries is first described, and then the activities aimed at addressing the need are explored. **(**See "Exploring A Range of Activities to Meet An Identified Need," in Booklet #7)

Another tool, the Gender Analysis Matrix, can be used with communities to look at the potential effects of actions they may want to take. This matrix helps them focus on both men and women, the household and community. It can also include the young, the elderly, or various other community subgroups, as needed. It looks at the dimensions of labor, time, resources, and culture. (See "Participatory Analysis of Community Activities" in Booklet #7.)

MODEL SESSIONS

The following session plans may be useful. They are found in the booklet indicated after the title.

- Introduction to a Systems Approach (Booklet # 3)
- Community Mapping (Booklet #5)
- Daily Activities (Booklet #5)
- Seasonal Calendar (Booklet #5)
- Needs Assessment and Priority Ranking (Booklet #5)
- Exploring a Range of Activities to Meet an Identified Need (Booklet #7)
- Participatory Analysis of Community Activities/Projects (Booklet #7)

FIELD INSIGHTS

All of the field insights should be reviewed for their applicability to the specific participants of the PDM. The following field insights may be helpful when planning this type of training. All of the field insights are in Booklet #8.

- Seasonal Calendar is Introduced as Tool to Get "True Picture" in PDM Workshop – Zambia
- Needs Developed and Refined from Community Map – Guinea Bissau

- Small Business Development Volunteers Map Business Network Rather Than Geographical Location – Albania
- Two Ways to Rank Highest Needs: By Importance and By Possibilities for Action – Turkmenistan

BOOKLET #3

MODEL SESSIONS:
BASIC KNOWLEDGE ABOUT WID, GAD, AND PACA

Six session plans provide basic knowledge about Women in Development (WID), Gender and Development (GAD), and Participatory Analysis for Community Action (PACA). In addition to an overview session, there is an introductory session on the systems approach to development, skills training sessions for Contextual Analysis and the Gender Information Framework, and two methods of introducing PACA.

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Introduction to a Systems Approach 20

Contextual Analysis 41

Gender Information Framework:
- With Project Work 49
- With Ranking of Needs Assessment 85

Experiential Introduction to PACA 93

PACA Gallery 98

WID, GAD, AND PACA

RATIONALE

This session provides a basic understanding of the focus of Women in Development (WID), the development of Gender and Development (GAD), and how they relate to each other. It also provides definitions used in the Peace Corps, including the gender-sensitive participatory methodology called Participatory Analysis for Community Action (PACA).

TIME

1/2 to 1 hour

GOALS AND OBJECTIVES

GOAL

To explore the concepts of development, Women in Development, Gender and Development, and PACA

OBJECTIVES

1. To develop a common definition of development.
2. To clarify the distinctions between Women in Development and Gender and Development, sex and gender.
3. To define the key elements of the gender-sensitive participatory methodologies called PACA.

TRAINER PREPARATION

1. If not thoroughly familiar with WID and GAD approaches, read the background reading, "Gender and Development" in this booklet. Keep in mind that the Peace Corps does not employ individual interviews when doing gender analysis of family structures. Focus groups are used. Study the vocabulary list.
2. Prepare flip charts.
3. Copy handouts.
4. Read session plan and provide examples from your own experience.

MATERIALS

- Blank flip chart paper
- Marking pens
- Masking tape

HANDOUTS

- Gender and Development Vocabulary and Definitions
- Optional: Sex and Gender
  Development Approaches

FLIP CHARTS

- Pendulum Model
- Development Approaches
- Gender and Sex

PROCEDURE

I. INTRODUCTION (1-5 minutes)

Explain the goals of the session.

II. DEVELOPMENT APPROACHES (30-45 minutes)

A. Recognize with the group that all participants come to this workshop with different development experiences. Begin by looking at some definitions of development. Ask,

What words or phrases does the word **DEVELOPMENT** bring to your mind?

On a blank flip chart, list words or phrases that participants suggest.

Definitions will probably include economic improvement, improvement in quality of life (health, housing, employment, opportunities, security, etc.)

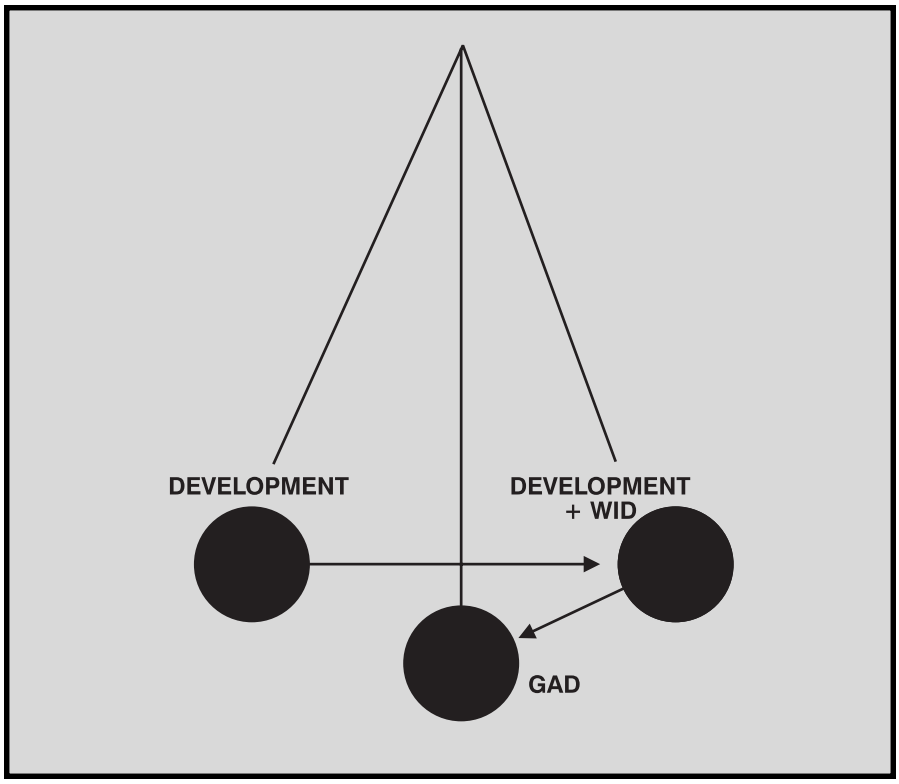
Leave the definitions posted; mention you will come back to them.

B. Use pendulum model (on flip chart) to explain:

1. Original "development approaches" were generally designed by men who talked to men who worked with men. The projects were implemented by men who assumed that the projects would meet women's needs, too.

These often included "technological" packages, such as a new type of rice or another product, that had been developed at an experimental farm somewhere. It was introduced to farmers; they not only had to learn to work with the new product, but also to buy other required items, such as fertilizer, pesticides.

The theory was basically to look at a single way to increase income to poor (usually rural) people.



2. A reaction to this approach was to look at women as a separate group. This came about because women were often left out of development discussions, analysis, and resulting projects. Projects often either did not benefit women or, in some cases, actually left them worse off. The Women in Development movement ensured that women were recognized as important in the development process. Since women's needs and concerns had not been identified in the past, women were singled out, studied, and special funds were provided for "women's projects."

This approach developed excellent information on women's roles and needs but no relational data for how they compared to men. For example, women were found to work very long days, often 12-hour days. But how many hours did men work? And, just as importantly, what tasks did men and women each do? How did their work loads relate to each other, depend upon each other's, and each contribute to the family's well-being?

In fact, on this side of the pendulum swing, we still had traditional development approaches but we added women's projects; however, they were usually separate projects.

C. Introduce Gender and Development:

1. Gender and Development is an approach that looks at women as an integral part of the family, community, and larger society. Through various gender analysis techniques, the roles and rights of both women and men are studied in order to determine how development interventions may be made most effectively. As the Peace Corps usually works at the community level, the basic unit of analysis is the family.

By analyzing how the family system works within its cultural context, including the roles, rights, and responsibilities of both women and men, and boys and girls, projects can be designed to address the appropriate family members with some sense of how the project might impact on the total family system.

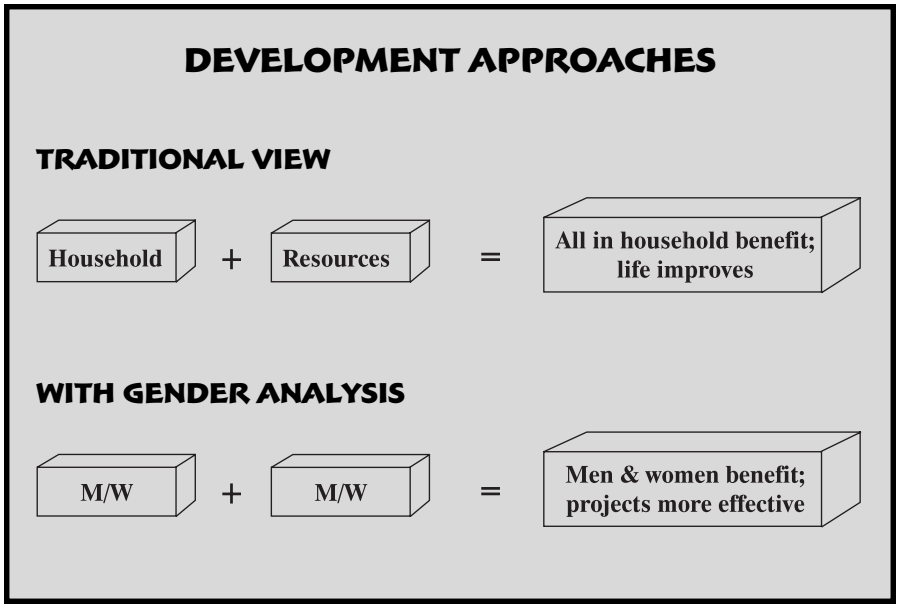
2. Using techniques called "gender analysis", the family system is studied in terms of:
- access to and control over income from various sources;
- access to and control over resources;
- implications for educational levels;
- implications for use of time; and
- labor allocation.

For example, without knowing how money is earned and spent, it is hard to know what kind of additional income will benefit family members. There are different expenditure patterns for men and women. In general, men tend to use their income for agricultural/production inputs (fertilizer, pesticides, new machinery) and entertainment. Women tend to use money at their disposal for food, health care, and education. However, to be sure, the culturally defined patterns of access to and control over income from various sources in the families who are the beneficiaries of a development project must be analyzed.

3. The goal of this approach is effective and sustainable projects, because the project is designed for the specifics of the family structures. This type of development cannot be based on guesses, or old data. Everywhere in the world, families are changing: there are more female-headed households due to wars, out-migration for work, etc. Situations change, such as the return of Basotho men from the mines of South Africa: they now need to fit into the farming system in Lesotho previously run by the women in their absence.

The focus of Gender and Development is sustainable development interventions, not equity issues.

D. Look at these approaches with another diagram and some examples (Use flip chart "Development Approaches"). Distribute optional handout "Development Approaches," if used.



1. Traditionally, it was thought that if you add resources to "a household," all in the household will benefit; life will improve for everyone. It is flawed to think that meeting the needs of one family member will automatically help all members.

   Example 1:

   Trainer note: This example is one of two possible situations for an activity in the Introduction to a Systems Approach session plan. Do not use it here if you will use it later. Select another example for here.

   A good example is a Philippine rice project. The goal of this project was to improve the family income. To do this a new strain of rice was introduced which produced more rice per acre. It was accepted and grown, and after three years, a follow-up study showed that despite the fact the rice had been accepted, family income had gone down. On closer examination, it was discovered that the new rice had short stalks and so left less rice straw after harvesting. Harvesting took more time because there was more rice. The additional income from the rice did not make up for the loss of income from the women's mat and basketry making from rice straw. They had less straw to use, but also less time because it was their task to do post-harvesting tasks: removing the rice from the straw, etc., and they now had much more rice to work on.

   Example 2:

   Volunteers and counterparts in a heifer project determined that family well-being would be well-served by providing another cow to each family. Since the cows grazed for food, it was assumed that one more cow wouldn't adversely affect family expenses, yet provide additional milk, milk-products, or beef for income. However, the roles of family members were not taken into account in terms of the maintenance of the cows. The women were responsible for the milking, preparing milk-products for sale, and for taking the cows to and from the pastures each day. An additional cow would add significant amount of work to their daily schedule, severely limiting a caper and mushroom pickling project that had become a good income-generating activity. Without the women's input into the decision whether or not to receive another cow, the heifer project potentially could have met resistance, or if forced on them, adversely affected family income if the caper and mushroom project had to be abandoned.

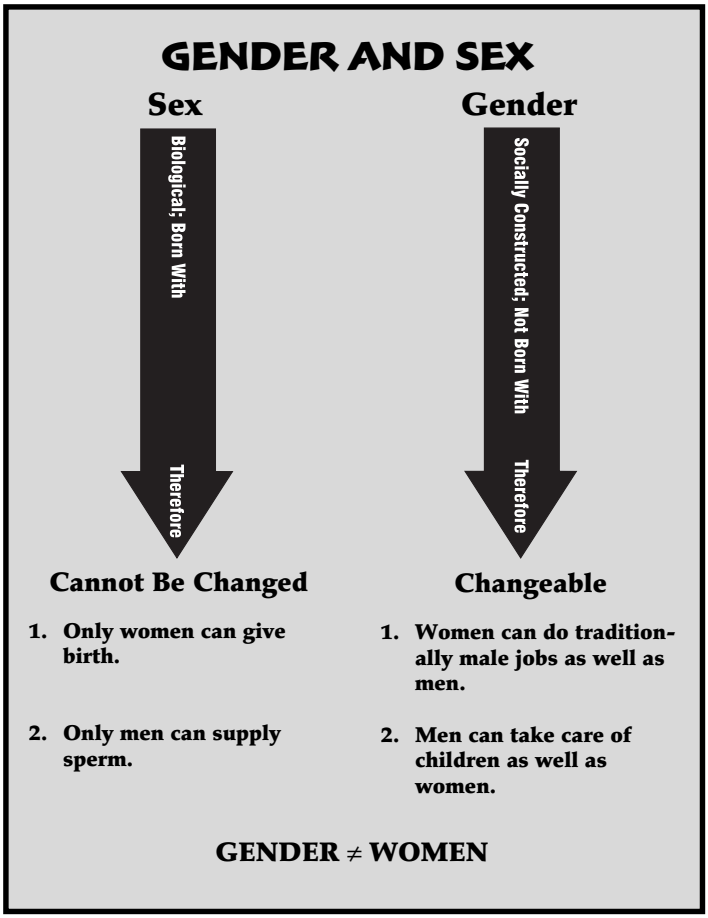
2. Revisiting the traditional view of development towards family well-being, we know we need to find out the roles, rights and responsibilities of the individual family members to be able to determine how a development project will impact on the family as a whole, as well as the individuals within the family.

   Gender analysis of family structures can be very invasive and inappropriate if carried out through individual interviews incorrectly. One way the Peace Corps has introduced this type of analysis is through participatory activities in which groups of men and women, boys and girls, describe aspects of their lives. By describing their daily activities, drawing maps of their communities, and developing seasonal calendars of all the tasks, social events, expenses, illnesses, and other aspects of their lives, it is possible to understand how the family units and the community function. These activities in focus groups are not so invasive as personal interviews which would be culturally inappropriate almost everywhere in the world. The participatory activities which are conducted in gender-sensitive ways are called PACA: Participatory Analysis for Community Action. We will learn more about those later.

III. DEFINITIONS (10-15 minutes)

A. Ask, How many of you have used the term "gender" before coming to this workshop? What does gender mean?

1. Using the flip chart "Gender and Sex", clarify the difference between the terms sex and gender. Distribute optional handout "Gender and Sex," if using.



What are some examples of gender roles which you have seen men have in one place (or instance) and women in another?

- In some villages both men and women use machetes. But women are not allowed to cut the plants to thatch the roof; only men do that.
- In some countries men are tailors, women are not. Women may do handwork, like knitting or crocheting, but they do not use sewing machines.
- Others:

2. Is changing gender roles what we are about??? No. What we want to do through gender analysis is **understand** who does what so that we can accurately gauge the impact of changes development projects may bring **and** so we can accurately target who needs what types of training. Gender roles change over time as families adjust to new pressures and opportunities. This may also occur

as an unintended result of a project, but it is not the primary goal of a GAD approach.

GAD philosophy is understanding the family system within its contexts. We will learn more about that in a session entitled "Introduction to a Systems Approach."

3. Women in Development Offices and funding for girls' and women's activities remain critical because women and girls are still often left out of the development picture. WID coordinators and committees play the role of ensuring that women's needs and priorities are kept visible, that project reporting indicates in what ways women's and girls' needs are addressed, and that when funding for specific girls' or women's activities are needed, including those identified through a GAD approach, there are funds for them.

V. SUMMARY (5 minutes)

Distribute "Gender and Development Vocabulary and Definitions" handout.

Review the definitions: development
sex/gender
WID/GAD/PACA

GENDER AND DEVELOPMENT

Development is an investment in the future. The links between people and development efforts include food security and nutrition, energy, employment, income, health, education, and sustainable agriculture and natural resources. These links are especially vital to the rural and urban poor. It is increasingly recognized that the socio-economic needs of these women and men must be a priority in any sustainable strategy to resolve development problems.

Increasingly, development policies have begun to move away from a strictly production and industrial sector focus towards a development approach which acknowledges the links between resources and people. Current efforts are designed to address the problems of urban and rural poverty, promoting local people as the *agents* as well as beneficiaries of development activities.

Planning for *people-centered* development requires more precise information about who the people are. They are not a homogeneous group. The people are comprised of women and men. The "poor" are poor women and poor men. The "children" are girls and boys. Everywhere, and within every socioeconomic group, the lives of women and men are structured in fundamentally different ways. A gender-based division of labor is universal; but it differs by culture, place, ethnic group, and class. Therefore, information is not precise enough for development project planning if it is not disaggregated by gender.

Increasingly, gender-disaggregated information is used in international aid development because of its importance, and because many development professionals now have access to the necessary information and training in gender analysis.

THE IMPLICATIONS OF CONSIDERING GENDER IN DEVELOPMENT

Gender-disaggregated information reveals what women and men know, what they do, and what they need. Without such information development efforts may not be appropriately designed, risking failure and negative impacts. Whether women, men, or both should be participants in specific development activities is a highly contextual question. The answer depends on the roles and priorities of the women and men within specific locations. Using gender analysis, development planners gain gender disaggregated information on factors affecting development which guides them to more sustainable and effective development.

Gender-disaggregated information is different from information collected by other methods for development planning because it uses the *individual person* as its unit of analysis. Therefore, it is more precise than other methods employing more aggregate analytic units. Gender analysis is a methodology for presenting a comprehensive picture of women's and men's contributions to national development.

WID AND GAD: TRENDS IN PRACTICE

Traditional data collection methods often *omit* women's multiple roles and contributions to development. The Women in Development (WID) approach to development planning highlights the importance of women's contributions, focusing primarily on women. Other

development programs focus on the household or family as the **unit** of analysis, but they do not look at the individual rights, roles, and responsibilities of the individuals within the family. These approaches assume that each member of the family shares equally all the benefits accruing to the family as a whole. This assumption has proved to be incorrect.

Gender and Development (GAD) differs from these approaches by adding to WID to include **both women and men.** Development policies and plans are frequently based on the assumption that men alone support families, but in reality it is women and men together who do so; in the growing number of female-headed households it is women alone who do so.

Experience and research supports the assertion that the fundamental elements of effective development management—sustainability, productivity, and equitability—are strengthened through explicit attention to gender. A better understanding of gender as a variable in rural and urban livelihood systems can be gained by using a variety of analytical tools that fall loosely under the rubric of gender analysis.

THE PROBLEM: CHANGING GENDER ROLES AND TRANSFORMING ECONOMIES

Around the world, women's and men's responsibilities differ according to the specific situations in which they live. These circumstances are shaped by:

- environment
- economic conditions
- class
- culture
- national history
- household circumstances
- legal structures
- religion
- occupation

In much of the developing world resource productivity is declining. In order to survive in a cash economy under conditions of a declining resource base, men and women, even in the remotest parts of the world, increasingly seek local wage labor in both rural and urban areas. They are also planting and selling more cash crops, often at the expense of subsistence crops.

Global conditions cause the following phenomena in rural communities:

- extensive out-migration
- more time-intensive work for those left behind
- growing numbers of women-managed households
- new responsibilities for women without increased access to resources
- new norms and expectations as families become fragmented
- changes in gender and generational perspectives
- shifts from exchange work groups to wage labor

LINKAGES: GENDER AND POVERTY

Despite the accumulating forces for greater participation, large numbers of people continue to be excluded from the benefits of development: the poorest segments of society, people in rural areas, many religious and ethnic minorities and, in almost every country, women. Women are the world's largest excluded group. Even though they make up half the adult

population, and often contribute much more than their share to society, inside and outside the home, they are frequently excluded from positions of power. Many developing countries also exclude women from both political participation and productive work—whether by tradition, discriminatory laws, or withheld education. Indeed, for decades, life has changed very little for 500 million rural women in the developing world.

Powerful vested interests erect numerous obstacles to block off the routes to women's political and economic power. These obstacles include:

LEGAL SYSTEMS

Laws are often arbitrary and capricious and favor those with political influence or economic clout. In too many countries, legislation fails to measure up to ideals of transparency, accountability, fairness, and equality before the law. Some countries exclude the participation of women, for example, or of religious or ethnic minorities or deny certain rights to workers.

BUREAUCRATIC CONSTRAINTS

Many developing countries have shackled their people with innumerable regulations and controls, demanding all sorts of permits and permissions for even the most modest business initiative. Fortunately, many governments have started to dismantle the most stifling of these controls and are opening new avenues for entrepreneurial activity.

SOCIAL NORMS

Even when laws change, many old values and prejudices persist, and are often deeply embedded in everyday language and behavior. Laws may promote equality, but it is usually left to the discriminated group to struggle against prejudice. Thus, working women, even when they prove themselves better, are frequently not given equal treatment.

MALDISTRIBUTION OF ASSETS

In developing countries, one of the most significant assets is land. A high proportion of the people struggle to make a living in agriculture, but their efforts are often thwarted by the dominance of feudal elites who exert an overwhelming control over land. In these countries, there can never be true participation in the rural areas without far-reaching land reforms—as well as the extension services, trading, and credit for smaller farmers (particularly women) that can help them become productive and self-reliant.

Whether in urban or rural areas, vested interests that currently enjoy economic, financial, political, or social power are usually determined to defend their position—either individually or through close-knit associations, well-financed lobbies, and even violence.

Changing the power equation requires the organization of a countervailing force. People's organizations—be they farmers' cooperatives, residents' associations, consumer groups, or political parties—offer some of the most important sources of countervailing power. And they often exercise it most effectively through the sharing of information and ideas—it is ideas, not vested interests, that rule the world for good or evil.

TOOLS FOR GENDER ANALYSIS

Tools for gender analysis are essential building blocks for projects and programs aimed at improving lives in sustainable ways. They reveal how gender differences define people's rights, responsibilities, and opportunities in society. Recognizing the ways that development

affects men and women differently allows planners to incorporate this information in the successful implementation, monitoring, and evaluation of development projects and programs.

These tools offer ways of gathering data and analyzing gender as a variable in household and community organization for development. The methods give new insights into the local situation and permit a more comprehensive understanding of the community's situation, and facilitate the creation of a more effective equitable development program.

Through its GAD and Participatory Analysis for Community Action (PACA) training materials, the Peace Corps has introduced several gender analysis tools. For analyzing the macro-level, the Contextual Analysis format provides levels of considerations of both opportunities and constraints to women and men. The Gender Information Framework is a guide for culturally determined elements *within the household* that need analysis prior to project planning. The Participatory Analysis for Community Action materials provide a philosophy and methodologies for including the participants in the gender analysis and subsequent community action, with the development worker as partner.

Gender affects development and shapes opportunities for building local-level capacities across cultural, political, and ecological settings. Project experience shows that information about gender is vital to effective and sustainable outcomes. Interest in gender analysis has been spurred largely by those concerned about women's roles and their desire to transform gender relations across many dimensions of development. In reality, all people interested in effective and equitable development management and in long-term capacity-building for local communities must address issues of gender as it pertains to the development process.

For example, knowledge of differences in men's and women's savings strategies can indicate new ways to mobilize savings and thus establish stronger credit programs. Awareness of how men and women receive information (e.g., through newspapers, radio, at the health clinic) can assist in designing effective information dissemination systems. Knowing gender differences in mobility between and within towns can assist in designing primary and secondary school programs that increase both male and female enrollment. Knowledge of intra-household responsibility for seed selection for next year's planting provides an opportunity for agricultural researchers to gain greater understanding of the drought-resistant, early maturing, and disease-resistant characteristics of a particular plant variety.

APPLICATION OF GENDER ANALYSIS DATA

Development programmers can apply what they have learned at many project stages. As planners and implementers engage in important planning and implementation activities, the following guidance on project features will be useful.

PROJECT FEATURES TO CONSIDER

- Choice of promotion strategy
- Choice of technical packages
- Timing and duration of activities
- Delivery systems
- Location of project activities or services
- Eligibility criteria
- Nature and distribution of benefits

CHOICE OF PROMOTION STRATEGY

Promotion strategies need to take into account communication networks and language differences. Because of limited mobility and less education, women are less likely to speak a European or national language that must be learned in school. Women are therefore less able to take advantage of programs, education, and services. Language requirements need to be considered in outreach and training programs.

Women usually have different communication networks. While men may receive information from newspapers, radios, or at men-only village meetings, women may give and receive information at the clinic, the well, or alternate sources. To ensure that information about resources or new technology is adequately disseminated, it is important to identify gender-specific communication networks.

CHOICE OF TECHNICAL PACKAGES

Different technical approaches to development problems are frequently necessary to appropriately address the roles and responsibilities of men and women. Planners should ask: are technical packages applicable to all households (both male- and female-headed), or only those with certain types of resources? Are technical packages targeted for the person responsible for the activity, and do they match that person's resources? Are credit procedures appropriate for both men and women? Do education and training curricula address productivity issues related to both men's and women's activities?

TIMING AND DURATION OF ACTIVITIES

Women's home constraints differ from those of men because of their dual family and economic roles and responsibilities, which are often intertwined. Project activities, such as trading or voluntary labor contributions, need to take into account women's daily and seasonal time constraints. Training held during morning food preparation hours, for example, essentially precludes the participation of many women.

OUTREACH OF EXISTING DELIVERY SYSTEMS

Often women operate outside existing delivery systems. They frequently have less access to outreach or extension agents. There are a variety of explanations for this situation, ranging from cultural norms constraining contact between nonfamily males (extension agents), to lack of information appropriate to their needs provided by the delivery system.

LOCATION OF PROJECT ACTIVITIES OR SERVICES

Cultural norms often restrict the mobility of women. They are less likely to be able to travel to distant training sites, clinics, village meetings to discuss where water wells and schools should be placed, banks or financial services, and other meetings and services development projects often provide.

ELIGIBILITY CRITERIA

Eligibility criteria often preclude women's participation. English language requirements, for example, can reduce the eligible pool of women candidates for training, since fewer women have had access to educational institutions where English is taught. Age limits on long-term training programs may inadvertently restrict women's participation, since often they must remain at home with their children. Credit programs that require land as collateral essentially eliminate women's participation in many cultures. In some instances the criteria are more stringent than necessary and should be revised. For example, alternative forms of

collateral could be devised. Other options could provide the training and assistance that would enable women to meet the requirements.

NATURE AND DISTRIBUTION OF BENEFITS

Direct access to benefits affects incentives to participate. Where women are expected to work or participate but receive few benefits, which has occurred in agriculture and natural resource management projects, they are less likely to participate. Sometimes development interventions put additional burdens on women's daily tasks because those tasks are not identified in advance. Furthermore, unexpected tasks may limit other important activities and may not provide income that directly benefits the women and children.

CONCLUSION

Saying that the "people" or "community" will participate in a development project obscures the different activities, resources, and constraints of women and men. Gender roles are critical to any effort. These roles vary greatly by culture, and may change over time. Therefore, they must be examined in each specific context to avoid faulty generalizations or assumptions. "Standard" gender-sensitive project design is a contradiction. Every development context is unique and requires specific analysis to yield appropriate and adequate responses.

Excerpted from materials produced by the United States Agency for International Development's GENESYS Project; *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management* by Thomas-Slayter, Esser, and Shields, Clark University's International Development Program; and *Human Development Report 1993*, Oxford University Press.

GENDER AND DEVELOPMENT VOCABULARY AND DEFINITIONS

GENDER A sociocultural variable that refers to the *comparative, relational, or differential* roles, responsibilities, and activities of males and females. They are what a society or culture prescribes as proper roles, behaviors, personal identities, and relationships. Gender roles vary among societies, within societies, and over time; they are not bound to either men or women.

GENDER AND DEVELOPMENT (GAD) An approach to development that focuses on everyone: men and women, boys and girls. Gender is much more than an equity issue; gender roles, including access to resources, affect economic growth as well as social stability and well-being in a society.

GENDER ANALYSIS Gender analysis is not a specific method as much as it is a type of lens for focusing on particular aspects of cultural reality. In gender analysis, the effects of other variables are taken into account to provide a complete picture of the factors affecting people's participation in the economy and development efforts and the impact of these efforts on their lives. The analysis examines the roles and participation of women and men belonging to specific groups involved in a development activity.

GENDER ANALYSIS TOOLS Gender analysis is conducted through various types of tools, both quantitative and qualitative, such as analysis of sex-disaggregated data on national as well as regional and local levels, and contextual analysis including policies/laws, cultural norms, and community and household distribution of tasks, allocation of resources, and means of decision-making.

GENDER DIFFERENCES Differences in males' and females' roles in society usually operate in association with other socioeconomic variables. Neither all men nor all women necessarily share the same interests, concerns, or status. These vary by race, ethnicity, income, occupation, age, level of education, etc. Additionally, concerns and status of men and women differ *within* groups, whether racial, ethnic, age, or class.

GENDER-NEUTRAL Two *significantly* different uses of this term appear in development literature and even training materials:

(1) Approaches to development that *assume* equal opportunities and benefits to both men and women without questioning whether a person's gender constrains or favors his/her access to resources and participation in decision-making are called gender-neutral.

(2) Projects that have been analyzed and shown to show no gender bias may be termed gender-neutral.

SEX As an analytical category, sex distinguishes males and females exclusively by biological characteristics. For example, quantitative data are sex-disaggregated, because the whole universe consists of two sexes, men and women, who are mutually exclusive and exhaustive.

SEX-DISAGGREGATED DATA Information collected and reported by sex.

WOMEN IN DEVELOPMENT (WID) WID is a special effort to include women as participants in and beneficiaries of development because women, more often than men, have been left out of the development process. Sometimes it has focused on women's projects rather than being integrated into other development projects.

WORK How one fills one's time.

PRODUCTIVE Paid or wage labor, income-generating activities.

REPRODUCTIVE Domestic, child care; generally non-paid. Often includes subsistence farming and food preservation.

INTEGRATIVE Tasks with the function of holding society together and building morale in the community, such as tempering disappointments and grief and celebrating success and joy, or related to life stages: care for disabled and elderly, rituals and religious observances. It is generally unacknowledged as work.

STATUS ENHANCEMENT Activities usually seen as result of economic privilege: public volunteer work, entertaining, consumerism/shopping, social and cultural obligations.

NON-WORK Activities involving personal maintenance (sleeping, eating, exercise, physical grooming) and leisure activities of one's choice done for pleasure.

INVISIBLE WORK Non-paid work is considered invisible as it is not reflected in income statistics.

HANDOUT

DEVELOPMENT APPROACHES

TRADITIONAL VIEW

Household + Resources = All in household benefit; life improves

WITH GENDER ANALYSIS

M/W + M/W = Men & women benefit; projects more effective

GENDER AND SEX

Sex

Biological; Born With

Therefore

Cannot Be Changed

1. Only women can give birth.
2. Only men can supply sperm.

Gender

Socially Constructed; Not Born With

Therefore

Changeable

1. Women can do traditionally male jobs as well as men.
2. Men can take care of children as well as women.

GENDER ≠ WOMEN

INTRODUCTION TO A SYSTEMS APPROACH

RATIONALE

This session introduces the concept of systems analysis as a point of reference for understanding the process of socio-economic change in households and local communities. It provides an integrative framework that places gender role differences within a broader context of development. The systems approach helps identify the nature of household decision-making, constraints on change to various aspects of the household, and strategies for project development.

TIME

2 - 2 1/2 hours

GOAL AND OBJECTIVES

GOAL

To understand individual and family behavior within a larger societal context.

OBJECTIVES

1. To identify the variation in rights, roles, and responsibilities within families.
2. To identify culturally determined aspects of the family system.
3. To consider how changes in one household activity will effect changes in other activities.
4. To analyze the potential issues in a project at various contextual levels outside of the household itself.
5. To introduce a gender analysis framework.

SESSION OUTLINE

I. Introduction – includes case study/game (20 minutes)

II. The Household as a System (45 minutes)
- **A.** Components of the Household System (30 minutes)
- **B.** Concepts of Work (15 minutes)

III. The Household within a Larger System (15 minutes)

IV. The Importance of Gender Analysis in Understanding the System (40 minutes)

V. Gender Information Framework (GIF) Activity (20 minutes)

VI. Summation (10 minutes)

TRAINER PREPARATION

1. Select from activities in the session, as needed; do each exercise and make individual notes, as needed.
2. Determine whether the rice project activity will be done as a game or an exercise. By adding the element of a game with competition, some trainers feel it stretches people to be more creative in their search for reasons the project had unexpected results. If you feel this trivializes the activity, leave out the game element.
3. Watch video.
4. Prepare flip charts and copy handouts.

MATERIALS

- Flip chart
- Markers
- Masking tape
- VCR and monitor
- Video: *Gender Analysis — Strengthening Winrock Projects*
- Prize for game (candy or ???)

HANDOUTS

- Philippine Rice Project
- Household as a System
- The Concept of Work
- Contextual Analysis
- Gender Information Framework (outline or form)

FLIP CHART

- Gender Information Framework (outline)

PROCEDURE

I. INTRODUCTION (20 minutes)

A. Introduce the session with a statement about the purpose: to consider the family as a system and review how gender roles vary among societies and within a community, and develop an awareness as to why gender analysis is important for project development.

B. Begin with an activity. Divide the participants into small groups, each group with a piece of flip chart paper and a marker. Explain that each participant will receive a description of a Philippine rice project that had some unexpected results. Explain that participants are to brainstorm a list on the flip charts of all possible reasons for the results. They should be creative. They will have a 10 minute time limit. At the end of 10 minutes, the group with the most possibilities will win.

C. Distribute the "Philippine Rice Project" handout and set the groups to work.

D. Call time. Ask for each list to be brought forward and posted. Have someone from each group report out on their discussion and read their list of reasons for the unexpected results. After the first report, subsequent groups can simply add any items not previously mentioned. Add up numbers of entries and award prize.

Keep the flip charts posted and handy for referral during following sessions.

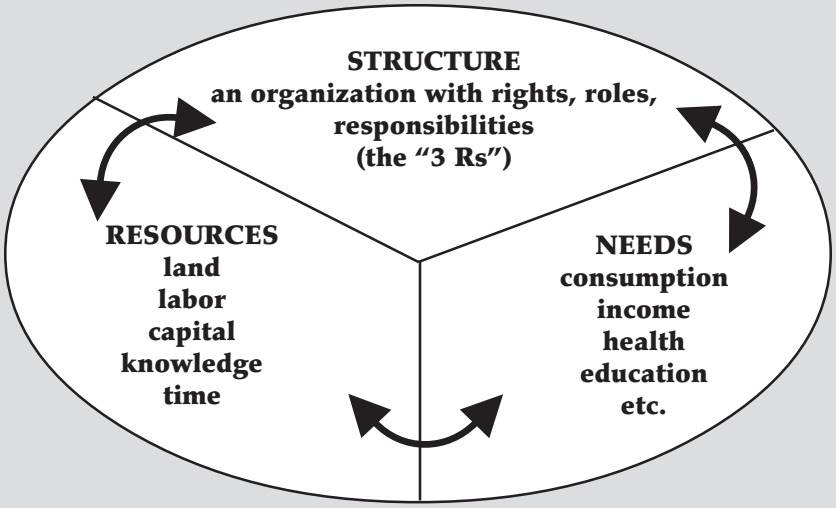
II. THE HOUSEHOLD AS A SYSTEM (45 minutes)

A. Components of the Household System (30 minutes)

1. Distribute "The Household as a System" handout. Discuss the diagram and emphasize the points made at the bottom of the diagram.

THE HOUSEHOLD AS A SYSTEM

All households have three components. All of the components are inter-related.



Household Structures Are *Culturally* Determined:

1. Rights: belonging, ownership
2. Responsibilities: child care, production, education, health, interaction with outsiders, savings and investment
3. Roles for each family member: head of household, decision-maker, caregiver, etc.

These components are not independent of each other but are integrated in a functional sense. A change in one component can have an impact on activity somewhere else in the system.

Issues for discussions about development:

1. It is difficult to change culturally-determined roles.
2. Distribution of benefits cannot easily be changed from the outside.
3. Change at any point in the system will cause changes elsewhere, planned or unplanned.

2. What examples of household structure can be noted from the rice project case study that was discussed?

   Possible responses:

   STRUCTURE:

   Roles:
   - decision-making
   - planting, weeding
   - harvesting
   - post-harvest tasks
   - purchasing seed, fertilizer
   - selling rice
   - craft production and sales
   - other?

   Rights: what is the relative distribution of rights to family resources, such as savings and income, livestock, land ownership?

   Responsibilities: who is responsible for which rice production tasks, and who is responsible for providing funds for health, education, and other needs?

   RESOURCES: who has access to and control over:

   Land:
   - land use
   - mechanisms of land access
   - quality of land

   Labor:
   - division of labor
   - seasonal availability
   - levels of skill
   - off-farm labor
   - subsistence and income-generating labor

   Knowledge:
   - access to technical assistance
   - language skills to attend training
   - literacy and numeracy
   - understanding of local environment
   - understanding of how family income is used

   NEEDS: What is the impact on:

   - time spent on each aspect of rice production
   - other income generation for family
   - family health and nutrition
   - children's education

3. We have attempted to point out the need for more careful analysis of the household by considering how a project might impact one or more activities within the system. One of the areas we identified was the tasks or work that has to be done. Let's look more specifically at the concept of work.

B. Concepts of Work (15 minutes)

1. Distribute "The Concept of Work" handout. Go through the definitions. Relate the definitions back to the example used in the first part of the session.

THE CONCEPT OF WORK

PRODUCTIVE – To earn money
- Income-generating activities
- Paid or wage labor

REPRODUCTIVE – To maintain the home and family
- Housework (wash, clean, etc.)
- Caring for children
- Subsistence food production

INTEGRATIVE – To hold society together
- Care for elderly, people with disabilities
- Birth, marriage, funeral observances
- Other religious observances
- Local, regional, national celebrations

NON-WORK
- Eating
- Sleeping
- Personal grooming
- Exercise
- Leisure activities of own choice

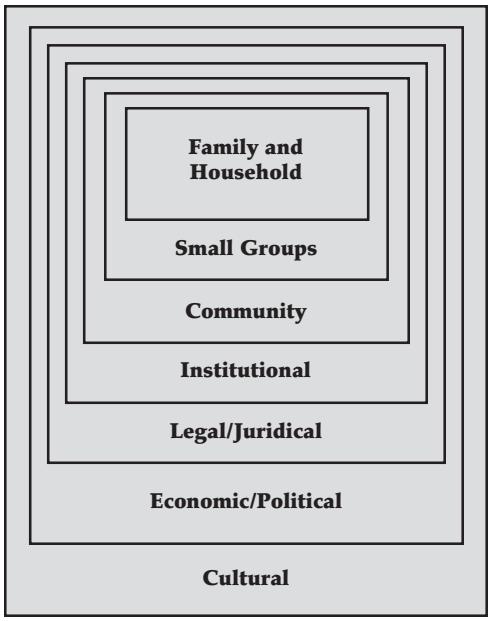
Note: Work that is not paid for is considered "invisible" and, as such, is not reflected in economic statistics. Historically, development projects focused only on productive work. These projects often interfere with important household functions and activities.

2. Apply these definitions to the rice project discussed previously. What type of work did the project address? What other types of work influenced the project's outcome? How might some of the errors of this project have been avoided?

III. THE HOUSEHOLD WITHIN A LARGER SYSTEM (15 minutes)

A. State that the household doesn't function as a closed system. There are many influences on the household from outside the system. Another diagram provides some of these influences.

B. Distribute the "Contextual Analysis" handout.



C. Here we see the household at the center of many other concentric rings, each of which has an impact in different ways on the family. What are possible issues or factors that might have an impact on a family who is trying to increase income by more rice production?

Possible responses:

SMALL GROUPS:

- rice farmers — all chosen to get new rice or only some?
- "strong men"
- perhaps groups of women who have a craft cooperative
- rice farmers' wives who may not now be able to make crafts to sell
- others?

COMMUNITY:

- population: women, children, youth, elderly, different ethnic groups (affected the same or differently by the project?)
- other farmers not included in this project
- How are community decisions made?
- What is the impact on water resources for everyone?
- Are there factions, feuds within the community?

INSTITUTIONAL: (NGO OR GOVERNMENT)

- Who provided the rice? at what cost? with what type of training, agreement for repayment?
- What is its relationship with community
- What are other institutional influences on the situation?

LEGAL/JURIDICAL:

- Any legal issues over land use?
- Who "owns" the land?

ECONOMIC/POLITICAL:

- Any political reasons this community was chosen to get this project?
- Is there a market for the extra rice? the infrastructure (roads, markets) for selling it?

- Are there higher costs for the seed? or need for additional products, such as fertilizer? cost? availability?

CULTURAL:

- Roles, rights, responsibilities
- Is rice, alone, the issue?
- Other events associated with income generation? use of income?
- Religious implications?

D. How can the information be obtained to better understand why a past project did not succeed, or whether a new one will? *The people who are involved, or potentially will be involved, in the development activities need to analyze their own systems, within their culture and contexts.*

The rice project failed its goal of increasing family income because the net gain from increased rice production did not make up for the loss of income from women's crafts made from the rice straw. Why? There was less straw from the new rice (look at the drawing) and less time to make crafts because more time was needed for post-harvest processing.

A more comprehensive analysis of the family system of the rice-farming family would have given the development agency important information. But, without considering the roles, responsibilities, and rights of both men and women, perhaps the impact of the project would not have been predicted. Let's add to our analysis, then, the gender component.

IV. THE IMPORTANCE OF GENDER ANALYSIS IN UNDERSTANDING THE SYSTEM

(40 minutes)

Introduction to video:

> The video we are about to see describes how gender roles, rights, and responsibilities can vary, and how those variations might affect the impact of outside interventions.

Show the video *Gender Analysis—Strengthening Winrock Projects.*

The video has introduced the term "gender analysis." Let's now look at a framework for looking at gender data.

Either:

Use the "GIF Outline" on flip chart if doing the exercise below,

or

Distribute the "GIF Outline" handout, if not going to work with the tool.

The Gender Information Framework (GIF) is just that—a framework—to help us generate and analyze information. **It is not a survey form**. Many types of information listed on the GIF are quite personal. It would not be appropriate to ask individual questions about such information. As we learn about how a family functions, through observation, group discussions, participatory techniques, etc., we can begin to identify the more important information that the GIF produces. Review the aspects of the household that need analysis. (flip chart)

GENDER INFORMATION FRAMEWORK (OUTLINE)

Exploratory Factors

Task implementation
Income
Expenditures
Resources
Time/seasonability
Decision-making
Other factors

Analytic Factors

Constraints
Opportunities
Assumptions

V. GIF ACTIVITY [OPTIONAL] (20 minutes)

Distribute the blank "GIF Form" handout. Assign pairs or small groups to look at one section in I.A. (Exploratory Factors), assigning each group a different section. They are to list what they know about the family system of the rice farmers and the information that is needed to understand it.

After they have had about 10 minutes to work, go through the GIF categories, taking examples for each category from the groups that worked on them.

Finally, ask them, What questions did this raise for you?

VI. SUMMATION (10 minutes)

This session has introduced a systems approach and why it is important to development. We learned about the different components of the system and why an understanding of gender roles is crucial to project success. We have also identified who has the knowledge: the people themselves, not the outsiders. In future sessions, we will explore how this type of information can be gained and analyzed by the community itself, and what the role of the Volunteer (or other development workers) is in the process.

[Optional] Ask who can:

1. Describe how a household works as a system?
2. Give an example of a change in the household that will cause other changes? What might the resulting changes be?
3. Explain some of the contexts within which households function?
4. Give an example of a contextual factor in the project we looked at?
5. Explain what the GIF helps us do?

PHILIPPINE RICE

In a region of the Philippines where families are rice farmers on small land holdings, development workers looked for ways to increase family income. All family members had their own roles in rice production, harvest, and post-harvest. Additional income-earning schemes included the making and selling of straw baskets by women and children. Still there was not sufficient family income to permit all children to attend school and for adequate health care.

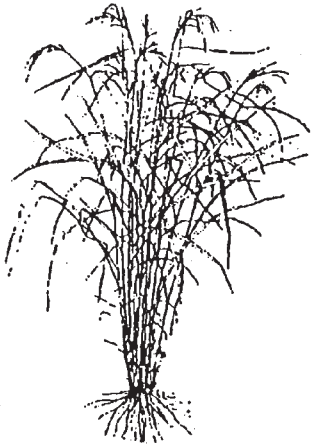
To increase family income, the intervention decided upon was to increase rice production through an improved high-yield strain, as it appeared to be the least disruptive to the rice culture already in existence and would not require more land. A new "modern rice" (see next page) was introduced and, over several years, it was accepted. By the end of five years, production had more than doubled. However, family income went down.

What happened? Using your creative thinking, generate as long a list of possible impacts on individuals, households, and the community of the introduction and successful production of modern rice as you can imagine.

SUPER RICE

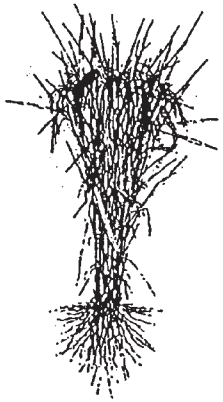
A new breed of "super rice" developed by agricultural researchers produces a high yield with less fertilizer than varieties currently being grown. Here is a comparison:

TALL CONVENTIONAL RICE



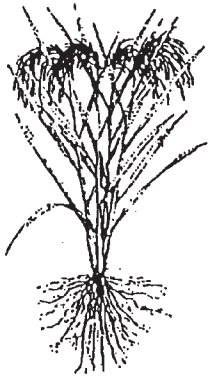
- Period in use: Before 1968
- Height: 43 –70 inches
- Leaves: Thin, long
- Growth duration: 140 – 180 days
- Grain yield potential:
  0.6 – 1.4 tons/acre

MODERN RICE



- Period in use: 1970s and 80s
- Height: 35 – 43 inches
- Leaves: Thin, short
- Growth duration: 110 – 140 days
- Grain yield potential:
  2.4 – 4 tons/acre

SUPER RICE



- Period in use: Introduction expected in 21st century
- Height: 35 – 43 inches
- Leaves: Thick, short
- Growth duration: 100 – 130 days
- Grain yield potential:
  5.3 tons/acre

Source: International Rice Research Institue

THE HOUSEHOLD AS A SYSTEM

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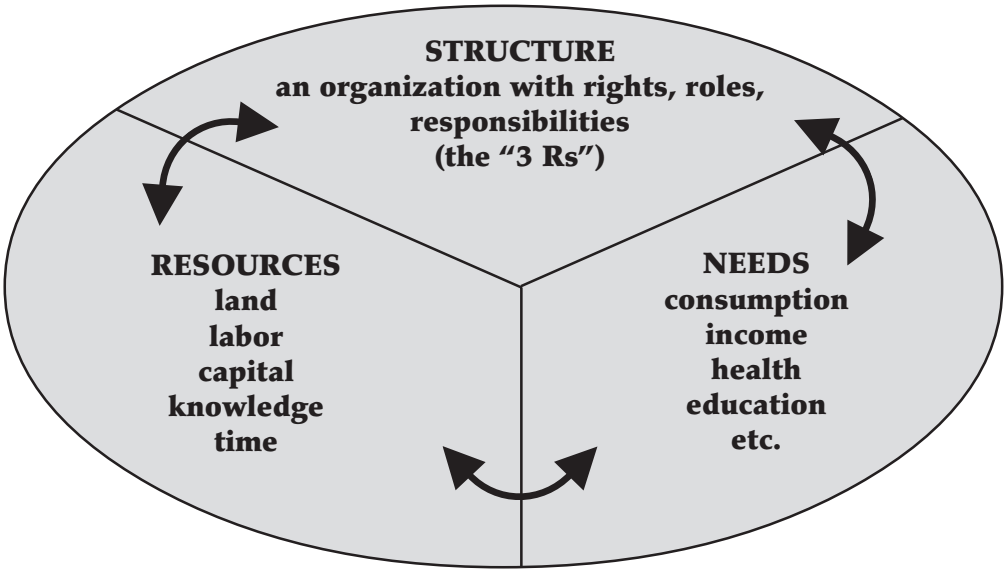

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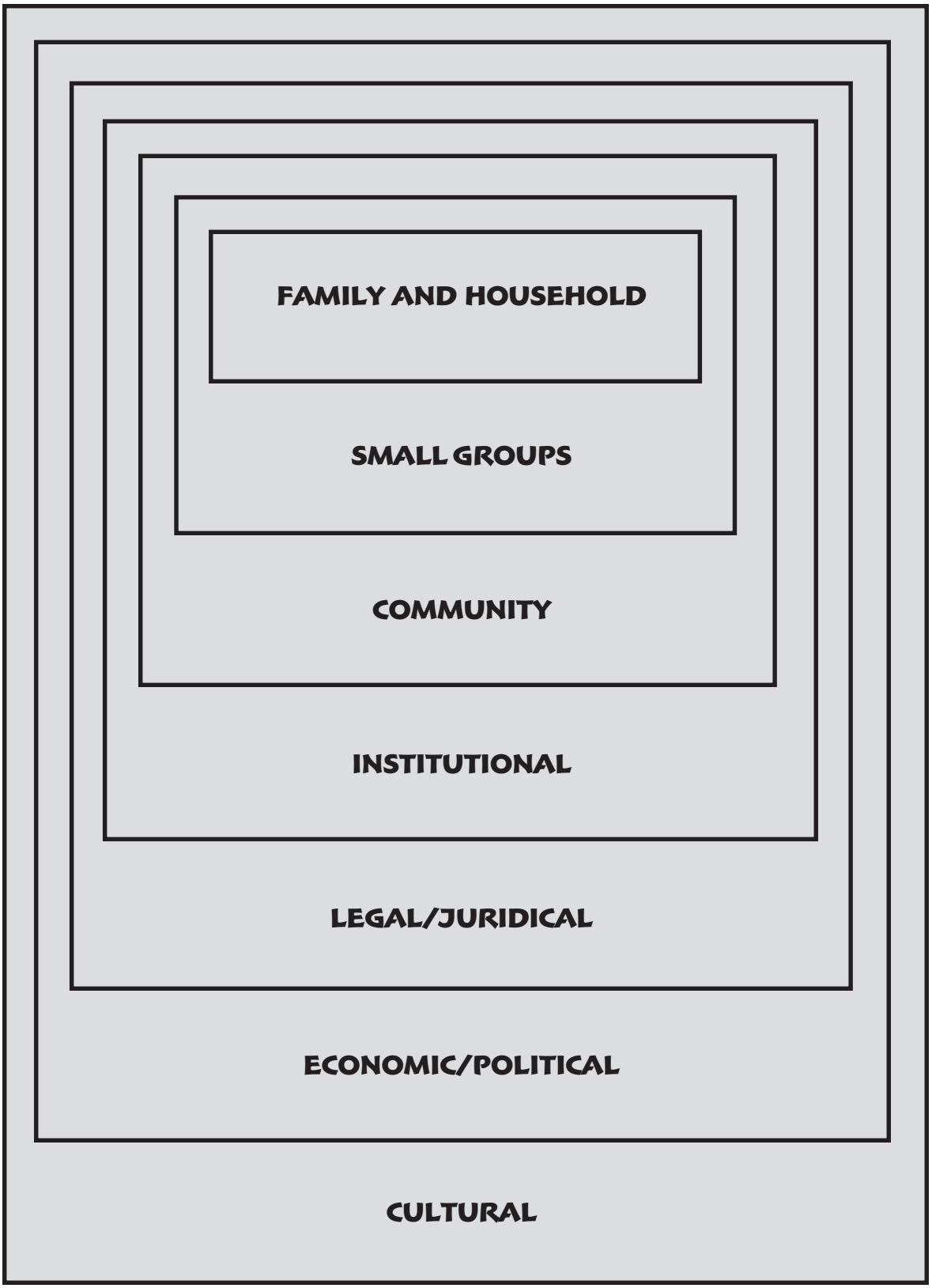
Adapted from work by Mary Hill Rojas

CONTEXTUAL ANALYSIS



From USAID's GENESYS Project

GENDER INFORMATION FRAMEWORK
(OUTLINE)

Exploratory Factors

Task implementation
Income
Expenditures
Resources
Time/seasonality
Decision-making
Other factors

Analytic Factors

Constraints
Opportunities
Assumptions

Recommendations

GENDER INFORMATION FRAMEWORK

I. EXPLORATORY FACTORS

A. EXPLORATORY FACTORS 1. TASK IMPLEMENTATION (Who does what task? Include paid work, agriculture, other income-generating activities; food preparation and allocation; other household activities like cleaning, laundry, child care, tool-making/repair, sewing, schooling; out of home work, community work, "leisure" activities which produce products for the home or for sale.)	WOMEN and GIRLS	MEN and BOYS

	WOMEN and GIRLS	MEN and BOYS
2. INCOME (Who earns what, in cash or kind? For example, through sale or exchange of products [raw or finished], family or individual enterprises, crafts, wage labor or work parties, any extra income-generating activities.)		
3. EXPENDITURES (Who contributes what toward household finances? For example, certain foods or basic goods, clothing, ceremonial costs, agriculture/business inputs, tools/equipment, education, medical fees, purchase of land/ animals/materials/goods, savings, hired labor, etc.)		

HANDOUT

	WOMEN and GIRLS	MEN and BOYS
4. RESOURCES (Who has access to and/or controls key resources? Include **physical**, such as land, buildings, labor, water, animals, vehicles, tools/equipment, raw materials, agriculture/business inputs; **financial**, such as capital, credit; **informational**, such as formal education/literacy, technical assistance, extension services, official languages, local agro-ecological-technical knowledge; **socio-organizational**, such as membership in dynamic, powerful, or legally recognized organizations, political connections/patrons, etc.) **5. TIME/SEASONALITY** (Of any of the following factors: labor availability [both household and non-household], access to markets/transport, income/expenditures, resource access/control, daily use of time/availability for other events, including training.)		

	WOMEN and GIRLS	MEN and BOYS
6. DECISION-MAKING (Who decides about behaviors or investments required? For example, can men and women make independent decisions about certain of the foregoing factors, or only men, or do they do so jointly? Or, must some decisions be made by entities larger than just the household, such as the community, elders, or local government?)		
7. OTHER (Any other gender-related factors you feel might be basic to any community action or project?)		

B. ADDITIONAL DATA NEEDED (These are "missing data" that are not known or available for completing some of the factors above but that are likely to be relevant to designing and implementing a project.)	WOMEN and GIRLS	MEN and BOYS

II. ANALYTIC FACTORS

A. ANALYTICAL FACTORS	WOMEN and GIRLS	MEN and BOYS
1. CONSTRAINTS (In general or in relation to specific project objectives, such as on labor, time, on access to all the various kinds of resources, on decision-making; any cultural constraints; no clear incentives to change; project participation could jeopardize other current activities)		
2. OPPORTUNITIES (In general or in relation to specific project objectives, such as roles traditionally assigned to one or the other gender that facilitate project implementation; gender skills and knowledge that can be tapped; good fit of potential project with current cultural norms; clear incentives to project participants in terms of likely benefits)		

HANDOUT

B. ASSUMPTIONS (Guesses you had to make in order to complete an analysis pending finding out the needed information)	WOMEN and GIRLS	MEN and BOYS

Based on Gender Information Framework developed by USAID's GENESYS Project

CONTEXTUAL ANALYSIS

RATIONALE

This session introduces gender analysis through the use of a broad-ranging tool, Contextual Analysis. This gender analysis tool focuses on the various levels of the socio-economic context in which development happens. Practice in analyzing the potential gender issues at the various levels is accomplished with a video.

TIME

1 hour 45 minutes

GOAL AND OBJECTIVES

GOAL

To introduce a tool which assists in the analysis of issues in the interwoven social and economic systems of a country.

OBJECTIVES

1. To identify gender issues in a particular situation (presented through a video).
2. To analyze one or more gender issue through the Contextual Analysis matrix.
3. To apply the learnings of this exercise to potential projects, situations.

SESSION OUTLINE

I. Introduction (10-15 minutes)

II. Video (30 minutes)

III. Group work (45 minutes)

IV. Summary (5 minutes)

TRAINER PREPARATION

1. Read the "Contextual Analysis of Gender and Social and Economic Issues" handout. Study the "Contextual Analysis Matrix."
2. View the video *Where Credit is Due* (or an alternate choice) , noting gender issues and/or adding information to the notes on the video found in Booklet #1.

3. Practice using the Contextual Analysis tool by working across the matrix horizontally for one or two of the components.
4. Prepare some examples from your own experience.
5. Prepare the handouts.

MATERIALS

- VCR and monitor
- Video: *Where Credit is Due* or alternative, such as *Local Heroes, Global Change Part II: Against the Odds*
- Blank flip charts
- Marking pens
- Tape

FLIPCHARTS

- Contextual Analysis diagram
- Small group task
- Contextual Analysis Matrix

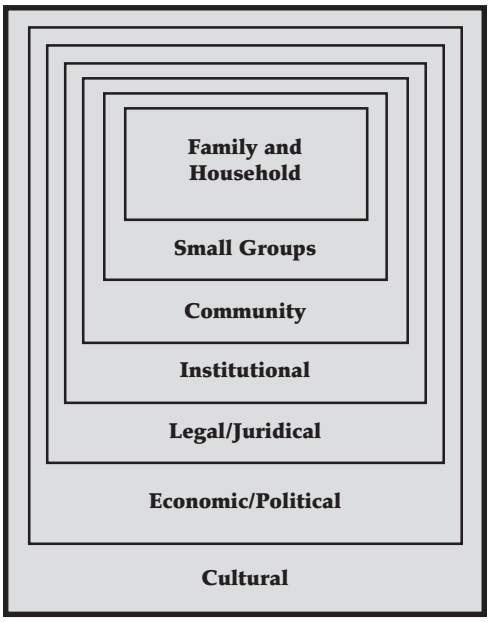
HANDOUTS

- "Contextual Analysis of Gender and Social and Economic Issues"
- Contextual Analysis Matrix (extra copy per person)

PROCEDURES

I. INTRODUCTION (10-15 minutes)

Introduce concept of gender analysis, if not done previously.



With use of a flip chart, introduce the concept of Contextual Analysis:

Contextual Analysis examines the social and economic components which make up the development context.

It suggests that constraints to and opportunities for ensuring men's and women's participation lie in an interwoven context of levels of social and economic systems.

An analysis of those constraints and opportunities for action must be conducted in that context, and at each level, in order to define feasible steps toward change.

Although Peace Corps development projects focus on the family, small group, and community, they operate in the context of the institutional, legal, political, and cultural levels. Constraints at other levels may block successful completion of a project at any other level.

Other agencies and non-governmental organizations (NGOs) with whom the Peace Corps cooperates may be working for change at other levels.

Examples:

In Bolivia, training for beekeeping interested both men and women. Both attended the training for awhile and then the women stopped coming. It was assumed they lost interest. However, on closer examination, it was realized that they stopped coming after the beekeeping protective clothing was introduced. The clothing included pants. Culturally, the women were unable or unwilling to wear pants instead of their traditional skirts. Once the issue was determined to be a cultural one, a solution could be found: they put the pants on and wore their skirts on top!

In Lithuania, women legally could get small business loans but they did not. It was discovered that even though they legally could get loans, they had to leave one-half of the amount of the loan in the bank as collateral while paying interest on the entire amount of the loan. This was a bureaucratic procedure, not a law.

II. VIDEO (30 minutes)

We will be exploring various contexts through the use of a video.

As you watch *Where Credit Is Due*, please take notes on gender issues you see or hear about. After the video, we will discuss them.

Show video.

Give participants a few minutes to complete their notes.

III. GROUP WORK (45 minutes)

Explain the small group work using the top half of the flip chart:

TASKS

1. **Discuss the gender issues each person noted and select one or two to analyze.**
2. **Use the Contextual Analysis Matrix to further investigate the issues you identified.**

Distribute a copy of the "Contextual Analysis Matrix" handout to each person. Together look at the categories across the top of the page:

ASSUMPTIONS: what assumptions are you making? what ones are being made by others?

CONSTRAINTS: what are the limitations at various levels of the social and economic system?

OPPORTUNITIES: where might opportunities be?

FURTHER INFORMATION: what other information would you need to investigate this issue further?

Have participants pull chairs together into groups of three. Remind them of the order of the tasks, as noted on the flip chart.

Monitor their progress. If they are still discussing issues in general after 30 minutes, ask them to pick one issue and work it through the matrix.

Stop the group work after 45 minutes.

Debrief, using some of the following questions:

1. What was valuable about this exercise?
2. What was difficult?
3. What issue did each group analyze?

Continue to work in your small groups for another 15 minutes on the last part of the task (reveal rest of flip chart):

4. **Determine what might be one potential project Peace Corps could initiate to address some aspect of the situation they just saw?**
5. **In what contexts (e.g., legal, institutional, familial, cultural) would the problem need to be investigated prior to initiating such a project? Make a list.**

In the full group, ask each small group what its potential project might be. If time, allow each to indicate one or more contexts they would need to investigate further.

IV. SUMMARY/TRANSITION (5 minutes)

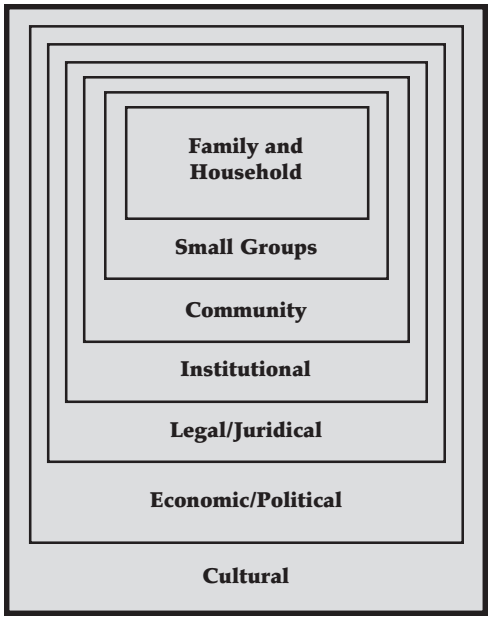
In what ways can this tool be applied? By whom?

Distribute the handout "Contextual Analysis of Gender and Social and Economic Issues."

CONTEXTUAL ANALYSIS OF GENDER AND SOCIAL AND ECONOMIC ISSUES

This analysis examines the social and economic components which make up the development context; and is predicated on a history of observation suggesting that constraints to and opportunities for insuring men's and women's participation is an inter-woven context of levels of social and economic systems. An analysis of those constraints and opportunities for action must be conducted in that context, and at each level, in order to define feasible steps toward change. Although the Peace Corps' development projects focus on the family, small group, and community, they operate in the context of the institutional, legal, political, and cultural levels.

A development agency, like USAID, which operates at a macro level, might seek to make changes at the institutional, legal, political, and cultural levels, but, nevertheless, cannot ignore the community, small group, and household contexts.



This analysis, simple and straightforward in its application, subjects each of the levels of social and economic systems which are key for gender analysis—identified in the diagram above—to seven investigations, as follows:

- issues at each level which help us to clarify components of an equity problem related to gender, age, ethnicity, or race
- identify assumptions that exist about the problem
- test those assumptions
- specify change needed to achieve development objectives
- articulate specific constraints to change
- define opportunities for change
- develop specific steps for action

HANDOUT

Component aspects to keep in mind as these investigations take place include:

— **CULTURAL** component
- is dynamic
- changes slowly over time
- is usually not a direct intervention target

— **POLITICAL** component
- may have vested interest in the status quo
- does not represent all stakeholders

— **LEGAL/JURIDICAL** component
- is important in policy analysis
- can be targeted in policy dialogue
- may be a focus of legal system reform

— **INSTITUTIONAL** component
- may control access to resources
- usually implements policy
- can be an intervention target

— **COMMUNITY** component
- is often a local gatekeeper
- influences cultural change
- is an important target for information

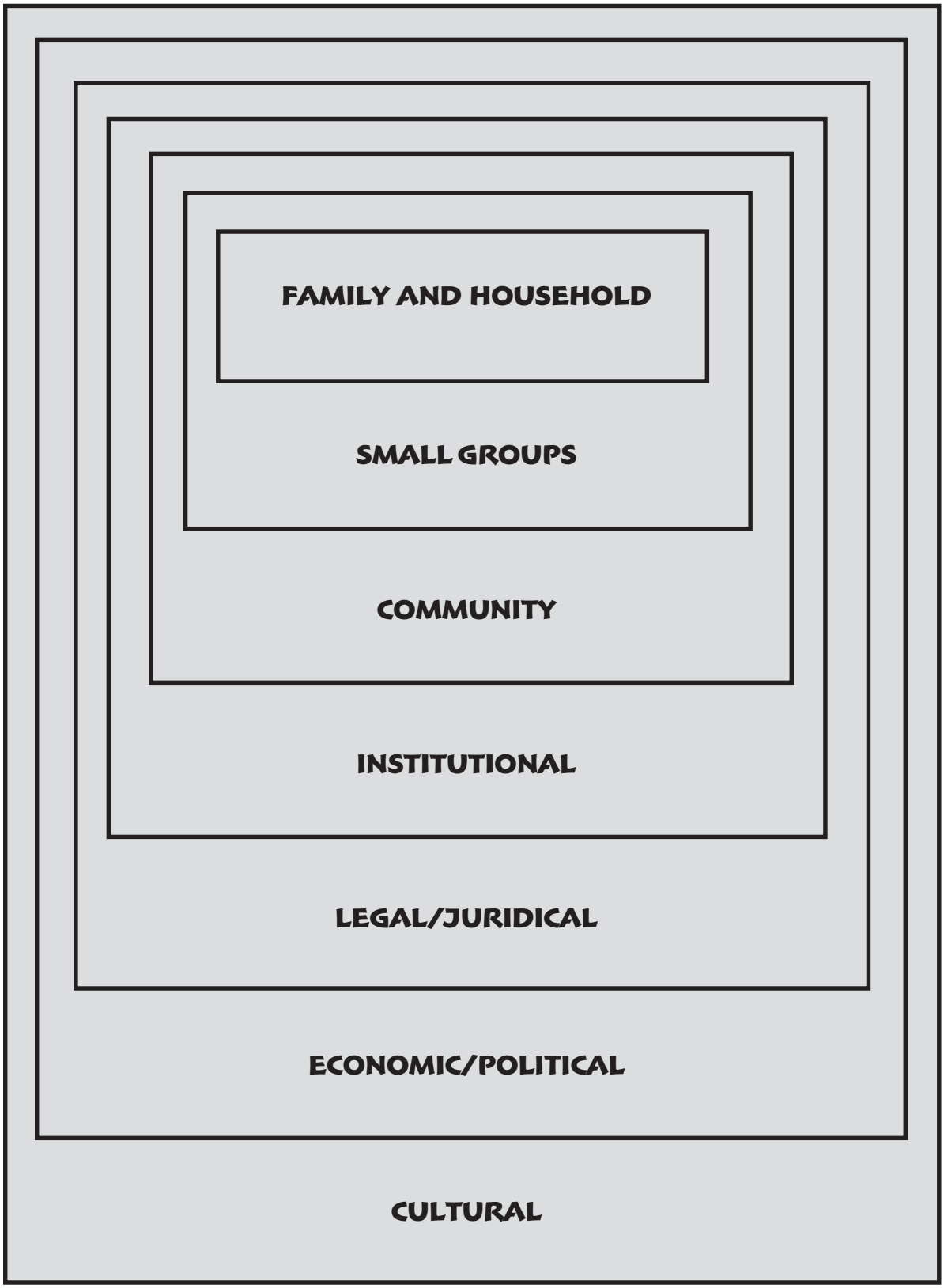
— **SMALL GROUP** component
- is often an important entry point
- changes configuration relative to function
- is an important target for information
- can identify and implement intervention

— **HOUSEHOLD AND FAMILY** component
- is important in gender role analysis
- is dynamic and multi-dimensional
- is an important target for information
- acts in context of other levels of the system *

* As is true with all components.

Adapted from materials produced by USAID's GENESYS Project

CONTEXTUAL ANALYSIS



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CONTEXTUAL ANALYSIS MATRIX

Gender Issues	Assumptions	Constraints	Opportunities	Information Needed
		(such as cultural, historical, economic, political, legal, institutional, community, familial)		

GENDER INFORMATION FRAMEWORK (GIF) WITH PROJECT WORK

RATIONALE

The Gender Information Framework (GIF) is a gender analysis tool which focuses on the household and the family system. This session introduces the GIF tool in combination with the Participatory Analysis for Community Action (PACA) tools of seasonal calendars and daily schedule to provide data for developing gender-sensitive project goals, objectives, and milestones.

TIME

2-3 hours

GOAL AND OBJECTIVES

GOAL

To explore culturally determined family systems and how that information is key to determining project designs that meet their stated goals.

OBJECTIVES

1. To explain the categories contained in the Gender Information Framework.
2. To identify several sources, not including individual interviews, that would provide information on family systems.
3. To write goals, objectives, and milestones that recognize gender differentiated roles and responsibilities.

SESSION OUTLINE

I. Introduction (15 minutes)

II. Case study (45 minutes)

III. Application to a project (15-45 minutes)

IV. Summary (15-30 minutes)

TRAINER PREPARATION

1. Read the background reading "Gender Information Framework" with the GIF form as reference. Add any examples of your own to the session plan where the GIF is introduced.

2. Read the case study and determine which of the regions are most appropriate to the participants. It is possible to use more than one, but that limits the effectiveness of the report out.
3. Select and copy the appropriate handouts based on your decision above.
4. Read the case study and complete the GIF so that you are prepared to answer questions.
5. Determine which of the options in the final step you will use to apply the GIF to a project.

MATERIALS

- Blank flip charts
- Marking pens
- Masking tape
- Table tents to identify regions, La Sierra, La Costa, La Selva (if using more than one region).

FLIP CHARTS

- Gender Information Framework (outline)
- Case study tasks

HANDOUTS

- Case Study: Tierralinda
  - Briefing Paper Prepared by Ministry of Planning
  - Notes on the Case
  - La Sierra (narrative, seasonal calendars, daily schedules)
  - La Costa (narrative, seasonal calendars, daily schedules)
  - La Selva (narrative, seasonal calendars, daily schedules)
  - Peace Corps/Tierralinda Assessment Report
  - Tierralinda Agricultural Development Project
- A Peace Corps Project – from country where training being done

Please note: The following handout starts on page 34 in the "Introduction to a Systems Approach" training session in this booklet.

- Gender Information Framework

PROCEDURE

I. INTRODUCTION (15 minutes)

Refer to the Contextual Analysis tool, introduced previously, which helps explore gender issues at all levels. This session will focus on a tool that can be used at the household level.

Introduce the GIF tool by describing its parts using a flip chart:

GENDER INFORMATION FRAMEWORK (OUTLINE)

Exploratory Factors
Task implementation
Income
Expenditures
Resources
Time/seasonality
Decision-making
Other factors

Analytic Factors
Constraints
Opportunities
Assumptions

Recommendations

A. Exploratory factors are the various aspects of the household:

TASK IMPLEMENTATION

Who does what tasks: household activities, agricultural production, natural resource management, family enterprise activity, extra income earning activities—both household tasks and tasks contributing to family income production.

This will frequently be the starting point of gender analysis: being aware of who does what in the situation the project will affect. This information is often the first step in identifying the target audience for a project; and it is important to ensure that resources are targeted to the right person(s) to achieve project objectives.

INCOME

Who earns what through agricultural production, family enterprise activity, and extra income earning activity? What are the primary sources of income for men and for women, and for boys and for girls, if any?

In most parts of the world, women have traditionally made significant contributions to family income—through cash earned, cash savings or self-provisioning, which also represent family income. Women's economic contributions to the household have been under-acknowledged for several reasons. Often coming in small amounts, women's income is often invisible.

EXPENDITURES

Who contributes what toward meeting family financial obligations? What expenditures are there? Do men and women have individual financial responsibilities?

Men and women have different expenditure patterns and financial responsibilities. In some parts of the world, men and women have very separate purses, with each responsible for different household expenses. This factor is important in the design of projects that will affect family income. It provides a broader perspective for decisions on a project's or program's target audience.

RESOURCES

Who has access to and who controls the resources needed to improve economic and social well-being. This look at "resources" includes land, labor, capital, information, education, technical assistance, and other elements that lead to enhanced economic and social well-being.

"Access to" and "control of" have very different meanings and implications. Access refers to being able to use something but not establishing parameters for its use; it can always be taken away. Control of means that there is decision-making power over usage.

For resources required by a project, how is access to and control of these resources different for men and for women? How does that affect ability to increase economic productivity or improve family well-being?

TIME/SEASONALITY

What are the daily activities and uses of time? How do they differ for men and for women? In what ways do daily activities change according to the seasons?

When are project beneficiaries most available to carry out new activities? What effects does the project have on other daily or seasonal activities and sources of income?

DECISION-MAKING

How are decisions made within the family? What are the different roles filled by men and women at different stages of decision-making? Who must be involved in the decision-making process to ensure that the particular decisions are implemented?

OTHER FACTORS

In addition to the factors above, what others might impact on a particular project? Decide on questions to ask to help determine whether there are or may be gender-related differences to each of these other factors.

B. Analytic factors: these are conclusion-drawing factors:

Constraints that affect men and women differently

Opportunities for either men or women in a specific area or sector

Assumptions that were made about the constraints and opportunities

C. Recommendations, depending upon reasons for analysis:

- Specific actions for project implementation
- Re-design or refinements to project

II. CASE STUDY (45 minutes)

Describe tasks of groups for next 40 minutes: (unveil first two steps of "Case Study Tasks" flipchart).

CASE STUDY TASKS

1. **Read case (introductory part and La Sierra), analyze data and enter it on GIF. Use (1) narratives and (2) results of two tools used in community: seasonal calendars, daily schedules.**
2. **Discuss and identify gender-related constraints, opportunities, and assumptions. Print on flip charts provided. Select reporter.**

Divide participants into small groups of five or six.

Distribute the case study handouts and the GIF form for agriculture/natural resources.

Remind of time five minutes before end. Ask them to post their flip charts around room. As groups, have them go to the other groups' charts and read and discuss any differences they found.

In the total group, discuss any questions that arose during the gallery above.

Trainer note: This would be an appropriate stopping point for a 15 minute break.

III. APPLICATION TO A PROJECT (15-45 minutes)

Option 1:

Use the handout from the case study that gives a Problem Statement and Agriculture Project purpose only. Assign the following final task to the original groups that analyzed the case study:

Use flip chart to unveil final task:

CASE STUDY TASKS (CONTINUED)

3. **Read project description and purpose.**
4. **Write one goal for the project which may have gender implications and requires sex disaggregated objectives to meet that goal. Write the objectives. Print on a flip chart.**
5. **For one objective, develop milestones which disaggregate data by sex. Print on flip chart.**

Post flip charts and either have each group report out or have participants circulate and read them.

Option 2:

Have country groups/APCDs and their counterparts/or some other grouping work in small groups using their own project to modify any goals/objectives/milestones that should address gender differences. They may need to make a list of questions for further analysis.

For reporting out, ask participants to discuss the process they went through as they worked on their project. What did they discuss? Why? If desired, ask groups to give one example of a modification they made, explaining why.

IV. SUMMARY (15-30 minutes)

Review the various sources of information used in this case study:

- Narrative
- Seasonal calendars
- Daily activities

Where did it come from? How much confidence can we have in it? How can we get insightful and valid information that forms the basis for project planning, monitoring, or evaluation.

Make a transition from using case study information to gathering information firsthand through participatory analysis—our focus from here on.

REFERENCES

1. *The Peace Corps Programming and Training System Manual (PATS)*, [ICE – T0054].
2. *Programming and Training for Peace Corps Women in Development Projects*, [ICE – T0084].

GENDER INFORMATION FRAMEWORK

The basic premise of the Gender and Development approach is that gender is an important variable in the development process. In other words, projects matching resources to the roles and responsibilities of men and women are more effective than are projects that do not. Therefore, to ensure more positive project outcomes, development planners and field workers need to identify key differences in female and male roles and responsibilities, analyze the implications of these differences for programming, and incorporate that information into development activities.

Analysis of gender as a variable is useful at all stages of programming, beginning with the formation of a country programming strategy. At the project development or adaptation level, more detailed knowledge of gender differences is needed to guide effective targeting of resources. For development workers, an understanding of how gender may affect projects or interventions at the household level provides the awareness needed to begin to work with their communities to define their assets and needs.

THE GENDER INFORMATION FRAMEWORK

Gender analysis tools and techniques are used to identify the roles and responsibilities of men and women which affect the design and implementation of development programs. In exploring the culturally determined family systems, more indirect methods are preferable to individual interviews because of the personal nature of some of the data. Observation is one method. Focus groups where men and women participate in group activities such as developing sample daily schedules, community maps, and seasonal calendars by gender group are extremely rich. Many details about roles and responsibilities, resources and needs, are explored and discussed in a non-threatening atmosphere, and the community members themselves are involved in analyzing the meaning of the data.

The Gender Information Framework is a tool for entering and analyzing data. **It is not a questionnaire** and should not be used as such. The process of gender analysis involves exploring six factors in the context of the situation the project wants to affect. Analysis of these factors leads to conclusions about gender differentiated constraints to participation in, contribution to, and benefits from intended development activities. It also helps identify opportunities that gender-based roles and responsibilities provide for improving project design. These factors are not mutually exclusive (on occasion they will overlap), and not all will have relevance. In fact, some will be significant for only specific kinds of projects. However, it is important that each be assessed for its relevance to the project under consideration.

It should also be noted that although gender analysis should be carried out for all levels of programming, most of the examples used in the following factor descriptions will focus on household level projects, where gender issues are often most easily identified.

STEP ONE: EXPLORATORY FACTORS

The six exploratory factors help to identify where gender intervenes in the social and economic production systems to be affected by development activities.

1. TASK IMPLEMENTATION

Key issues:

Who does what in household activities, agricultural production, natural resource management, family enterprise activity, extra income earning activities; looks at both household tasks and tasks contributing to family income production.

This frequently will be the starting point of gender analysis: being aware of who does what in the situation the project will affect. This information is often the first step in identifying the target audience for a project, and it is important to ensure that resources are targeted to the right person(s) to achieve project objectives.

Question:

For projects that affect daily household activities, who is responsible for these activities?

Women have household and family responsibilities which usually include fuel and water collection, building maintenance, food preparation, child care, and family health and education. Information on these activities needs to be considered, because new activities for women in the form of "projects" often increase an already overburdened work day.

For agricultural and natural resource management projects, planners will want to know the male and female division of labor among and within specific crops, livestock, or natural resources. In crops, for example, who is responsible for rice, maize, vegetable production? Who plows, plants, weeds, fertilizes, stores, and processes? Who uses the crops and for what purpose?

This information will be followed, through the analysis, to assess who controls the use of the crop, clarifying the relationship between responsibility and benefits.

EXAMPLE

NORTHEAST THAILAND RAINFED AGRICULTURE DEVELOPMENT

The objective of this project was to increase rice production by the introduction of power tillers and the use of a nitrogen-fixing crop. Individual farms were to carry out their own trials of new technologies. Men were assumed to be principal farmers and were trained to carry out crop trials. However, men had outside income sources and were frequently away from the farm. Women were not informed about the research, even those whose husbands were present. The project experienced problems: power tillers were not used and the nitrogen-fixing crop was not planted. Also, some women, whose work would increase because of the new trials, pressured their husbands to drop out.

For enterprise development activities, is family labor included in enterprise accounts? How do family members contribute labor? Who is responsible for bookkeeping; for cleaning and repairs; for product finishing and packaging; for product sales?

2. INCOME

Key issue:

Who earns what through agricultural production, family enterprise activity, extra income earning activities, and health and education projects counting on user fees?

Questions:

What are the primary sources of income for men and women?

In most parts of the world, women have traditionally made significant contributions to family income—through cash earned, cash savings, or self-provisioning, which also represent family income. Women's economic contributions to the household have been under acknowledged for several reasons. Often coming in small amounts, women's income has sometimes been invisible.

In Peru, for example, early national census surveys identified 25-30 per cent of women as economically active. More recent surveys showed a sharp decline—down to six percent—which seemed unlikely in the face of Peru's recession, inflation, and the need for more cash income. On reflection, researchers reviewed the census questionnaires. In earlier surveys, women had been asked the question, "What did you do last week, last month, six months ago?," to identify their occupation. In more recent census surveys, women were asked the question, "What is your occupation?" Because of cultural norms which give higher status to households where women do not work outside the home, women listed their occupation as "housewife," despite employment in food processing, crafts, or other sectors.

Another reason cited for not taking women's income into account is that women are constrained, often by culture, in their ability to respond to economic incentives. It is sometimes suggested that efforts to increase men's income can be more cost effective. However, even women with very strict cultural constraints may provide income to the family.

EXAMPLE

MARKETING BY NIGERIAN WOMEN IN SECLUSION

It is commonly assumed that Muslim Hausa women in Nigeria, many of whom live in total seclusion, do not earn income. In fact, many women manage grain distribution and sales networks from their homes using children and male relatives. It is they who plan sales, design and manage marketing strategies, and keep records.

Women are also said to be less productive than men, though few studies have examined the relative productivity rates of men and women. The most frequently cited study in this area was carried out by Moock in Kenya. He noted that when men's educational, technological, credit, informational and other advantages were factored out, women farm managers were at least as productive as men and perhaps more so, having yields as high or higher than men with similar levels of education and access or use of inputs. Results of a more recent study follow.

EXAMPLE

ROAD CONSTRUCTION AND MARKETING IN CAMEROON

In Southern Cameroon, a road was built that connected a rural village to a larger one with a bigger market where higher prices for fruits and vegetables could be obtained. When road usage was evaluated, it was discovered that both men and women had increased usage (and increased vegetable production). However, more women—already working 60 hours per week—than men added another several hours to their work week, to carry their vegetables to the more distant market to get higher prices offered there.

Because of the growing number of female-headed households, the rapid monetization of national economies that require more cash for survival, and the increasing dependence on women's income to survive economic adjustment programs, women's income is increasingly acknowledged.

Therefore projects, programs, and policies designed to raise incomes need to assess gender differences in ability to participate in project activities and to receive benefits. Awareness of gender considerations in such activities is also needed to avoid adverse impacts on female-headed households. Consideration of this factor is especially important in private sector development projects, as well as in agricultural projects.

Do income sources vary during the year?

Women's and men's incomes are not only derived from different sources, but in many cultures women's are more diverse and are earned varyingly throughout the year. Women typically obtain income from handicrafts, processed food, sale of surplus vegetables/grains, seasonal wage labor—the production of which takes place at different times of the year.

Women's earnings are often the only available income during the "hungry" season before harvest, and because this income is not tied to one source (one cash crop or a full-time job), it often saves the family in times of drought or recession. Men's income, in contrast, is typically derived from wage labor, employment, export crop agriculture, livestock, or other more formal sector sources.

More and more women are entering the formal labor market, especially in export processing zones where they work in fruit and vegetable packing and processing plants, textile factories, and pharmaceutical firms. However, this kind of employment is still considerably less frequent for women than men.

Knowledge of men's and women's income sources, and how such income is obtained over seasons, is important for planning both macro and micro level strategies to increase incomes. Such knowledge is also important to avoid unintended adverse effects on a family member's income.

What inputs are used to earn income?

Input in this sense is not restricted to agricultural inputs such as fertilizer and pesticides. It also includes credit, technical assistance, and other contributions to earned income.

Women and men generally have different levels of input usage, with women using far less. For example, women and men generally have different levels of credit. Women's credit is typically in small amounts and obtained through informal networks. In agriculture, women typically use few purchased fertilizers. In all economic endeavors, women usually have less access to technical assistance. Because of this, in part, women's productivity appears to be less than men's.

Agricultural subsidies can have significantly different effects by gender. Subsidies, which are often provided to promote export crop production, can lead to a decline in food crop production. Women represent a high proportion of food crop producers. Surpluses are sold, providing a significant source of income for them and their family, albeit in small doses throughout the year.

Policies that promote export crops such as cotton and coffee by providing subsidies on fertilizers or seeds, extension assistance, or other incentives may result in male household heads taking away the wife's food producing fields for use in export crop production. This can increase her labor requirements on his fields while decreasing her production. Ultimately, the woman's income derived from surplus sales of her crops is decreased. Subsidies, then, need to be planned with an understanding of potential impact on all family members' income , both cash and in the form of food for consumption. Agricultural research has similar gender considerations.

3. EXPENDITURES

Key issue:

Who contributes what toward meeting family financial obligations? Look particularly at projects (e.g., agricultural-projects, contract growing schemes, natural resource management projects, projects that charge fees for services) that directly or indirectly change division of labor and access to resources.

Questions:

Do men and women have individual financial responsibilities? Who pays for what?

Women and men have different expenditure patterns and financial responsibilities. In some parts of the world, men and women have very separate purses, with each responsible for specific household expenses. This factor is important in the design of projects that will affect family income. It provides a broader perspective for decisions on a project's target audience.

Knowledge of family expenditure patterns will be very helpful in checking assumptions that increasing one family member's income, sometimes at the expense of another member, will benefit the family overall.

A common division of financial responsibilities is that men are responsible for house building and repairs, livestock, land purchases; while women provide food (home grown or purchased), pay school and medical fees , i.e., most of the day-to-day expenses. However, this varies widely among and within different cultures.

Research indicates that around the world women contribute a larger proportion of their income to household expenses than do men. Women typically contribute 95 per cent of their income to family expenses, while men's contribution ranges from 45 to 75 per cent of their income.

EXAMPLE

CONTRIBUTION TO HOUSEHOLD INCOME IN SOUTH INDIA

In a study of very poor agriculture households in South India, wives earned a median income that was 55 per cent of their mates'. However, they contributed an average of 93 per cent of this income to family expenses. Their mates contributed 60 per cent of their income to family expenses. This meant that the women contributed 84 per cent of their families' expenses.

How do changes in family member incomes affect ability to meet family financial obligations?

Increases in women's income have been closely correlated with increases in family well-being, as measured by nutritional and educational status of children in some countries.

EXAMPLE

WOMEN'S GARDENS AND CHILD NUTRITION IN INDIA

Another study in South India found that mothers with gardens or income had better nourished children than those who did not. The single largest contributor to the child's nutrition was the presence of a home garden and produce distributed by the mother. There was no positive increase in child nutrition as paternal income rose, but increasing maternal income did benefit child nutrition. Data indicated that resources under the mother's control were the most important factor in the level of child nutrition.

EXAMPLE

MALE AND FEMALE WAGE INCREASES AND CHILD NUTRITION IN THE PHILIPPINES

A longitudinal study of 800 rural Filipino households discovered that as the wife's estimated wage rate rose, both she and her children did relatively better in terms of intra-household allocation of calories; the male household head typically had the largest allocation of calories in the household. An inverse relationship was found between increases in the estimated wage of a male household head and child nutrition.

Another important aspect in gender differences is savings patterns, another form of expenditures. Women as a rule do not deposit their savings in formal sector institutions, for reasons ranging from lack of literacy, to deposit and withdrawal conditions, to minimum deposit requirements. Instead, women tend to rely on savings associations such as tontines, burial societies, and other forms of savings clubs, the objectives of which are very specific. Projects which look to mobilize savings (described as considerable) of either rural or urban people need to look at the savings motivation and mechanism of the men and women savers before making investment potential projections.

4. RESOURCES

Key issue:

Who has access to and who controls the resources needed to improve economic and social well-being? This look at "resources" includes land, labor, capital, information, education, technical assistance, and other elements that lead to enhanced economic and social well-being.

"Access to" and "Control of" resources have very different meanings and implications. Access refers to being able to use something but not establishing parameters for its use; it can always be taken away. The difference is in the decision-making power over usage.

Questions:

For resources required by a project, how is access to and control of these resources different for men and women? How does that affect ability to increase economic productivity or improve family well-being?

Women and men often have different access to resources. This differential access affects their ability to participate in and benefit from projects in a way that reflects their roles and responsibilities. In many parts of the world, women do not control their own labor or income; they are often unable to obtain credit without their husband's or another male family member's signature. In some countries, women are required to have their husband's permission to obtain contraception. Lack of access to information, credit, and other resources has limited women's contribution to economic development on a broad scale and has affected project success.

EXAMPLE

ACCESS TO AND CONTROL OF PROJECT RESOURCES IN GUATEMALA

In Guatemala, three villages were involved in a vegetable contract growing scheme. In two villages, women were expected to take time away from their own income-generating and family activities to work on crops their husbands had contracted to produce. In one village the cooperative coordinating the project paid "household heads" for all family labor. Women received little of the proceeds of their work, and yields were much lower than where women were paid directly.

Women often have less access to education and one of the results is they are less likely to know the national European languages or other languages spoken in the country. Therefore, extension agents, credit program promotions, and other development-related activities are less accessible to women. Men and women often have different channels for receiving information.

As noted earlier, access to land is often controlled by male household heads. Despite their responsibility for providing food to the family, women may be allocated fields that are far away and less fertile.

EXAMPLE

FARMING SYSTEMS PROJECT IN RWANDA

In a Farming Systems project in Rwanda, an agronomist working with farmers was encouraged to tag soil samples to identify male and female fields. The agronomist thought this was unnecessary, but finally agreed to do so. The agronomist was surprised to discover that the women's fields were less fertile, requiring different fertilizer recommendations from those for their male counterparts.

5. TIME/SEASONALITY

Key issue:

How does the division of labor change throughout the year (seasonality)?

Questions:

When are the project beneficiaries or partners the most available to carry out new activities?

Where male and female labor contributions for their own or community benefit are incorporated into project design, knowledge of seasonal labor patterns by gender can be critical. This information will be especially important for agricultural and natural resource management projects.

Does availability to perform labor, make purchases, use new resources change over the seasons?

EXAMPLE

AGRI-BUSINESS IN BOLIVIA

In a project to develop a citrus canning factory in Latin America, planners discovered too late that women, on whose labor they were counting for factory jobs, worked in citrus groves harvesting at the same time their labor was needed for processing. They were unable to work in the canning factory, and the factory was unable to start on time because of a labor shortage.

How are project activities affected by the availability of family members fulfilling current domestic responsibilities?

EXAMPLE

SOIL CONSERVATION IN KENYA

This project to build soil terraces to prevent soil erosion relied on women's voluntary labor for terrace construction. Original project scheduling did not take into account women's seasonal agricultural labor requirements; it scheduled soil terrace construction for the traditional harvest time. The resulting labor bottleneck prevented utilization of women's labor. The project came to a standstill until it was redesigned to take into account labor availability. Women's labor contribution to the project, after the redesign ,was valued at over $2 million.

6. DECISION-MAKING

Key issue:

What changes in decision-making behavior are required for project success?

Questions:

How are decisions made at relevant levels of society (e.g., in the family, in the community, at the local and national governments)?

What are the different roles filled by men and women at different stages in decision-making?

Who must be involved in the decision-making process to ensure that the particular decisions are implemented?

7. OTHER FACTORS

What other factors, in addition to labor, income, expenditure patterns, resources, seasonality and decision-making, are basic to an analysis of YOUR situation?

Decide what questions should be answered in order to help determine whether there are or may be gender-related differences to each of these other factors.

STEP TWO: ANALYSIS

Gender analysis provides the basis for conclusions about constraints to and opportunities for programming that result from gender differences.

1. CONSTRAINTS

Key issue:

How are the constraints to participation in or benefits from a particular project or program different for women than for men?

Based on the exploratory factor analysis of gender differences, programmers can draw conclusions about gender-specific constraints relevant to a specific project or program.

Questions:

For the unit of analysis and the project under consideration, what are the key differences between men's and women's constraints (e.g. labor, time, access to credit, education, training, other)?

For example, in some efforts to provide credit for small businesses, it has been determined from the assessment of sources of income that both males and females are involved in small-scale manufacturing or trading. Project designers should, in these cases, review gender-specific constraints to starting small businesses, such as collateral requirements or lending procedures.

How do constraints affect women's or men's ability to contribute to or benefit from a program? What are the implications for incentives to participate?

In an attempt to increase food production by increasing land under cultivation, planners would first identify the target audience for a program by identifying who does what in the situation. If the primary food producers are female, project designers would then identify constraints specific to women such as land ownership, and access to and control of labor. This would enable planners to design strategies to address those specific constraints.

2. OPPORTUNITIES

Key issue:

What opportunities for enhancing development programs are provided by gender-specific roles and responsibilities?

Information from the exploratory factor analysis and the identification of constraints is synthesized and then used in formulating recommendations for program or project design or adaptation. This process is carried out in the context of setting project goals and purpose.

Question:

For the unit of analysis and the project under consideration, what are the opportunities for increasing project effectiveness by recognizing and building on differences in gender roles, responsibilities, skills, and knowledge?

Gender analysis can reveal information that increases opportunities for more effective project planning. For example, knowledge of differences in men's and women's savings strategies can indicate new ways to mobilize savings and thus establish stronger credit programs. Awareness of how men and women receive information (e.g., through newspapers, radio, at the health clinic) can assist in designing effective information dissemination systems. Knowing differences in constraints to mobility between and within towns can assist in designing primary school programs that increase both male and female enrollment.

Adapted from USAID's GENEYS Project materials

GENDER ANALYSIS, AGRICULTURE AND PEACE CORPS/TIERRALINDA – A CASE STUDY

NOTES ON THE CASE STUDY

This case study is designed to illustrate some key issues that relate to gender analysis, as well as demonstrate some of the practical manifestations of this process. It is intended to be used in a training exercise for enhancing attention to the implications of gender in development programs. It requires participants to put themselves in someone else's shoes, listen to others, come to grips with the constraints of the "real" circumstances described, and make decisions about feasible recommendations. The case study will encourage participants to work with and test gender analysis ideas and the relationship of those ideas to practice.

The participant's role is that of a project design consultant to Peace Corps/Tierralinda working to make practical gender sensitive recommendations for an agricultural development project. The recommendations must deal with the political, social, cultural, and resource realities of the country itself.

Adapted from USAID case study "Gender Analysis and Runapacha" by Betsy Davis, Weyman Fussell, George Rowland, and Judee Blohm. Peace Corps/Washington, 1994. Draws on Hirschman, and Garrett & Waters 1990.

HANDOUT

TIERRALINDA BRIEFING PAPER

(PREPARED BY THE MINISTRY OF PLANNING)

Tierralinda lies between the equator and the Tropic of Capricorn, with marked variation in topography, altitude, climate, and rainfall. It is a country rich in natural resources. There are three major ecological areas: La Costa, the western lowland; La Sierra, the mountainous highlands; and La Selva, the eastern jungle. Traditionally, there has been a reliance on the export of agricultural products—most notably bananas, coffee and cocoa—for foreign exchange. The majority of farmers work at a subsistence level. Agriculture output has grown at an average annual rate of two percent during the last ten years, reflecting increased agricultural yields and expansion on to new land. The current government encourages improvements in the rate of private investment in both industry and agrochemical-based agriculture, intra-regional trade, export diversification, agricultural credit for small farmers, and the sustainable use of Tierralinda's natural resources.

Tierralinda has a culturally diverse population—55 percent mestizo, 25 percent indigenous, 10 percent Spanish, and 10 percent black. Many of the indigenous people of the Selva and the Sierra speak Spanish as a second language, if any Spanish at all. Many of the indigenous groups have been in conflict with the government to contest their land rights under current legislation. These groups are reacting in part to increased migration to the Amazonian area, which has brought settlers onto traditional indigenous land holdings. The government is in continuing negotiations with these groups in an effort to reach agreement on the land rights issue.

The population growth rate has dropped to just under three percent nationally and child mortality rates are low, but child illness rates remain high. Access to health care has improved; however, approximately one-third of the population has severely limited access or none at all. The population is rapidly urbanizing, with no indication that the current pattern of internal migration will slow. There remains a large gap between access to services in urban versus rural areas. The urbanization process has increased the demand for food (maize and potatoes), encouraging higher productivity among farmers. The literacy rate has risen from 68 percent in 1960 to nearly 90 percent in 1990, with 70 percent of all women literate compared to 90 percent of men. Primary school enrollment rates were nearly 100 percent in 1980; secondary school enrollment rates reached 53 percent in 1983. Primary school completion rates for rural areas, however, are one-third lower than in urban areas.

PEACE CORPS/TIERRALINDA ASSESSMENT REPORT

This paper describes the Peace Corps/Tierralinda Project Assessment Team's findings and conclusions on some of the gender issues that will affect the implementation and impact of the proposed project.

A. GENERAL INFORMATION

In Tierralinda, rural women tend to marry early and begin child bearing while they are young. Frequent and closely spaced births, combined with women's generally poor nutritional status and limited access to health care, contribute to jeopardizing women's health. Childbearing practices also place youngsters at risk for low birth weight, developmental delay, and repeated illnesses, all of which constitute additional burdens for mothers.

With or without a male partner, women are generally responsible for meeting most of the subsistence needs of their families. The man's contribution through on-farm production, wage labor, and/or artisan work is significant to total household income. The division of labor and the maintenance of multiple enterprises within the farm reflects a family's survival strategy. Thus, a critical issue in intra-household dynamics becomes who controls which resources.

The productive activities of rural women in Tierralinda are closely linked with their responsibilities for child care and homemaking. In each region, there are some tasks which men and women perform interchangeably, although there are other tasks associated more closely with men than with women. What women and men do varies by the agro-economic characteristics of the region in which they live, the demographic composition of the household, ethnic group membership, and the nature and size of farm operation.

In general, the role of women in agricultural production and natural resource management in Tierralinda is greater today than in the past. This change basically reflects the impoverishment of the countryside. Small farms are increasingly unable to provide an adequate standard of living or to absorb available family labor. The demographic pressure placed on the small farm sector has aggravated an unequal distribution of agricultural land. As a result, it takes longer to haul water and to find forage and firewood, even of poor quality.

B. RURAL EMPLOYMENT

With the exception of the sugar cane industry, most large farms are moving towards increased mechanization and there is not much demand for wage labor in the rural sector, forcing men to migrate to urban centers on a weekly, biweekly, or monthly basis. This practice is so common that in some rural communities, virtually all males between the ages of 15 and 50 are absent during weekdays. Studies have demonstrated that as much as 80 percent of the rural male labor force migrates to urban areas during at least part of

the year, and that as much as 60 percent do so year round. Since most of these temporary migrants have limited education and job skills, they usually work in poorly paid jobs. Rural families survive by allocating their labor in an efficient way. A rural family that can combine subsistence and/or market production with outside wage labor can usually make ends meet.

C. ALLOCATION OF LABOR IN RURAL AREAS

While there is considerable regional and seasonal variation, studies carried out in Tierralinda show that rural women work approximately 15 hours per day in activities related to production of agricultural and other goods, and maintenance of the family unit. Research has found that the work day of rural women begins between 4:00 and 5:00 am and ends between 8:00 and 9:00 pm.

Small-scale agriculture requires careful management of natural resources, particularly because land scarcities have pushed small farms into marginal areas. Small-holder households, therefore, have adopted techniques that are designed to optimize production and to balance risks.

Evidence reveals that women play a crucial role in maintaining biodiversity in a wide range of plant species, either in home gardens or via their work in seed selection and storage for food crops. Also, indigenous groups have been the primary protectors of biodiversity in livestock germplasm, whether among the native camelids or in non-native small ruminants such as sheep. Women are often the primary caretakers of these species.

D. ACCESS TO/CONTROL OF RESOURCES

Communal use of resources on certain kinds of lands is common, notably among foraging communities in the Amazon basin and indigenous communities with highland pastures. Individuals have the right to use community resources in specified ways because they are members of the social group, although ultimately the community makes major decisions about resource management.

Any development program affecting community-managed resources must negotiate with the indigenous authorities. The Law on Communal Societies specifies that each family is represented by one person, who is typically the male head of household.

The land tenure law allows for women to own title to land; however, they are third in priority after male heads of households and males over the age of sixteen. In practice, almost no women have title to land they farm either alone or with their male partner. Their lack of title can have many repercussions. Since the traditional—although not legally required—criterion for membership in agricultural cooperatives and other organizations is usually to be a land-owner, women cannot usually meet this requirement.

E. SOCIOCULTURAL CONSIDERATIONS

Cultural traditions contribute to restrictions on what women do, thus complex negotiations often accompany women's first excursions into non-traditional participation in production or community affairs. Patriarchal beliefs are held by both men and women, sometimes sustained by force. Under these circumstances, it may be difficult for women

to recognize their own interests, acknowledge them as legitimate and worthy, and act individually and collectively on their own behalf.

The degree to which men and women participate in development programs depends in part on the capacity of communities (communes, cooperatives, associations, etc.) to organize. Colonist families are generally poorly organized. Indigenous and highland groups are far better organized. In La Costa, men are reluctant to "allow" women to participate in projects that involve activities other than those associated with "women's groups."

As noted above, a household is represented by the head of household in the comunas; therefore, men tend to be in the majority at community meetings. When women do attend, they frequently are quiet and hesitant to actively participate in discussions. It is important to note, however, that there are no formal barriers to women's participation in local organizations, but perhaps many informal ones.

Women's participation is further constrained through the use of extension workers unaccustomed to working with women. Furthermore, many extensionists do not share the social, cultural and economic backgrounds of those with whom they work. Women, especially indigenous women, often possess a traditional knowledge base which is different from that of professionals.

LA COSTA

The economy of La Costa is characterized by marine fisheries, small scale poultry raising, rice production, and a limited amount of fruit production. There is one large banana plantation which is owned by a foreign corporation, and which employs mostly men recruited from other areas on a seasonal basis. The local cocoa industry has come to a virtual halt due to the deterioration of world market prices for cocoa in recent years.

Fishing is generally done in sail powered canoes in the open sea. A few fishermen have gasoline powered motors. Most of the fish is destined for home consumption, with the small surplus finding its way into the market either through roadside restaurants or inland markets. The fishing season extends virtually throughout the year, although there are short idle periods during the rainy season when activity is suspended due to weather. The fishermen control the use of the money generated by the sale of these fish in the fresh market. For home consumption, the fish is generally eaten fresh. However, a portion of the fish catch is dried or smoke cured for use during periods when fresh fish is not available.

Chickens are allowed to roam free around the homestead. Eggs are collected and sold, as are the live chickens, at local markets. Women control the money which is generated. The payment of school expenses for the family children is an important use of the income derived from the sale of poultry products. Clothing for all members of the family is usually purchased from the poultry proceeds. Rarely are eggs or chickens used for home consumption by the producers because these items are considered to be too valuable as a source of cash for the family.

Rice is produced on relatively small plots of one-quarter to one hectare. Unfavorable climatic variations and insect pests have become major yield reducers in recent year.

All land use decisions, and any decision on the purchase and use of agrochemicals, are made by the male head of the household. Wholesalers offer high-interest loans to land owners for the purchase of agrochemical inputs. Land titles are traditionally held only by the males, although there are a small number of exceptions.

Banana, papaya, and mango trees are planted in areas that are not required for rice production. These trees are grown on a small scale, often planted in isolated spots around the margins of the homestead. There is a plentiful source of wood for charcoal making. Although charcoal is not generally used by rural households, there is a large demand in near-by population centers.

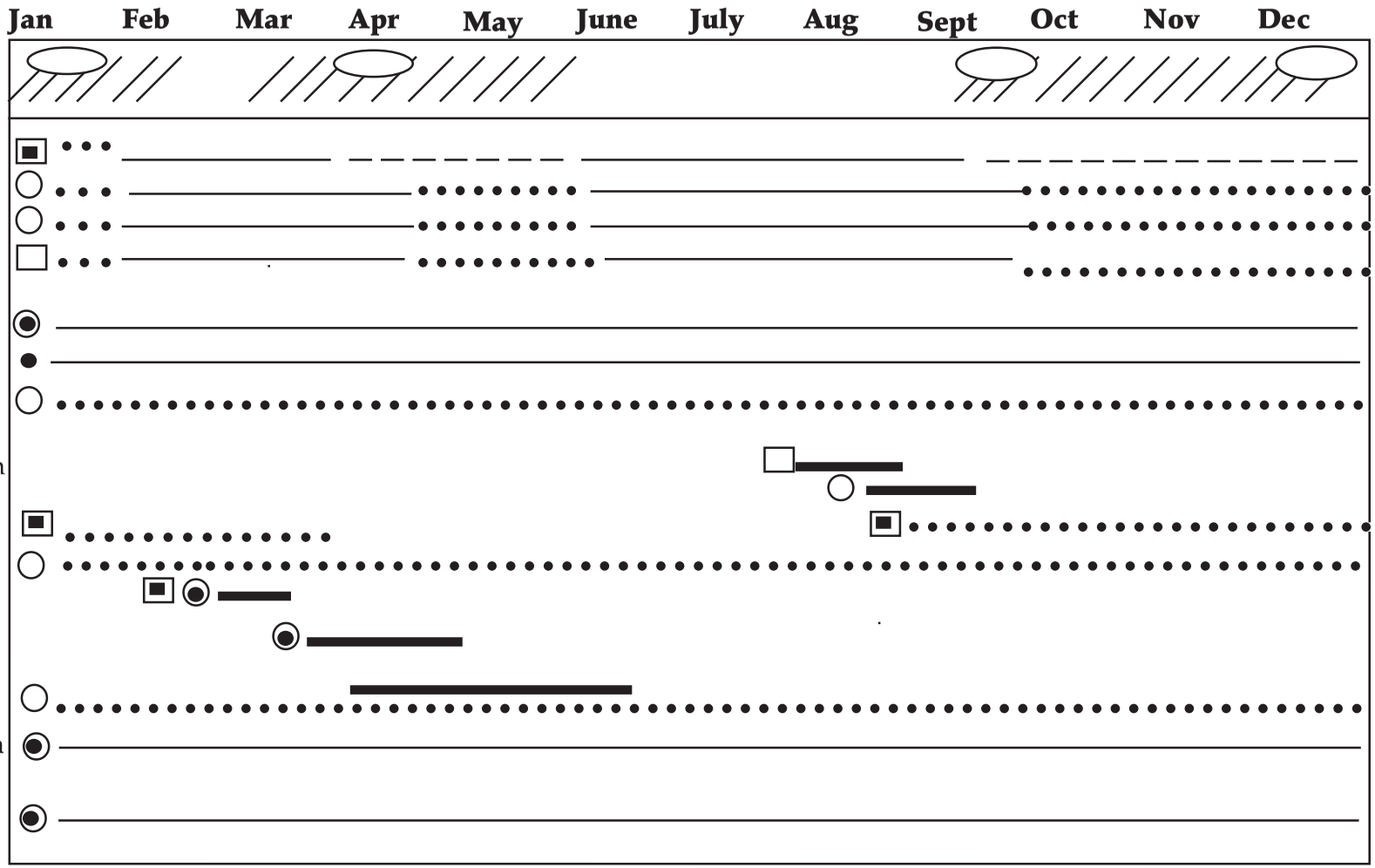
Regional civil military conflict has significantly reduced the number of adult males. Within the past five years the number of female headed households has increased to 35 percent of the total. This has resulted in the necessity of some women assuming traditional male responsibilities, although this has not included fishing activities which has led to reduced household consumption of fish and income from its sale. Household food security is becoming a problem as a result of reduced rice yields in some years and reduction in fishing activities. Malnutrition and seasonal food shortages are becoming commonplace.

Overall, an adult woman's productive and family responsibilities consume 15 hours of each day. A man's workday is somewhat shorter and is characterized by more flexibility in terms of early morning and evening activities.

The Tierralinda Agricultural Extension Service infrastructure is fairly well developed within this region, but its activities are focused entirely on support of rice production. All of the extension personnel are male.

LA COSTA

SEASONAL CALENDAR



KEY:

- men *
- boys
- women
- girls

- continuous activity
- sporadic activity
- more intense activity
- suspended activity

* 35% female headed households

LA COSTA

TYPICAL DAY: WOMAN

AM	4:00	Get up Sweep kitchen and rooms Start fire Wash and dress
	4:30	Collect water for day Put water on for coffee
	5:00	Prepare breakfast and lunch
	5:30	Serve breakfast Start drying fish
	6:00	Get children up Wash, dress, and feed children (Children collect eggs)
	8:00	Prepare and send children to school Weed in rice fields
Noon	12:00	Return home Have lunch and nap
PM	2:00	Collect firewood
	3:00	Meet fishing boats Carry fish home
	4:00	Start preparing dinner Clean fish Salt or start drying fish
	6:00	Serve dinner Clean-up dinner Do handwork, mend clothes, while listening to news
	9:00	Shower
	9:30	Go to bed

LA COSTA

TYPICAL DAY: MAN

AM	5:00	Get up and dress Collect tools/fishing equpment
	5:30	Eat breakfast
	6:00	Check nets, prepare/repair boats Check/mend sails Take lunch Go fishing
PM	3:00	Return from fishing Sell excess fish Clean-up boats, nets Put away equipment
	5:00	Shower and dress Meet with other men
	6:00	Return home for dinner Listen to or watch news (Meet with other men)
	9:30	Go to bed

LA SELVA

La Selva is characterized by typical Amazon basin topography. It is a region of dense rain forests and few roads. Transportation is mainly by boat on the many rivers of the region. The population consists of indigenous peoples, Afro-Americans, and recent immigrants. The agricultural system is primarily slash and burn. Both men and women gather forest and river products for home and commercial use.

For all practical intents, there is no land tenure system in La Selva. As a parcel of land is cleared, it is claimed by the person who cleared it. The government considers the population to be squatters who have no formal title to the land. No credit systems exist in the region, mainly because there is no land tenure. Little or no agricultural extension services are available for the same reason. Seasonal out-migration is not very common.

The primary agricultural products of La Selva are cattle, maize, beans, manioc, and taro. Beans are an important cash crop; however, losses during storage are a serious problem. Often storage is required for particularly long periods of time due to marketing difficulties. Men have responsibility for managing the storage of the beans. Land use decisions are exclusively made by the men of the family, with women and children providing labor during the year as needed. Mestizos raise livestock for beef, dairy, and leather products. Daily management of the cattle herds is performed by the men, who make the decisions regarding when to buy or sell the family's cattle. When the family has sufficient cattle to allow for the sale of dairy products, this is done by the women. Income from the sale of cheese is controlled by women, while income from the sale of beef and leather products is controlled by men.

Vitamin-A and iodine deficiencies are responsible for widespread health problems. Seasonal food shortages are a problem in approximately one year out of three.

With respect to the primary crops, the land is cleared with slash and burn techniques. Agrochemicals are not widely used in La Selva. The women decide how much of the crops will be withheld for family consumption and how much will be sold. Men, however, retain control of the money generated by any family activity.

Indian and Afro-American women earn a small income from artisan products, principally weaving and basketry. But the middlemen who purchase these products reap most of their value.

Formal agricultural extension services are unavailable, and access to technical information and support is lacking.

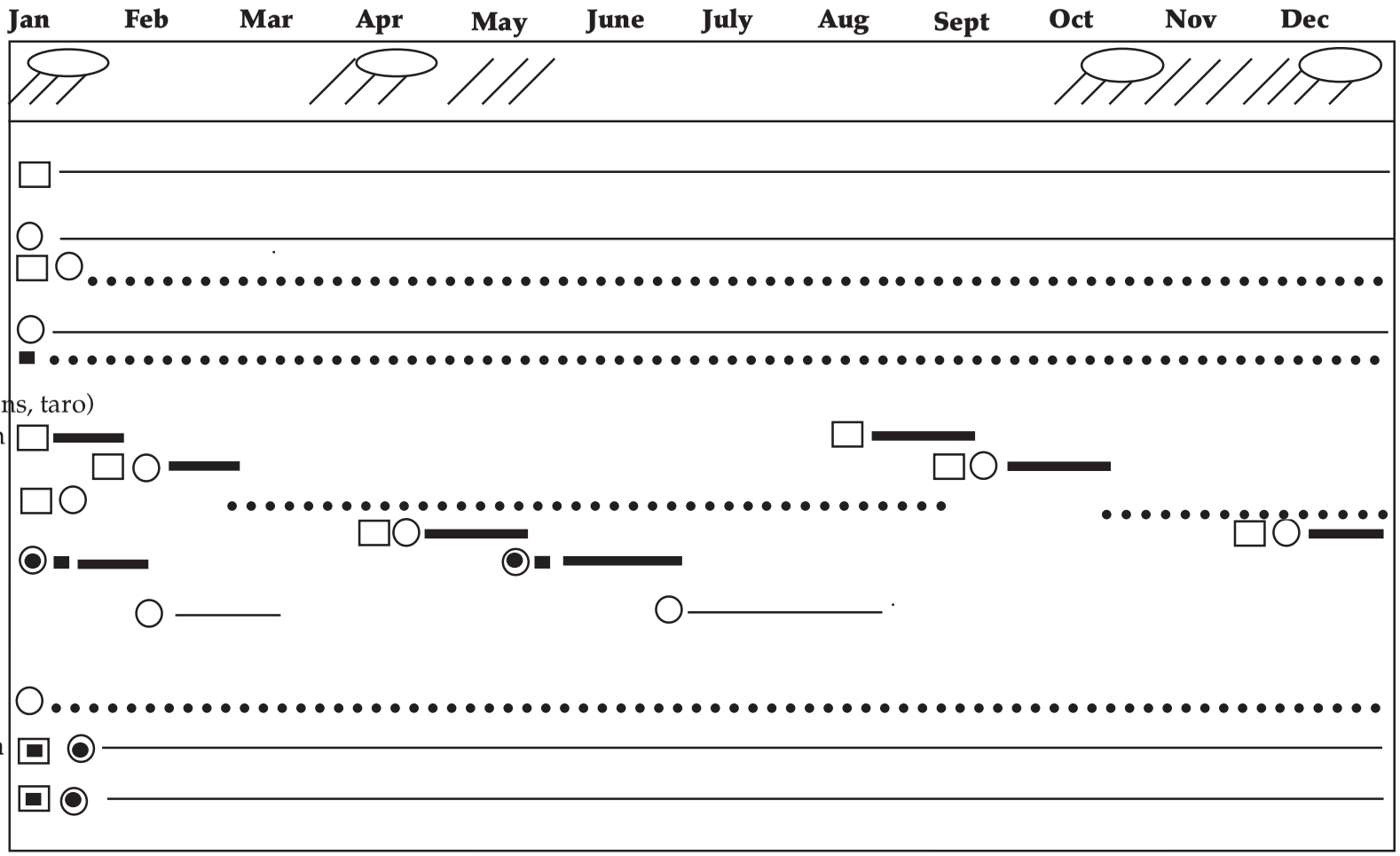
Most Indian and Afro-American households are surrounded by a forest that typically includes a wide variety of fruit trees, some cacao, tagua, tree species for local construction, and trees of commercial timber value.

Access to markets is limited since heavy seasonal rains make overland passage very difficult. Environmental interests have begun to pressure government to contain the slash and burn subsistence activities of La Selva farmers.

Women tend to work long and hard, with 15 hour days common. Men's days are also long and hard, although about one and a half hours shorter.

LA SELVA

SEASONAL CALENDAR



KEY: men
boys
women
girls

continuous activity
sporadic activity
more intense activity

LA SELVA

TYPICAL DAY: WOMAN

AM	4:30	Get up Wash and dress Start fire Collect water
	5:00	Prepare breakfast
	5:30	Serve breakfast Get children up Wash, dress, and feed children
	6:00	Milk cows Boil milk or start cheese making
	7:00	Sweep house Clean-up kitchen Prepare children for school Various domestic chores: shuck and grind corn cook lunch wash clothes shop for food
Noon	12:00	Go to fields with lunch Plant Weed
PM	4:30	Return home Shower
	5:00	Prepare dinner
	6:00	Serve dinner Clean-up dishes Weave, make baskets, or mend clothes Put children to bed
	9:00	Shower
	9:30	Go to bed

LA SELVA

TYPICAL DAY: MAN

AM	5:00	Get up Wash and dress
	5:30	Eat breakfast Collect tools, materials for day
	6:30	Take cows to pasture
	7:00	Repair any tools Go to fields
Noon	12:00	Eat lunch in fields Continue to work
PM	3:00	Return home Clean tools Bathe
	5:00	Meet with other men, rest
	6:00	Dinner Listen to or watch news Relax, drink
	9:30	Go to bed

LA SIERRA

La Sierra is characterized by intensive farming of both valleys and steep mountainsides. The population of La Sierra is 50 percent mestizo, 45 percent Runasimi-speaking indigenous people, and five percent Spanish. Land is scarce and the average family farm has been steadily decreasing in size as each small farm is subdivided for the male children of the family. Land title is held by the male head of most households. Women have never been permitted title to land.

The custom of dividing the farm among the male children has led to increasingly small plots of land, more farming of fragile lands, and less productivity from the overworked soil. It has also caused seasonal and permanent out-migration by many men seeking off-farm employment in cities and as seasonal workers in the sugar cane fields of the coast. This seasonal and semi-permanent out-migration makes for a significant percentage of female-headed households.

Credit for small farmers is practically non-existent although a new government program is being instituted to extend agricultural credit to owners of small farms. No outreach program currently exists to inform farmers of this new program and give them the technical assistance necessary for obtaining credit through this new program.

There is a fairly well developed agricultural extension service infrastructure in La Sierra which can provide sufficient technical information to small farmers. All extension agents are men. Potatoes and onions are the main crops; sheep and goats are the primary livestock. Small herds of llama are maintained by some women who utilize the fleece for household clothing and artisan products. Small livestock such a guinea pigs, swine, and poultry are also common. Other crops such as quinoa, barley, and field peas are raised. Some women keep kitchen gardens of herbs and vegetables. Decisions related to allocation and use of private land are made jointly by the adult men and women in the household. Decisions pertaining to use of communal grazing lands are made by a village committee comprised of heads of household.

Decisions to sell any of the animals are made jointly between the woman and the man, although the actual responsibility for selling the animal is the man's. The man controls the money earned from the sale of the animals, and the woman controls the money received from the wool and any of the products she might make such as weavings or clothing. Women also control the income from any small livestock they raise.

Potatoes and onions are planted for household consumption and for sale as cash crops as well as for trading for corn. There is an increasing use of agro-chemical products in the production of these crops. In general, the men decide on what products to use and when; it is left to the women to apply them. Surplus crops to be sold after satisfying household needs are decided jointly by the man and the woman. Any money earned from the actual sale of the surplus is controlled by the man.

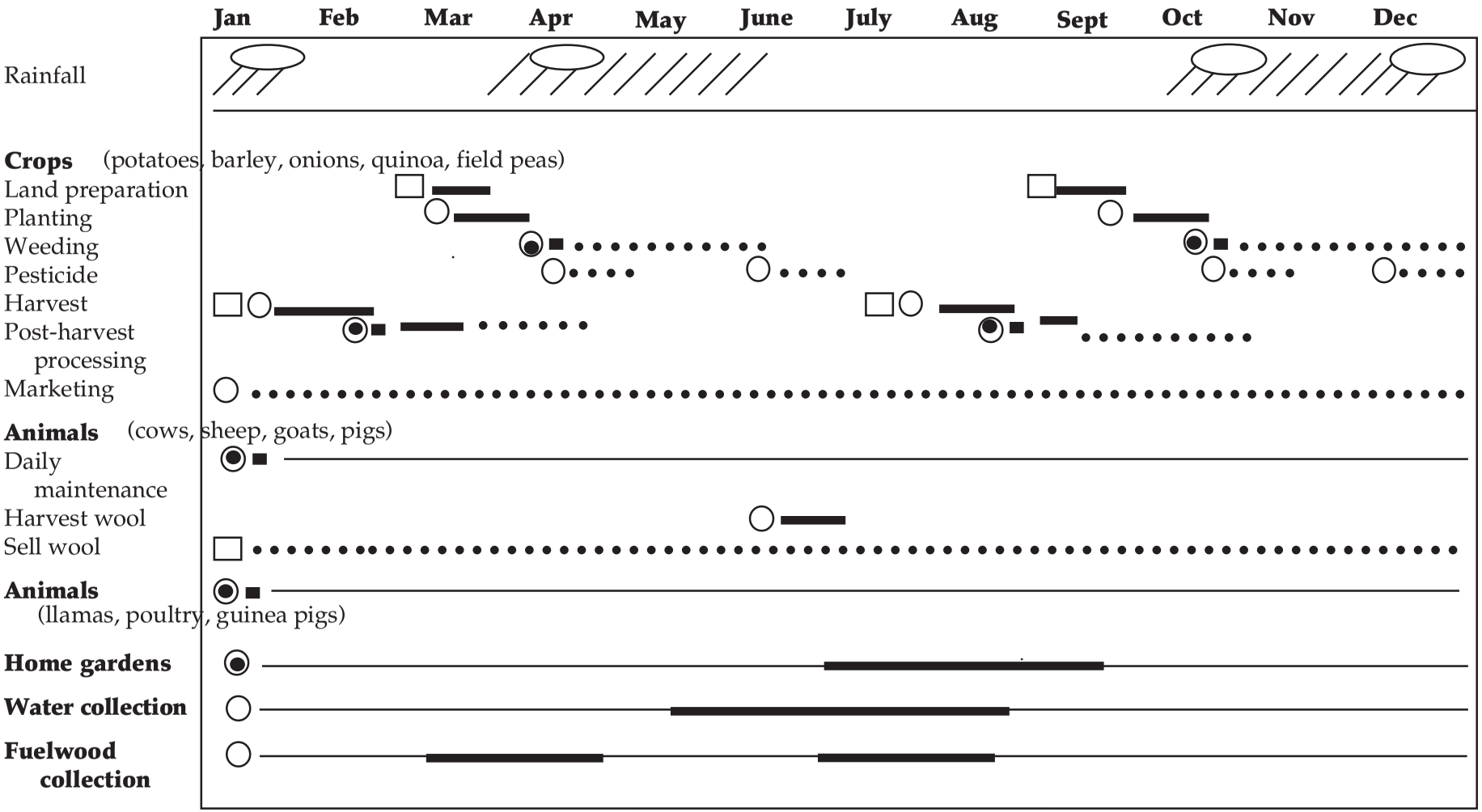
With deforestation and increasingly scarce accessible water sources, the family must go farther from the home to meet these basic energy and water needs. Household food shortages are a recurring problem for the poorest segment of the population during a period of approximately eight weeks preceding the potato harvest. Health problems resulting from vitamin-A deficiency are detectable in about 20 percent of the population.

HANDOUT

On average women work 15 hours a day in La Sierra. They have little free time for non-productive activities and it is culturally unacceptable for the woman to be seen doing nothing. Although hard-working as well, the man's day is considerably shorter, with his work ending upon arrival from the fields. For those women who are permanent or seasonal heads of households, the day is even longer as they must take over the activities of the absent males.

LA SIERRA

SEASONAL CALENDAR



KEY:

- men *
- boys
- women
- girls

- continuous activity
- sporadic activity
- more intense activity

* when men are present, though often gone during harvest

LA SIERRA

TYPICAL DAY: WOMAN

AM	4:00	Get up, give thanks to God Wash and dress Start fire; put water on for coffee Sweep kitchen and surroundings Prepare breakfast
	5:30	Serve breakfast
	6:00	Get up, wash, dress and feed smaller children Take cows to pasture
	8:00	Feed pigs and other small animals Cook lunch Collect firewood Take lunch to fields Stay and work (plant, weed, or harvest) — OR — Return home to do domestic chores: Shuck and grind corn Wash and mend clothes Knit or crochet
PM	1:00	Eat lunch, sometimes nap Clean up kitchen Go to market Give water to animals, move animals to forage Iron
	4:00	Prepare and have coffee
	5:00	Bring animals back from pasture
	6:00	Prepare and serve dinner; clean up
	7:30	Watch TV or listen to radio while knitting, spinning wool, crocheting
	9:30	Go to bed

LA SIERRA

TYPICAL DAY: MAN*

AM	4:30	Get up Dress Collect tools
	5:30	Eat breakfast Prepare tools, seeds, etc. Go to fields (or occasionally take animals to market)
PM	1:00	Eat lunch
	3:00	Return from fields Shower Nap Meet with men for relaxation, conversation, or meeting
	6:30	Eat dinner Watch TV
	9:30	Go to bed

* During time at home, rather than working away from home.

HANDOUT

TIERRALINDA AGRICULTURAL DEVELOPMENT PROJECT

I. Problem Statement

Tierralinda is among the most biologically rich countries in the world. Its variety of natural areas includes tropical rain forests, cloud forests, coastal dry and moist forests, semi-arid highland grasslands, mangrove swamps, and marine resources. Tierralinda is divided into three environmental zones: Sierra, Selva, and Costa. The large variety of plant and animal species in these ecosystems makes them among the world's highest priority for preservation. These areas also supply environmental services that are essential to the future social stability and economic growth of Tierralinda.

Deforestation for agriculture (including cattle raising), accentuated by rapid population growth and lack of urban employment opportunities, is the principal cause of land resource degradation in Tierralinda. Expansion of agriculture coupled with the degradation of natural habitats from extraction of timber, mining and petroleum exploration could result in the complete deforestation of Tierralinda by 2025. Soil erosion and watershed deterioration are already reaching alarming levels although this is not widely acknowledged among the rural population. At the root of these problems are:

1. Increased national demand for food and fiber met through conversion of forested land to agriculture;
2. Expansion of agriculture to marginal hillside and other fragile lands;
3. Unsustainable land use traditions;
4. Inadequate access by farmers to information and capacity building opportunities for innovative land use techniques;
5. Scarcity of well-trained, Tierralindan agricultural extension professionals;
6. An inadequate policy framework for agricultural and natural resource development;
7. Shortage of resource management institutions at the regional and local levels; and
8. Inadequate research capability to develop and select appropriate technologies.

II. Agriculture Project Purpose

The purpose of this project is to enhance household food security through strengthening local technical assistance institutions and building local capacities for adoption of appropriate land use practices which increase yields while conserving Tierralinda's land resource base.

III. Project Goals

(To be determined by project design consultants.)

GENDER INFORMATION FRAMEWORK (GIF) WITH RANKING OF NEEDS ASSESSMENT

RATIONALE

The Gender Information Framework (GIF) is a gender analysis tool which focuses on the household and the family system. This session introduces the GIF tool in combination with the Participatory Analysis for Community Action (PACA) tools of seasonal calendars and daily schedule to provide data for developing gender-sensitive project goals, objectives, and milestones. Information is used from a case study to demonstrate pairwise ranking of community needs.

TIME

3 hours

GOALS AND OBJECTIVES

GOAL 1

To explore culturally determined family systems and how that information is key to determining project designs that meet their stated goals.

OBJECTIVES

1. To explain the categories contained in the Gender Information Framework.
2. To identify several sources, not including individual interviews, that would provide information on family systems.
3. To write goals, objectives, and milestones that recognize gender differentiated roles and responsibilities.

GOAL 2

To participate in community needs assessment with ranking of priorities

OBJECTIVES

1. To develop gender-sensitive lists of community needs
2. To rank needs by gender group and discuss gender differences in priorities.

SESSION OUTLINE

I. Introduction (15 minutes)

II. Case study (45 minutes)

III. Community needs assessment (45 minutes)

IV. Application to a project (15-45 minutes)

V. Summary (15-30 minutes)

TRAINER PREPARATION

1. Read the background reading Gender Information Framework with the form as reference. Add any examples of your own to the session plan where the GIF is introduced.
2. Read the case study and determine which of the regions are most appropriate to the participants. It is possible to use more than one, but that limits the effectiveness of the report out.
3. Select and copy the appropriate handouts based on your decision above.
4. Read the case study and complete the GIF so that you are prepared to answer questions.
5. Determine which of the options in the final step you will use to apply the GIF to a project.

MATERIALS

- Blank flip charts
- Marking pens
- Masking tape
- Table tents to identify regions, La Sierra, La Costa, La Selva (if using more than one region)

FLIP CHARTS

- Gender Information Framework (outline)
- Case study tasks

HANDOUTS

Please note: The following handouts start on page 65 and follow the "GIF with Project Work" training session in this booklet.

- Case Study: Tierralinda
  - Briefing Paper Prepared by Ministry of Planning
  - Notes on the Case
  - La Sierra (narrative, seasonal calendars, daily schedules)
  - La Costa (narrative, seasonal calendars, daily schedules)
  - La Selva (narrative, seasonal calendars, daily schedules)

  - Peace Corps/Tierralinda Assessment Report
  - Tierralinda Agricultural Development Project
- A Peace Corps Project—from country where training being done

Please note: The following handout starts on page 34 in the "Introduction to a Systems Approach" training session in this booklet.

- Gender Information Framework

PROCEDURE

I. INTRODUCTION (15 minutes)

Refer to the Contextual Analysis tool, introduced previously, which helps explore gender issues at all levels. This session will focus on a tool that can be used at the household level.

Introduce the GIF tool by describing its parts using a flip chart:

GENDER INFORMATION FRAMEWORK (OUTLINE)

Exploratory Factors
Task implementation
Income
Expenditures
Resources
Time/seasonality
Decision-making
Other factors

Analytic Factors
Constraints
Opportunities
Assumptions

Recommendations

A. Exploratory factors are the various aspects of the household:

TASK IMPLEMENTATION

Who does what tasks: household activities, agricultural production, natural resource management, family enterprise activity, extra income earning activities—both household tasks and tasks contributing to family income production.

This will frequently be the starting point of gender analysis: being aware of who does what in the situation the project will affect. This information is often the first step in identifying the target audience for a project; and it is important to ensure that resources are targeted to the right person(s) to achieve project objectives.

INCOME

Who earns what through agricultural production, family enterprise activity, and extra income earning activity? What are the primary sources of income for men and for women, and for boys and for girls, if any?

In most parts of the world, women have traditionally made significant contributions to family income—through cash earned, cash savings, or self-provisioning, which also represent family income. Women's economic contributions to the household have been under-acknowledged for several reasons. Often coming in small amounts, women's income is often invisible.

EXPENDITURES

Who contributes what toward meeting family financial obligations? What expenditures are there? Do men and women have individual financial responsibilities?

Men and women have different expenditure patterns and financial responsibilities. In some parts of the world, men and women have very separate purses, with each responsible for different household expenses. This factor is important in the design of projects that will affect family income. It provides a broader perspective for decisions on a project's or program's target audience.

RESOURCES

Who has access to and who controls the resources needed to improve economic and social well-being. This look at "resources" includes land, labor, capital, information, education, technical assistance, and other elements that lead to enhanced economic and social well-being.

"Access to" and "control of" have very different meanings and implications. Access refers to being able to use something but not establishing parameters for its use; it can always be taken away. Control of means that there is decision-making power over usage.

For resources required by a project, how is access to and control of these resources different for men and for women? How does that affect ability to increase economic productivity or improve family well-being?

TIME/SEASONALITY

What are the daily activities and uses of time? How do they differ for men and for women? In what ways do daily activities change according to the seasons?

When are project beneficiaries most available to carry out new activities? What effects does the project have on other daily or seasonal activities and sources of income?

DECISION-MAKING

How are decisions made within the family? What are the different roles filled by men and women at different stages of decision-making? Who must be involved in the decision-making process to ensure that the particular decisions are implemented?

OTHER FACTORS

In addition to the factors above, what others might impact on a particular project? Decide on questions to ask to help determine whether there are or may be gender-related differences to each of these other factors.

B. Analytic factors: these are conclusion-drawing factors:

Constraints that affect men and women differently

Opportunities for either men or women in a specific area or sector

Assumptions that were made about the constraints and opportunities

C. Recommendations, depending upon reasons for analysis:

- Specific actions for project implementation
- Re-design or refinements to project

II. CASE STUDY (45 minutes)

Describe tasks of groups for next 40 minutes: (unveil first two steps of "Case Study Tasks" flipchart).

CASE STUDY TASKS

1. **Read case (introductory part and La Sierra), analyze data and enter it on GIF. Use (1) narratives, (2) results of two tools used in community: seasonal calendars, daily schedules.**
2. **Discuss and identify gender-related constraints, opportunities, and assumptions. Print on flip charts provided. Select reporter.**

Divide participants into small groups of five or six.

Distribute the case study handouts and the GIF form for agriculture/natural resources.

Remind of time five minutes before end. Ask them to post their flip charts around room. As groups, have them go to the other groups' charts and read and discuss any differences they found.

In the total group, discuss any questions that arose during the gallery above.

Trainer note: This would be an appropriate stopping point for a 15 minute break.

III. COMMUNITY NEEDS ASSESSMENT WITH PAIRWISE RANKING (45 minutes)

Explain that we are going to use the data from the case study to introduce an important PACA tool: ranking of needs assessment.

Divide participants into two groups. One group will take the roles of men in the case study, the other group the roles of the women. Each group will have a facilitator who will conduct the next steps:

1. Assume you are a group of men (or women) living in La Sierra. Making use of the information from the case study (and any additional plausible information you wish to add), I would like to have you consider what are the problems, or obstacles, you think your community faces? As you think of problems, call them out to me and I will write them down where everyone can see. You do not have to agree with everyone else's ideas; we will list everything but you may discuss them.

2. Once the list is made, ask if anyone wants to say anything about the items. Let them discuss as they wish.

   Note: the discussion about the items is extremely useful; allow as much discussion as possible under the time constraints.

3. If the list is more than five items, allow the participants to vote on the two issues they think are most important. Each participant has two votes. Take the top five or six items and prepare another sheet with the items listed both down the left and across the top. Draw lines to make a grid. Then ask about each pair of items… for example, "Which is more important, lack of a clinic or poor lands for crops." Have them vote. Note the item receiving the most votes in the juncture of those two items:

	Lack of clinic	**Poor land**	**No market**		
Lack of clinic		Poor land	Lack of clinic		
Poor land			Poor land		
No market					

4. After completing the comparison, count how many times each item was chosen as the most important. Then rank the top three problems according to those chosen most often. List these three items on a separate flip chart page.

5. Ask someone in the group to report out the list when they meet with the other group.

Bring both groups together and hang up both of the lists. Have the reporter from each group explain the list. Ask the group to discuss the differences they see. Why are there the differences?

Stop the exercise at this point. Have the participants get out of role and look at the ranking exercise they just completed **as trainers**. Ask what potential next steps might be if:

- an APCD had been doing this exercise with a community.
- a PCV posted in the village initiated this exercise.

IV. APPLICATION TO A PROJECT (15-45 minutes)

Option 1:

Use the handout from the case study that gives a Problem Statement and Agriculture Project purpose only. Assign the following tasks to the original groups that analyzed the case study:

Use flip chart to unveil final task:

CASE STUDY TASKS (CONTINUED)

3. **Read project description and purpose.**
4. **Write one goal for the project which may have gender implications and requires sex disaggregated objectives to meet that goal. Write the objectives. Print on a flip chart.**
5. **For one objective, develop milestones which disaggregate by sex. Print on flip chart.**

Post flip charts and either have each group report out or have participants circulate and read them.

Option 2:

Have country groups/APCDs and their counterparts/or some other grouping work in small groups using their own project to modify any goals/objectives/milestones that should address gender differences. They may need to make a list of questions for further analysis.

For reporting out, ask participants to discuss the process they went through as they worked on their project. What did they discuss? Why? If desired, ask groups to give one example of a modification they made, explaining why.

V. SUMMARY (15-30 minutes)

Review the various sources of information used in this case study:

- Narrative
- Seasonal calendars
- Daily activities
- Ranking of community needs assessment

Where did it come from? How much confidence can we have in it? How can we get insightful and valid information that forms the basis for project planning, monitoring, or evaluation?

Make a transition from using case study information to gathering information firsthand through participatory analysis—our focus from here on.

REFERENCES

1. *The Peace Corps Programming and Training System Manual (PATS)* [ICE – T0054].
2. *Programming and Training for Peace Corps Women in Development Projects* [ICE – T0084].
3. Training session "Needs Assessment with Priority Ranking" (Booklet #5).

EXPERIENTIAL INTRODUCTION TO PARTICIPATORY ANALYSIS FOR COMMUNITY ACTION (PACA)

RATIONALE

Since PACA uses a participatory approach, it is appropriate to introduce the key concepts in a participatory way.

TIME

1 1/2 - 2 hours
(depending on the size of the group)

GOAL AND OBJECTIVES

GOAL

To introduce the key elements of PACA in a participatory way.

OBJECTIVES

1. To engage in a visual presentation of ideas.
2. To reflect on the process to highlight the key elements of PACA.
3. To compare and contrast PACA with other participatory methodologies.

SESSION OUTLINE

I. Introduction (5-15 minutes)
II. The activity (30-45 minutes)
III. Process the activity (15-20 minutes)
IV. Parallels with PACA methodologies (30 minutes)
V. Transition (5 minutes)

TRAINER PREPARATION

1. Depending on the time and structure of your workshop, determine if this session will be the culmination of the first day, or an introduction to Community Mapping. If Community Mapping is used, refer to the specific session plan for that tool (see Booklet #5) so that all elements are included, both in producing the map and in discussing the finished maps.

2. Determine how the participants can be divided into groups to present two different views; if possible, include gender grouping.

MATERIALS

Per group:
- 1 or 2 blank sheets of flip chart paper
- 5-8 colored marking pens, various colors
- Masking tape
- If doing mapping, small pieces of colored paper and tape or glue sticks

HANDOUT

- Participatory Analysis for Community Action (What is It? Key Elements)

PROCEDURES

I. INTRODUCTION (5-15 minutes)

Alternative A (culmination of first day's sessions)

To use this session as an evaluation or summary of the first day, begin by reviewing the topics covered over the course of the day, listing them on a flip chart. Then give the group some type of assignment such as,

> "Discuss all of the items we have covered and how they might apply to the work you do. Then, in the groups designated, create a visual representation that summarizes your discussion."

In this case, the small groups should have something in common, such as people who work with youth or adults, in rural or urban areas, younger and older participants, service providers and administrators, etc. If possible, include gender sub-groupings within other categories, or, if there is no other distinguishing factors, group by gender.

Alternative B (introduction to community mapping)

To introduce the mapping tool, select an area known by all members of the group, such as the community, or a training or work site. Explain they will have an opportunity to draw a map of _____. You want them to work in designated groups.

The most basic designation is men and women. Depending upon the group, other designations might be those who live in town versus those who live in the suburbs or other towns, different type of job categories or floors of the office building, age groups, ethnic or nationality groups (if appropriate). Read and follow the Community Mapping session plan.

II. THE ACTIVITY (30-45 minutes)

Divide into predetermined groups. Provide supplies and identify work space. Inform each group of the amount of time available.

Monitor groups to make sure they get beyond discussion to drawing. If they have not started drawing before half of the time has elapsed, encourage them to begin drawing.

At the end of the work period, ask each group to post its work where everyone can see it.

III. PROCESSING THE ACTIVITY (15 - 20 minutes)

Ask a representative from each group to explain the group's work.

Facilitate discussion among the groups using the following questions:

1. What is different between the visualizations? What is similar? Why might that be?
2. What process did you use to get your drawing done?
3. What did you learn about each other as you discussed and drew?
4. If maps were drawn, discuss the coded items, such as frequency, likes and dislikes, and needs identified. Identify similarities and differences, possible reasons for them.

IV. PARALLELS WITH PACA METHODOLOGY (30 minutes)

Ask the participants to reconstruct the exercise they just completed by listing the steps on a flip chart.

Then ask:

> What is your previous experience with participatory methods? Have any of you used Rural Rapid Appraisal (RRA) or Participatory Rural Appraisal (PRA)? If so, how did you use the techniques? (Get examples of purpose and how it was done. Often techniques are called, or thought to be, participatory when in fact it is the outsider making all the judgments and conclusions. Take participants' examples without making judgments about them.)

Distribute the handout "Participatory Analysis for Community Action" and clarify any points not previously covered, especially:

- The purpose of PACA is to lay the groundwork for the community to determine its own needs and what it wants to address.
- The development worker establishes a partnership to assist the community to determine what it wants, not what is dictated from outside.
- To insure all voices are heard, the larger group is subdivided into smaller groups.

Ask:

> What are the differences between this approach and ones you have used before? (These may include formulating assessment based on development workers' perceptions without even asking questions directly of community members, or asking specific questions and analyzing the data oneself. If community members were engaged in conversation, they may have been a few community leaders, often men only, or other configurations that limited the scope of the information gained. The biggest difference should be that the PACA methodology has the outsider facilitating representative groups within the community's own assessment of their reality.)

PACA presents gender-sensitive tools to the community, then seeks to encourage the community to expropriate the information that results from the use of the tools as its own. Ideally, at this point, the tool (activity) becomes a tool of empowerment, and the community assumes the responsibility for action on the information as its own.

V. TRANSITION (5 minutes)

Make an appropriate transition to next activity.

Next activities may include practice in the skills needed to carry out the tools: interviewing, observation, facilitation, and the introduction to and practice in doing each technique.)

NOTES

PARTICIPATORY ANALYSIS FOR COMMUNITY ACTION (PACA)

WHAT IS PACA?

It is a methodology designed to communicate information, identify needs, and lay the groundwork for community action to solve problems. It facilitates the development of an effective and open partnership between the development agents and the representative segments of the local community to design, implement, and evaluate development programs.

WHERE IS PACA USED?

It is implemented in the local communities, in neighborhoods, in organizations, and in households where the targeted population resides.

WHO USES PACA?

Development agents, such as Peace Corps Associate Directors, Volunteers, local counterparts, and community members.

HOW IS PACA CARRIED OUT?

PACA relies on the active and full participation of the local community with the development agent **eliciting a partnership** rather than imposing an agenda. PACA methods may be used in various phases of community action: analysis, identification of projects, determination of indicators, monitoring, and evaluation. The analysis part of the process may be relatively rapid, involving one or more visits to a community. The development of community action, monitoring and evaluation will take longer and may be the focus of a development worker's assignment over several years.

KEY ELEMENTS OF PACA

- Interviewing separate groups of the community, e.g. men and women, youth and adults
- Facilitating **their** discussion in small and large groups
- Formatting their ideas visually
- Helping them compare and contrast their own perceptions, e.g. as men and women
- Using their own analysis for project design, site selection

  or
- Facilitating their own community action

PACA GALLERY

RATIONALE

The Participatory Analysis for Community Action methodologies that the Peace Corps has developed to ensure the inclusion of women in analysis and activity planning is a very important part of the Gender and Development approach. Participating in the use of one of the tools makes an indelible impression on training participants. However, time limitations sometimes make it infeasible to schedule a participatory activity that resembles PACA methodologies in the training room, let alone do field work. However, some of the feeling of the participatory nature and the impact of the information gained can be revealed through a combination of description, photos, and samples of products from the field.

TIME

1/2 to 1 hour

GOAL AND OBJECTIVES

GOAL

To understand PACA methodology, the types of information revealed, and the potential impact of the processes involved.

OBJECTIVES

1. To identify the key elements of PACA methodologies.
2. To see the types of information revealed.

TRAINER PREPARATION

1. Collect some examples of PACA work in the field:
   - Borrow originals, or make copies of, maps, seasonal calendars, daily activities.
   - Take or request photos and slides from actual field work.
   - If appropriate, video some groups involved in the activities.
     If no field examples are available, examples from staff or Volunteer training programs can be used.
2. Mount photos on flip charts with headings or brief descriptions.
3. If slides are used, arranged in carousels.
4. Prior to the session, post examples and photos on the walls of the training room. Set up slides and video, if used. (This may take more time than anticipated. Allow at least 30 minutes to set up for this session.)

MATERIALS

- Large sample maps, calendars, daily activities from field work or training sessions
- Photos, slides or videos
- Slide projector, VCR and monitor, if needed

HANDOUT

- What is PACA?

PROCEDURE

Several different procedures may be followed, depending on the amount of time, depth of knowledge expected, and materials on hand. Videos or slides using an automatic changer can be shown to one side as you introduce the session. They can also be started just as participants begin to move about the room.

Several scenarios are described below.

Option A:

1. Explain what PACA is, using the "What is PACA?" handout.
2. Describe one or more settings where it has been used. If wall examples are from one particular place, describe that setting in detail.
3. Using the samples on the walls as visuals, describe each of the techniques that were used, and some of the results that can be seen.
4. Have participants walk around and look at the samples.
5. Answer questions informally, or bring group back together for questions and answers.

Option B:

At the end the introductory session "WID, GAD, and PACA", at a break, or at the close of the day's training, participants can be invited to circulate and look at the examples.

Option C:

Have room set up with examples and slides or videos running as training participants enter the room. Encourage them to take the first fifteen minutes to read and look at the samples. In this scenario, you might have more written material on the walls to explain the sites or training situations reflected and the steps in conducting the participatory tools of those you have examples. Allow for some time for questions about the display in your training schedule.

PARTICIPATORY ANALYSIS FOR COMMUNITY ACTION (PACA)

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BOOKLET #4

MODEL SESSIONS: SKILLS TRAINING IN OBSERVATION, INTERVIEWING, AND FACILITATION

Fundamental to learning about others and building relationships are good skills in observation, interviewing, and facilitation. GAD and PACA methodologies cannot be carried out without them. In new cultural settings, old skills need to be revisited, cultural assumptions challenged, and new culturally appropriate language and behaviors learned. The three session plans that teach skills in these areas are designed to be modified to fit each culture's practices and norms.

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Skills Training: Observation 3

Skills Training: Interviewing 12

Skills Training: Facilitation 25

SKILLS TRAINING – OBSERVATION

RATIONALE

The PACA techniques are successful only to the degree that they can be skillfully used. Skills required are culturally appropriate (1) interviewing and (2) facilitation, and accurate (3) observation. Observation is important in the richness of the data that can be gathered non-intrusively, the confirmation or questioning of information gained verbally, and the clues to reliability and comfort of community members who are involved in PACA techniques.

This session, as all of the skills training sessions, should be modified and made culturally appropriate by working with language and cross-cultural trainers. As language skills permit, Trainees should be encouraged to record and describe their observations in the host language.

This design is most appropriate for pre-service training (PST). However, the major points should be reviewed when PACA tools are introduced at any time.

TIME

1 1/2 hours

Several additional time periods, depending on how much practice is planned (see Section IV)

GOAL AND OBJECTIVES

GOAL

To see the importance, and difficulty, of objective observation which can add to, confirm, or question verbal information received in community work.

OBJECTIVES

1. To identify influences on one's perceptions.
2. To practice non-judgmental statements about observations.
3. To sharpen observation skills of community resources and infrastructure, current forms of activity, and labor by gender and age.

SESSION OUTLINE

I. Introduction (30 minutes)

II. Filters (40 minutes)

III. Balancing for Filters (20 minutes)

IV. Suggested Observation Practice Opportunities (1-2 hours, throughout training)

TRAINER PREPARATION

Review this session plan with language instructors and cross-cultural trainers.

1. Modify any parts that are inappropriate in the host culture.
2. Determine which video segment will be used in the introduction; if none of these tapes appeal to you or you don't have access to them, replace them with a similar length clip from a video you prefer.

   At one time or another, most posts have received copies of the following video tapes. Short segments from each tape have been identified and described for possible use in this training session. A short segment of any other video available can be used. The important aspects of the video clip are that a number of things are occurring at the same time or in close sequence, and that both men and women are involved.

   The number cues are based on 0000 when the video starts, not from the title. Watch the clips from the videos that you have. Determine which you will use and make your own notes for the session.

   Be sure to cue the video in advance of the session; use the numbers as well as the description, as numbering systems may vary by machine.

   Possible video segments include:

ROAD TO LAMESEN –

#0000-0060 A variety of scenes: man painting face, group singing and playing instruments, market scene, city street.

Observables: roles of men, women, and children; dress; activities

#0264-0360 Village gathering, faces singled out; walking through village; outsiders interviewing villagers.

Observables: faces, clothing, roles, housing, outdoor furniture.

(There is some superscript but it can be ignored.)

#0480-0581 School room (children, adults), non-formal education, clinic

Observables: clothes, faces, roles

#0620-0680 Village gathering: singing, playing instruments, local theater

Observables: roles, dress, what is happening

WATER OF AYOLE

#0159-0117 Getting water at river

Observables: roles (gender, ages), dress, equipment

#0656-0670 Celebration

Observables: Who is dancing, playing instruments; what instruments there are; dress and jewelry

#0790-0846 Meeting

Observables: Who is there and speaking, behaviors (standing, raising hands)

(There are some subscripts but can be ignored.)

#0965-0993 Construction of building: making cement, bricks, carrying water

Observables: tasks (gender, age); dress; tools

GENDER ANALYSIS — STRENGTHENING WINROCK PROJECTS

#0065-0390 Variety of scenes: different countries; both men and women

Observables: roles and tasks, dress

3. Determine culturally appropriate ways to practice observation skills in the community or host family.

Meet with other PST training staff to determine how and when this session, in whole or in part, might be introduced, and when participants can practice the skills. It is recommended that it be introduced very early, even the first week, as it has major cross-cultural implications, and trainees start observing, *and making judgments on those observations,* immediately in an effort to learn about, and understand, their host country.

Consider having several trainers for this session, including at least one language or cross-cultural trainer.

The practice sections, or others you create, can take place throughout the training; all of the practice should not directly follow the instruction. As language skills permit, encourage Trainees to record and describe their observations in the host language.

MATERIALS

- Blank flip chart paper
- Markers
- Tape
- Video player and TV
- Video: *The Water of Ayole, The Road to Lamesen, Gender Analysis–Strengthening Winrock Projects*, or other of your choice

HANDOUTS

- Filters

FLIP CHART

- Filters (chart and rectangles of colored paper with the following words written to attach: life experiences, culture, respect, self-image, religion, prejudice, biases, background, trust, parents, sex and gender roles, likes and dislikes)

PROCEDURE

I. INTRODUCTION (30 minutes)

Explain:

> This session will focus on observation skills we need to develop. You have already done lots of observation in the time you have been in this country. Let's see how we can improve the quality of what you learn from observations.

Introduce the video segment:

> We are going to watch about five minutes of a video. I would like for you just to watch. After we watch the segment, I'll give you a little time to make a few notes on what you saw.

Start the video selected during trainer preparation at the indicated number.

After the video segment, give participants a few minutes to write down what they saw.

Explain:

> Now please pull your chairs together in groups of five or six. Talk with each other about what you saw, and prepare a list on a flip chart to share with the whole group. You will have 15 minutes to complete this task.

After 15 minutes, have all flip charts brought to the front and posted. Have one group read quickly through their list. Have each other group add only items not previously mentioned.

Ask:

> In your small group discussions and from these lists, do you find things that you observed and others didn't? or items other people noted that you did not see at all? If so, what were they?
>
> Why do you think this happened? (Note reasons on a blank flip chart.)

Explain:

> We will be studying in more depth how our observations are colored, and how we can work to become aware of more things going on around us that perhaps now would go unnoticed.

II. FILTERS (40 minutes)

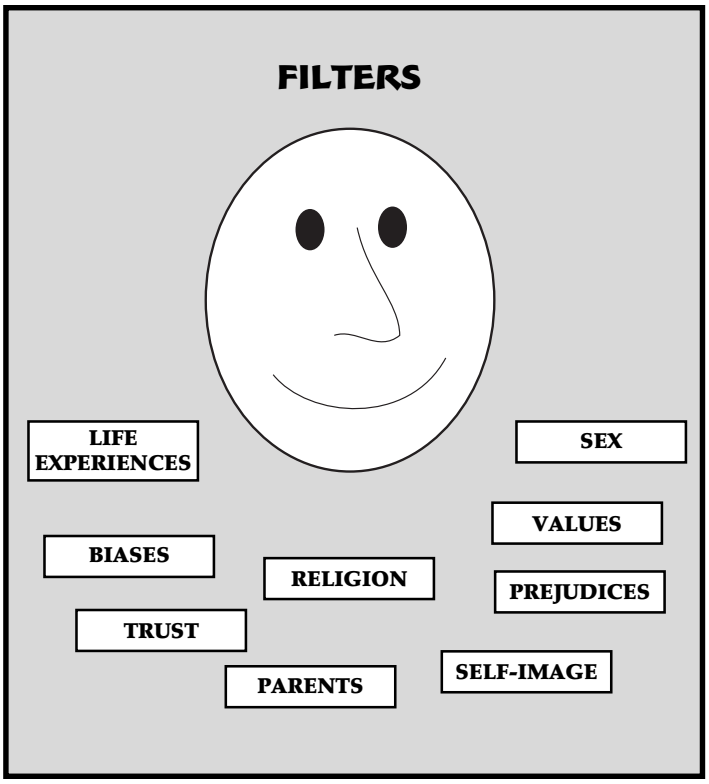
Explain:

As we have just seen, because we are all human beings, all raised differently, we do not all perceive information (receive messages) the same way. For instance, if a car backfires, one man may perceive it as a backfire. Another man may perceive it as a gunshot, because he was in a war. One person may see the killing of a pretty song bird as a cruel act against a pet; another may see it as procuring a meal.

Filters are biases, values, or beliefs that influence the way we see something. They come from the concepts we learned in childhood and have acquired over the years through experience. Filters shape our perceptions of how and what we see, what people say and do, how we choose to participate, and our choices about whom to ask questions of and listen to. Many of our filters are determined by our culture or subculture(s). Others are individual values or tastes.

Filtering is automatic and will go unnoticed unless we make an effort to understand it. It is important to understand our filters because they may cause us to distort information, miss seeing things, or interpret things differently than they were intended. Some filters are very positive, such as believing everyone is trustworthy. In order not to let our filters interfere with our cross-cultural learning and interactions, we need to identify what our filters are. Then, if overly positive, we need to question their situational applicability, or if overly negative, consciously try to overcome them.

Use the flip chart "Filters" and the colored paper with topics on them to give examples. If possible, get examples from the group. Hopefully, they will have examples of some of these points from the exercise in the Introduction to this session. As topics are mentioned, affix the label over part of the face.



Samples of filters are:

- **LIFE EXPERIENCES:** what you have gone through, e.g., the example of the man and the backfire.
- **CULTURE:** the norms with which you were raised, e.g., if a certain culture teaches that cleanliness is next to godliness, a person from that culture may have a very strong reaction to another culture where sanitation standards are not high. That same person may tend to listen more carefully to someone who is neatly dressed as opposed to someone who appears unkempt and sloppy.
- **RESPECT:** whom you are taught to respect and how you respect them, e.g., if a person is taught to respect elders she or he may respond to and listen to someone who is elderly, and show a good deal of courtesy even if what that person says is irrelevant to the listener.
- **SELF-IMAGE:** how you perceive yourself, e.g., a low self-image or too high a self-image may hinder a person's ability to perceive objectively what is going on around him or her.
- **RELIGION:** the norms your religion teaches you, e.g., a person who is taught the golden rule or "do unto others as you would have them do unto you" might approach the world differently from someone who believes "an eye for an eye."
- **PREJUDICE:** the races, ethnic groups, and social groups you are prejudiced for or against, e.g., a person who is taught that a certain race is lazy or crafty might have difficulty dealing objectively with a person of that race.
- **BIASES:** the things you have a predilection for or against, e.g., a person may be biased towards others like herself or himself who are young and take risks, and therefore may easily communicate with these kinds of people. On the other hand, the same person might have a bias against older, more conservative individuals, and thus have more difficulty in viewing or communicating with them objectively.
- **BACKGROUND:** where, how, and with what groups you were raised, e.g., a person from a very small town might have preconceived notions about large towns or people from the city. There are certain barriers established even before communication is initiated.
- **TRUST:** whom you learned to trust as a child. The things you learned affect who you will and will not trust as an adult. For example, you may have learned it is a sign of dishonesty not to look someone in the eyes, or that certain people in certain occupations are untrustworthy.
- **PARENTS:** you were taught many things by your parents, such as how to be polite. You may therefore be drawn to people who demonstrate your idea of politeness (speech, behavior). You might have a strong negative reaction to a person or culture you perceive as rude.
- **SEX AND GENDER ROLES:** the way you react to sexes and gender roles, such as not thinking very highly of a woman who is a mechanical engineer if you think women should work in "gentler occupations" such as teaching. Also, how you perceive the world based on your sex. There is a significant amount of research showing that men and women see things differently.
- **LIKES AND DISLIKES:** if you like something or someone, you will tend to respond favorably, and vice versa.

Ask:

Can you think of other filters? (Add them to the flip chart.)

Distribute the handout "Filters". Ask participants to review the handout and make notes about any filters they know they have.

III. BALANCING FOR FILTERS (20 minutes)

Ask:

What are some examples of observations you made in the first exercise that show evidence of filters? (These probably include interpretation or judgments.) List them on a flip chart.

How can we identify statements that show bias, or interpretation? (The words describing the event include judgments or assign values.)

One way to address our filters is to rewrite to eliminate our interpretation. That is, to try and state what happened as objectively as possible. (Work on several of the statements listed until they are objectively stated.)

Example, (take from the video)

Another is to look at our objective statements, and think of **more than one** possible interpretation. This forces us to be conscious of other frames of reference than the one we hold.

Example, (take from the video)

Take the examples given from the earlier exercise and ask participants to think of possible explanations for the behaviors noted.

IV. SUGGESTED OBSERVATION PRACTICE OPPORTUNITIES

(1-2 hours throughout training)

Planned opportunities to observe, describe, and discuss should be built into the training program as time permits. Learning to become more objective and open with observations is a skill that needs practice and reinforcement. Wherever possible, include focus on gender roles.

Some opportunities may include the following:

1. In the classroom:

Repeat the first exercise with another video segment; have the participants work in pairs to review their observations, rewrite statements to make them objective, and explore several possibilities for the actions they observed.

2. **In their host families:**

   a. Have trainees observe specific times: for example, meal times, other "family" times, mornings before people leave for work or school. (Caution against taking notes if that would be inappropriate.)

   b. Observe activities of specific family members at various times: mother, children of various ages, grandparents.

   c. Observe and describe how typical household chores are done: washing clothes, cleaning house, meal preparation.

3. **In the community:**

   a. Neighborhood streets at different times of day, evening, weekends.

   b. Community places: markets, bus or taxi stands, churches, restaurants, etc.

   c. At a worksite typical for their job with the Peace Corps: who is there, what are the tasks, the time schedule, etc.

REFERENCES

1. *Nonformal Education Manual*, pages 57-58, [ICE – M0042].
2. *The New Role of the Volunteer in Development*, pages 106-112, [ICE – T0005].

NOTES

FILTERS

No two people perceive the same external stimuli in the same way. Filters are what make us perceive information differently; we all have them.

Filters are biases, values, or beliefs that influence the way we see something. They come from the concepts we learned in childhood and have acquired over the years through experience. Filters shape our perceptions of how and what we see, what people say and do, how we choose to participate, and our choices about whom to ask questions of and listen to. Many of our filters are determined by our culture or subculture(s). Others are individual values or taste.

Filtering is automatic and will go unnoticed unless we make an effort to understand it. It is important to understand our filters because they may cause us to distort information, miss seeing things, or interpret things differently than they were intended. Some filters are very positive, such as believing everyone is trustworthy. In order not to let our filters interfere with our cross-cultural learning and interactions, we need to identify what our filters are. Then, if overly positive, we need to question their situational applicability, or if overly negative, consciously try to overcome them.

Samples of filters are:

- **LIFE EXPERIENCES:** what you have gone through.
- **CULTURE:** the norms with which you were raised.
- **RESPECT:** who you are taught to respect and how you respect them.
- **SELF-IMAGE:** how you perceive yourself.
- **RELIGION:** the norms your religion teaches you.
- **PREJUDICE:** the races, ethnic groups, social, and other groups you are prejudiced for or against.
- **BIASES:** the things you have a predilection for or against.
- **BACKGROUND:** where, how, and with what groups you were raised.
- **TRUST:** whom you learned to trust and distrust as a child.
- **PARENTS:** the many things you were taught by your parents.
- **SEX AND GENDER ROLES:** the way you react to sexes and gender roles; how you perceive the world based on your sex.
- **LIKES AND DISLIKES:** your personal likes and dislikes.

SKILLS TRAINING – INTERVIEWING

RATIONALE

The PACA techniques are successful only to the degree that they can be skillfully used. Skills required are culturally appropriate (1) interviewing and (2) facilitation, and accurate (3) observation. Though interviewing individuals is not part of PACA techniques, the interviewing skills of building rapport, appropriate question forms, and showing respect for the interviewee are just as critical for successful group discussions (which might be considered "group interviews" in some ways) as for individual interviews.

This session, as all of the skills sessions, should be modified and made culturally appropriate by working with language and cross-cultural trainers. The skills should be introduced and practiced in English, if necessary, but also practiced in the host country language as soon as possible.

This design is most appropriate for pre-service training (PST). However, the major points should be reviewed when PACA tools are introduced at any time.

TIME

2 hours for session

Several additional time periods during training, depending on how much practice is planned (see Section V).

GOALS AND OBJECTIVES

GOAL 1

To learn culturally appropriate ways to establish rapport and ask questions.

OBJECTIVES

1. To identify appropriate and inappropriate statements and questions that help to establish rapport with host country people.
2. To use several indirect question structures.
3. To use open-ended questions.
4. To interview several host country people to practice the isolated skills.

GOAL 2

As able, to conduct short interviews in the host country language.

SESSION OUTLINE

I. Introduction (15 minutes)

II. Essential parts of interviewing (30 minutes)

III. Question structures (30 minutes)

IV. Practice in groups (45 minutes)

V. Individual practice interviews (1-3 hours, throughout training)

TRAINER PREPARATION

Review this session plan with language instructors and cross-cultural trainers.

1. Modify any parts that are inappropriate in the host culture.
2. Determine culturally appropriate rapport building, language structures, and topics.
3. Determine culturally appropriate ways to practice interviewing skills at the training site or in host families.

Meet with other PST training staff to determine how and when this session, in whole or in part, might be introduced, and when participants can practice the skills. It is recommended that it be introduced very early, even the first week, as it has major cross-cultural implications, and trainees will start asking questions immediately to learn more about their host country.

Consider having several trainers for this session, including at least one language or cross-cultural trainer.

The practice sections, or others you create, can take place throughout training; all of the practice should not directly follow the instruction. As language skills permit, revisit parts of the session, teaching the question structures in the foreign language and doing practice in that language.

Look for as many opportunities as possible within different phases of training (cross-cultural, technical, language, personal safety, etc.) to give practice in interviewing with feedback.

MATERIALS

- Blank flip chart paper
- Markers
- Tape

HANDOUTS

- Essential Characteristics of Interviewing
- Question Structures
- Group Task
- Interview Observation Guide

FLIP CHARTS

- Essential Characteristics of Interviewing
- Question Structures

PROCEDURE

I. INTRODUCTION (15 minutes)

Do a quick demonstration.

1. Walk up to one or two Trainees, introduce yourself (name only) and ask a few questions. Use questions that might seem somewhat invasive if asked by a total stranger, such as "Do you have brothers and sisters? What does your father do? Does your mother work?"
2. Ask Trainees who were approached how they felt.
3. Ask Trainees who observed how they felt.
4. List their comments on a flip chart.

Ask:

Why do we ask questions? (Answers may include: get specific information, learn more in general about a country and people, establish a relationship by looking for commonalities.)

Explain:

In this session they will be learning about culturally appropriate ways to establish rapport and ask questions.

II. ESSENTIAL PARTS OF INTERVIEWING (30 minutes)

State:

Asking questions, or more formally interviewing people, is the form of communication most basic to getting to know people. We use it constantly as we meet new people. If done well, we can

- establish trust;
- create a human bond; and
- begin a partnership between ourselves and those we came to work with.

Ask:

What are the results of inappropriate question asking? (Ideas should have been noted above after the demonstration.)

The skills we need to develop, or make more appropriate in our new setting, for asking questions and interviewing include the following: (flip chart)

ESSENTIAL CHARACTERISTICS OF INTERVIEWING

Demonstrate respect

Develop rapport

Use familiar, non-threatening topics

Use appropriate, non-threatening question forms

Read non-verbals

Listen more than you talk

Distribute the handout "Essential Characteristics of Interviewing." Encourage trainees to follow along and make notes during the discussion of these points.

Review each of the points in a question and answer format, adding appropriate cultural information.

1. **Demonstrate respect.**

   What are some ways you have used to display respect to other people? (Answers may include behavior, dress, use of titles or other polite speech, concern for someone else's time, etc.)

   Are there any specific behaviors or language patterns you have noticed here that are important to showing respect?

   (Add others provided by cultural informants.)

2. Develop rapport.

How would you develop rapport with someone at home? (Initial questions or statements, behaviors.)

Here you are an outsider, foreigner. It is important to try to dispel all false or misinterpretable expectations which that status might bring. What are the attitudes towards foreigners here? Do they vary according to where in the country you are? By social classes, gender, age, or ethnic groups?

What are ways to begin to develop rapport through behavior, conversation, and questions that are non-threatening?

(Add notes from cultural informants.)

3. Use familiar, non-threatening topics.

In our demonstration, what made you uncomfortable about the topics?

What might have been more appropriate topics for you (for a relative stranger) to ask?

The topics that are familiar and non-threatening differ by cultures and their particular history. Why do you think most Americans begin with the question "What do you do?" (Culturally for most Americans, what one does is how one is known, as opposed to what family they are from. This probably evolved out of a combination of the mobility of most Americans—their family would be unknown—and a conscious effort by many to value someone by their own efforts as opposed to who they are—egalitarianism rather than classism.)

If we need to begin the interview with topics that people enjoy talking about and which neither pose a threat nor break an acceptable cultural level of intimacy, we need to identify those in this cultural context.

(Add appropriate notes below.)

4. Use appropriate, non-threatening question forms.

Not all people are comfortable with personal questions, such as "What do you think about the health care in this town?" etc. A less personal question form may be more appropriate, such as "What are people saying about the health care in this town?"

Does the form of a question make a difference to you? Does it depend on the topic?

We will spend much more time on this in the next part of the session.

(Add additional notes below.)

5. Read non-verbals.

In our demonstration, were there any non-verbals that the interviewer might have picked up?

What examples of non-verbals have you experienced that gave you a clear message during a conversation or an interview? (Expressions of boredom, uncomfortableness with questions, etc.)

(Add notes on specific non-verbals in this culture that trainees may not recognize.)

6. Listen more than you talk.

How do you feel about silence?

What can you do to keep from "jumping in" with another question when your interviewees may just need some time to think and answer?

(Add any notes on tolerance for silence in this culture.)

III. QUESTION STRUCTURES (30 minutes)

Introduce the topic with the flip chart:

QUESTION STRUCTURES

Closed questions: (yes or no)
- Do you like to eat goat?
- Do you use the health clinic?

Either/or questions:
- Do women… or do they… ?
- Is the clinic free or is there a fee?

Open questions: (why, what, when, where, how)
- What are some foods you like to eat?
- When might you take your children to the health clinic?

Personal question forms:
- Do you throw your trash in the river?
- How many children do you have?

Generalized question forms:
- Do people throw trash in the river?
- How many children do most families have?

Present culturally appropriate question formats, language structures, and when and where they each might be appropriately used, if ever. Though the Trainees may need to do this in English, have them learn somewhat equivalent structures, if possible, so that they practice the correct patterns.

Discuss question sequencing:

1. Sometimes starting with yes or no questions is a good way to start a discussion, followed by open questions.
2. If a discussion starts to falter, yes or no questions and either/or questions are a way to get people talking again and summarizing what perspectives have been presented.
3. Sometimes open ended questions can be vague and difficult to answer. It may be necessary to move back to more closed questions.

(Add other notes.)

IV. PRACTICE IN GROUPS (45 minutes)

Explain:

To practice what we've been learning, you will work in small groups of three or four persons.

Form that size groups and sit together.

After they have moved, distribute the handout "Group Task", and review it with them.

Together you will do the following:

GROUP TASK

1. Select a topic you think would be interesting and appropriate (in the host country's view) for you to ask about.
2. Determine who you might interview about that topic.
3. Prepare an outline of how you would conduct the interview about this topic, planning each step from the list of essential characteristics.
4. Write your questions to conform with cultural norms. Prepare no more than eight questions.

You will have 15 minutes to prepare.

Trainers should circulate, keeping groups on task, and giving help if necessary. Host country staff can be particularly helpful in determining cultural appropriateness of what Trainees are planning.

After 15 minutes, either have pairs of groups present to each other, or if there are less than five groups, have each group present to all of the rest. They should describe their interview situation and go through the points, including reading their questions.

Discussion of the presentations should focus on how well they addressed the essential characteristics, as well as on the appropriateness of the questions.

V. INDIVIDUAL PRACTICE INTERVIEWS

(Suggested Methods and Opportunities)
(1-3 hours, over time)

Opportunities for practice using appropriate behavior, language, and topics for interviewing should be provided throughout training. Trainees need to prepare for practice interviews, have their preparation reviewed, and their interviews debriefed, so that they are learning and improving with each experience. An "Interview Observation Guide" handout is provided for Trainee feedback on interview practice.

As Trainees are able, they should practice in the language of the host culture.

Some suggested interview situations are the following:

1. In the classroom setting, practice interviews in trios: one interviewer, one interviewee, and one observer. The observer uses the "Interview Observation Guide" handout. At the end of each interview, the observer gives feedback from the form and then gives the interviewer the form. The three change roles and repeat the exercise until each person has had a chance to interview.
2. Practice interviews with host national training staff.
3. Practice interviews with host family members.
4. Practice interviews related to technical area with relevant person.

REFERENCES

1. *Nonformal Education Manual*, pages 59-64, [ICE – M0042].

NOTES

ESSENTIAL CHARACTERISTICS OF INTERVIEWING

Demonstrate respect

Develop rapport

Use familiar, non-threatening topics

Use appropriate, non-threatening question forms

Read non-verbals

Listen more than you talk

QUESTION STRUCTURES

Closed questions: (yes or no)

Do you like to eat goat?

Do you use the health clinic?

Either/or questions:

Do women… or do they… ?

Is the clinic free or is there a fee?

Open questions: (why, what, when, where, how)

What are some foods you like to eat?

When might you take your children to the health clinic?

Personal question forms:

Do you throw *your* trash in the river?

How many children do *you* have?

Generalized question forms:

Do *people* throw trash in the river?

How many children do *most families* have?

GROUP TASK

1. Select a topic you think would be interesting and appropriate (in the host country's view) for you to ask about.

2. Determine who you might interview about that topic.

3. Prepare an outline of how you would conduct the interview about this topic, planning each step from the list of essential characteristics.

4. Write your questions to conform with cultural norms. Prepare no more than eight questions.

INTERVIEW OBSERVATION GUIDE

Interviewer: _____

Observer: _____

Make specific notes (e.g., specific behaviors, questions) related to each topic:

Rapport:

Familiar, non-threatening topics:

Question forms:

Attention to non-verbals:

Listening:

Evidence of respect:

SKILLS PRACTICE – FACILITATION

RATIONALE

For Peace Corps Volunteers to be effective, they must be able to communicate with their host country colleagues and community, to establish rapport and trust, and to listen to what people need and want to do for themselves. To be able to facilitate discussions among groups of people is a critical skill; it is the key to using PACA methodologies effectively.

Facilitation is a skill which encourages the members of a group to express and discuss their own ideas. It requires the use of questions that elicit ideas, probe, and encourage everyone to participate and express views. It also requires paraphrasing and summarizing. It demands attention to the process of the group, including encouraging quiet and reticent people, and controlling dominant or disruptive participants. It builds on the skills that were introduced and practiced in the interviewing session.

This session, as all of the skills sessions, should be modified and made culturally appropriate by working with language and cross-cultural trainers. The skills should be introduced and practiced in English, if necessary, but also practiced in the host country language as soon as possible.

This design is most appropriate for pre-service training (PST). However, the major points should be reviewed when PACA tools are introduced at any time.

TIME

2 hours

Several additional time periods, depending on how much practice is planned (see Section VII).

GOALS AND OBJECTIVES

GOAL 1

To learn how to facilitate discussions.

OBJECTIVES

1. To identify differences or similarities between interviewing and facilitating.
2. To use several phrases that redirect, verify, and summarize ideas raised in a group discussion.
3. To identify types of difficult (non-participating) members of a group and strategies for working with them.
4. To facilitate a discussion among a group of adults.

GOAL 2

As able, to facilitate short group discussions in the host country language.

SESSION OUTLINE

I. Introduction (10 minutes)

II. The Facilitator's Role (20 minutes)

III. Language Patterns (10 minutes)

IV. Practice (30 minutes)

V. Working with Difficult Group Members (20 minutes)

VI. Practice Working with Difficult Group Members (30 minutes)

VII. Other Practice Suggestions and Opportunities (4-6 hours, spread out during training)

TRAINER PREPARATION

Review this session plan with language instructors and cross-cultural trainers.

1. Modify any parts that are inappropriate in the host culture.
2. Determine culturally appropriate rapport building, language structures, and explanations for and ways of handling difficult members of a group.
3. Determine culturally appropriate ways to practice facilitation skills at the training site or with host families.

Meet with other PST training staff to determine how and when this session, in whole or in part, might be introduced, and when participants can practice the skills. It should follow the Skills Practice – Interviewing session as it builds on those skills.

If possible, have a host country trainer lead or assist with this session. Every aspect of the material needs to be culturally appropriate, and, as questions arise, a host country informant is the best source of information.

Two practice sections are included in the session. The first is to practice language forms and keep the conversation moving within the group. The second is to practice dealing with difficult group members. Other practice suggestions, or ones you create, can take place throughout training. Look for as many opportunities as possible within different phases of training (cross-cultural, technical, language, personal safety, etc.) to give practice in facilitating. For example, let Trainees take turns conducting discussions following small group work and field work, employing facilitation skills.

As language skills permit, revisit parts of the session, teaching the language patterns in the host country language and doing the practice in that language.

MATERIALS

- Blank flip chart paper
- Markers
- Tape

HANDOUTS

- Facilitation
- Key Steps in Facilitating a Group
- Facilitation Observation Guide
- Working with Difficult Group Members

FLIP CHARTS

- Differences between Leading and Facilitating a Discussion
- Language Patterns
- Key Steps in Facilitating a Group

PROCEDURE

I. INTRODUCTION (10 minutes)

Explain:

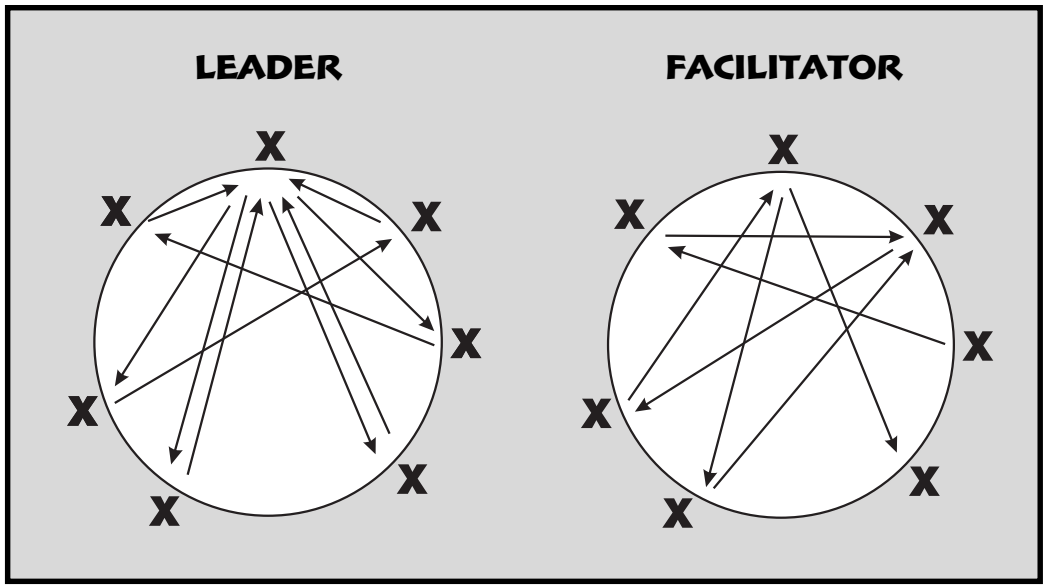
In this session we are going to discuss and work on a very important skill: facilitation.

What does the word "facilitate" bring to your mind? (List on blank flip chart.)

Being able to facilitate discussions will be an important skill for you to have as you begin to work with your community and colleagues. In this session, we will further define how we use the term, why we employ this methodology, and begin to learn how to do it.

II. THE FACILITATOR'S ROLE (20-30 minutes)

Use the flip chart "Differences between Leading and Facilitating a Discussion" and discuss what each diagram implies and what each leader role would be useful for.



Possible ideas generated by the group may be:

Leader-centered:	**Facilitator:**
Introduce new ideas	Help group process own ideas
Lead through series of steps	Knowledge resides in group
Test knowledge	Manage process, not content
Review activity	Encourages all to participate

Ask:

Have any of you had experiences with facilitating group discussions? What were the situations?

When would you lead a group and when would you facilitate?

Explain:

In PACA, both types of group leader styles are used. The leader may direct the group through a series of steps to arrive at information, such as creating a map or a calendar. Then the role changes and a facilitation style is employed because the group has the knowledge; the facilitator helps them discuss it, make comparisons, and draw conclusions.

Distribute the handout "Facilitation" and review the roles the facilitator takes.

III. LANGUAGE PATTERNS (10 minutes)

Use the flip chart "Language Patterns", the handout "Facilitation", and the notes below to discuss the types of questions and phrases that facilitators use.

LANGUAGE PATTERNS

1. Question asking

Open ended: Can you give some examples of ...?

Probing: Will you explain a little more about that?

Moving to other participants: Who has other ideas about this?

Encouraging other points of view: Can anyone provide another point of view about this?

Summarizing: Will someone summarize the points presented so far?

2. Paraphrasing

Paraphrase starters:

What I heard you say was…. Is that correct?

I think you said that…. Is that right?

It seems to me your point of view is…. Is that stated correctly?

You differ from (Mary) in that you think…. Is that right?

3. Summarizing

Starter phrases for summaries:

If I understand, you feel this way about the situation.

There seem to be the following points of view about this.

We seem to have presented the following issues so far.

I think we agree on this decision: what we are saying is that we….

1. Question asking

Facilitators use questions to help group members bring out relevant information, clarify points of view, summarize information, and draw conclusions.

2. Paraphrasing

By paraphrasing, the facilitator demonstrates that she or he understands what participants have said and may clarify issues. The process of paraphrasing is much like catching a ball and throwing it back. It requires very careful listening.

3. Summarizing

The purpose of summarizing is to:

a. pull important ideas, facts, or information together;
b. establish a basis for further discussion or make a transition;
c. review progress; or
d. check for clarity or agreement.

Summarizing requires careful listening as it requires organization and systematic reporting back of information expressed. Summarized information ensures that everyone is clear about what transpired in that portion of the discussion. Whenever possible, encourage someone in the group to do the summarizing.

Ask:

How is facilitating different from interviewing? (Some suggestions may include the following:)

Facilitating:	**Interviewing:**
Group	Individuals (usually)
Less directed questions	More specific questions
Ideas represent group	Ideas or opinions of one person

What are some benefits of group discussion when trying to understand other people's reality? problems?

For you?

For the group?

IV. PRACTICE (30 minutes)

Post flip chart and distribute the handout "Key Steps in Facilitating a Group." Go through the steps.

KEY STEPS IN FACILITATING A GROUP

Arrival of group
(Build rapport)

Introductions
(Demonstration of respect)

Facilitation of Discussion

Summarizing

Closure

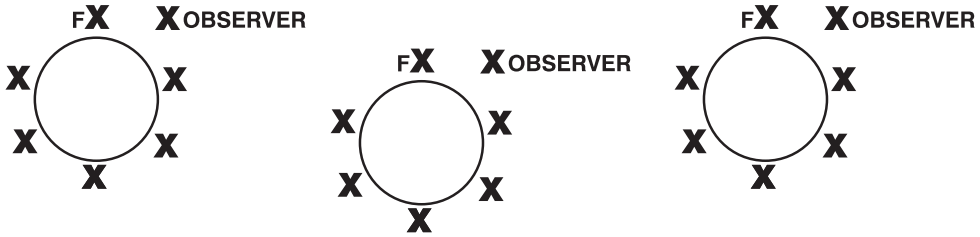
Explain that they will have a chance to participate in a facilitated discussion.

For the practice, create groups of approximately five participants plus one facilitator and one observer. Ask the participants to divide themselves into groups of seven. Have them pull their chairs together. Ask each group to identify one facilitator and one observer.

Give the facilitators a topic that the groups can easily discuss, such as ways to improve the training site. Let them think through how they will begin.

Ask the observers to meet you at one side of the room. Give them each a copy of the handout "Facilitation Observation Guide." Go through it with them. Ask them to sit just outside of their group, and make notes as the discussion proceeds. At the end they will lead a discussion with the group about the process, not the content.

The groups will look like the following:



Once the observers are in place, ask the facilitators to begin. After 10 minutes, ask the facilitators to pull the discussion to a close. Then have observers join their groups and discuss how the facilitation met its purpose.

As a total group, discuss what went well and what did not. Ask:

What things were difficult for the facilitators?

How can those things be addressed?

Thank the group and take a break, or end the session here and begin another session with Step V.

V. WORKING WITH DIFFICULT GROUP MEMBERS (20 minutes)

Distribute and review the handout "Working with Difficult Group Members." If possible, have a host country trainer in this part of the session to be able to answer questions.

VI. PRACTICE WORKING WITH DIFFICULT GROUP MEMBERS (30 minutes)

Repeat the practice set-up from Part IV, using a different discussion question, different facilitators, and different observers. Ask facilitators and observers to leave the room to prepare for a few minutes. When they are gone, assign one or two specific roles to members of each group: someone who is not willing to participate, a dominant or disruptive person.

Conduct the practice with 10 minutes for discussion, 10 minutes of observer-led debriefing, and 10 minutes of general discussion.

Ask one or more participants to summarize the major points about facilitating, including the roles the facilitator plays, important language structures, and rules for dealing with difficult participants.

VII. OTHER PRACTICE SUGGESTIONS AND POSSIBILITIES

(4-6 hours spread throughout training)

Opportunities for practice using appropriate facilitation behavior and language should be provided throughout training. In each case, the Trainees need to prepare for their roles, have an observer, and receive feedback so that they are learning and improving with each experience.

As they are able, Trainees should practice in the language of the host culture.

Some suggestions for opportunities include:

1. In the classroom setting:

- Weekly Trainee evaluation and recommendations during training.
- Language staff or other trainers discussing site, making group decisions.

2. With their host families:

- Group discussions about culturally appropriate topics, such as the meaning and celebration of holidays.

3. During site visits:

- Group discussion with school children about important things in their lives, at school, etc.

REFERENCES

1. *Nonformal Education Manual*, pages 65-71, [ICE – M0042].
2. *How to Make Meetings Work*, pages 88-124, [ICE – CD021].

NOTES

FACILITATION

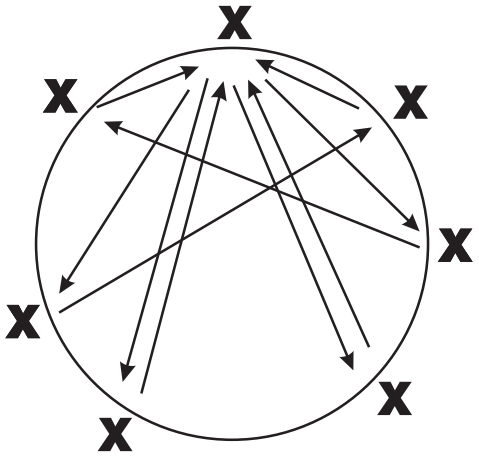
Facilitation of a group discussion is a technique that encourages the group to express and discuss their own ideas. The group is the reservoir of knowledge and creativity; the facilitator "serves" the group by building trust, remaining neutral, and not evaluating or contributing her or his own ideas. The role of the facilitator is to encourage the discussion, help clarify when necessary, and assist the group in summarizing their ideas. The facilitator is concerned about the process—what is going on in the group; he or she does not control the content.

Facilitation requires skills in asking questions, paraphrasing, and summarizing. It also demands careful attention to what is happening in the group. The facilitator may need to encourage quiet people, move the conversation away from dominant persons, and deal with disruptive persons.

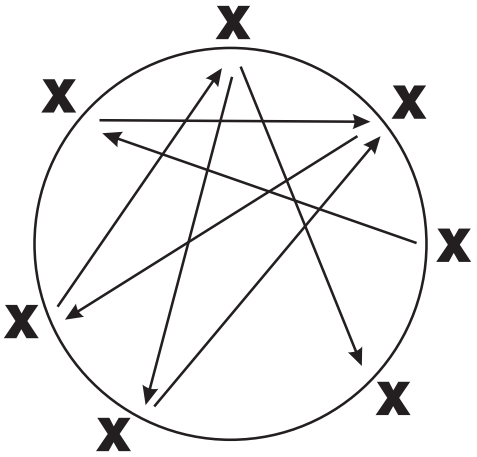
There is not a prescription for good facilitation. There are rules and descriptions. Skills can be learned and practiced. Then each situation depends on the facilitator's personality, the situation, and the nature of the people in the group.

The group should do 95 percent of the talking. Facilitators need to be aware of how much they talk. They should not be dominating the conversation, or be a focal point of the conversation. The diagrams below show the difference between controlling and facilitating a conversation.

LEADER



FACILITATOR



Facilitators need to tolerate silence. Silence can mean various things: lack of understanding of a question or of the process, confusion, thinking or reflecting, or needing time to translate ideas and language.

Facilitators need to encourage participation by all group members.

> "In community gatherings the 'expectation theory' often sabotages participation. That is, the poor and uneducated go to meetings with the expectation that the professionals (teachers, principals, city planners, government officials) and other well-educated people will naturally display their verbal prowess and dominate the meeting. Likewise, the latter will expect the minority group to be passive and listen.

> It becomes a self-fulling prophecy. The same can happen when people from different levels of a hierarchical organization get together.
>
> "Skillful facilitation can greatly broaden the participation in these situations. As the process guide, you [the facilitator] can hold back the highly verbal and aggressive people while you encourage responses from the rest. At first, it's like pulling teeth, but after a while people will feel more at ease and less shy. What's more important, as their self-confidence increases, people get used to the reality of participating. Then they begin to expect and demand it."
>
> from *How to Make Meetings Work*, pages 101-102.

Facilitators need to consider how the group views them. Often, non-verbal behaviors—such as nodding the head negatively, or gesturing toward a point one supports—shows the group the facilitator's point of view, or what he or she expects from the group.

Specific verbal skills that facilitators need are the following:

1. **Question asking**

   Facilitators use questions to help group members bring out relevant information, clarify points of view, summarize information, and draw conclusions. These types of questions are particularly useful:

   Open ended: Can you give some examples of .... ?

   Probing: Will you explain a little more about that?

   Moving to other participants: Who has other ideas about this?

   Encouraging other views: Can anyone provide another point of view about this?

   Summarizing: Will someone summarize the points presented so far?

2. **Paraphrasing**

   By paraphrasing, the facilitator demonstrates that she or he understands what participants have said and may clarify issues. The process of paraphrasing is much like catching a ball and throwing it back. It requires very careful listening.

   Paraphrase starters:

   What I heard you say was…. Is that correct?

   I think you said that…. Is that right?

   It seems to me your point of view is…. Is that stated accurately?

   You differ from (Mary) in that you think…. Is that right?

3. Summarizing

The purpose of summarizing is to:

- pull important ideas, facts, or information together;
- establish a basis for further discussion or make a transition;
- review progress; or
- check for clarity or agreement.

Summarizing requires careful listening as it requires organization and systematic reporting back of information expressed. Summarized information ensures that everyone is clear about what transpired in that portion of the discussion. Wherever possible, encourage someone in the group to do the summarizing.

Starter phrases for summaries:

If I understand, you feel this way about the situation.

There seem to be the following points of view about this.

We seem to have presented the following issues so far.

I think we agree on this decision: what we are saying is that we…

KEY STEPS IN FACILITATING A GROUP

Arrival of group
(Build rapport)

Introductions
(Demonstration of respect)

Facilitation of Discussion

Summarizing

Closure

FACILITATION OBSERVATION GUIDE

Facilitator:_____

Observer: _____

I. ARRIVAL

- ☐ Has seating in circular or other informal configuration.
- ☐ Greets people as they enter; develops rapport.

II. INTRODUCTION

- ☐ Formally greets group, thanks them for coming.
- ☐ Introduces self.
- ☐ Explains purpose of meeting.
- ☐ Has participants introduce themselves.

III. DISCUSSION

- ☐ Reinforces that group has knowledge and he or she is there to help them.
- ☐ Begins discussion with opening question or statement.
- ☐ Uses open, probing, redirecting questions. (List specific examples.)

(continued)

- [ ] Paraphrases. (List specific examples.)

- [ ] Encourages quiet members. (List specific examples.)

- [ ] Controls dominant members in culturally appropriate ways. (List examples.)

- [ ] Handles other difficult participants while maintaining their self-esteem. (List examples.)

IV. PULLS DISCUSSION TO CLOSE

- [ ] Summarizes, or has participants summarize.
- [ ] Asks participants the value of what was done.

V. CLOSURE

- [ ] Indicates next meeting time and date, or next steps.
- [ ] Thanks participants.

Modified from *Promoting Powerful People*,
Peace Corps, USAID, and the Academy for Educational Development.

WORKING WITH DIFFICULT GROUP MEMBERS

Ideally, in a discussion all group members participate equally. Rarely does the ideal happen. The term "difficult" is used to indicate group members that either do not participate or have disruptive or controlling behaviors. It is the facilitator's role to encourage active and equal participation, working to keep disruptive or controlling behaviors in check so that they do not prevent the group from completing its task(s).

Below are some general guidelines for facilitators to keep in mind as they encounter difficult participants:

1. **Keep in mind the goal:**
   - To eliminate or minimize the behavior so that it does not continue to disrupt the group process or isolate some members from participating.

2. **Diagnose accurately:** take time to think through
   - What is the 'problem' behavior?
   - Why is it happening?

3. **Wait to respond.**
   - Give yourself time to assess the situation carefully.
   - Give the person a chance to change his or her behavior.
   - Give the group a chance to control the behavior themselves.

4. **Care about everyone in the group.**
   - Everyone has needs and should be respected.
   - Try to address all group members according to what they need.
   - Maintain the self-esteem of the person causing the problem by intervening carefully and appropriately.

5. **Take appropriate action and follow-up:**
   - Identify possible alternatives.
   - Select best alternative to minimize disruption while maintaining everyone's self-esteem.

See the following page for descriptions of behaviors and potential actions to alleviate problems.

HANDOUT

TYPE OF BEHAVIOR	POSSIBLE REASONS	POSSIBLE ACTION OF FACILITATOR
Domineering Controlling	Eager Well-informed Formal or informal leader in community	Keep silent; let group respond Recognize contribution and redirect to someone else Avoid looking directly at person Establish a procedure whereby everyone contributes one idea before group discusses Ask person to summarize ideas so others can contribute
Argumentative Uncooperative	Combative personality Hidden agenda Personally upset by some other situation Threatened Forced participation	Find areas of agreement Direct conversation away from person Let group handle him or her Set and reinforce rule that all ideas are acceptable
Silent	Timid, insecure Never given a voice (due to age, gender, social class, ethnic group) Thinking about content Insecure about language or needing to translate Uninterested Angry, hostile	Encourage with eye contact or invitation to speak Speak to privately to find what thinking or feeling Use ice breakers to make environment more comfortable Direct questions to this person when he or she has particular expertise or shows non-verbal willingness to speak
Side conversationalists	Need to clarify, maybe through translation Not interested in discussion Culturally appropriate	Set guidelines at beginning of meeting Stop meeting and say everyone needs to hear everything Address needs for translation beforehand Make sure points are clarified throughout discussion

BOOKLET #5

MODEL SESSIONS: PACA TOOLS

Participatory Analysis for Community Action (PACA) was developed to provide a set of gender-sensitive tools which could facilitate the implementation of an approach where projects and programs are shaped in a participatory process, with voices of the stakeholders themselves shaping the development process itself. It grew out of the many requests for materials which could address, simultaneously, the needs for tools to use in community development, urban and rural appraisal, gender and socioeconomic analysis, and other participatory methodologies.

Four session plans provide classroom practice prior to community work for Daily Activities, Community Mapping, Seasonal Calendars, and Needs Assessment and Priority Ranking.

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Community Mapping 3

Daily Activities 18

Seasonal Calendars 27

Needs Assessment and Priority Ranking 43

COMMUNITY MAPPING

RATIONALE

Community resource mapping is an effective manner of locating different spheres of activity spatially over the landscape. At the same time, this technique can be adapted to reflect gender differences in regard to the division of labor, the relative importance of different resource areas, and relative levels of integration with institutions outside the community itself. Local populations consistently demonstrate the ability to create graphic representations of their spatial organization, and this technique often provides a highly interactive and pleasant introduction to the community.

This technique is more appropriate to small villages or neighborhoods where there is a clear correspondence between residence and community resources. Large configurations, over 200 households, are not easily accommodated by this technique. It is also an effective technique to use in work or residential training settings, and classrooms to identify differences in perception, needs, access to power centers, etc. This tool can be used to provide a visual record of the community which can be revisited for the purpose of monitoring and evaluation of a project and changes in the community.

TIME

1 1/2 hours - 2 hours
(depending whether classroom practice is included)

GOAL AND OBJECTIVES

GOAL

To introduce participants to the PACA technique of Community Mapping.

OBJECTIVES

1. To identify the gender differentiated use of and access to community resources as well as to the institutions external to the community.
2. To compare gender-differentiated perceptions of the relative importance of and access to different community resources including outside institutions, such as markets, extension services, health clinics, and so forth.
3. To relate the results of this technique to Peace Corps programming, community entry, and project development.

SESSION OUTLINE

I. Introduction (10 minutes)

II. Demonstration of community mapping technique (45 minutes)

III. Walk through the steps (10 minutes)

IV. Technique debrief (10 minutes)

V. Classroom Practice [optional] (30 minutes)

VI. Application (15 minutes)

TRAINER PREPARATION

This particular technique requires significant skills on the part of the trainer. There is often either a tendency for the local participants to individualize the technique (e.g., only to locate their house on the map) or for one participant to dominate both the crayon and the activity. The trainer must work to assure representative participation and to avoid widespread confusion. Thus a clear introduction to the exercise is critical to its success. Ideally, this activity should be carried out by a "lead" trainer and one or more assistants dispersed among the participants who can facilitate the passage of materials and the participation of different community members.

Read session plan. Study the examples. Locate and read any references. Identify a second trainer to assist with the demonstration.

Prior to the session:

1. Determine how you can have your group consider themselves a community. The easiest situation is if they all live in, or are familiar with, one place, such as the capital city. If it is a large city, delineate the boundaries of their map, perhaps a central part of the city where they would visit government and non-government organization (NGO) offices, utilities, banks, markets. If they are from various places but living or meeting at a residential training site, they can map the site. (If necessary, you can have them meet and "create" a common place they can pretend to live. To do this, both men and women need to meet together for 15 minutes or so to outline the geography, demographics, and services of the community. They should not map at this point, just discuss what there is in their community.)

2. Reflect on the gender break out of the group. If there are not representative groups (not necessarily equal numbers) of men and women, you may use a different manner to determine two groups: rural and urban dwellers, administrators and trainers, host nationals and foreigners, etc.

Determine if you will have trainees practice the technique in the classroom. If so, arrange for some people to come in to be their community, such as training site personnel.

MATERIALS

This activity can be designed in a number of ways with different requirements for materials. Normally, the activity requires large sheets of paper (newsprint), a number of writing tools, a large table, and some physical items that can represent differing degrees of intensity or

importance. Two separate workspaces with the same materials are required. Local materials (seeds, drawing sticks, a patch of dirt, etc.) can also be used in the absence of purchased materials.

- Flip chart paper
- Large markers - several colors
- For relative importance, 3 sizes of colored circles, 1 set for each participant
- For frequency, 50 small pieces of three different colored paper
- For likes and dislikes, 20 additional pieces of two other colors than used for frequency
- For needs, 2 small pads of sticky notes (Post-Its) or small squares of paper
- Glue stick
- Scissors
- Tape
- Tacks or pins

HANDOUTS

- Community Mapping
- PACA Tools: Roles of Facilitators (if doing practice in class)
- Examples of Community Mapping exercises from different countries, if desired
  - Ecuador, Men's Map
  - Ecuador, Women's Map
  - Paraguay, Women's Map
  - Paraguay, Men's Map
  - Poland Map
  - Turkmenistan Map

FLIP CHART

- Technique Debrief

PROCEDURES

I. INTRODUCTION (10 minutes)

Explain:

The Community Mapping technique which we are introducing combines elements you will find in descriptions of participatory analysis. In addition to drawing maps to show the community, this technique also has community members identify institutions and show the relative importance of things in their community.

This PACA technique can visually show significant gender differences in how members view their community, how they locate different activities spatially, and how they attribute importance to different institutional "sites" such as schools, clinics, markets, extension offices, and so forth. It can also identify how frequently persons are at various locations, places they like and dislike, and what they feel is needed or missing in their community. Once this activity has been done, it is very difficult to overlook the differences between men's and women's views of the community.

The essential element of this activity is the identification of two community groups —one of men and one of women. Each group does the same activity in separate work spaces.

II. DEMONSTRATION OF COMMUNITY MAPPING TECHNIQUE (45 minutes)

Introduce the activity as you would in an actual community, by introducing yourself, learning their names, setting the tone, etc. Explain that they will have an opportunity to participate in a Community Mapping activity that you think will be interesting for everyone, and fun as well.

Divide them into gender groups (or other designations previously determined), each with a work space separate from the other, such as separate sides of the same room or in adjoining rooms.

In each group, ask them to:

a. Draw the designated area, beginning with some central feature: road, river, or boundaries that have been predetermined. Encourage everyone to participate, at least in determining what should be on the map, if not doing the actual drawing. Watch the time; make sure they begin drawing at least by half-way through the allotted time.

b. Once their drawing is done, ask them to do two or three (maximum) of the following:

1. Put small pieces of colored paper to identify frequency of where they spend their time: one color for daily, one for weekly, one for monthly or less frequently. They use as many of each as they wish. Tape or paste the pieces of paper down after they have finished.

2. Use two other colors of paper to identify places they like to be and don't like to be. They use as many as they wish. Tape or paste the pieces of paper down after they have finished.

3. Use sets of three graduated circles per person to identify most important, second most, and least important institutions or resources. Tape or paste down after they have finished.

4. Use small sticky pads or small squares of paper to draw or write things they need or want in their community. They use as many as they wish. Tape or paste down after they have finished.

c. Ask the group to look at their map and the patterns of frequency, likes and dislikes, importance, or whatever they have identified. Why have they identified these places? What do they think they need? Why?

d. Select a reporter who will describe their map and their analysis to the other group.

e. Bring groups together. Have them post their maps where everyone can see them.

f. Process by:

1. One member from each group describes their group's map and what they discovered about the patterns of frequency, likes and dislikes, importance, or whatever they have identified.

2. Look at similarities and differences in the maps. Why might they be?

3. Opportunities presented, such as available resources, location of resources or potential resources, etc.
4. Constraints, such as lack of knowledge, places not usually frequented, resources unused, distance to needed service, etc.
5. Places liked and disliked; why? Does this raise any needs or problems that need to be addressed?
6. Needs they perceived. Were they the same for men and women? If not, why might that be?
7. As a community, what did we learn from this exercise? How might we use this information? What might be some next steps?

Thank community groups. If they created a community and played roles, ask them to step out of their roles and become participants again.

III. WALK THROUGH THE STEPS (10 minutes)

Distribute the handout "Community Mapping."

Review the steps of conducting a Community Mapping activity, using the demonstration they just participated in and the points on the handout.

IV. TECHNIQUE DEBRIEF (10 minutes)

Lead a discussion of the technique, as it was demonstrated, using "Technique Debrief" flip chart. Discuss ways they might want to modify what happened to make the technique more comfortable to them to use.

TECHNIQUE DEBRIEF

Trainer preparation

Building rapport with group

Introduction of technique to group

Getting started

Problem areas encountered

Group sharing of their work

Discussion among men and women

Conclusion

V. CLASSROOM PRACTICE [optional] (30 minutes)

Have Trainees conduct the Community Mapping technique with a small group of participants, such as site personnel. Use the flip chart points above to discuss their practice.

VI. APPLICATION (15 minutes)

Discuss how this technique could be useful to them, such as working with a community or an agency, assigning a development worker to the community, and leading to a community action plan relevant to the Peace Corps programming process, as appropriate to the training group.

Discuss applications of the tool described in the Field Insights and Adaptations, if desired.

REFERENCES

1. *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal,* Chapter 3, [ICE – AG259].
2. *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management*, pages 18-19, 24-25, [ICE – WD112].
3. *Rapid and Participatory Rural Appraisal Notes, No. 21: Special Issue on Participatory Tools and Methods in Urban Areas,* page 37, [ICE – WS119].
4. *Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture,* Chapter 8, [ICE – WD114].

NOTES

COMMUNITY MAPPING

OBJECTIVES

1. To identify the gender-differentiated use of and access to community resources as well as to the institutions external to the community.
2. To compare gender-differentiated perceptions of the relative importance of different community resources including outside institutions, such as markets, extension services, health clinics, and so forth.
3. To identify gender-differentiated needs in their community.

MATERIALS

- Flip chart paper
- Large markers - several colors
- Glue stick
- Scissors
- Tape
- Tacks or pins
- Pads of stick-on notes, smallest size, any color
- Two or three (maximum) of the following:
    1. For relative importance, three sizes of colored circles, one set for each participant
    2. For frequency, 50 small pieces of three different colored papers
    3. For likes and dislikes, 20 additional pieces of two other colors than used for frequency
    4. For needs, two small pads of sticky notes (Post-Its) or small squares of paper

PROCEDURE

1. Group men and women in separate work areas. Each person should contribute to the map.
2. Begin by explaining that they will be drawing a map of their community. Ask them what a good reference point might be, such as a road or river, to give them a starting point.
3. Have them locate some or all of their houses and land, if appropriate.
4. Ask them to add other places or objects such as residence areas, fields/irrigation ditches, schools/churches, points of contacts or institutions such as markets, health centers, recreational areas, police stations and contact persons.

5. Once their drawing is done, ask them to do two or three (maximum) of the following:

   a. Put small pieces of colored paper to identify frequency of where they spend their time: one color for daily, one for weekly, one for monthly or less frequently. They use as many of each as they wish. Tape or paste the pieces of paper down after they have finished.

   b. Use two other colors of paper to identify places they like to be and don't like to be. They use as many as they wish. Tape or paste the pieces of paper down after they have finished.

   c. Use sets of three graduated circles per person to identify most important, second most, and least important institutions or resources. Tape or paste down after they have finished.

   d. Use small sticky pads or small squares of paper to draw or write things they need or want in their community. They use as many as they wish. Tape or paste down after they have finished.

6. Then ask the group to analyze their map, looking at the resources they have, discussing where they like to be and why, and where they do not like to go and why. They may also point out what they feel is missing from the community which they feel they need. This discussion will help them summarize their information which will be presented by one member to the other groups in the next step.

7. Bring the groups together and post the maps side by side where everyone can see them.

8. Assist them to discuss their work using the following:

   a. One member from each group describes their group's map and what they discovered about the patterns of frequency, likes and dislikes, importance, or whatever they have identified.

   b. Look at similarities and differences in the maps. Why might they be?

   c. Opportunities presented, such as available resources, location of resources or potential resources, etc.

   d. Constraints, such as lack of knowledge, places not usually frequented, resources unused, distance to needed service, etc.

   e. Places liked and disliked; why? Does this raise any needs or problems that need to be addressed?

   f. Needs they perceived. Were they the same for men and women? If not, why might that be?

   g. As a community, what did we learn from this exercise? How might we use this information? What might be some next steps?

9. Thank the participants.

PACA TOOLS: ROLES OF FACILITATORS

I. INTRODUCTION TO THE COMMUNITY

A. Introduce facilitators and their purpose.

B. Have community members introduce themselves.

C. Do an icebreaker, unless it will be done in separate groups.

D. Describe the tool(s) to be used.

E. Divide into groups and send them to their work locations.

II. FACILITATION OF SEPARATE WORK GROUPS (IN EACH GROUP)

A. Do an icebreaker, unless done above.

B. Make name tags and put them on, if the group members and facilitators don't know each other.

C. Facilitate the technique: Daily Activities, Seasonal Calendar, Community Mapping, or Needs Assessment and Priority Ranking.

D. Prepare the group to share their work with the others.

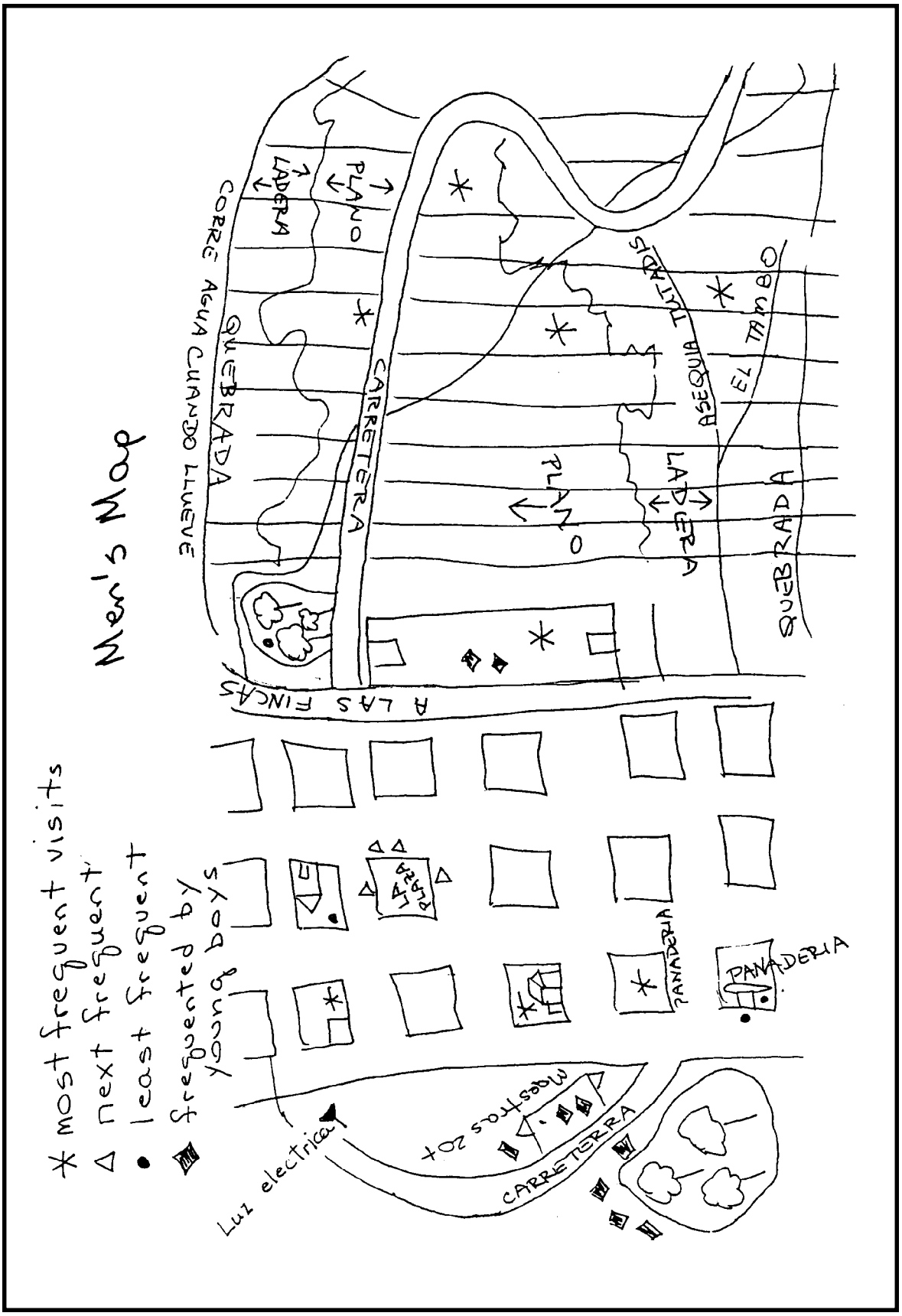
III. FACILITATION OF LARGE GROUP MEETING

A. Ask each group to present their work to the others and answer questions.

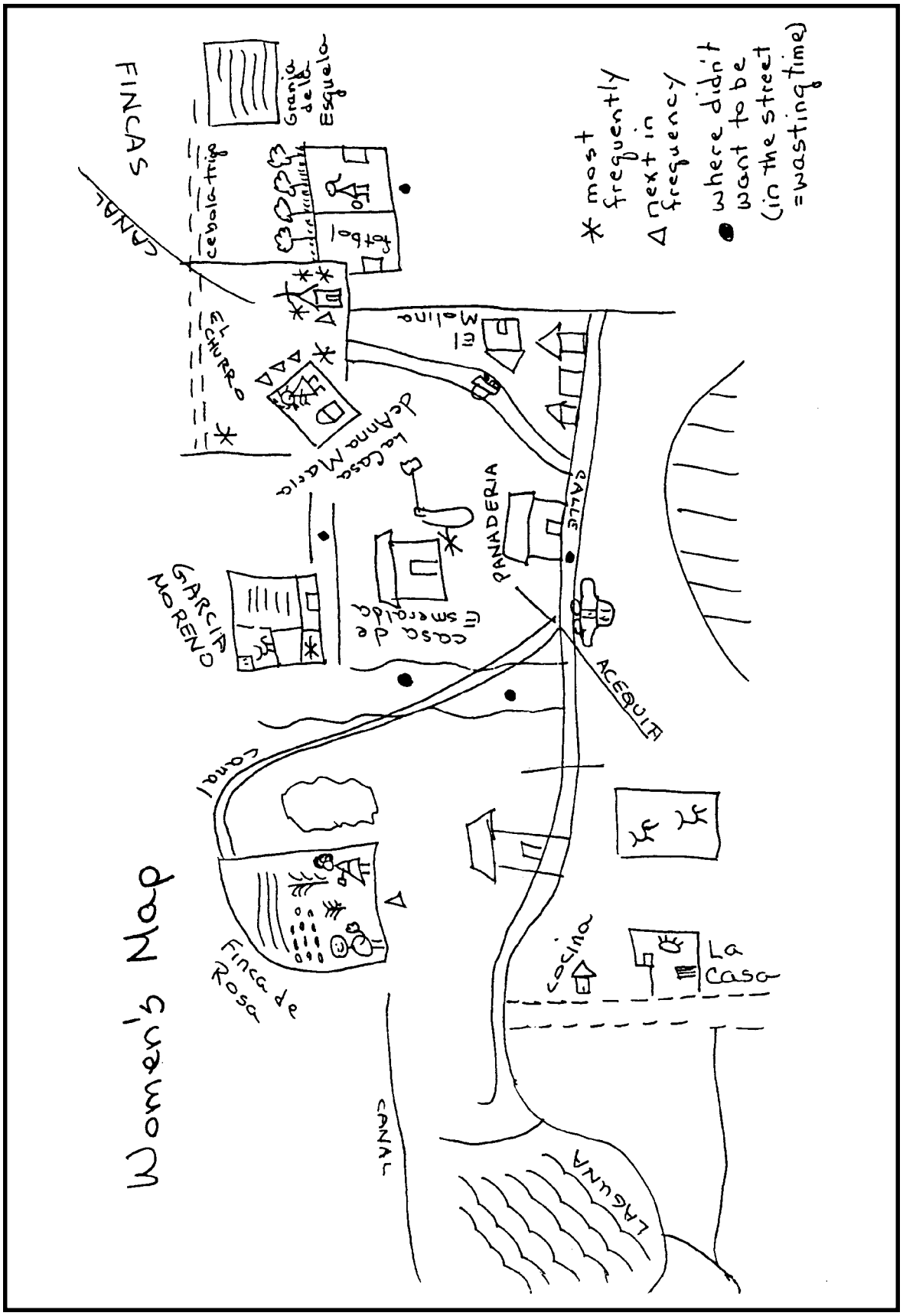
B. Encourage a group member to facilitate, or you facilitate, the discussion questions related to the technique.

C. Summarize the technique and learnings, talk about next steps, thank the community.

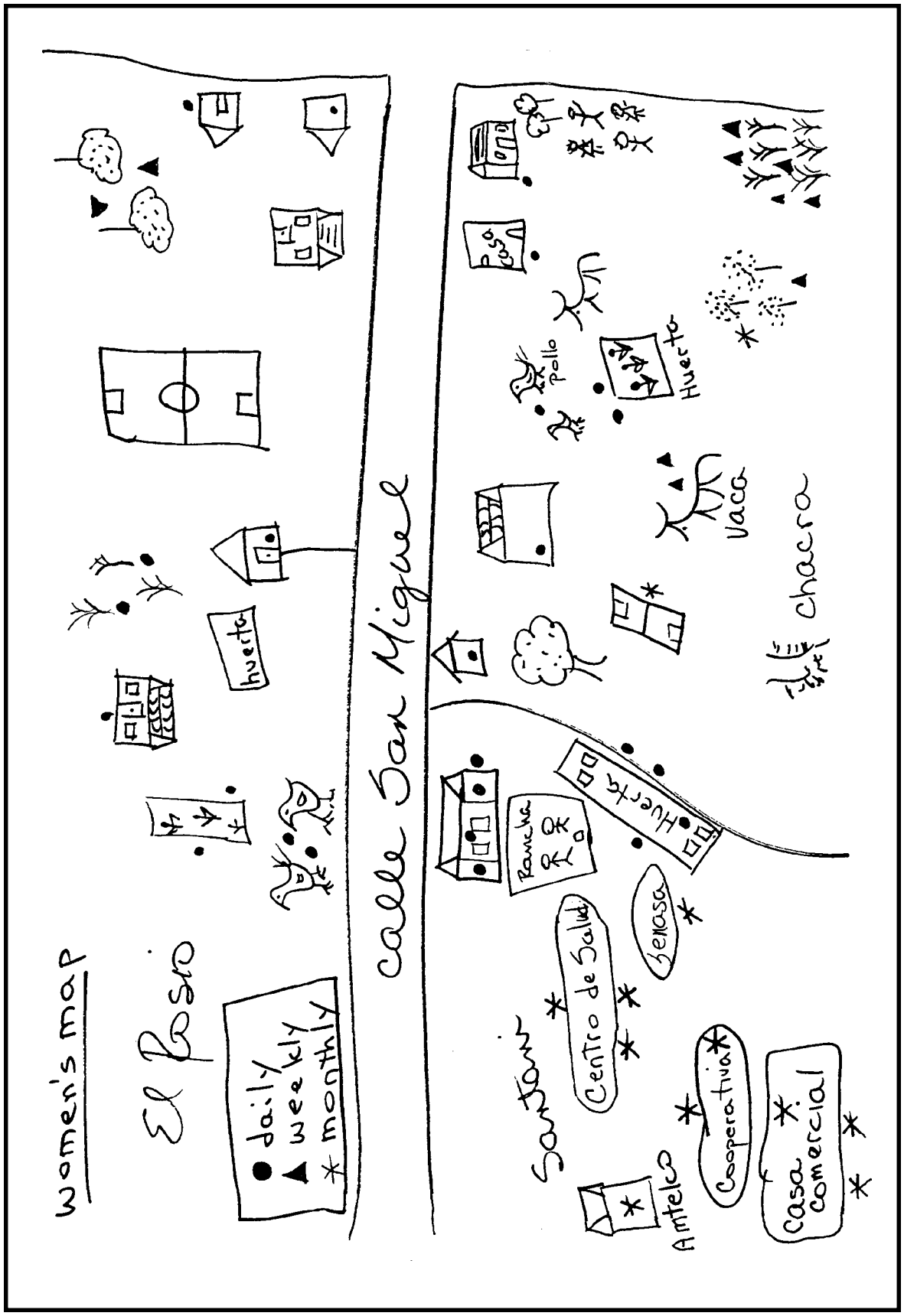
COMMUNITY MAPPING – ECUADOR



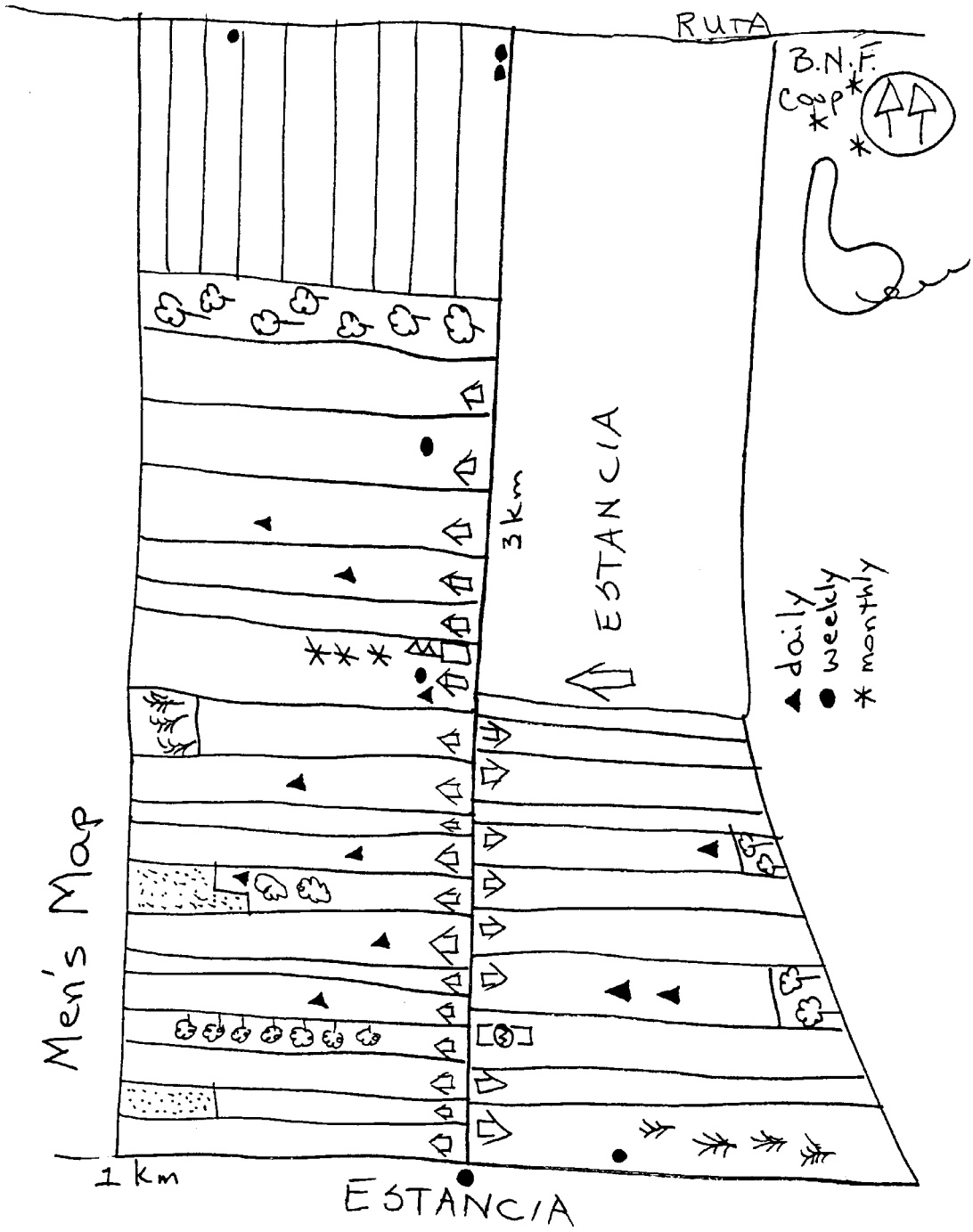
COMMUNITY MAPPING – ECUADOR



COMMUNITY MAPPING – PARAGUAY

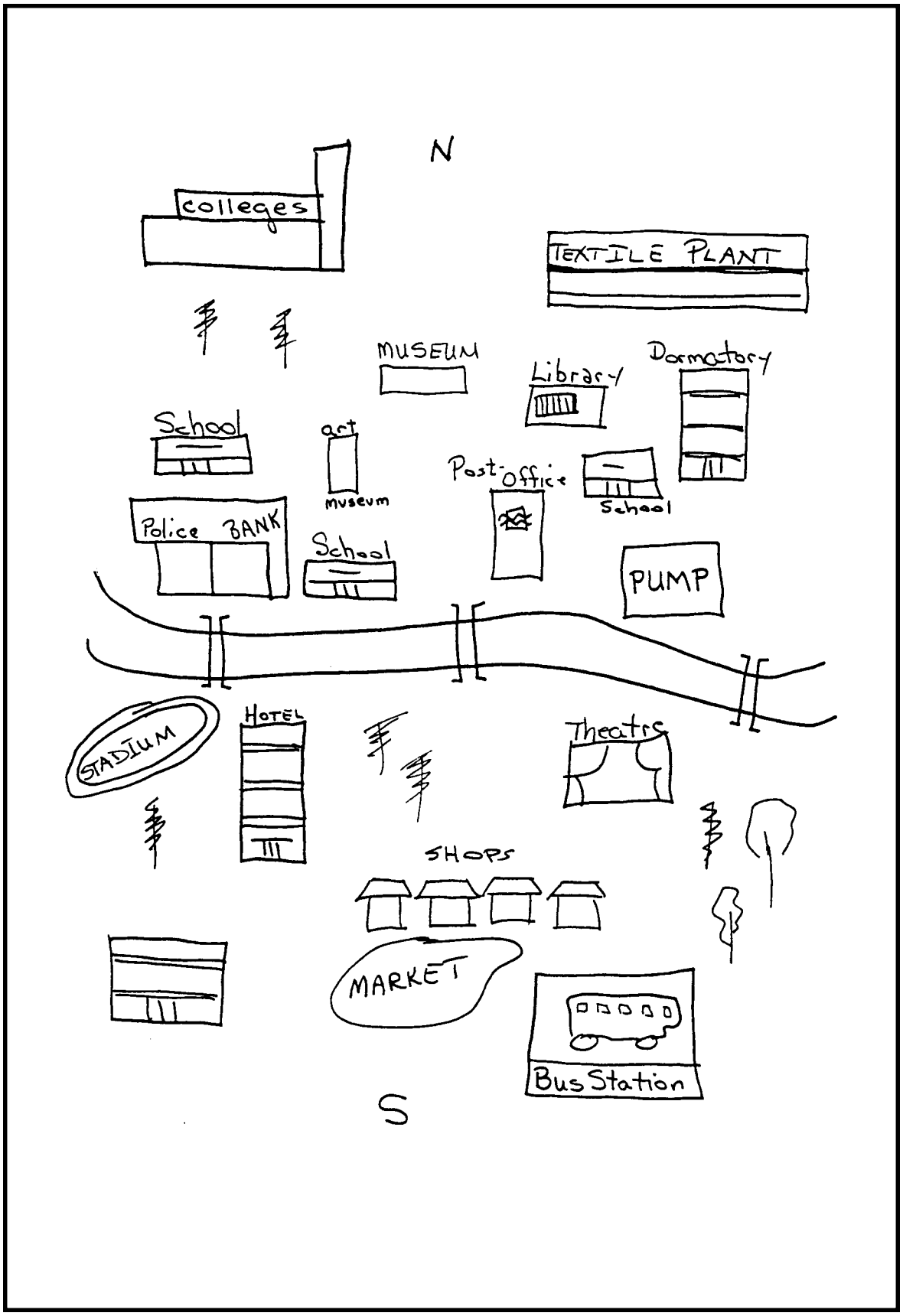


COMMUNITY MAPPING – PARAGUAY



COMMUNITY MAPPING – POLAND

COMMUNITY MAPPING – TURKMENISTAN



DAILY ACTIVITIES

RATIONALE

At one level, this technique is meant to identify the routine labor demands of men and women in their daily lives. This information provides valuable insights into both the labor constraints of each group as well as the areas where labor-saving technologies might be readily adapted. At another level, this technique demonstrates the gender-based perceptions of the work load of each group. In this sense, the technique helps to raise awareness with regard to the contribution that different groups make to overall household welfare. Finally, the information developed can serve as baseline data to return to as a way to monitor the impact of project activities on people's time allocations.

TIME

1 1/2 - 2 1/2 hours
(depending whether a demonstration is included)

GOAL AND OBJECTIVES

GOAL

To introduce participants to the technique of representative Daily Activities.

OBJECTIVES

1. To learn how to develop representative Daily Activities with community groups.
2. To use representative Daily Activities as the basis for discussion of differing perceptions of daily workloads
3. To use the schedules to identify labor constraints and opportunities for labor-saving technologies for men and for women.
4. To relate these results of this technique to the development of a community action plan that incorporates gender realities.
5. To use as baseline information for monitoring project impact on labor allocations.

SESSION OUTLINE

I. Introduction (5 minutes)

II. Demonstration [optional] (30-45 minutes)

III. Talk through the technique (15-30 minutes)

IV. Practice the technique (30-45 minutes)

V. Debrief the practice (20 minutes)

VI. Application (10 minutes)

TRAINER PREPARATION

Read the session plan and study the examples in the Field Insights (Booklet #8). Read any of the references listed at the end of the session plan.

This is a straight-forward PACA tool which can be easily understood from a description of the steps. Therefore, a demonstration of the technique is listed as optional. It is easy to arrange for trainees to practice it in the training classroom. A number of possibilities exist for groups to use for practice.

If the session is used in pre-service training (PST), potential practice groups include:

1. language instructors,

2. other training staff,

3. representative host family members, or

4. Peace Corps staff, such as APCDs.

At in-service trainings (ISTs) or staff training, groups for practice include the Volunteers themselves, counterparts, other participants, or training site personnel.

The demonstration and practice groups need to be identified and invited, prior to the session. Consider whether the entire session will be presented at one time, or if the practice and debrief will be scheduled for another time.

Shadowing is a related activity, but focuses on individually accompanying someone through their daily routine. This technique may be helpful for understanding roles and responsibilities of men and women as individuals. It can contribute to a larger picture of gender roles if a number of Trainees each shadow a different person, and then meet in groups by the gender of the person they shadowed to develop a composite profile.

This is a technique that can be used during PST, with Trainees shadowing one of their host family members, then meeting together with other Trainees to develop profiles. Comparison of the representative daily schedules of men and women is a good introduction to culturally determined gender roles and responsibilities, and a good lead into the session "Introduction to a Systems Approach" (Booklet #3). See the Field Insights (Booklet #8) sections for a description of how this was done.

MATERIALS

- Blank flip chart paper
- Large marking pens
- Tape
- Tacks or pins

HANDOUTS

- Daily Activities
- PACA Tools: Roles of the Facilitators
- Any sample Daily Activities you wish to distribute. (See Field Insights, Booklet #8.)

FLIP CHART

- Technique Debrief

PROCEDURE

I. INTRODUCTION (5 minutes)

Explain:

Daily Activities is a technique used to identify the routine labor demands of men and women in their daily lives. This information provides valuable insights into both the labor constraints of each group as well as the areas where labor-saving technologies might be readily adapted. At another level, this technique demonstrates the gender-based perceptions of the work load of each group. In this sense, the technique helps to raise awareness with regard to the contribution that different groups make to overall household welfare. It can also be used as baseline data to return to as a way to monitor the impact of project activities on people's labor allocations.

This technique requires two groups—one representing the men in the community and another, the women—located in separate areas with their respective sets of session materials. These groups must be chosen carefully and with attention to representativeness of the group selected. If only the men of a dairy cooperative or the women with migrated husbands are selected, the routine activity schedule may not be representative of the community, though they will represent their particular segment of the population. Once the groups are formed, the facilitators explain that the purpose of this exercise is to trace a routine day from the time of rising to the time of retiring at the end of the day.

II. DEMONSTRATE THE DAILY ACTIVITIES TECHNIQUE [optional] (30-45 minutes)

Conduct a demonstration, using the steps described in Section III.

III. TALK THROUGH THE TECHNIQUE (15-30 minutes)

Distribute the handout "Daily Activities."

Talk through the steps, using the additional notes provided here and any experiences gained through the demonstration, if done.

1. Divide the participants into groups of women and men and move them to separate work spaces.
2. Ask the group to consider a routine day during the year. (If there are great differences by season or work period [for example, teachers, agricultural workers], they may need to repeat the exercise twice, once for each period). Then, beginning with the time that the day begins, the group is asked to reconstruct a normal day. The level of specificity should be determined by the nature of the activity: bathe or wash and eat breakfast, go to the fields, bring in the cows, prepare dinner, etc.
3. These activities should be associated with rough estimates of the time block. Multiple tasks during one time period are not uncommon, especially for women, e.g., cooking, child care, and helping a child with school work.
4. After each group has developed its routine day, they are asked to reconstruct the typical day of the opposite sex, going through the same process as above. This may be difficult for some groups, but the discussion of what they think the opposite gender does is useful.
5. The typical "man-days" and "woman-days" are recorded on flip charts. Each group should select someone to explain their schedules to the other group.
6. The two groups are then rejoined, and the schedules are posted. Each group reports out their results. Then the assembled community is asked to interpret the differences in labor demand and in perceptions of work loads, using questions such as:
   - **a.** What are the differences in labor demands? Their perceptions of work loads?
   - **b.** What would reduce some of the work load? (Closer source of water, machinery, child care, etc.)
   - **c.** When would be the best times of days for meetings? Training?
   - **d.** Other?

Ask the participants:

What experiences have you had with this technique? If none, what kinds of differences do you anticipate there will be between men's and women's schedules?

Distribute and examine some of the samples, if desired.

IV. PRACTICE THE TECHNIQUE (30-45 minutes)

Tell the Trainees that they will have an opportunity to actually practice this technique. Describe who will be in their practice group.

Distribute handout "PACA Tool: Roles for Facilitators." Talk through the different roles that need to be played in presenting the technique. Have Trainees determine who will take which responsibilities. Encourage them to divide up the tasks so that as many of them as possible have some role during the practice.

Give Trainees preparation time, or break the session and reconvene at a designated time and place when the practice group is assembled.

The Trainees address the group as they might a community group, explaining what they are going to do, establishing the sub-groups, and conducting the exercise as described above.

At the end of the practice session, Trainees and staff should thank the participants and dismiss them. If the Trainees, themselves, have played the role of group members, ask the participants to change their seats and get out of their roles.

V. DEBRIEF THE PRACTICE (20 minutes)

Lead a discussion of the technique, using the points on the "Technique Debrief" flip chart. Encourage participants to think through what was difficult, what they might want to do differently when working in a community.

TECHNIQUE DEBRIEF

Trainer Preparation

Building rapport with the group

Introduction of technique to the group

Getting started

Problem areas they encountered

Group sharing of their work

Discussion among men and women

Conclusion

VI. APPLICATION (10 minutes)

Discuss how this technique could be useful in working with a community or an agency, assigning a development worker to a community and leading to a community action plan, or its relevancy to the Peace Corps programming process, depending upon the Trainees.

As appropriate, share some of the Field Insights (from Booklet #8).

REFERENCES

1. *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal,* Chapter 3, [ICE – AG259].
2. *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management,* pages 18-19, 24-25, [ICE – WD112].
3. *Rapid and Participatory Rural Appraisal Notes, No. 21: Special Issue on Participatory Tools and Methods in Urban Areas,* page 37, [ICE – WS119].
4. *Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture,* Chapter 8, [ICE – WD114].

NOTES

DAILY ACTIVITIES

OBJECTIVE

To identify routine labor demands of men and women in their daily lives.

MATERIALS

- Flip chart paper
- Tape
- Large markers

PROCEDURE

1. Group men and women in separate work spaces.
2. Ask them to consider a routine day during the year. (If there are great differences by season or work period [example: teachers, agricultural workers], they may need to repeat the exercise twice, once for each period. Children, for example, do one schedule for school days and another for a weekend day.) Activities do not necessarily need to be elaborated: get up, bathe, eat breakfast, walk to work, etc.
3. The activities should be associated with rough time estimates, or blocks of time. Multiple tasks done during the same time period are not uncommon, especially for women. For example, they may be cooking a meal while feeding, washing, or minding the children, or doing handiwork while visiting with friends.
4. After each group has developed its own typical day, they are asked to reconstruct a typical day of the opposite sex, going through the same process above.
5. The typical days are recorded on flip charts. Each group should select someone to report their daily schedule to the other group.
6. Both groups are brought together and their schedules are posted where they can be seen by everyone. They are discussed:
   - **a.** Someone from each group describes their own day, and their perception of the others' day. They answer questions from the other group.
   - **b.** What are the differences in labor demands? Their perceptions of work loads?
   - **c.** What would reduce some of the work load? (Closer source of water, machinery, child care, etc.?)
   - **d.** When would be the best times of days for meetings? Training?
   - **e.** Other?

7. Close the discussion by asking: What did you learn? Is there anything you might do differently now?

8. Thank the group for their participation. Explain any follow-up or next steps, as appropriate.

PACA TOOLS: ROLES OF FACILITATORS

I. INTRODUCTION TO THE COMMUNITY

A. Introduce facilitators and their purpose.

B. Have community members introduce themselves.

C. Do an icebreaker, unless it will be done in separate groups.

D. Describe the tool(s) to be used.

E. Divide into groups and send them to their work locations.

II. FACILITATION OF SEPARATE WORK GROUPS (IN EACH GROUP)

A. Do an icebreaker, unless done above.

B. Make name tags and put them on, if the group members and facilitators don't know each other.

C. Facilitate the technique: Daily Activities, Seasonal Calendar, Community Mapping, or Needs Assessment and Priority Ranking.

D. Prepare the group to share their work with the others.

III. FACILITATION OF LARGE GROUP MEETING

A. Ask each group to present their work to the others and answer questions.

B. Encourage a group member to facilitate, or you facilitate, the discussion questions related to the technique.

C. Summarize the technique and learnings, talk about next steps, thank the community.

SEASONAL CALENDARS

RATIONALE

This technique traces seasonal variations in household labor supply and demand, income flow, and expenditure patterns. It has been demonstrated that household well-being fluctuates seasonally during the year in terms of food and income availability and the demand on household resources. Many households experience a "hungry season" or periods of economic stress, and these variations may have differential impacts on different gender groups. Some times of the year are busier for one group or the other. This technique is designed to identify these seasonal variations in household well-being from the perspective of both men and women. An understanding of these seasonal variations is important to the development and implementation of a community action plan.

TIME

2 hours

GOAL AND OBJECTIVES

GOAL

Introduce the PACA technique of eliciting gender-differentiated Seasonal Calendars.

OBJECTIVES

1. To demonstrate the utility of this technique in identifying gender-based patterns of control over income and expenditures, seasonal labor bottlenecks, and overall shifts in household welfare
2. To practice the technique.
3. To discuss its application to the Peace Corps Volunteers' assignments and the programming process.

SESSION OUTLINE

I. Introduction (5 minutes)
II. Demonstration of Calendar technique (20 minutes)
III. Walk through the steps (20 minutes)
IV. Practicing the technique (45 minutes)
V. Debrief the practice (20 minutes)
VI. Application (10 minutes)

TRAINER PREPARATION

This session involves the visual comparison of several different spheres of household activity and experience. The challenge of this technique is to elicit and graphically organize disparate forms of information on a single plane so that the participants clearly perceive the seasonal relationships between labor supply and use, the flow of income, the variations in expenditures, and overall household welfare. There is a danger here for visual cluttering, which weakens the effectiveness of the presentation. A further challenge to trainer skills is to maintain participant attention on the linear logic of the focus group interview, which is to begin with labor at the start of a significant activity cycle (e.g., the rainy season for farmers or the school year for teachers, then to follow this activity sphere throughout the entire year in a linear fashion. If the trainer jumps vertically between activity spheres (for example, if the question becomes: "what happens in January?"), confusion will soon set in.

The linear nature of this visualization may be more logical to the trainer than the participants. Being able to carry a particular activity through its cycle is necessary for this visualization (and later interpretation), even though many people don't think of different aspects of their life in this way. It may be necessary to talk through the activities first, and construct the visual representation later.

It saves time and, thus, does not break the flow of the discussion, if the sheets of paper are lined in pencil in advance with 12 monthly segments. Once the beginning month is determined by the group, the trainer can quickly fill in the months and be ready to continue. It is possible, however, that the people may see their lives in longer cycles, 18 months for example, rather than 12. Be prepared to add months, if necessary.

This technique is more complicated than it sounds. It is helpful for Trainees to see a demonstration. The trainer selects a couple of people to interview to develop a calendar as a demonstration. The people being interviewed do not need preparation, just a brief example of what they'll be doing and agreement to share information about the seasonal activities of a place they currently live, or lived in the past. Other training staff members can be used for the demonstration. Former Volunteers can relate information about their posts. They do not need to remember all details. (If only one person is used as the source of information, make it clear to the Trainees that this is out of necessity; the development of a Seasonal Calendar should be a group activity.)

Several options are possible to practice developing calendars within the classroom setting.

1. Members of the training group can use their own lives and communities as models. This is especially effective if there are two or more people from the same community within the training group. One can be an informant for each of the groups, men and women.

2. Subgroups based on Volunteer assignment or staff position can develop calendars relevant to their work and typical communities. For example, educators, health workers, youth development workers, might each develop a calendar.

3. You may use a case study or scenario, or the trainees may create their own situation. This will take more preparation time than the other options, however, as they need to do the creative work before they can try and put it on a calendar.

Read this session plan, study the examples, and read any references available in the In-country Resource Center to fill in any knowledge gaps in this technique. Also, read the Field Insights in Booklet #8 of this manual. The sample calendars showing both men's and women's tasks on the same calendar are usually reconstructed later from the two separate calendars.

MATERIALS

- Flip chart paper
- Large marking pens – several colors
- Small marking pens – several colors
- Scissors
- Glue stick
- Tape
- Tacks or pins
- 40 small rectangles of paper (2" x 3")

HANDOUTS

- Seasonal Calendar
- PACA Tools: Roles of Facilitators
- Examples of seasonal calendars from various countries:
  - Seasonal Calendar – Mbusyani
  - Seasonal Calendar – Philippines
  - Seasonal Calendar – Turkmenistan
  - Your Vegetable Garden – Malawi
  - Seasonal Calendar – Eritrea

FLIP CHART

- Technique Debrief

PROCEDURE

I. INTRODUCTION (5 minutes)

Explain the rationale of this technique:

> This technique traces seasonal variations in household labor supply and demand, income flow, and expenditure patterns. It has been demonstrated that household well-being fluctuates seasonally during the year in terms of food and income availability and the demand on household resources. Many households experience a "hungry season" or periods of economic stress, and these variations may have differential impacts on different gender groups. Some times of the year are busier for

one group or the other. This technique is designed to identify these seasonal variations in household well-being from the perspective of both men and women. An understanding of these seasonal variations is important to the development and implementation of a community action plan.

II. DEMONSTRATION OF CALENDAR TECHNIQUE (20 minutes)

Introduce the guests to the group. Explain that you are going to be asking a number of questions to elicit a seasonal calendar of a place they have lived.

Ask the guests to explain where they live(d) and briefly describe the location (weather, common foods, occupations of people).

Then, following the steps in Section III of this session plan, develop a Seasonal Calendar on flip chart paper, using information they supply to you.

Stop after about 20 minutes, whether or not you have finished. Ask your demonstration partners what they learned by doing this: Did any new relationships or ideas emerge as you saw the information formatted this way?

Thank them for their help.

III. WALK THROUGH THE STEPS (20 minutes)

Distribute the handout "Seasonal Calendar", which describes the steps of the techniques for the participants.

Use the handout, the additional notes below, as well as what happened in your demonstration to clarify the steps of creating a calendar with community groups.

1. Group men and women into separate groups.

The Seasonal Calendar technique emphasizes that during the course of any year, households face different levels of difficulty and demand on their resources. Furthermore, these demands may be felt differentially by different members of the household. Thus, the session begins by forming two groups—men and women—who meet in separate areas.

2. Ask them to identify some of their daily and seasonal tasks which are aimed at earning money and maintaining the home and family. (Include productive, reproductive, and integrative [social] work, paid or unpaid.)

3. Ask the group when they consider that the year begins. It does not necessarily have to be January. Based on their decision, label the months of the year across the top of the page.

Asking participants what are some spheres of activity that are common to all households, such as agricultural production or the school year, may elicit the cultural (rather than the calendric) beginning of the year, such as the rainy season. This can become the reference time period for defining the entire year. Or, based on the activities mentioned, the trainer may ask, "When do you consider the year starting?" Use the participants' notion of the beginning of the year to start the calendar.

4. Have them draw or write each task on small pieces of paper or write them directly on a large piece of paper.

5. Discuss various aspects of each task and draw a horizontal line across the appropriate month when different phases take place.

   Two different methods for entering the activities on the calendar have been used successfully:

   a. The trainer (or one of the participants) enters, in a linear fashion, all the tasks and activities associated with a sphere of activity (e.g., land preparation, planting, weeding, harvesting, etc.), as the community members describe them.

      The trainer elicits another sphere of activity (such as domestic work) and begins a second linear entry of the relevant tasks throughout the year. This process continues until all the labor demands on the household have been recorded. Seasonal variations in labor demand (or supply) can then be interpreted vertically on the graph.

   b. The community members take the small squares of paper and draw pictorial symbols of the activities, using colored marking pens. Then one activity is taped where it belongs and all the related tasks and activities (in pictures or words) are entered on a line that extends across the calendar months during which there is activity. Then a second sphere of activity is started, and carried to its conclusion, etc.

6. Identify which member of the household does each task.

   This is optional. You may just have different tasks identified, assuming that each group is identifying the tasks that they do. In the discussion when both groups are together, they may further define who does what.

7. After labor, identify, by time of year and sources, when income flows into the household.

   Income sources, eliciting not the quantities but the times of the year when income tends to flow into community households, is what is important. There can be, of course, great fluctuation among individual households; however, this technique seeks more general patterns of income availability that would apply to most, if not all, households in the community (for example, when teachers are paid, crops or handicrafts are sold, or the men go to the coast to work on plantations).

8. Indicate variations in household expenses, identifying times during the year of special expenses, such as school, holidays, religious festivals.

   High expenditure periods should be noted on the calendar.

9. Indicate patterns of household health and welfare. For example, are there certain times of the year when there are illnesses? Are there hungry times?

10. Indicate cultural patterns, e.g., holidays, religious festivals.

11. Each group should analyze its own calendar: looking vertically at patterns of labor and expenses, etc. (This discussion also helps them summarize the information on their calendar, which will be presented by one of them in the next step.)

    The vertical interpretation of the calendar reveals major periods of difficulty, periods of relative ease, labor bottlenecks, etc., which permit a more systemic appreciation of the constraints and opportunities which households face.

12. The groups come together, posting their calendars where everyone can see them.

a. One person from each group explains their calendar.

b. The groups interpret the information on the calendars with regard to:

- Opportunities, such as free time for other activities, such as repairs, new projects.
- Constraints, such as periods of high expenditure, intense labor, illness, or cultural practices.
- Other specific purposes determined by the facilitator or needs and desires of the community. For example, are there better times than others for women to be involved in training programs? Are there ways to mitigate or eliminate illness periods by nutrition or health measures earlier in the year?

Ask:

Have any of you used this technique? If so, what were your experiences?

Distribute and discuss any sample calendars.

IV. PRACTICING THE TECHNIQUE (45 minutes)

The trainer describes how they will do the practice. Some of the Trainees become the facilitators and take over the session, beginning with describing what they will be doing, dividing the Trainees into groups, and eliciting the calendars. They follow through the steps of the technique, including bringing the groups back together and discussing the two calendars, and finally bring the session to a close.

V. DEBRIEF THE PRACTICE (20 minutes)

Lead a discussion of the technique using the "Technique Debrief" flip chart.

TECHNIQUE DEBRIEF

Trainer Preparation

Building rapport with group

Introduction of technique to the group

Getting started

Problem areas they encountered

Group sharing of their work

Discussion among men and women

Conclusion

V. APPLICATION (10 minutes)

The facilitator leads a discussion of the relevance of this technique for the work they are doing or might do, for Peace Corps programming and project identification, assigning a Volunteer to a community, and monitoring and evaluation, according to the needs of the participants.

Discuss any relevant examples from the Field Insights (Booklet #8).

REFERENCES

1. *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal,* Chapter 3, [ICE – AG259].
2. *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management,* pages 22-23, [ICE – WD112].
3. *Rapid and Participatory Rural Appraisal Notes: No. 21— Special Issue on Participatory Tools and Methods in Urban Areas,* pages 37-38, [ICE – WS119].
4. *Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture,* pages 49-50, Chapters 11, 12, 13, [ICE – WD114].

NOTES

SEASONAL CALENDAR

OBJECTIVE

To identify gender-based patterns of labor, income and expenditure patterns, shifts in household health and welfare, and free-time.

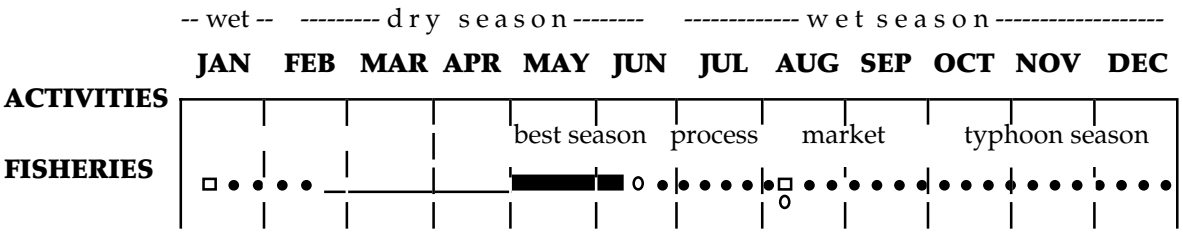
MATERIALS

- Flip chart paper
- Large markers – several colors
- Small markers – several colors
- 2" x 3" rectangles of white paper (40)
- Glue sticks
- Scissors
- Tape
- Tacks or pins

PROCEDURE

1. Group men and women in separate work spaces.
2. Ask them to identify their daily and seasonal tasks which are aimed at earning money and maintaining the home and family. (Include productive, reproductive, and integrative [social] work, paid or unpaid.)
3. Ask the group when they consider that the year begins. It does not necessarily have to be January. Based on their decision, label the months of the year across the top of the page.
4. Draw or write each task on a small piece of paper or directly on the large grid representing the months of a year.
5. Discuss various aspects of each task and draw a horizontal line across the appropriate month when different phases take place.

Example (see coding on next page):



6. Identify which member of the household does which task (see example on preceding page).
7. After labor, identify, by times of year and sources, when income flows into the household.
8. Indicate variations in household expenses, identifying times during the year of special expenses (school, holidays, religious festivals).
9. Indicate patterns of household health and welfare. For example, are there certain times of the year when there are illnesses? Are there hungry times?
10. Indicate cultural patterns, e.g., holidays, religious festivals.
11. Each group should analyze its own calendar: looking vertically at patterns of labor and expenses, etc. (This discussion also helps them summarize the information on their calendar, which will be presented by one of them in the next step.)
12. The groups come together, posting their calendars where everyone can see them.
    - **a.** One person from each group explains their calendar.
    - **b.** The groups interpret the information on the calendars with regards to:
        - Opportunities such as free time for other activities, available income for developing activities.
        - Constraints such as period of high expenditures, periods of illness, intensity of activities, cultural practices.
        - Other specific purposes determined by the facilitator or needs or desires of the community. For example, when during the year might men or women be available for training? When or how might specific foods be introduced to reduce the intensity of predictable illness periods?

CODING

Depending upon how the calendar is developed, coding for gender and age, intensity of work, etc., may be introduced. Alternatively, colors or separate colored pieces of paper might be used. Examples:

□	Adult Male	———	Continuous Activity
■	Male Child	• • • • • • • • • • • •	Sporadic Activity
o	Adult Female	▬▬▬	More Intense Activity
●	Female Child		

PACA TOOLS: ROLES OF FACILITATORS

I. INTRODUCTION TO THE COMMUNITY

A. Introduce facilitators and their purpose.

B. Have community members introduce themselves.

C. Do an icebreaker, unless it will be done in separate groups.

D. Describe the tool(s) to be used.

E. Divide into groups and send them to their work locations.

II. FACILITATION OF SEPARATE WORK GROUPS (IN EACH GROUP)

A. Do an icebreaker, unless done above.

B. Make name tags and put them on, if the facilitator and group members don't know each other.

C. Facilitate the technique: Daily Activities, Seasonal Calendar, Community Mapping, or Needs Assessment and Priority Ranking.

D. Prepare the group to share their work with the others.

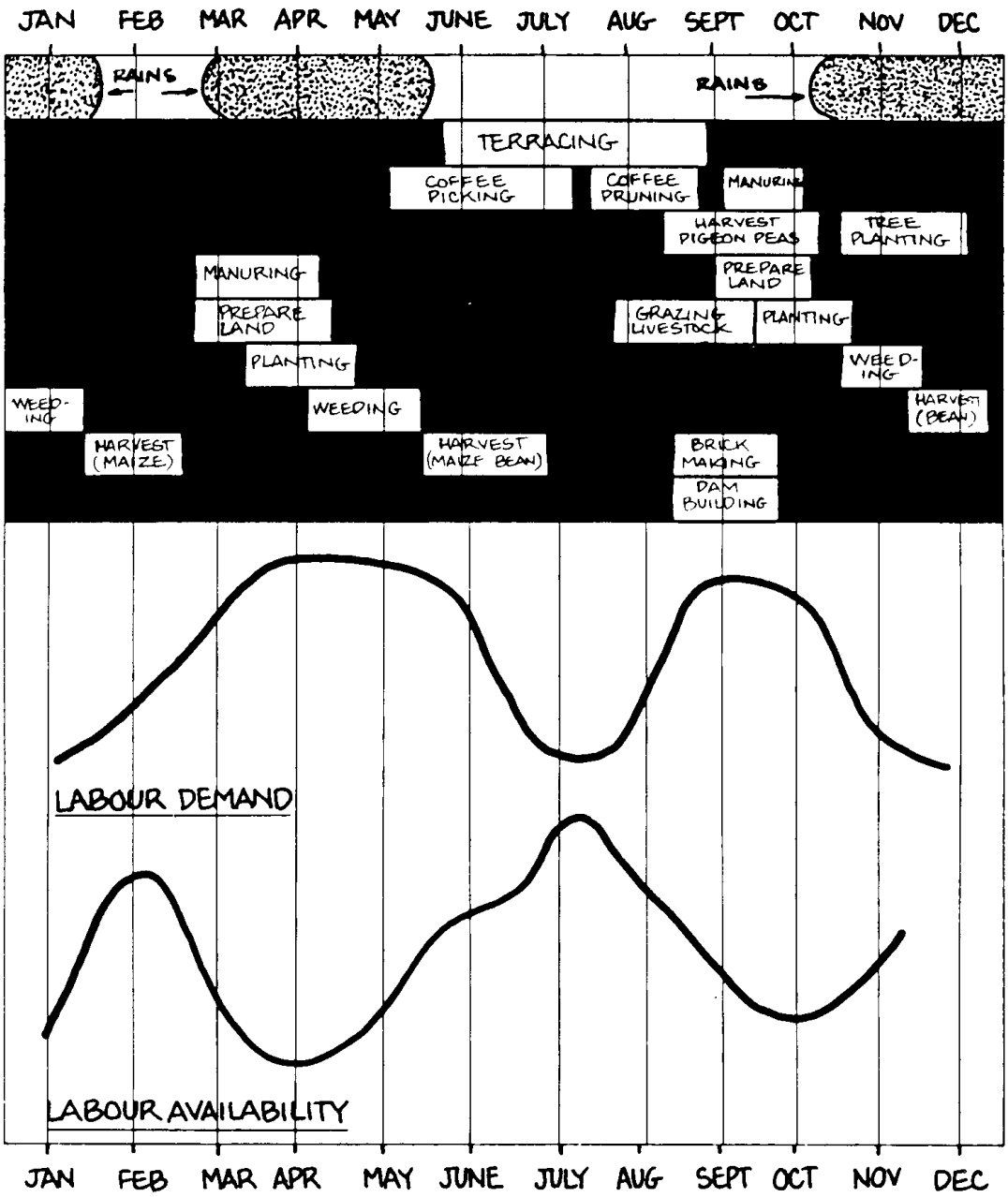
III. FACILITATION OF LARGE GROUP MEETING

A. Ask each group to present their work to the others and answer questions.

B. Encourage a group member to facilitate, or you facilitate, the discussion questions related to the technique.

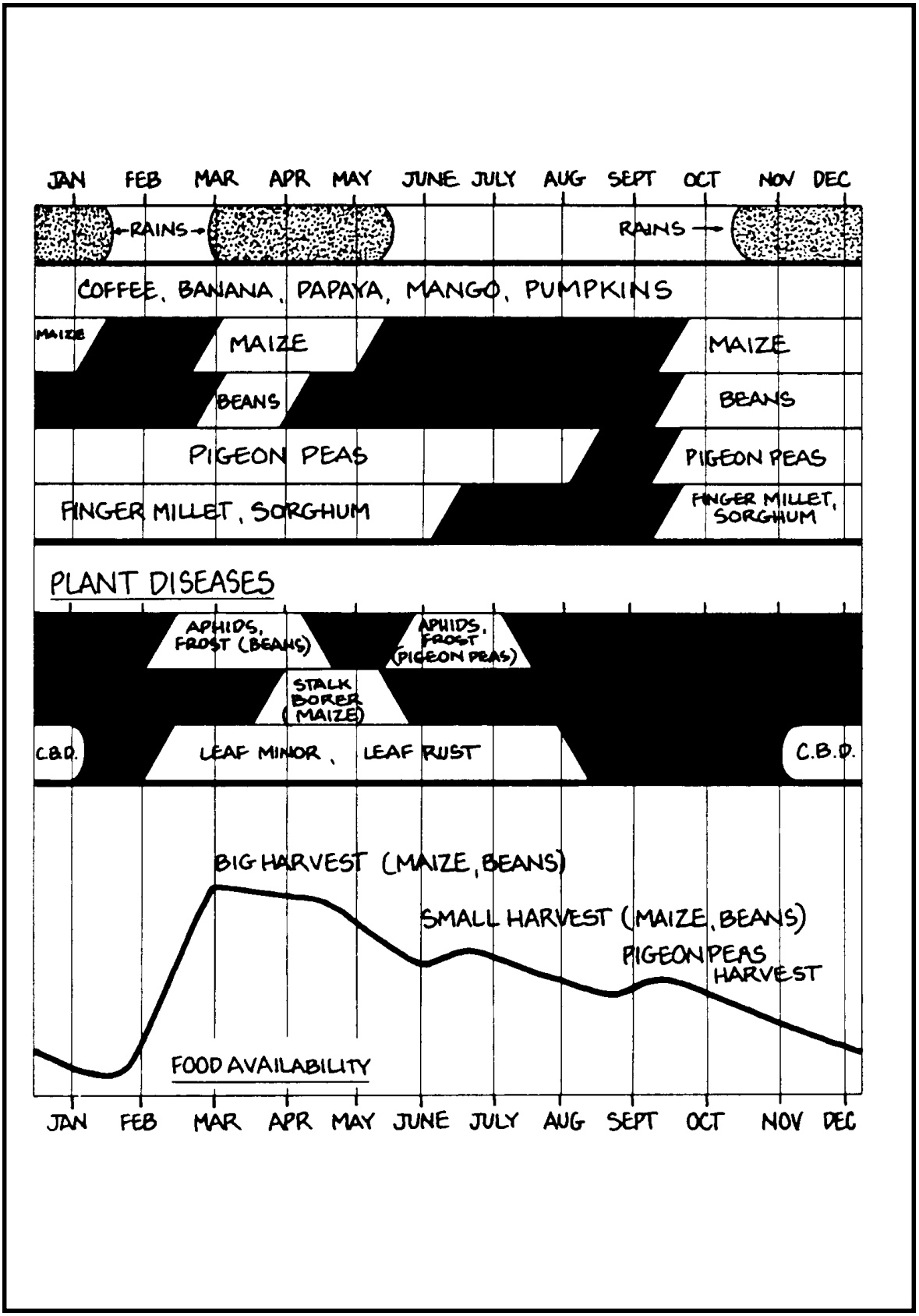
C. Summarize the technique and learnings, talk about next steps, thank the community.

SEASONAL CALENDAR – MBUSYANI



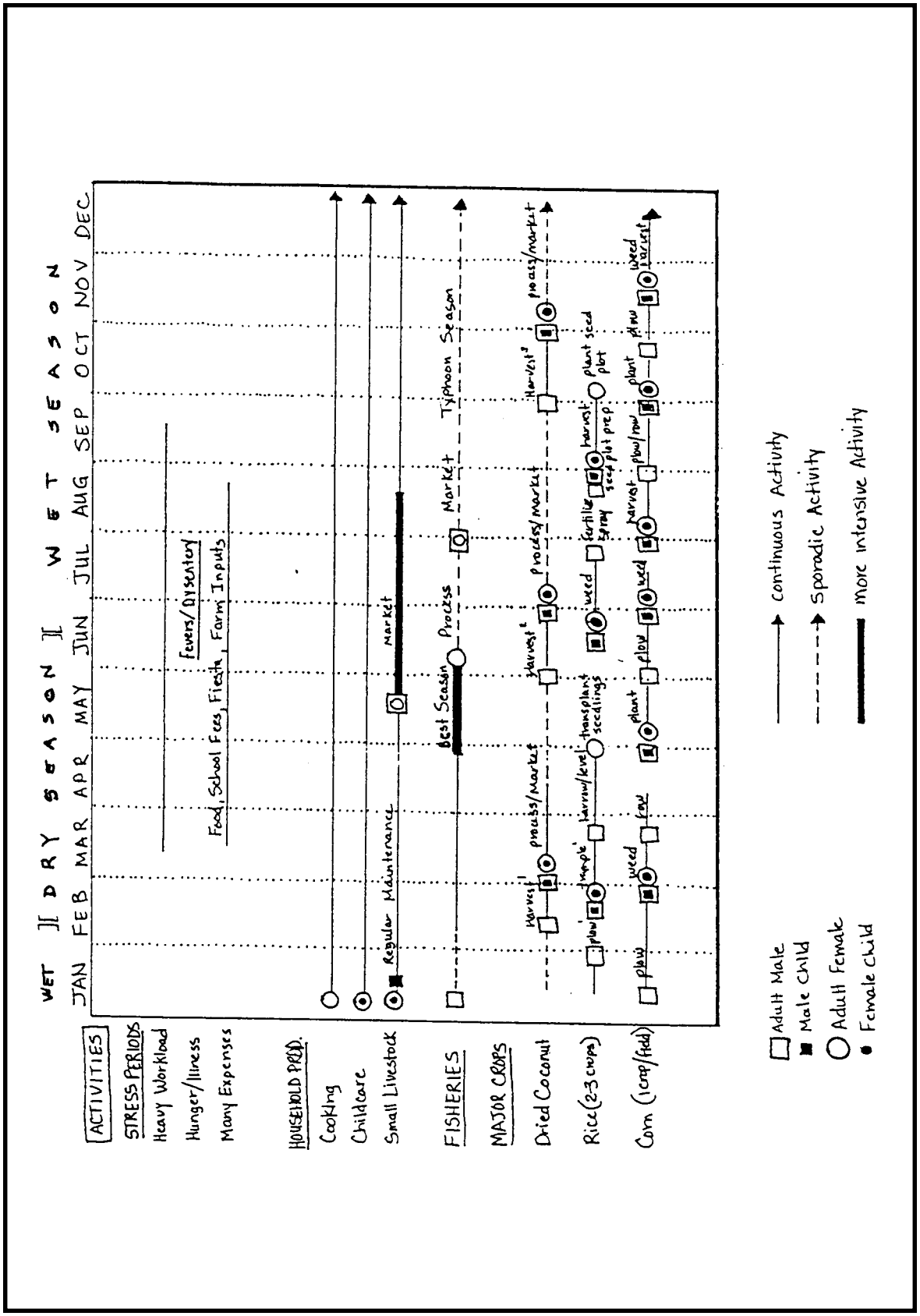
Source: *Participatory Rural Appraisal Handbook*, page 38

SEASONAL CALENDAR – MBUSYANI



Source: *Participatory Rural Appraisal Handbook*, page 39

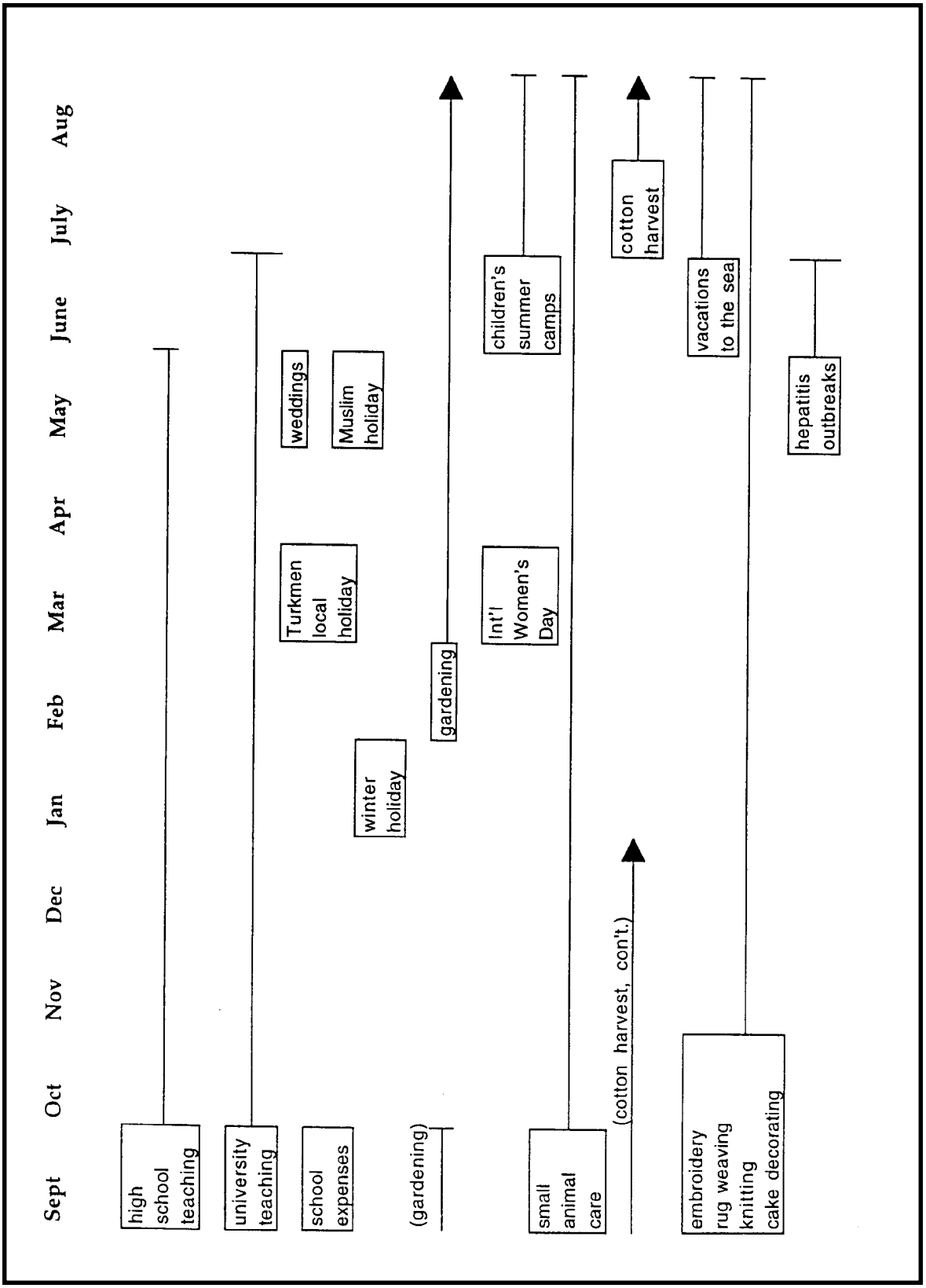
SEASONAL CALENDAR – PHILIPPINES



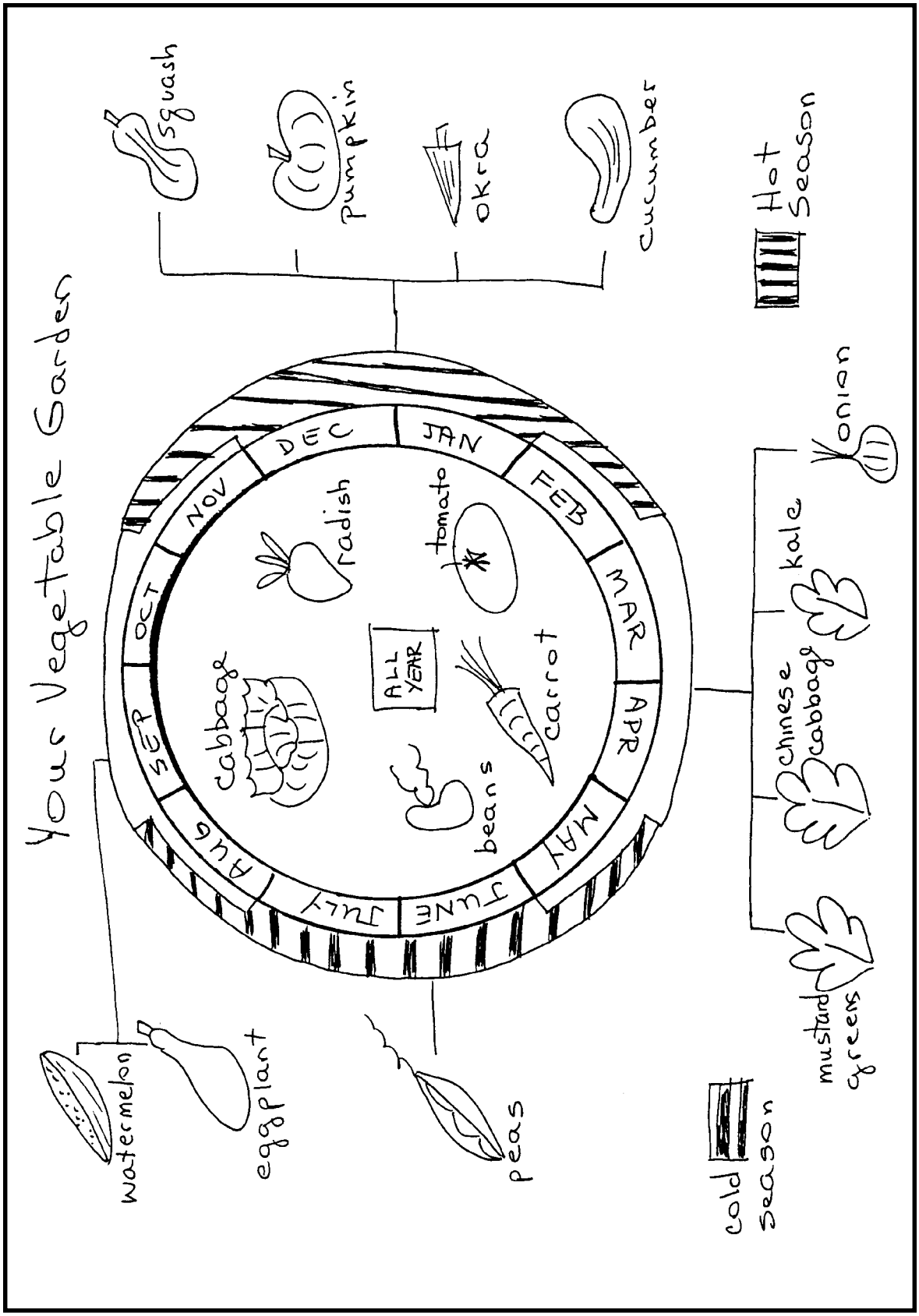
Source: *Tools of Gender Analysis*, page 23

HANDOUT

SEASONAL CALENDAR – TURKMENISTAN



YOUR VEGETABLE GARDEN – MALAWI



SEASONAL CALENDAR – ERITREA

At a Gender and Public Health Education In-Service Training for English Teachers in Eritrea, teachers used participatory exercises with a group of 11 to 13 year-old boys and girls. The children were from both rural and urban, boarding and non-boarding schools. They created Seasonal Calendars in single-sex groups. Following the presentation of the two calendars, they discussed the two calendars in a single group.

BOYS' SEASONAL CALENDAR

```
Jan     Feb     Mar     Apr     May     June    July    Aug     Sept    Oct     Nov     Dec

---------------------------------------------------- ?                          ************************** ?
                                        '''''''''''''   rainy season   '''''''''''''        @ Harvest @@@@
Wed                                     24th
25th                                    Independence Day
Exam
  Vacation                                      20th-Martyr's Day
 Ramadan                                        20th-Exam
       Eid Alfitir                                                          School
       -- Zom Arbaa --------                                               Fee
       ?                    ++++++++  Difficult Time +++++++++
          +++++++++  Diarrhea  ++++++++++++++++++++++++++++++++++
@ Saal @
```

GIRLS' SEASONAL CALENDAR

```
Jan     Feb     Mar     Apr     May     June    July    Aug     Sept    Oct     Nov     Dec

===========  help in the home  ======================================
Wed                                             Dig     Sow
Exam            Women's                         Water
                Day                     ++ Cold Season +++++++++++++   + Harvest +
Exam                            Exam            ^^^ Holiday ^^^^^                   Christ-
                                                                                     mas
        Holiday                 Holiday  School                 School
                                         Fees                    Starts
---- Christian Holiday ----------------------        ___ summer rains ___ ? ___          ------
```

NEEDS ASSESSMENT AND PRIORITY RANKING

RATIONALE

This Needs Assessment and Priority Ranking technique, as it has been adapted for PACA, has direct application to the Peace Corps programming and project identification process. A gender-differentiated ranking tool, it provides the means to identify principal constraints and to elicit opportunities for project intervention based on community preferences. It can serve as an initial community planning tool as well as a monitoring and evaluation tool. This session will describe the technique in detail, provide practice in the classroom setting, and discuss the relevance to community action planning.

TIME

1 1/2 - 2 hours

GOAL AND OBJECTIVES

GOAL

To introduce participants to the PACA technique of Needs Assessment and Priority Ranking.

OBJECTIVES

1. To describe the value of this technique in identifying the gender patterns in how communities interpret their needs and establish their preferences for action.
2. To practice the technique.
3. To relate the Needs Assessment and Priority Ranking to the development of a Peace Corps project or community action plan that incorporates gender realities.
4. To develop baseline information for project monitoring and evaluation.

SESSION OUTLINE

I. Introduction (5 minutes)

II. Demonstration of the technique (20 minutes)

III. Talk through steps of the technique (20 minutes)

IV. Practice using Needs Assessment and Priority Ranking technique (45 minutes)

V. Debrief of technique (15 minutes)

VI. Application (10 minutes)

TRAINER PREPARATION

This session relies heavily on the focus group interview, and the trainer(s) must be especially sensitive to representativeness of the group response. Some form of group consensus or majority preference must be achieved, and a high level of facilitator direction may be required in order to insure the maximum participation. As in the other PACA techniques, the trainer(s) should be attentive to the human dynamics that underlie each group decision or voting episode in order to document intra-group variation and to understand the factors that drive the decisions.

Demonstrating and practicing the technique can be done easily in the training setting. Small groups can be formed in numerous ways to show differences, by gender or otherwise.

1. Groups of male and female Trainees can develop needs lists related to the training site, training content, or (in pre-service training) cross-cultural information they feel they need.
2. Groups of male and female language instructors might discuss "What would make our lives better?"
3. Groups of different staff members, such as teachers and administrators, could address a question like "What we need at the training site." You can think of many other scenarios, depending on your training situation.

If you will both demonstrate and practice the technique during the session, select different groups to be the participants in each, e.g., the trainers for the demonstration and other training staff for the practice.

Determine who will be used for practice, and, if they are not the Trainees, arrange to have them come to the training location at the appropriate time.

Read this session plan, the Field Insights (Booklet #8), and any references listed at the end that are available in the ICE Resource Center. Ranking of needs is a critical part of this technique. If unfamiliar with pairwise ranking techniques, practice the techniques with colleagues or family members prior to training the session. The matrix is quite complicated and may be confusing for the participants. You do not have to use the matrix format as long as the pairwise ranking is recorded somehow. Be sure you are clear about and comfortable with the technique you choose to use.

MATERIALS

- Flip chart paper
- Marking pens
- Tape
- Scissors (optional)
- Tacks or pins
- Envelopes made from paper to hold votes [optional]
- Objects for voting: corn, small slips of paper, etc. (50) [optional]

HANDOUTS

- Needs Assessment and Priority Ranking
- Examples of different needs assessment ranking techniques:
  - Pairwise Ranking Matrix
  - Mbusyani Options Assessment Chart
- Field Insights (copies of any you wish to distribute) – see Field Insights (Booklet #8)
- PACA Tools: Roles of Facilitators

PROCEDURE

I. INTRODUCTION (5 minutes)

Explain:

This session is about determining the needs of a group of people. What have been your experiences with learning about the needs of a group? How have you found out what people need? (Take examples.)

The PACA Needs Assessment by rank ordering technique is designed to stimulate a ranking evaluation of the constraints and opportunities by the members of the community. The technique assumes that gender differentiation may be significant and that men and women may not recognize each other's needs and priorities. As in the other PACA techniques, the men and women carry out the activity separately, then meet together to discuss and interpret the results.

II. DEMONSTRATION OF THE TECHNIQUE (20 minutes)

Use the steps described in Section III.

III. WALK THROUGH THE STEPS OF THE TECHNIQUE (20 minutes)

Distribute the handout "Needs Assessment and Priority Ranking" for participants to follow.

Use the additional notes below as well as examples from the demonstration as you discuss each step.

1. Introduce the idea to the community that they will be working to decide what their most important needs are. It is very important that everyone contribute his or her ideas.

2. Divide into separate groups of men and women, or by other subgroups important to the development of the lists.

The community is divided into separate gender groups so that more voices can be heard. In each group it is important that all individuals participate in the consensus-building that this technique requires. It is important that the Needs Assessment be representative (or maximally so) of the group and not of any one individual in the group.

3. Ask: What prevents you from having a better life? (or a more appropriate question for the particular group). Write ideas on the flip chart as they are mentioned.

Allow the participants to question each other and discuss the ideas as they are presented; this is valuable in clarifying issues. Don't remove items from the list, however, unless the whole group wants them removed. Encourage them to list everything they wish to.

4. Once the list is made, the participants are asked to elaborate further on each issue, as necessary. For example, there may be one or two items that seem to be the same. They need to be clarified; if appropriate, two or more ideas can be combined into one issue.

5. Once the list is made, the needs are rank ordered. If there are more than six items on the list, have the group members vote to get the top five or six items.

Each community participant is given two or three votes to place on those constraints deemed most critical to him or to her. A tally of votes generates the ranking. If there is concern that hand-raising voting will be influenced by certain persons, people can vote by dropping markers (seeds of corn, pebbles, small squares of paper) in envelopes attached next to each item, or some other way to make voting private.

6. With the top six or less items, conduct a pairwise ranking to get a final ranking. Ask members to reach a consensus regarding the comparison of each pair of needs they have identified. In seeking consensus on each pair comparison, watch for the variability of opinion as it will be important information as you continue to work with the group.

Two pairwise ranking methods:

a. In chart form, the items are listed both down and across a chart. Each item is compared to every other. The more important of the two items is noted in the cell where the two items intersect. The constraint that appears most in the matrix cells is considered the most critical by the community.

	Lack of clinic	**Poor land**	**No market**
Lack of clinic		Poor land	Lack of clinic
Poor land			Poor land
No market			

b. Pairwise ranking also can be done directly from the list.

original list	**noted on list**
• lack of markets	• lack of markets | | |
• unfinished school	• unfinished school |
• poor soil	• poor soil |
• lack of clinic	• lack of clinic |

Begin with the top item, saying "Which is more important, lack of markets or unfinished school?" Put a hash mark after the item of the pair deemed most important. "Which is more important, lack of markets or poor soil?" Continue until all pairs have been compared and notes made. Count the hash marks next to each to rank them.

c. The pairwise ranking can be done again, based on which items have the most possibility for action by the community. This second step often helps move the group to the next stage of project planning.

7. If this activity is being used with a community to develop an action plan, when the ranking has been completed each group is asked to assess possible responses to these constraints given resource scarcity. These suggestions constitute the beginnings of a community action plan. The output of each group is thus a rank ordering of constraints and a set of strategies to overcome them.

The groups are asked to evaluate these proposed solutions in terms of both financial and technical feasibility. The handout "Mbusyani Options Assessment Chart" shows a way of doing this.

See other variations in the Field Insights (Booklet #8).

8. Bring the men's and women's groups together. Post their needs lists side-by-side where everyone can see them. Ask someone from each group to explain their list. Then facilitate a discussion:

a. What are the similarities and differences? Why might those be?

b. What relationships are there between the items?

A community member can lead the discussion or interpretation, if willing.

Where lists contain different items, why the items appear only on one list might be discussed, as may the relationship between the items on the two lists.

If this is the first step toward community action, the facilitator attempts to mediate a consensus on a compromise plan of action for the entire community.

9. Draw session to a close with an indication of what the next steps will be, such as another meeting to explore the needs further, etc.

If desired and time permits, spend a few minutes talking about how two groups of needs might be resolved. Ask:

How can we get the community to address both lists? Ideas might include:

- Find common ground
- Get conflict out into open
- Evaluate resources
- Empower each group to speak for themselves; explain their needs
- Look for most immediate needs
- Look for ease in implementation (something easier that will build confidence)
- Consider if an idea is possible: consider the implications and impact
- Seek total involvement: look for a way to meet some needs on all lists

Look back at the lists and

- Identify something that is common.
- How could you begin to address this?
- What else do we know that impacts on this need?
- Is this the most immediate need? How can we determine that?

Ask:

Have any of you used a participatory Needs Assessment and Priority Ranking technique? If so, what were your experiences?

IV. PRACTICE USING NEEDS ASSESSMENT AND PRIORITY RANKING TECHNIQUE (45 minutes)

Explain to Trainees with whom they will practice. Distribute the handout "PACA Tools: Roles of Facilitators" and discuss it. Have them determine who will take the different roles during practice. Have as many Trainees take roles as possible; they can divide up the steps of the technique. Give them a few minutes of preparation time.

Have the Trainees carry out the Needs Assessment and Priority Ranking process.

V. DEBRIEF OF TECHNIQUE (15 minutes)

Using the points on the "Technique Debrief" flip chart, debrief how their practice went. Discuss ways to improve areas of weakness or confusion.

TECHNIQUE DEBRIEF

Trainer preparation

Develop rapport with group

Introduction of technique to group

Getting started

Problem areas encountered

Group sharing of their work

Discussion among men and women

Conclusion

VI. APPLICATION (10 minutes)

Discuss settings where the Trainees might use this technique.

Provide examples from the Field Insights (Booklet #8) or your own, including how this can lead to a community action plan as well as be used for the community's monitoring and evaluation of a project.

REFERENCES

1. *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal,* Chapter 4, [ICE – AG259].
2. *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management,* pages 12-13, [ICE – WD112].
3. *Rapid and Participatory Rural Appraisal Notes: No. 21— Special Issue on Participatory Tools and Methods in Urban Areas,* Reading 5, [ICE – WS119].
4. *Women in Community Forestry: A Field Guide for Project Design and Implementation*, page 19, [ICE – WD098].

NOTES

NEEDS ASSESSMENT AND PRIORITY RANKING

OBJECTIVES

1. To describe the value of this technique in identifying the gender patterns in how communities interpret their needs and establish their preferences for action.
2. To practice the technique.
3. To relate the needs assessment and priority ranking to the development of a Peace Corps project or community action plan that incorporates gender realities.
4. To develop baseline information for project monitoring and evaluation.

MATERIALS

- Blank flip chart paper
- Tape
- Markers
- Objects for voting (optional)

PROCEDURE

1. Introduce the idea to the community that they will be working to decide what their most important needs are. It is very important that everyone contribute his or her ideas.
2. Divide into separate groups of men and women, or by other subgroups important to the development of the lists.
3. Ask: What prevents you from having a better life? (or a more appropriate question for the particular group). Write ideas on the flip chart as they are mentioned. Allow the participants to question each other and discuss the ideas as they are presented; this is valuable in clarifying issues. Don't remove items from the list, however, unless the whole group wants them removed. Encourage them to list everything they wish to.
4. Once the list is made, the participants are asked to elaborate further on each issue, as necessary. For example, there may be one or two items that seem to be the same. They need to be clarified; if appropriate, two or more ideas can be combined into one issue.
5. Once the list is finalized, the needs are rank ordered. If there are more than six items on the list, have the group members vote to get the top five or six items.

   Give each participant two or three votes to place on those constraints deemed most critical to him or to her. A tally of votes generates the ranking. If there is concern that hand-raising voting will be influenced by certain persons, people can vote by dropping markers (seeds of corn, pebbles, small squares of paper) in envelopes attached next to each item, or some other way to make voting private.

6. With the top six or less items, conduct a pairwise ranking to get a final ranking. Ask members to reach a consensus regarding the comparison of each pair of needs they have identified. In seeking consensus on each pair comparison, watch for the variability of opinion as it will be important information as you continue to work with the group.

Two pairwise ranking methods:

a. In chart form, the items are listed both down and across a chart. Each item is compared to every other. The more important of the two items is noted in the cell where the two items intersect. The constraint that appears most in the matrix cells is considered the most critical by the community.

	Lack of clinic	**Poor land**	**No market**
Lack of clinic		Poor land	Lack of clinic
Poor land			Poor land
No market			

b. Pairwise ranking also can be done directly from the list.

original list	**noted on list**
• lack of markets	• lack of markets | | |
• unfinished school	• unfinished school |
• poor soil	• poor soil |
• lack of clinic	• lack of clinic |

Begin with the top item, saying "Which is more important, lack of markets or unfinished school?" Put a hash mark after the item of the pair deemed most important. "Which is more important, lack of markets or poor soil?" Continue until all pairs have been compared and notes made. Count the hash marks next to each to rank them.

c. The pairwise ranking can be done again, based on which items **have the most possibility for action by the community**. This second step often helps move the group to the next step of project planning.

7. If this activity is being used with a community to develop an action plan, when the ranking has been completed each group is asked to assess possible responses to these constraints given resource scarcity. These suggestions constitute the beginnings of a community action plan. The output of each group is thus a rank ordering of constraints and a set of strategies to overcome them.

8. Bring the men's and women's groups together. Post their needs lists side-by-side where everyone can see them. Ask someone from each group to explain their list. Then facilitate a discussion:

a. What are the similarities and differences? Why might those be?

b. What relationships are there between the items?

9. Draw session to a close with an indication of what the next steps will be, such as another meeting to further explore the needs, etc.

PAIRWISE RANKING MATRIX

PROBLEMS	CLIMATE	PESTS	WEEDS	COST OF INPUTS	LACK OF LAND	LACK OF IRRIG.	LACK OF TECH. K.
CLIMATE		CLIMATE	CLIMATE	COST OF INPUTS	CLIMATE	CLIMATE	CLIMATE
PESTS			PESTS	COST OF INPUTS	LACK OF LAND	LACK OF IRRIG.	PESTS
WEEDS				COST OF INPUTS	LACK OF LAND	LACK OF IRRIG.	WEEDS
COST OF INPUTS					COST OF INPUTS	COST OF INPUTS	COST OF INPUTS
LACK OF LAND						LACK OF LAND	LACK OF LAND
LACK OF IRRIGATION							LACK OF IRRIG.
LACK OF TECH. KNOWHOW							

PROBLEMS	NUMBER OF TIMES PREFERRED	RANK
CLIMATE	5	2
PESTS	2	5
WEEDS	1	6
COST OF INPUTS	6	1
LACK OF LAND	4	3
LACK OF IRRIGATION	3	4
LACK OF TECHNICAL KNOWLEDGE	0	7

Source: *Participatory Rural Appraisal Handbook,* page 64.

MBUSYANI OPTIONS ASSESSMENT CHART

BEST BET OR INNOVATION	PRODUCT-IVITY	STABILITY	SUSTAIN-ABILITY	EQUITA-BILITY	TIME TO BENEFIT	COST	TECHNICAL & SOCIAL FEASIBILITY	PRIORITY
BOREHOLES	?	0	–	0	3	3	3	6
ROOF CATCHMENT	+	+	++	+	1	1	2	3
NATURAL SPRINGS	+	+	+	++	1	2	2	
REHABILITATE DAMS	++	+	++	++	1	2	2	
SHALLOW WELLS	+	+	++	0	2	1	2	
NEW SURFACE DAMS	++	+	++	++	1	2	2	

KEY

?	UNKNOWN
–	NEGATIVE IMPACT
0	NO IMPACT
+	POSITIVE IMPACT
++	VERY POSITIVE IMPACT

	TIME	COST	FEASIBILITY
3	LONG	HIGH	LOW
2	MEDIUM	MEDIUM	MEDIUM
1	SHORT	LOW	HIGH

Source: *Participatory Rural Appraisal Handbook,* page 65.

PACA TOOLS: ROLES OF FACILITATORS

I. INTRODUCTION TO THE COMMUNITY

A. Introduce facilitators and their purpose.

B. Have community members introduce themselves.

C. Do an icebreaker, unless it will be done in separate groups.

D. Describe the tool(s) to be used.

E. Divide into groups and send them to their work locations.

II. FACILITATION OF SEPARATE WORK GROUPS (IN EACH GROUP)

A. Do an icebreaker, unless done above.

B. Make name tags and put them on, if the facilitator and group members don't know each other.

C. Facilitate the technique: Daily Activities, Seasonal Calendar, Community Mapping, or Needs Assessment and Priority Ranking.

D. Prepare the group to share their work with the others.

III. FACILITATION OF LARGE GROUP MEETING

A. Ask each group to present their work to the others and answer questions.

B. Encourage a group member to facilitate, or you facilitate, the discussion questions related to the technique.

C. Summarize the technique and learnings, talk about next steps, thank the community.

BOOKLET #6

MODEL SESSIONS: COMMUNITY FIELD WORK WITH PACA

Though practice with participatory processes in communities is essential to understanding the power of the process and the skills needed to carry it out, there are many ethical concerns with using communities for training purposes. One session plan addresses the selection and preparation of communities as well as the preparation of the training participants for the community experience. Another provides a detailed debriefing for the training participants to maximize their learning from the experience.

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Preparation for Community Field Work 3

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PREPARATION FOR COMMUNITY FIELD WORK

RATIONALE

The field application bridges the critical gap between training concepts and local community realities. At this point in the training, it is necessary to demonstrate how the PACA techniques are in fact implemented in the field setting. The experience moves from designing participation to achieving participation.

TIME

1 1/2 - 2 hours

GOAL AND OBJECTIVES

GOAL

To provide participants the opportunity to apply the PACA methodologies in a community setting.

OBJECTIVES

1. To demonstrate the effectiveness of the participatory approach in analyzing community constraints and opportunities.
2. To provide the participants the opportunity to practice their newly–acquired skills.
3. To integrate the local community into the training process.
4. To generate a valid PACA participation with the community.

SESSION OUTLINE

I. Introduction to the Community Field Work (20 minutes)

II. Preparation for community field work (30 minutes)

III. Team preparation (30 minutes)

IV. Report out of team preparation (15 minutes)

TRAINER PREPARATION

1. Select and prepare the community(ies).

The preparation for the field day is key to the success of the experience. The participants receive their preparation for practicing each PACA technique in a simulated environment prior to the field application. In a similar sense, the trainers must prepare the local communities for the field day. As a general rule, the trainer(s) should contact the community at least one month before the field experience in order to explain the purpose of the field day, elicit their voluntary and **willing** participation in the experience, explain the techniques and their procedural steps, and prepare the logistics of the field day. The community should be familiar with the Peace Corps and either have a Peace Corps Volunteer (PCV) currently working there or with a plan to place a PCV there in the near future. At least two visits to the community need to be made prior to the field work, the second visit within a week of the field work to reconfirm all of the arrangements made previously.

Specific suggestions include:

a. Selection of the community(ies):

- The community should be representative of the communities targeted by the Peace Corps for programming.
- Select a community where the Peace Corps is actively known, expects to have a presence, and, if possible, use local Volunteer support.
- For manageability, the community (rural village or urban neighborhood) should be relatively small; less than 300 households is ideal.
- When more than one community is used, communities with differing characteristics should be selected in order to expand the application of the techniques.
- Care must be given to select communities in which inhabitants are available, i.e., not occupied by peak season labor demands, feast days, etc.
- Both men and women should be queried as to their availability, time preferences, willingness to participate, and so on.

b. Procedural details: [to be explained to community contacts]

- If two or more techniques are applied in a given community, a minimum number of available participants is required, but not everyone all day. If one technique is done in the morning and another in the afternoon, two groups of about 20 men and two groups of about 20 women will be required—one group of each sex in the morning, then a second group of each sex in the afternoon.
- It is necessary to consider the representativeness of the community participants in order not to exclude participation by criteria of ethnicity or socio-economic status.
- Two separate areas or meeting rooms are preferable, or at least enough space so that two (or more) separate groups can meet without overhearing or disturbing each other.
- At the end of each technique, men and women rejoin to interpret the results and to give recommendations. This can be done in one of the two meeting areas or in a larger accommodation.

- If a lunch or dinner is planned, it must be scheduled so as to include both morning and afternoon groups. This is a way to thank the community members for their time and to permit a more social environment for community members and trainees to be together, unless it would be culturally inappropriate or set a bad precedent. Funds for a meal should be provided via the training event budget.

c. Other hints:

- Use the local informal leadership to prepare the community: perhaps invite community representatives to the training prior to the field day.
- Make sure dates and arrival times are clearly understood, and training participants are punctual.
- Upon arrival, a selected member of the training group should make a detailed explanation of the field day plan.
- At the end of the day, a selected member of the training group should thank the community, talk about how the work will be helpful to both the community and the Peace Corps, and present culturally appropriate gifts (if dictated).

2. Select teams of trainees.

It is usually best to pre-select the teams of trainees going to the different communities or who will work together within one community. This will ensure that there are people with community experience in each team, a balance of quieter and more assertive people, as well as gender balance. If interpretation is needed, appropriate team members for this role must also be selected.

3. Schedule one-half day only of community work (optional, but not preferred)

If only a half day is available for community work, it is possible to do two techniques at the same time. A diagram showing how such a schedule proceeds is provided as the "Diagram of Community Field Work Sequence" handout. As this is quite complicated to visualize, it is important to distribute the handout and discuss it with trainees prior to their preparation work.

MATERIALS

- All the materials needed for each PACA tool that will be used (See list of materials on "Team Task" handout)
- Camera for prints and/or slides, as desired
- Video camera and blank tapes, if appropriate
- Gifts for the community, if appropriate

HANDOUTS

- Diagram of Community Field Work sequence (Half-day field-based expeirence) (optional)
- Profile of each community to be visited, if desired
- Trainee Teams for Field Work (or list on flip chart)
- Team Tasks for Community Field Visits
- Topic Outline (urban or rural)
- Logistics Information for going to and from Communities

PROCEDURE

I. INTRODUCTION TO THE COMMUNITY FIELD WORK (20+ minutes)

Describe in detail the community(ies) that have been chosen, and the arrangements that have gone into the preparation of the communities. This can best be done by the person who has made the community contact. A handout with data about each community is useful.

Announce the training teams that will work together. This may be done via a handout that accompanies the data on the appropriate community or listed on a flip chart.

II. PREPARATION FOR THE COMMUNITY FIELD WORK (30 minutes)

Distribute the "Team Tasks for Field Visits" handout and go over each point.

Discuss what teams **must complete** by the end of the session to be prepared for the community field work.

As a total group, determine a list of things you can do while there is free time in the community, e.g. if you have time before the opening session, if a group may not be able to start meeting for a while, if there is some time before or after lunch. This list might include walking through the neighborhood or village with a community member with that person describing what they are seeing, visiting someone's place of business or fields, or visiting a school, clinic, or other institution.

Distribute the "Topic Outline" handout that applies to the community(ies) selected (urban or rural). Suggest that these are types of information you may learn informally as well as through the techniques you are using.

Explain the logistics of the community field work, including times of departure and return, meal arrangements, suggested dress, etc. These details may be presented in a handout.

Ask if there are any questions about any phase of their preparation, the logistics, etc., of the field work.

III. TEAM PREPARATION (30+ minutes)

Explain that teams are to meet and complete their preparation, according to the "Team Task" handout. Indicate where the supplies are located. State that you and the other trainer will circulate to answer questions and help as needed. Stress that all team members must have all preparations done before departing for the community.

IV. REPORT OUT OF TEAM PREPARATION (15 minutes)

Bring the groups back together. Ask each team to report how they plan to carry out their community field work. Each trainer should note who is responsible for each task in the community they will visit.

When they are totally prepared for the following day, or have made individual assignments for preparation of materials, dismiss for the evening.

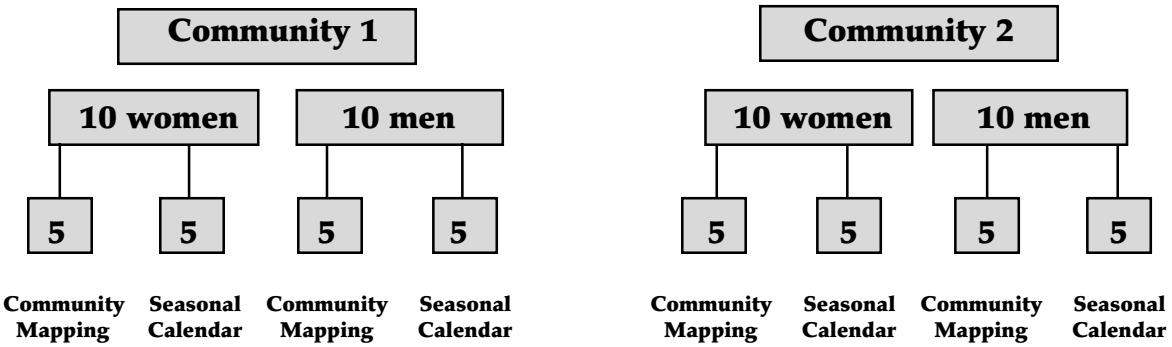
REFERENCES

1. "PACA Tools Session Plans" (Booklet #5)
2. *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal*, [ICE – AG259].
3. *Rapid and Participatory Rural Appraisal Notes: No. 21 — Special Issue on Participatory Tools and Methods in Urban Areas,* [ICE – WS119].
4. *Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture,* [ICE – WD114].

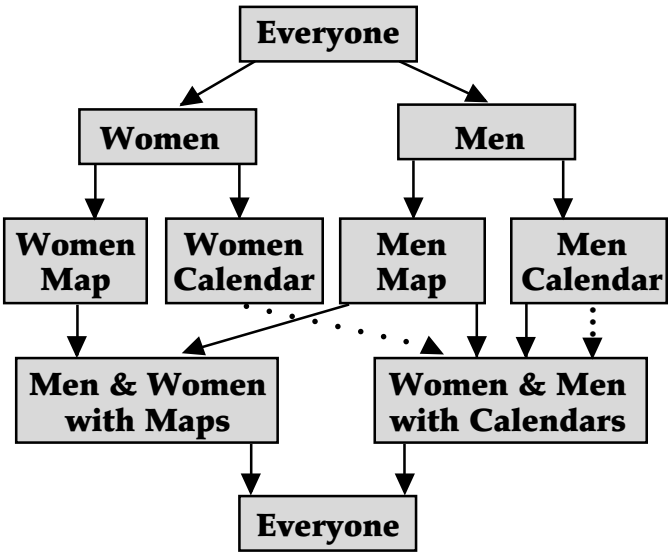
NOTES

DIAGRAM OF COMMUNITY FIELD WORK SEQUENCE (HALF-DAY FIELD-BASED EXPERIENCE)

Division of Community Members into Groups



Schedule within Communities



Welcome, Introductions, Explanation of Purpose

Icebreaker, name tags division into two groups

Participatory Techniques

Men and women doing same technique meet together to share and discuss

Each group presents their work to other groups; discuss what it means; what was valuable to them by doing this

Closure

TEAM TASKS FOR COMMUNITY FIELD VISITS

Discuss exactly what your team will do during the community field work. Discuss each item below, assigning names to roles. Do all of the tasks described. **Be totally prepared to begin when you arrive in the community.**

1. Which PACA technique(s) will you use? [The workshop trainer may predetermine this.]

2. Which trainees will play the various roles during the field work? **All trainees must have at least one specific "training" role**:

— Who will introduce the field activities to the community?
Develop an outline and discuss it with the trainer.

— Who will introduce each activity to a group of men or women and take the lead in facilitating the activity? (There are four times this role must be taken. As many different trainees as possible should take this role at one time or another.)

— How will the other trainees on the team assist with each activity?

— Which trainees will be observing interpersonal behaviors between community members? between community members and trainees?

— Who will facilitate the meeting and presentations, discussion between the men's and women's groups for each activity?

— Who will interpret? How will the interpretation take place — simultaneously or sequentially? If the interpreter is not a part of the workshop, who will be responsible for briefing him or her about each of the activities before they take place?

— Who will thank the community formally, including presentation of a gift, if appropriate?

— Who will video tape and take photographs, if appropriate?

3. Once roles are determined, discuss in detail how you will conduct each exercise: who will say and do what? How will others assist? Select and practice your icebreaker.

4. Determine which supplies are needed for each activity you will conduct, including icebreakers, name tags, etc. Decide who is responsible for making anything that must be prepared in advance, collecting and taking all of the supplies. Check the list of materials provided on the next page.

5. Practice your roles **before** you leave for the community.

MATERIALS LIST, BY PACA TECHNIQUE

COMMUNITY MAPPING

- Flip chart paper
- Large markers – several colors
- Glue stick
- Scissors
- Tape
- Tacks or pins

According to data to be included on the Community Map: (choose **no more than** three, maximum)

1. For frequency: 50 small pieces of each of three different colors of paper
2. For likes and dislikes: 20 additional pieces of two other colors than used for frequency
3. For needs: two small pads of "sticky notes" (Post-its) or small squares of paper
4. For relative importance: three sizes of colored circles, one set for each participant

Note:

Be sure the same items are included and the same colors used on maps created by different groups in the same community. Create a legend for the maps that will be added after they are finished.

SEASONAL CALENDAR

- Flip chart paper
- Large markers – several colors
- Small markers – several colors
- White paper rectangles, 2"x3" (40)
- Glue stick
- Scissors
- Tape
- Tacks or pins

NEEDS ASSESSMENT

- Flip chart paper
- Large markers – several colors
- Scissors (optional)
- Tape
- Tacks or pins
- Envelopes made from paper to hold votes (optional)
- Objects for voting: corn, small slips of paper, etc. (50) (optional)

DAILY ACTIVITY SCHEDULES

- Flip chart paper
- Large markers – several colors
- Tape
- Tacks or pins

TOPIC OUTLINE FOR URBAN COMMUNITY FIELD WORK

A. THE HOUSEHOLD

1. A typical family

- large or small (average number of people, or range)
- roles and responsibilities
- composition of the families
- education
- distribution of family tasks: productive, reproductive, social

2. Resources available to the family

- house or apartment: owned or rented
- land: owned or rented, large or small
- land in one place or different places
- fruit and vegetable gardens, pastures
- store, shop, or other place of business: owned or rented
- employment

3. Access to infrastructure

- electricity
- water
- telephone
- markets: food, clothing
- education (primary, secondary, post-secondary, vocational)
- health services
- representatives of government
- sports fields

4. Credit

- bank
- informal
- intermediaries
- family

5. Economic activities

- formal economy: wages (who in the family)
- informal economy
- home produced food, animals, products for sale
- remittances from family living elsewhere

6. Decision making

- who decides what
- who is responsible for the income and expenses

B. THE COMMUNITY

1. Schools
2. Child care
3. Health clinic, hospital
4. Water and sewage system
5. Distribution and location of houses
6. Associations
7. Churches
8. Transportation

TOPIC OUTLINE FOR RURAL COMMUNITY FIELD WORK

A. THE HOUSEHOLD

1. A typical family

- large or small (average number of people, or range)
- roles and responsibilities
- composition of the families
- education
- distribution of family tasks: productive, reproductive, social

2. Resources available to the family

- land: estimated size
- land in one place or different places
- fruit and vegetable gardens
- pastures
- forests
- fields
- water, source of water

3. Small and large animals

- size of herd
- location
- animal feed
- available corrals, pens, coops, etc.

4. Access to infrastructure

- electricity, telephone, roads
- institutions: schools, representatives of government, health center, local industries, markets, stores
- sports fields

5. Credit

- bank
- informal
- intermediaries
- family
- non-agricultural income: sales, crafts
- agriculture products to sell
- animals to sell
- remittances from family living elsewhere
- salaried work

6. Economic activities
   - non-agricultural income: sales, crafts
   - agriculture products to sell
   - animals to sell
   - remittances from family living elsewhere
   - salaried work

7. Decision making
   - who decides what
   - who is responsible for what income and which expenses

B. THE COMMUNITY

1. School
2. Health center
3. Sources of water
4. Distribution or location of houses
5. Associations
6. Churches
7. Natural resources: deforestation, land
8. Transportation

DEBRIEF OF COMMUNITY FIELD WORK

RATIONALE

The community field work debriefing consolidates the field experience, allowing the participants to analyze the information gained through observation, informal interviews, and introduction of PACA tools. At this point in the training the participants integrate actual field experience into the Topic Outline, Gender Information Framework (GIF), or other data collection tools. They analyze the quantity and quality of information gathered and their reactions to the techniques used. This session may include a demonstration of the Needs Assessment tool.

TIME

3-5 hours, depending if the Needs Assessment tool and Priority Ranking is taught through this session.

GOAL AND OBJECTIVES

GOAL

To incorporate the field experience into the community analysis process as an applied strategy to enhance programming and project identification.

OBJECTIVES

1. Share the information gained by various team members who worked in the same community; describe the community.
2. Analyze the gender differences that emerged from each technique; define the important role of gender in family or community change and development.
3. Evaluate the participatory effectiveness of the techniques and their level of confidence in using the tools.

SESSION OUTLINE

I. Description and sharing (2 hours)

II. Reactions to the PACA tools (20 minutes)

III. Analysis of the results (1-2 hours)

IV. Evaluation of the techniques and the community field work (30-45 minutes)

TRAINER PREPARATION

As trainer(s) facilitate the processing of a large quantity of information, she or he must be particularly observant during the field experience, not only to incorporate "content" information derived from the techniques but also to observe the interactions among the training participants, and between training participants and community members. The nature of the group dynamics should be discussed in the debriefing session.

Also, the trainer(s) should be sensitive to the allocation of time. The tendency is to over-invest in the descriptive part of the session and to under-invest in the analysis and applications components. Likewise, if one or more participants had difficulties facilitating their techniques, they may be quite frustrated. If possible, move through the descriptive phase before talking about the frustrations. That will allow them to see how much information was actually transmitted and alleviate the initial sense of dissatisfaction. However, if frustration is very high, begin by describing the experience, and then move to what was learned.

Determine which option will be used in Section III. Analysis of the results.

MATERIALS

- Blank flip charts
- Marking pens
- Masking tape
- Visual aids prepared in each community
- VCR and tapes made in communities, if any
- Materials for Needs Assessment demonstration, if used
  (see Needs Assessment and Priority Ranking session plan – Booklet #5)

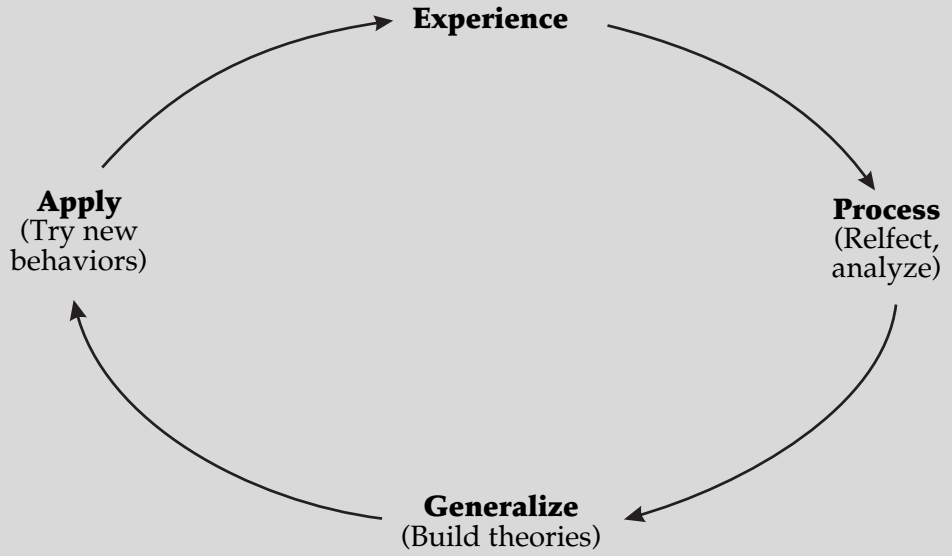
HANDOUTS

- Topic Outline (Urban or Rural), distributed prior to community field work
- Experiential Learning Model
- Debriefing Task # 1
- Debriefing Task # 2
- Gender Information Framework worksheet
- Needs Assessment and Priority Ranking, if introduced (Booklet #5)
- Debriefing Task # 3

PROCEDURE

I. DESCRIPTION AND SHARING (2 hours)

Introduce the process that will be used to debrief the experiences in the field by explaining the experiential learning model. Distribute the "Experiential Learning Model" handout.



EXPERIENCE: something personally encountered, undergone, or lived through.

"In this case, the field experience we just had."

PROCESS: reviewing or recalling what happened, who did what, in what order, with what effect; examining your reactions and observations about what happened; identifying patterns and dynamics, and alternative behaviors that might produce different effects.

"In the example of our field work, it includes pulling together all of our data and discussing what happened in the community."

GENERALIZATION: given the analysis of what happened, what theories emerge? What new ideas or learnings or understandings do you have, what new principles or concepts emerge for you?

"Once we have looked at all of our data and observations, what concepts or ideas emerge: about personal and community resources? tasks and labor demands? illnesses? hungry times and times of financial need? What gender differences did we find? What opportunities and constraints begin to emerge?"

APPLICATION: How can you use these learnings in the future to do your work more effectively? What skills do you need to use the new learnings?

"How can you **and** your community develop a partnership for problem identification, resource analysis, decision-making, and planning that will lead to changes or development wanted in the community? Or, as a programmer, how can this information speak to project directions, including design, site selection, monitoring, and redesign?"

(continued)

Theory or skill building can be introduced into the cycle in several places. Where, for example, would you say that the theory about PACA and the skills necessary to apply them were introduced during this workshop? (Before the experience)

We had an experience yesterday in communities. The first part of this session focuses on the process phase and will involve discussion in training teams by the communities in which you worked. There will be one hour of discussion in team groups, and 20 minute presentations of major points of information gained to the other team(s).

Distribute the handout "Debriefing Task #1." Allow time for reading and then answer questions.

Once groups start working, monitor them for time and give a 10 minute warning before the reporting period begins.

DEBRIEFING TASK # 1:

Description of the Community

You have an hour to discuss and note all the information you obtained in your community. Use the "Topic Outline" handout and the visuals you brought back from your community.

1. Begin with the "Topic Outline" handout. (Ask one person to keep notes for the group.) Discuss each topic and note what you learned. Information may have been learned through the general community meetings, talking one-to-one with people in the community, observations, or come out of the tools you used. Do not guess at information you do not know. Leave blanks where you do not have sufficient information.
2. What information came out of each activity or technique? (The recorder adds any additional information to the topic outline.) Show each other the flip charts done in each exercise, share the information that came up in the discussions after the techniques by men and women, look for your own interpretations, including gender differences, and summarize the information.
3. What did the observer(s) notice about each of the following:
   - Dynamics among community members
   - Dynamics among training participants
   - Dynamics between community members and training participants
   - Dynamics between other outsiders, such as extension agents, and the community

(continued)

4. What other information was gained about the community? By what means?

   Summarize it.

5. Prepare to report to the entire group. You will have 20 minutes to make your report, so plan to present an overall summary of the community, and then highlight what was learned from the tools.

All the visual materials prepared during the field experience (by the respective communities) should be displayed around the room.

After all reports are done, conduct a brief question and answer session or discussion of what has been presented. Be careful, however, not to encroach on next steps in this session.

II. REACTIONS TO THE PACA TOOLS (20 minutes)

Discuss their general reactions to using the tools. What worked well? What was difficult? What would they want to do differently the next time? (If possible, do this discussion on a reaction or feeling level. More in depth evaluation happens in the final step of the session.)

III. ANALYSIS OF THE RESULTS (1-2 hours, depending on which option is chosen)

This segment calls for an analysis and an interpretation of the gender differences in the information. Begin this segment by indicating that they will be making a progression from data collection to analysis of data. To do this, they will be focusing on the information gained from the point of view of one group within the community only.

Training participants work in the same teams as in Section I. In this step, they are to try and imagine that they are the people in the community they visited. They will divide themselves into two groups, one representing the women of the community, the other representing the men.

Spending approximately 20 minutes working as gender groups, they will use the Gender Information Framework to identify gender differences in their community, including constraints and opportunities as they can imagine them.

Distribute the handout "Debriefing Task #2", below, and answer any questions. Distribute the "Gender Information Framework Worksheet" handout.

DEBRIEFING TASK # 2:

Analysis of Gender Difference in the Community

Divide yourselves into two groups: one group representing the men of the community, the other group the women. Using the "Gender Information Framework Worksheet" handout:

(continued)

1. Discuss and list by gender the data gathered in each category of the explanatory factors.
2. Discuss what the community said about the gender differences, constraints, and opportunities.
3. Summarize your analysis of the gender differences, constraints, and opportunities.
4. Be prepared to represent your gender group's realities in the next exercise.

At the end of the 20 minutes, two options are possible.

A. Have each gender group briefly explain:

1. their Roles, Responsibilities, and Rights within their family and community, and
2. what they see as constraints and opportunities for their gender group in terms of bettering the lives of their families.

B. Role play one of the communities doing the Needs Assessment and Priority Ranking tool. Explain that they will have an opportunity either to role play their gender groups with a trainer playing the role of a facilitator in the community doing the Needs Assessment and Priority Ranking tool, or observe how the Needs Assessment and Priority Ranking tool can be used.

Two trainers (or trainees) demonstrate the Needs Assessment and Priority Ranking tool with one community, working with each gender group separately and then bringing them together to share and discuss their work. Use the "Needs Assessment and Priority Ranking" session plan for the details. (See Booklet #5.)

If more than one community was used for field work, the participants from other communities look on as observers. If time permits, the participants from the demonstration community can be facilitators for doing the Needs Assessment and Priority Ranking with the other community(ies). Any extra participants can be observers, or assist those chosen to be the facilitators in some way.

After the demonstration,

1. Discuss how the activity went: for the participants, for the observers.
2. Discuss the positive aspects of the technique.
3. What are the negatives? What are ways to overcome the negatives?
4. When might you use the Needs Assessment and Priority Ranking tool? Where does it fit? Why?

If desired, and time permits, spend a few minutes talking about how two groups of needs might be resolved.

Ask: How we can get the community to address both lists? Ideas might include:

1. Find common ground.
2. Get conflict out into open.
3. Evaluate resources.
4. Empower each group to speak for themselves; explain their needs.
5. Look for the most immediate needs.
6. Look for ease in implementation (something easier that will build confidence).
7. Is the idea possible? Consider the implications and impact.
8. Seek total involvement. Look for a way to meet some needs on all lists.

Review the lists generated in the Needs Assessment and Priority Ranking, and ask:

1. Can we identify a need that is common?
2. How could you begin to address this need?
3. Thinking of the technique used yesterday, what did we learn that impacts on this need?
4. Is this the most immediate need? How can we determine that?

Ask trainees to identify where this process might lead the community. What might be the next steps?

IV. EVALUATION OF THE TECHNIQUES AND THE COMMUNITY FIELD WORK

(30-45 minutes)

The evaluation of the technique and information gained can be done as a total group, by field work community groups, or another configuration that fits the groups' needs.

Distribute the "Debriefing Task #3" handout and review it before dividing into groups.

DEBRIEFING TASK # 3:

Evaluation of the Community Field Work

Discuss and summarize the following questions related to the community field work:

1. How do you feel about the information gained in the community ...
   a. by the specific techniques?
   b. by other means?

(continued)

2. To what extent did the field work provide you the skills you need to ...
   a. use the PACA techniques?
   b. facilitate the analysis of information?
3. What more do you need to increase your confidence?
4. If you were to continue working in the community you visited, what are some of the next steps you would take to continue the process you have started?

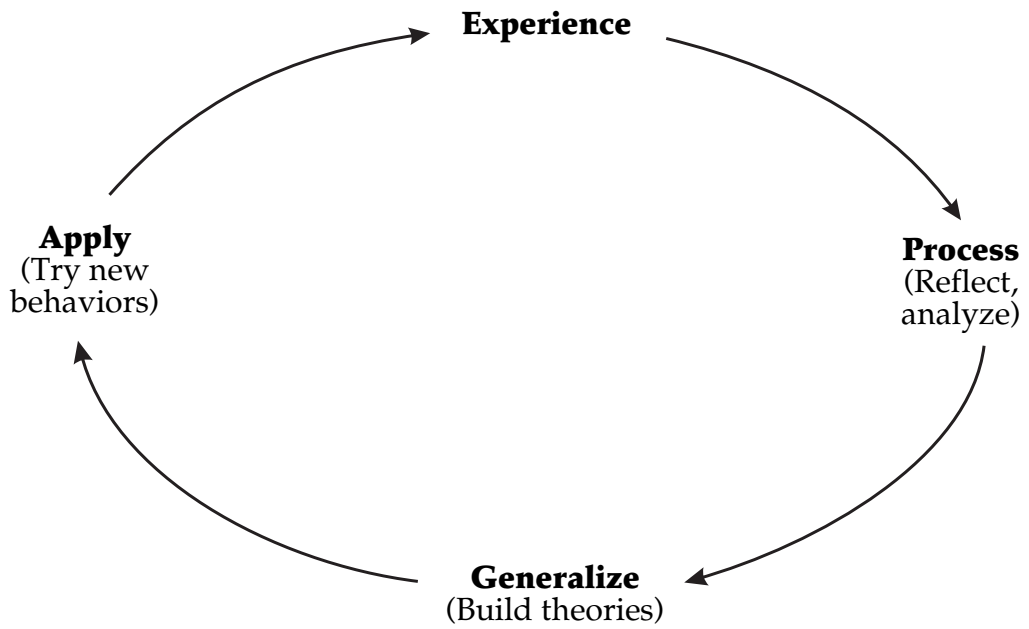
Divide into groups for 20 minutes to discuss the evaluation questions. Inform them that they will have 10 minutes to present their evaluation to the entire group.

After the reports, discuss any recommendations and come to consensus, as necessary.

At the close of the session, distribute the handout "Needs Assessment and Priority Ranking" (Booklet #5) for their future use, if that demonstration step was done in this session.

NOTES

THE EXPERIENTIAL LEARNING MODEL



EXPERIENCE: something personally encountered, undergone or lived through.

PROCESS: reviewing or recalling what happened, who did what, in what order, with what effect; examining your reactions and observations about what happened; identifying patterns and dynamics, and alternative behaviors that might produce different effects.

GENERALIZATION: Given the analysis of what happened, what theories emerge? What new ideas/learnings/understandings do you have, what new principles or concepts emerge for you?

APPLICATION: How can you use these learnings in the future to do your work more effectively? What skills do you need to use the new learnings?

Theory or skill building can be introduced into the cycle in several places. For example, training may begin with a presentation of theory, followed by a practical experience. Or, training may begin with specific experience which is partially processed. Then theory is introduced to assist in the processing and generalizing.

DEBRIEFING TASK #1:

DESCRIPTION OF THE COMMUNITY

You have an hour to discuss and note all the information you obtained in your community. Use the "Topic Outline" handout and the visuals you brought back from your community.

1. Begin with the "Topic Outline" handout. (Ask one person to keep notes for the group.) Discuss each topic and note what you learned. Information may have been learned through the general community meetings, talking one-to-one with people in the community, observations, or come out of the tools you used. Do not guess at information you do not know. Leave blanks where you have insufficient information.

2. What information came out of each activity or technique? (The recorder adds any additional information to the topic outline.) Show each other the flip charts done in each exercise, share the information that came up in the discussions after the techniques by the men and women, look for your own interpretations, including gender differences, and summarize the information.

3. What did the observer(s) notice about each of the following:
   - Dynamics among community members
   - Dynamics among training participants
   - Dynamics between community members and training participants
   - Dynamics between other outsiders, such as extension agents, and the community

4. What other information was gained about the community? by what means?

   Summarize it.

5. Prepare to report to the entire group. You will have 20 minutes to make your report, so plan to present an overall summary of the community, and then highlight what was learned from the tools.

DEBRIEFING TASK #2:

ANALYSIS OF GENDER DIFFERENCE IN THE COMMUNITY

Divide yourselves into two groups: one groups representing the men of the community, the other group the women. Using the "Gender Information Framework Worksheet" handout:

1. Discuss and list by gender the data gathered in each category of the exploratory factors.

2. Discuss what the community said about the gender differences, constraints and opportunities.

3. Summarize your analysis of the gender differences, constraints and opportunities.

4. Be prepared to represent your gender group's realities in the next exercise.

GENDER INFORMATION FRAMEWORK WORKSHEET

I. EXPLORATORY FACTORS

A. EXPLORATORY FACTORS	WOMEN and GIRLS	MEN and BOYS
1. TASK IMPLEMENTATION (Who does what tasks? Include paid work, and all unpaid work, for the family or the community)		

	WOMEN and GIRLS	MEN and BOYS
2. INCOME (Who earns what, in cash or kind?)		
3. EXPENDITURES (What are the family expenses? Who contributes what toward each household expense?)		

HANDOUT

	WOMEN and GIRLS	MEN and BOYS
4. RESOURCES (Who has access to and/or controls key resources? Include **physical**, **financial**, **informational**, and **socio-organizational** resources.) **5. TIME/SEASONALITY** (What happens at various times during the year, in terms of work income and expenses, illnesses, etc?)		

	WOMEN and GIRLS	MEN and BOYS
6. DECISION-MAKING (Who decides about behaviors or investments required?)		
7. OTHER (Any other gender-related factors you feel might be basic to any community action or project?)		

HANDOUT

B. ADDITIONAL DATA NEEDED (These are "missing data" that are not known or available for completing some of the factors above but that are likely to be relevant to designing and implementing a project.)	WOMEN and GIRLS	MEN and BOYS

II. ANALYTIC FACTORS

A. ANALYTICAL FACTORS	WOMEN and GIRLS	MEN and BOYS
1. CONSTRAINTS (In general or in relation to specific project objectives, such as on labor, time, on access to all the various kinds of resources, on decision-making; any cultural constraints; no clear incentives to change; project participation could jeopardize other current activities.)		
2. OPPORTUNITIES (In general or in relation to specific project objectives, such as roles traditionally assigned to one or the other gender that facilitate project implementation; gender skills and knowledge that can be tapped; good fit of potential project with current cultural norms; clear incentives to project participants in terms of likely benefits.)		

HANDOUT

B. ASSUMPTIONS (Guesses you had to make in order to complete an analysis pending finding out the needed information.)	WOMEN and GIRLS	MEN and BOYS

Based on Gender Information Framework developed by USAID's GENESYS Project

DEBRIEFING TASK #3

EVALUATION OF THE COMMUNITY FIELD WORK

Discuss and summarize the following questions related to the community field work:

1. How do you feel about the information gained in the community....
   - **a.** by the specific techniques?
   - **b.** by other means?

2. To what extent did the field work provide the skills you need to....
   - **a.** use the PACA techniques?
   - **b.** facilitate the analysis of the information?

3. What more do you need to increase your confidence?

4. If you were to continue working in the community you visited, what are some of the next steps you would take to continue the process you have started?

BOOKLET #7

SAMPLE SESSIONS: APPLICATIONS AND PLANNING

This booklet contains several different application and action planning sessions. They are called sample rather than model sessions as they have not been field tested in various settings. However, each provides ideas on how the concepts and skills in the training might be applied.

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to Meet an Identified Need 16

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of Community Activities/Projects 21

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Application to Programming and Training 32

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TRAINING MATERIALS FOR OVERSEAS STAFF TRAINING

READINGS AND WORKBOOK 1: DEVELOPMENT AND PEACE CORPS TODAY

Some suggested additions to the Overseas Staff Training (OST) Participant Workbook 1 and 2 are listed below.

1. Add the article, "Gender and Development" (See attached)

2. Add the following to "Peace Corps Initiatives for the 1990s"

   Addition to **Women in Development**

   "Through the Gender and Development and PACA training materials, the Peace Corps can ensure that the roles and responsibilities of women and men, boys and girls, are accurately identified and addressed through our projects."

   New heading: **Participatory Processes**

   "The Peace Corps' objective has always been to achieve a partnership in which the PCV and community members together analyze their resources and needs and work together to improve their well-being. Participatory Analysis for Community Action (PACA) is one of the approaches that provides Peace Corps staff and Volunteers with the tools to accomplish this objective."

3. Add the following question to "Discussion Points for Regional Meetings on Development"

   "10. To what extent is the Region using participatory processes at the community and organizational levels to increase the range of voices heard, particularly women's, and develop sustainable self-help processes?"

4. Add the following publications to the "Selected Bibliography"

   Under **Sustainable Development**:

   Food and Agriculture Organization. *A Field Guide for Project Design and Implementation: Women in Community Forestry*, United Nations, Rome, 1989.

   Under **Capacity Building, Creating Partnerships**

   Participatory Analysis for Community Action, Peace Corps ICE #M0053.

READINGS AND WORKBOOK 2: PROJECT DESIGN AND MANAGEMENT

Some suggested additions to the Overseas Staff Training (OST) participant Workbook 2 are listed below.

1. Add the article "Role of Gender Analysis in Projects" (attached) as the start of the section on Gender Analysis (page 10).

2. Identify the content on pages 10 and 11 as a synopsis of the video *Gender Analysis—Strengthening Winrock Projects*.

3. Add credit to the video synopsis:

   Gender Analysis—Strengthening Winrock Projects, Winrock International, Arkansas, USA.

4. Add the following to the "Project Plan Review Guide"

   Question #2: revise to include, "Who are beneficiaries directly? indirectly? (Are we looking at **roles,** e.g.. heads of households, or gender, age, ethnic groups? Or all of these?)"

   Question #3: "What effects does the problem have on men? women? boys? girls? age or ethnic groups?"

5. Add the following to the "Case Study: Improving an Inherited Project"

   Add to B-1 Strategy: "Include how you will analyze gender, age, and or ethnic group issues that may be present."

   Add to B-2 Strategy: "Indicate how you will include or get data from gender, age or ethnic groups that may be affected."

GENDER AND DEVELOPMENT

Development is an investment in the future. The links between people and development efforts include food security and nutrition, energy, employment, income, health, education, and sustainable agriculture and natural resources. These links are especially vital to the rural and urban poor. It is increasingly recognized that the socio-economic needs of these women and men must be a priority in any sustainable strategy to resolve development problems.

Increasingly, development policies have begun to move away from a strictly production and industrial sector focus towards a development approach which acknowledges the links between resources and people. Current efforts are designed to address the problems of urban and rural poverty, promoting local people as the *agents* as well as beneficiaries of development activities.

Planning for *people-centered* development requires more precise information about who the people are. They are not a homogeneous group. The people are comprised of women and men. The "poor" are poor women and poor men. The "children" are girls and boys. Everywhere, within every socioeconomic group, the lives of women and men are structured in fundamentally different ways. A gender-based division of labor is universal; but it differs by culture, place, ethnic group, and class. Therefore, information is not precise enough for development project planning if it is not disaggregated by gender.

Increasingly, gender-disaggregated information is used in international aid development because of its importance, and because many development professionals now have access to the necessary information and training in gender analysis.

THE IMPLICATIONS OF CONSIDERING GENDER IN DEVELOPMENT

Gender-disaggregated information reveals what women and men know, what they do, and what they need. Without such information development efforts may not be appropriately designed, risking failure and negative impacts. Whether women, men, or both should be participants in specific development activities is a highly contextual question. The answer depends on the roles and priorities of the women and men within specific locations. Using gender analysis, development planners gain gender disaggregated information on factors affecting development which guides them to more sustainable and effective development.

Gender-disaggregated information is different from information collected by other methods for development planning because it uses the *individual person* as its unit of analysis. Therefore, it is more precise than other methods employing more aggregate analytic units. Gender analysis is a methodology for presenting a comprehensive picture of women's and men's contributions to national development.

WID AND GAD: TRENDS IN PRACTICE

Traditional data collection methods often *omit* women's multiple roles and contributions to development. The Women in Development (WID) approach to development planning highlights the importance of women's contributions, but focusing primarily on women.

Other development programs focus on the household or family as the **unit** of analysis, but they do not look at the individual rights, roles, and responsibilities of the individuals within the family. These approaches assume that each member of the family shares equally all the benefits accruing to the family as a whole. This assumption has proved to be incorrect.

Gender and Development (GAD) differs from these approaches by adding to WID to include **both women and men.** Development policies and plans are frequently based on the assumption that men alone support families, but in reality it is women and men together who do so; in the growing number of female-headed households it is women alone who do so.

Experience and research supports the assertion that the fundamental elements of effective development management—sustainability, productivity, and equitability—are strengthened through explicit attention to gender. A better understanding of gender as a variable in rural and urban livelihood systems can be gained by using a variety of analytical tools that fall loosely under the rubric of gender analysis.

THE PROBLEM: CHANGING GENDER ROLES AND TRANSFORMING ECONOMIES

Around the world, women's and men's responsibilities differ according to the specific situations in which they live. These circumstances are shaped by:

- environment
- economic conditions
- class
- culture
- national history
- household circumstances
- legal structures
- religion
- occupation

In much of the developing world resource productivity is declining. In order to survive in a cash economy under conditions of a declining resource base, men and women, even in the remotest parts of the world, increasingly seek local wage labor in both rural and urban areas. They are also planting and selling more cash crops, often at the expense of subsistence crops.

Global conditions cause the following phenomena in rural communities:

- extensive out-migration
- more time-intensive work for those left behind
- growing numbers of women-managed households
- new responsibilities for women without increased access to resources
- new norms and expectations as families become fragmented
- changes in gender and generational perspectives
- shifts from exchange work groups to wage labor

LINKAGES: GENDER AND POVERTY

Despite the accumulating forces for greater participation, large numbers of people continue to be excluded from the benefits of development: the poorest segments of society, people in rural areas, many religious and ethnic minorities and, in almost every country, women. Women are the world's largest excluded group. Even though they make up half the adult population, and often contribute much more than their share to society, inside and outside the home, they are frequently excluded from positions of power. Many developing countries also exclude women from both political participation and productive work—whether by tradition, discriminatory laws, or withheld education. Indeed, for decades, life has changed very little for 500 million rural women in the developing world.

Powerful vested interests erect numerous obstacles to block off the routes to women's political and economic power. These obstacles include:

LEGAL SYSTEMS

Laws are often arbitrary and capricious and favor those with political influence or economic clout. In too many countries, legislation fails to measure up to ideals of transparency, accountability, fairness, and equality before the law. Some countries exclude the participation of women, for example, or of religious or ethnic minorities or deny certain rights to workers.

BUREAUCRATIC CONSTRAINTS

Many developing countries have shackled their people with innumerable regulations and controls, demanding all sorts of permits and permissions for even the most modest business initiative. Fortunately, many governments have started to dismantle the most stifling of these controls and are opening new avenues for entrepreneurial activity.

SOCIAL NORMS

Even when laws change, many old values and prejudices persist, and are often deeply embedded in everyday language and behavior. Laws may promote equality, but it is usually left to the discriminated group to struggle against prejudice. Thus, working women, even when they prove themselves better, are frequently not given equal treatment.

MALDISTRIBUTION OF ASSETS

In developing countries, one of the most significant assets is land. A high proportion of the people struggle to make a living in agriculture, but their efforts are often thwarted by the dominance of feudal elites who exert an overwhelming control over land. In these countries, there can never be true participation in the rural areas without far-reaching land reforms—as well as the extension services, trading, and credit for smaller farmers (particularly women) that can help them become productive and self-reliant.

Whether in urban or rural areas, vested interests that currently enjoy economic, financial, political, or social power are usually determined to defend their position—either individually or through close-knit associations, well-financed lobbies, and even violence.

Changing the power equation requires the organization of a countervailing force. People's organizations—be they farmers' cooperatives, residents' associations, consumer groups, or political parties—offer some of the most important sources of countervailing power. And they often exercise it most effectively through the sharing of information and ideas—it is ideas, not vested interests, that rule the world for good or evil.

TOOLS FOR GENDER ANALYSIS

Tools for gender analysis are essential building blocks for projects and programs aimed at improving lives in sustainable ways. They reveal how gender differences define people's rights, responsibilities, and opportunities in society. Recognizing the ways that development affects men and women differently allows planners to incorporate this information in the successful implementation, monitoring, and evaluation of development projects and programs.

These tools offer ways of gathering data and analyzing gender as a variable in household and community organization for development. The methods give new insights into the local situation and permit a more comprehensive understanding of the community's situation, and facilitate the creation of a more effective equitable development program.

Through its GAD and Participatory Analysis for Community Action (PACA) training materials, the Peace Corps has introduced several gender analysis tools. For analyzing the macro-level, the Contextual Analysis format provides levels of considerations of both opportunities and constraints to women and men. The Gender Information Framework is a guide for culturally determined elements *within the household* that need analysis prior to project planning. The Participatory Analysis for Community Action materials provide a philosophy and methodologies for including the participants in the gender analysis and subsequent community action, with the development worker as partner.

Gender affects development and shapes opportunities for building local-level capacities across cultural, political, and ecological settings. Project experience shows that information about gender is vital to effective and sustainable outcomes. Interest in gender analysis has been spurred largely by those concerned about women's roles and their desire to transform gender relations across many dimensions of development. In reality, all people interested in effective and equitable development management and in long-term capacity-building for local communities must address issues of gender as it pertains to the development process.

For example, knowledge of differences in men's and women's savings strategies can indicate new ways to mobilize savings and thus establish stronger credit programs. Awareness of how men and women receive information (e.g., through newspapers, radio, at the health clinic) can assist in designing effective information dissemination systems. Knowing gender differences in mobility between and within towns can assist in designing primary and secondary school programs that increase both male and female enrollment. Knowledge of intra-household responsibility for seed selection for next year's planting provides an opportunity for agricultural researchers to gain greater understanding of the drought-resistant, early maturing, and disease-resistant characteristics of a particular plant variety.

APPLICATION OF GENDER ANALYSIS DATA

Development programmers can apply what they have learned at many project stages. As planners and implementers engage in important planning and implementation activities, the following guidance on project features will be useful.

PROJECT FEATURES TO CONSIDER

- Choice of promotion strategy
- Choice of technical packages
- Timing and duration of activities
- Delivery systems

- Location of project activities or services
- Eligibility criteria
- Nature and distribution of benefits

CHOICE OF PROMOTION STRATEGY

Promotion strategies need to take into account communication networks and language differences. Because of limited mobility and less education, women are less likely to speak a European or national language that must be learned in school. Women are therefore less able to take advantage of programs, education, and services. Language requirements need to be considered in outreach and training programs.

Women usually have different communication networks. While men may receive information from newspapers, radios, or at men-only village meetings, women may give and receive information at the clinic, the well, or alternate sources. To ensure that information about resources or new technology is adequately disseminated, it is important to identify gender-specific communication networks.

CHOICE OF TECHNICAL PACKAGES

Different technical approaches to development problems are frequently necessary to appropriately address the roles and responsibilities of men and women. Planners should ask: are technical packages applicable to all households (both male- and female-headed), or only those with certain types of resources? Are technical packages targeted for the person responsible for the activity, and do they match that person's resources? Are credit procedures appropriate for both men and women? Do education and training curricula address productivity issues related to both men's and women's activities?

TIMING AND DURATION OF ACTIVITIES

Women's home constraints differ from those of men because of their dual family and economic roles and responsibilities, which are often intertwined. Project activities, such as trading or voluntary labor contributions, need to take into account women's daily and seasonal time constraints. Training held during morning food preparation hours, for example, essentially precludes the participation of many women.

OUTREACH OF EXISTING DELIVERY SYSTEMS

Often women operate outside existing delivery systems. They frequently have less access to outreach or extension agents. There are a variety of explanations for this situation, ranging from cultural norms constraining contact between nonfamily males (extension agents), to lack of information appropriate to their needs provided by the delivery system.

LOCATION OF PROJECT ACTIVITIES OR SERVICES

Cultural norms often restrict the mobility of women. They are less likely to be able to travel to distant training sites, clinics, village meetings to discuss where water wells and schools should be placed, banks or financial services, and other meetings and services development projects often provide.

ELIGIBILITY CRITERIA

Eligibility criteria often preclude women's participation. English language requirements, for example, can reduce the eligible pool of women candidates for training, since fewer women have had access to educational institutions where English is taught. Age limits on long-term training programs may inadvertently restrict women's participation, since often they must

remain at home with their children. Credit programs that require land as collateral essentially eliminate women's participation in many cultures. In some instances the criteria are more stringent than necessary and should be revised. For example, alternative forms of collateral could be devised. Other options could provide the training and assistance that would enable women to meet the requirements.

NATURE AND DISTRIBUTION OF BENEFITS

Direct access to benefits affects incentives to participate. Where women are expected to work or participate but receive few benefits, which has occurred in agriculture and natural resource management projects, they are less likely to participate. Sometimes development interventions put additional burdens on women's daily tasks because those tasks are not identified in advance. Furthermore, unexpected tasks may limit other important activities and may not provide income that directly benefits the women and children.

CONCLUSION

Saying that the "people" or "community" will participate in a development project obscures the different activities, resources, and constraints of women and men. Gender roles are critical to any effort. These roles vary greatly by culture, and may change over time. Therefore, they must be examined in each specific context to avoid faulty generalizations or assumptions. "Standard" gender-sensitive project design is a contradiction. Every development context is unique and requires specific analysis to yield appropriate and adequate responses.

Excerpted from materials produced by the United States Agency for International Development's GENESYS Project; *Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management* by Thomas-Slayter, Esser, and Shields, Clark University's International Development Program; and *Human Development Report 1993*, Oxford University Press.

ROLE OF GENDER ANALYSIS IN PROJECTS

Planning for people-centered development requires more precise information about who the people are. They are not a homogeneous group. The "people" are comprised of women and men. The "poor" are poor women and poor men. The "children" are girls and boys. Everywhere, and within every socioeconomic group, the lives of women and men are structured in fundamentally different ways. A gender-based division of labor is universal; but it differs by culture, place, ethnic group, and class. Therefore, information is not precise enough for development project planning if it is not disaggregated by gender.

Tools for gender analysis are essential building blocks for projects and programs aimed at improving lives in sustainable ways. They reveal how gender differences define people's rights, responsibilities, and opportunities in society. Recognizing the ways that development affects men and women differently allows planners to incorporate this information in the successful implementation, monitoring and evaluation of development projects and programs.

Development programmers need to apply what they have learned from gender analysis in many project features. There may be different constraints and opportunitites for men and women that need to be addressed which determine project features, such as

- Choice of promotion strategy
- Choice of technical packages
- Timing and duration of activities
- Delivery Systems
- Location of project activities or services
- Eligibility criteria
- Nature and distribution of benefits

A specific example of how gender analysis is important at the household and community level is described in the video, *Gender Analysis—Strengthening Winrock Projects*. A synopsis follows.

LIVELIHOOD EXERCISE

TIME

1 hour

GOAL AND OBJECTIVES

GOAL

To apply the concept of the household as a system to representative families in the participants' sphere of work, rural or urban.

OBJECTIVES

1. In a small group to analyze how representative families assure their short-term and long-run survival.
2. To show where the particular interventions of Peace Corps projects have affected (or may affect) the household in its different spheres of action.

SESSION OUTLINE

I. Introduction (10 minutes)

II. Livelihood Systems (50 minutes)

III. Transition to PACA (1 mintue)

TRAINER PREPARATION

This session must be proceeded by the session on households as a system, "Introduction to A Systems Approach" (Booklet #3). In order to ensure your own understanding and have an example ready should participants ask for one, prepare an example of a family livelihood system. It can be based on one's own household or a representative family.

MATERIALS

For each small group:

- Blank flip chart sheets
- Marking pens, several colors
- Optional:
  - Colored paper
  - Scissors
  - Tape or glue sticks

HANDOUT

- The Household as a System

FLIP CHARTS

- Livelihood System
- Group Task (1)
- Group Task (2)

PROCEDURE

I. INTRODUCTION (10 minutes)

Explain that this session will give participants a chance to apply the information about the household as a system to their own working situation. Distribute the handout "The Household as a System" for reference.

II. LIVELIHOOD SYSTEMS (50 minutes)

A. Using the "Livelihood System" flip chart, define a livelihood system as the set of activities that households employ on a regular basis to assure their short-run and long-run survival. Livelihood systems mobilize resources and allocate resources among different alternative activities (e.g., agricultural and non-agricultural activities), using different members of the household (men, women, children).

LIVELIHOOD SYSTEM

- activities family employ on regular basis
- short-term and long-run survival
- mobilize resources
- allocate resources
- different roles of family members

B. Group exercise

Assign participants to small groups based on where they live or with whom they work, such as by rural or urban communities, agriculture or business families. Explain the group task, using the "Group Task (1)" flip chart.

GROUP TASK (1)

Design a representative livelihood system for a family in your region, area.

Must show:

1. Distinction in rights, roles, and responsibilities, including major tasks, of men, women, and children.
2. Resources
3. Expenditures

Note that they will have 30 minutes to discuss and draw a representative system. The system can be done graphically or with words, or both. Then they will receive one more task.

C. After 30 minutes, add the following task to the flip chart:

GROUP TASK (2)

Show where the interventions of your project have (or will) affect the household in its different spheres of action.

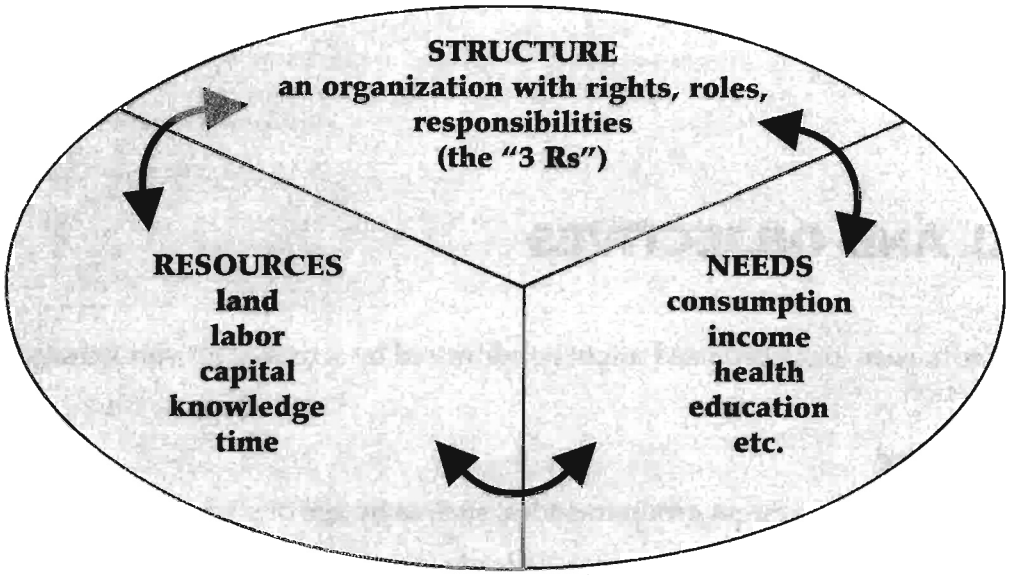
D. Report out: Have each group describe its livelihood system and the affects of their project(s). Encourage them to detail information they may not know.

III. TRANSITION TO PACA (1 minute)

Indicate that those who know their livelihood systems the best are the community members themselves. In the next sessions we will be learning about gender-sensitive participatory processes where family members themselves diagnose their realities and look for their own solutions.

THE HOUSEHOLD AS A SYSTEM

The household has three components. All of the components are inter-related.



Household Structures Are Culturally Determined:

1. Rights: belonging, ownership
2. Responsibilities: child care, production, education, health, interaction with outsiders, savings and investment
3. Roles for each family member: head of household, decision-maker, caregiver, etc.

These components are not independent of each other but are integrated in a functional sense. A change in one component can have an impact on an activity somewhere else in the system.

Issues for discussions about development:

1. It is difficult to change culturally-determined roles.
2. Distribution of benefits cannot easily be changed from the outside.
3. Change at any point in the system will cause changes elsewhere, planned or unplanned.

EXPLORING A RANGE OF ACTIVITIES TO MEET AN IDENTIFIED NEED

TIME

3 1/2 hours

GOAL AND OBJECTIVES

GOAL

To explore how an identified need might be addressed by activities for various segments of the population.

OBJECTIVES

1. To explore who the target group includes, such as by age or stages of life.
2. To identify possible activities that would lead to addressing the identified need for each subgroup identified.
3. By working in small groups, to apply these steps to needs identified by workshop participants.

SESSION OUTLINE

I. Introduction (5 minutes)

II. Exploring How to Address a Need (60 minutes)

III. Application by Small Groups (60 minutes)

IV. Gallery (60 minutes)

V. Summary (20 minutes)

TRAINER PREPARATION

1. This session followed a previous Needs Assessment and Priority Ranking session in which needs of women from various regions of the country were identified. As the participants were all women, the examples in the session are based on women's needs. However, the same design can be used for other groups. Based on who the participants in the workshop will be, prepare examples of how subgroups within the population might be identified: age, stages of life, other criteria? Have some examples of how an identified need might be addressed differently for some of them.

2. Prepare flip charts.
3. Gather materials.

MATERIALS

- Blank flip chart paper
- 6-10 marking pens
- Tape
- Sticky pads or small rectangles of paper and scotch tape

FLIP CHARTS

- Small Group Task 1
- Small Group Task 2

PROCEDURE

I. INTRODUCTION (5 minutes)

A. Remind the group of the prior session in which they identified their top five priority needs during the needs identification and prioritizing exercise.

B. Then explain, in this session we are going to think about some possible activities which might address those needs.

II. EXPLORING HOW TO ADDRESS A NEED (1 hour)

A. State,

As all our needs addressed girls and women, let's consider how we might group them in order to address specifically the needs of different groups of girls and women.

1. What might be some subgroups of women we might want to look at? (by age group, by education level, by ethnic group).

2. Let's work on how we might group women according to the stages of a woman's life.

   a. US public health professionals use these categories: Girls, Adolescents, Child-bearing, and Post Child-bearing. What are the stages of a woman's life here? How would you define them?

   b. Discuss the phases of life one-by-one, asking

   What distinguishes it from the stage before?

   How do women know which category they fit into?

   Do unmarried or childless women know where they are classified?

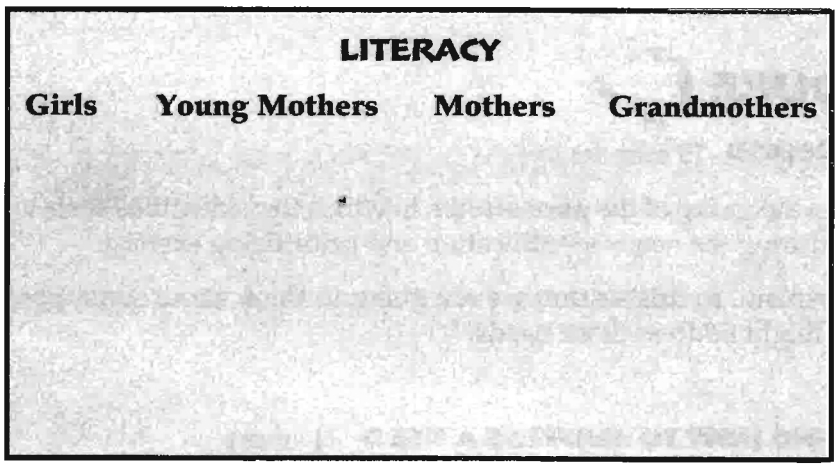
c. For example, Zambian classifications were Girls, Young Mothers, Mothers, and Grandmothers. Age was considered, but that wasn't useful because it was too confusing. Roles became the way they saw it. Unmarried and childless women are called Aunties and they would know into what category they would fit even if they were not married or had no children.

d. This discussion can be quite rich and revealing about the way society looks at women at different times in their lives. It is an important discussion so that an outsider's idea isn't imposed on the group and so that groupings are meaningful to participants.

B. Preselect a priority need from one of the groups in the prior needs ranking session. Be sure that it is one that you, as a trainer, know you can provide at least two example activities for each phase, or subgroup, you created above.

1. State,

let's take one priority need from one of the groups. We'll write the need across the top of a flip chart and below write the phases we determined. For example,



2. Then begin to get their ideas of possible activities with **Girls** which could help address the overall priority need of literacy.

When there are pauses, try to build on previous ideas. For example, 1) "organize a girls' club" contributes to their self-esteem and could provide time to study or get school help. How do we help parents understand the value of the club or, by extension, education for girls? Or, 2) how can "work with Grandmothers to teach their granddaughters the importance of educating their daughters" be strengthened by working with grandfathers to teach their sons and grandsons the importance of educating their daughters?

Remind participants that we are the ones who educate our sons and daughters about the importance of education for girls and women.

A third example would be to address the obstacle of the registration fee for literacy classes by helping women develop an income generation project which allows them to earn the money for the fee.

3. Continue to work on subsequent phases and try to come up with at least three to four activities for each phase.

   Validate participants' growing awareness that some activities may be appropriate for multiple phases of a woman's life.

   Stress that there are preparatory activities which may not make individual women literate immediately, but may be necessary foundations for eventual literacy gains. For example, the girls' clubs may not teach literacy, but could work towards the self-esteem issues which are important in order for a girl to hear the importance of literacy for her when the topic is introduced. Participants may have a tendency to focus only on activities which go directly to the need such as "teach literacy and numeracy classes to grandmothers". It is important to keep asking and prompting for activities which also enable and empower women to take action later.

III. APPLICATION BY SMALL GROUPS (1 hour)

A. Explain to participants that they will have an opportunity to apply this technique to one of the needs their group identified. Reveal the small group tasks on a flip chart:

> **SMALL GROUP TASK #1**
>
> 1. Work in same groups as yesterday.
> 2. Select one of your priority needs; choose one that seems relatively easy to use for this practice.
> 3. Prepare a flip chart with activities for each of the phases.

If appropriate to the training location, remind them that this is our thinking here in the capital city. These same activities can be carried out with the group of women you will be working with to find out their own ideas.

B. Have the participants divide into groups and start working. Check with each to see if they have questions, need clarifications, or help in thinking longer range.

Some groups may take longer than others. If it fits with the schedule, slower groups can take a short break or bring refreshments back to their work area.

Post the groups' flip charts in different corners of the room with chairs around the flip charts .

IV. GALLERY (1 hour)

A. Explain that now they are going have an opportunity to read the ideas of the different groups. This will allow you to learn from each other and help each other at the same time.

Reveal flip chart and explain the gallery:

SMALL GROUP TASK #2

1. Move to another group's chart.
2. Read it and ask questions of the member who has remained.
3. Discuss among yourselves other ideas you have for this topic.
4. Write your suggestions on small slips of paper and attach them to the appropriate place on the chart.

1. Each group will have some small slips of paper and tape. After you have read and discussed someone else's flip chart, you will have a chance to add some ideas by writing them on the slips of paper and putting them on the charts in the appropriate place.
2. We will move several times so you can see every other group's work. One group member needs to remain behind at their group's flip chart to explain to the new group what their thinking has been behind certain suggestions. Once the questions have been answered, they should rejoin their own groups.
3. Participants then visit the other groups' flip charts. Give them about 20 minutes at each chart.
4. Once each has visited the others, each group returns to its own original flip chart to review and discuss the suggestions the other groups have made.
5. Provide an opportunity for anyone to ask for clarification of suggestions made at their chart.

V. SUMMARY (20 minutes)

Wrap-up and process what participants thought about the activity, using questions, such as:

1. What do you think about the ideas you were able to generate to meet the needs identified?
2. Can you imagine doing this with a group of girls or women in your home community? Who might they be?
3. Who can remind us of the steps we took to get these ideas all generated? Where did we start (yesterday, this morning)?
4. If your groups' chart is what a group in your town came up with, what are some steps they might take next?

Note: This session can be adapted easily to fit other community groups or stakeholders.

PARTICIPATORY ANALYSIS OF COMMUNITY ACTIVITIES/PROJECTS

RATIONALE

There are many ways a development worker might assist a community to work with the data they have gained from analysis tools. This session makes the link from **participatory** information gathering and **information** analysis, to **participatory** identification and analysis of **projects** for community action. It is based on working with the many needs that may have been identified in community field work. A Gender Analysis Matrix (GAM) provides a framework for this analysis.

TIME

1 hour

GOAL AND OBJECTIVES

GOAL

To move from data gathering and analysis to activity or project proposal analysis.

OBJECTIVES

1. To consider ways to bring together several different sets of needs (represented by different groups of the population) and determine actions that will address several needs.
2. To work with the Gender Analysis Matrix as a participatory tool for looking at impacts of potential actions/projects.

SESSION OUTLINE

I. Introduction (3 minutes)

II. Meeting Different Needs (15 minutes)

III. The Gender Analysis Matrix (GAM) (40 minutes)

IV. Summary and Conclusion (2 minutes)

TRAINER PREPARATION

1. Prepare an example to use with the Gender Analysis Matrix (GAM), preferably one that is plausible for the community where you did community field work. Use your example only if necessary; preferably use one that develops in the course of this session.
2. Read the definitions of the elements in the GAM. **Practice** putting entries into the categories and assigning possible negative and positive values.

MATERIALS

- Blank flip charts
- Markers
- Masking tape
- Charted lists of needs assessment priorities from previous activities, if possible

HANDOUTS

- Gender Analysis Matrix (GAM)
- Definitions for the Gender Analysis Matrix

FLIP CHART

- Large flip chart of blank Gender Analysis Matrix

PROCEDURE

I. INTRODUCTION (3 minutes)

A. Ask, what are participatory methods we have used to learn and discuss realities with community members?

- Observations and questions
- Community mapping
- Daily activities
- Seasonal calendars
- Needs assessment and priority ranking

B. From whom have we or can we learn different perspectives?

- Men, women
- Boys, girls
- Special interest groups
- Age groups
- Ethnic groups
- Etc.

C. How can we help the community use this information to improve their lives? That is the focus of this session: using participatory analysis to consider the effects of potential community activities or projects.

II. MEETING DIFFERENT NEEDS (15 minutes)

Trainer note: If this activity was done during the "Debrief of Community Field Work" session, just quickly remind participants of that, perhaps by reviewing their flip charted work. It is critical to make clear that training participants are practicing what they would do with the community; this is not an analysis they would do alone or with other development workers.

A. Display lists of needs made by different groups in the community. (If necessary, make up two or more lists.)

1. Ask, if we were working with a community group and these were their lists, how could we help them address the issues on both lists? Ideas might include:

- **a.** Find common ground
- **b.** Get conflict out into open
- **c.** Evaluate resources
- **d.** Empower each group to speak for themselves; explain their needs
- **e.** Look for most immediate needs
- **f.** Look for ease in implementation (something easier that will build confidence)
- **g.** Is the idea possible? Is it desirable? (consider the implications and impact)
- **h.** Total involvement: look for a way to meet some needs on all lists

2. Look back at the needs lists. Here are some possible actions or questions:

- **a.** Identify something that is common.
- **b.** How could the community begin to address this?
- **c.** Looking back at the experiences we had in the community and the tools we used, what did we learn that impacts on this need?
- **d.** Is this the most immediate need? Is this a need for which there is a possibility for action by the community? How can we determine that?

B. Let's look at the matrix that will help us work with a community on these issues.

III. THE GENDER ANALYSIS MATRIX (GAM) (40 minutes)

Trainer note: Prepare an example of your own to use in case there is not one out of the community work. Hopefully, you can create one from the information from the community, or something plausible for that community.

A. One way to analyze the impacts of a potential activity or project is the Gender Analysis Matrix (GAM). We will work with it in the same way you might work with your community to analyze ideas for projects that they suggest.

1. Reveal the "GAM" flip chart. Distribute the "GAM" and "Definitions for the Gender Analysis Matrix" handouts. Together go through the definitions.

GENDER ANALYSIS MATRIX				
	Labor	**Time**	**Resources**	**Culture**
Women				
Men				
Household				
Community				
Other:				

2. If possible, take an example from the combined needs assessment activity above. If not, introduce your own example. Work through the matrix.

3. First list entries in each section, both positive and negative. For example, the following items might be placed on the matrix if analyzing a project for bringing piped water to all the homes in one village. Explain the filled boxes. Have participants suggest some others, though it is not necessary to fill all the boxes to work through the example.

GENDER ANALYSIS MATRIX				
	Labor	**Time**	**Resources**	**Culture**
Women	No longer need to transport water	Save time Option for leisure		
Men		Training, building & maintenance take more time & work ↔		Uneasy about women having free time
Household			Better health More water	
Community	Trained Comm. Water Committee for system maintenance			
Other:	Children no longer have to transport water			

4. Then return to each item and determine if it will be have a negative or positive effect, or potentially both, or unknown. If positive (or opportunity), place a "+" before it; if negative (or constraint), place a "–" before it. Leave blank if unknown. This discussion could be very lively as some effects may be viewed as positive by some people and negative by others. The important point is the process of discussing the effects, and different people's perceptions of them. Add the symbols as the participants discuss your example.

GENDER ANALYSIS MATRIX

	Labor	Time	Resources	Culture
Women	+ No longer need to transport water	+ Save time Option for leisure		
Men	Training, building & maintenance take more time & work ↔			– Uneasy about women having free time
Household			+ Better health + More water	
Community	+ Trained Commun. Water Committee for system maintenance			
Other:	+ Children no longer have to transport water			

B. When and how would you use something like the GAM?

1. *With the community* work through all the considerations on the GAM before starting a project. The visual idea of a matrix may be unfamiliar and confusing to some community members. The form is not the important part: it is discussing the content of the matrix that is critical. Drawings could replace the words. Items could be placed on the ground instead of using paper and pen or blackboard and chalk.

2. Once a project is in process, the GAM can be used *with the community* to monitor how the project is progressing, giving some insights into unexpected impacts while there is still time to adjust the project.

3. It would be useful to review, *with the community*, some past projects, especially unsuccessful ones, in order to find out what went wrong. This would be a way to learn and share the history within the community, and, hopefully, not fall into the same traps.

4. The GAM could be used to analyze, *with the community*, an inherited project that is faltering.

C. Take a project one member of your group is working on. Analyze it with the GAM.

IV. SUMMARY AND CONCLUSION (2 minutes)

A. Emphasize the importance of community analysis of the potential effects as the first steps in developing a project. Who, what, where, how are all influenced by the factors identified and discussed in the GAM.

B. There are other Peace Corps publications that will assist you in moving further into project planning with the community. Two titles are the following:

1. *Promoting Powerful People*, available from the Health Sector
2. *The Design and Management of Community Projects: A Team Approach*, [ICE – R0081].

Gender Analysis Matrix is taken from *Another Point of View: A Manual On Gender Analysis Training for Grassroots Workers* by A. Rani Parker

GENDER ANALYSIS MATRIX

	Labor	Time	Resources	Culture
Women				
Men				
Household				
Community				
Other:				

DEFINITIONS FOR THE GENDER ANALYSIS MATRIX

The Gender Analysis Matrix is a simple and systematic way to study the different gender effects of projects on men and women. The matrix has several levels of analysis and four categories of analysis.

Levels of analysis include women, men, household (including children and other family members living together), the community, and other (which may be described as needed).

WOMEN This refers to women of all ages who are in the target group (if the target group includes women), or to all women in the community.

MEN This refers to men of all ages who are in the target group (if the target group includes men), or to all men in the community.

HOUSEHOLD This refers to all women, men and children residing together, even if they are not part of one nuclear family. Although the types of household may vary even within the same community, people always know what constitutes their "household" or "family." That is the definition or unit of analysis that should be used for this level in the GAM.

COMMUNITY This refers to everyone within the project area as a whole. The purpose of this level is to extend the analysis beyond the family to society at large. However, communities are complex and usually comprise a number of different groups of people with different interests. So, if a clearly defined "community" is not meaningful in the context of the project, this level of analysis may be eliminated.

The four categories of analysis are the potential changes in labor, time, resources, and socio-cultural factors for each level of analysis.

LABOR This refers to changes in tasks (fetching water from the river), level of skill required (skilled versus unskilled, formal education, training), and labor capacity (how many people and how much they can do; do people need to be hired or can members of the household do it?).

TIME This refers to changes in the amount of time (three hours, four days, and so on) it takes to carry out the task associated with the project or activity.

RESOURCES This refers to the changes in access to capital (income, land, credit) as a consequence of the project, and the extent of control over changes in resources (more or less) for each level of analysis.

CULTURAL FACTORS This refers to changes in social aspects of the participants' lives (changes in gender roles or status) as a result of the project.

NEXT STEPS

RATIONALE

A missing step in many training workshops is how the information learned will be applied by the participants. In this session, participants will work in Associate Peace Corps Director (APCD)/counterpart teams to determine specifically how they will apply the information gained to their development project(s).

TIME

2 hours

GOALS AND OBJECTIVES

GOAL

To begin to apply and share the learning from the workshop with respect to specific project programming and training.

OBJECTIVES

1. To apply learnings from the workshop to a specific project, working in groups of APCDs with host country counterparts for that project.
2. To share plans with other participants.
3. To consider how to share learnings of the workshop with Peace Corps staff and Volunteers in their country.

SESSION OUTLINE

I. Introduction (10 minutes)

II. Small group work (60 minutes)

III. Report out and discussion (50 minutes)

TRAINER PREPARATION

If APCDs have more than one project, and have counterparts for more than one project attending the workshop, attention must be given to how they will work during this period.

HANDOUT

- Next Steps Worksheet

PROCEDURE

I. INTRODUCTION (10 minutes)

A missing step in many training workshops is how the information learned will be applied. In this session, you will work in APCD/counterpart teams to determine specifically how you will apply the information gained to your development project(s).

Distribute and review the "Next Steps Worksheet" handout.

After you have worked on your own projects, you will have a chance to share with the rest of the group; that way you can learn about other possibilities.

II. SMALL GROUP WORK (60 minutes)

Allow the groups to work. Give a five minute warning for end of this work period.

III. REPORT OUT AND DISCUSSION (50 minutes)

Ask for participants to share their plans. Encourage questions, discussion of their ideas.

Ask these two additional questions of the group:

1. In what ways could you share what you have learned in this workshop with Peace Corps staff and Volunteers?
2. What role(s) would Volunteers play in achieving project goals/objectives? How would their role in the project be communicated to them?

NEXT STEPS WORKSHEET

Project (current or proposed)

Possible Modifications Needed Due to Gender Variables

Constraints and Opportunities

Next Steps	**By Whom**	**Resources Needed**
1.		
2.		
3.		

Questions To Be Asked/Information Needed

Who/what will be affected by this change?

Implications for Training (Volunteers, Peace Corps staff, counterparts, etc.)

APPLICATION TO PROGRAMMING AND TRAINING

TIME

2 1/2 hours

GOAL

To have a group of trainers and programmers discuss in depth where and how the knowledge of and skills for Gender and Development (GAD) and PACA should be integrated into programming and training.

SESSION OUTLINE

I. Introduction (15 minutes)

II. Group Work (1 3/4 hours)

III. Report out (30 minutes)

IV. Transition (1 minute)

TRAINER PREPARATION

Trainers and programmers will have attended a minimum of one-day of GAD/PACA training.

HANDOUT

- Depth of Knowledge/Skills as Related to Job Requirements

PROCEDURE

I. INTRODUCTION (15 minutes)

Explain that in this session they will have an opportunity to consider how the content of the workshop can be applied to Peace Corps programming and training.

Review the GAD/PACA training program, highlighting the concepts and tools introduced.

II. GROUP WORK (1 3/4 hours)

Present the group task (see goal).

Divide the participants into two or more groups to work for 1 3/4 hours. Provide copies of the handout, as needed. Use the following tasks, or modifications of them:

TASK #1 (for training)

A. Discuss and detail where/what/how/to whom the concepts of Gender and Development should be introduced and integrated into training of Peace Corps personnel and Trainees. Suggest the depth of knowledge/skills which would be appropriate for each. Develop a list or a matrix.

B. What do you see as your (individual, position) roles in any of these steps?

TASK #2 (for training)

A. Develop a list of training sessions (specific topics, not general concepts) in which gender considerations could be integrated with other content. Identify them by training events (such as PST, IST, TOT, Staff retreats, etc.) and by training component (such as a technical, language, cross-cultural, role of Volunteer in development, personal health and safety, etc.)

B. What do you see as your (individual, position) roles in implementing these suggestions? by what mechanisms (your writing, training) can they be accomplished?

TASK #3 (for programming)

A. Discuss and detail where/what/how/to whom the concepts of Gender and Development should be introduced and integrated into programming. Indicate the depth of knowledge/skills which would be appropriate to whom. Develop a list or matrix.

B. What do you see as your role in any of these steps?

III. REPORT OUT (45 minutes)

Each group reports out. Copies of their work are duplicated and shared with others.

IV. TRANSITION (1 minutes)

This session could be followed by individual "Next Steps" planning, or by country team planning, if they are attending training as a group.

DEPTH OF KNOWLEDGE/SKILLS AS RELATED TO JOB REQUIREMENTS

The Peace Corps' efforts to institutionalize the inclusion of girls and women in the development process requires a system of implementing training. It is clear that everyone within the Peace Corps does not need the same depth of knowledge or level of skill related to gender concerns. Because of job responsibilities, some might need skills to carry out gender-sensitive activities, while others might need only an awareness and understanding in order to support others' activities.

In determining the type of Gender and Development training the Peace Corps provides to its staff, Trainees, Volunteers, and host country counterparts and colleagues, the following seven categories are considered. Note that one might gain **knowledge** in some area without having the practice **during training** which would produce **skills**. Therefore, the choice of the word knowledge or skills should be an indicator of what a training program would produce and would indicate how the training program needs to be designed.

1. Awareness
2. Commitment: motivation, finances, resource people
3. Knowledge about or skill in selecting, using, and analyzing data gained from gender analysis tools
4. Knowledge about or skill in application of findings of gender analysis
5. Knowledge about or skill in identifying gender issues in monitoring and evaluation
6. Knowledge about or skill in reporting lessons learned
7. Skill in training others in GAD concepts and gender analysis skills

This list is modified from "The Basic Elements of Institutionalization," *The Gender Concerns In Development (GCID) Framework,* from the Gender in Economic and Social Systems (GENESYS) Project, USAID.

ACTION PLANNING

RATIONALE

A missing step in many training workshops is how the information will be used by the participants when they are back on the job. In this session, the participants will consider different types of applications, and then individually work on an action plan that covers the next year.

TIME

1 1/2 hours

GOAL AND OBJECTIVES

GOAL

To begin to consider specifically how the information learned during the workshop will be applied to one's specific situation.

OBJECTIVES

1. To brainstorm with others in the workshop potential applications of the information.
2. To develop for oneself a specific action plan for the coming year.
3. To consider how to share learnings of the workshop with colleagues.

SESSION OUTLINE

I. Introduction (15 minutes)

II. Individual work (45 minutes)

III. Group discussion (30 minutes)

TRAINER PREPARATION

Prepare a quick review of the training content to use in the introduction. This might be aided by a list of workshop objectives or the schedule, if prepared on flip charts.

MATERIALS

- Blank flip chart paper
- Markers
- Tape

HANDOUT

- Action Plan

PROCEDURE

I. INTRODUCTION (15 minutes)

A. State that a missing step in many training workshops is how the information learned will be applied. In this session they will consider how they will personally apply the information gained when returning to their office and job.

B. Begin by reminding the participants of the content of the workshop by briefly reviewing the objectives or the schedule. (A participant may be asked to do this.)

C. Ask participants to silently think about how the information in the workshop might be applied to their work, to the work of others in their offices or community, to Trainees or Volunteers they work with, to community members.

D. After two or three minutes of silent reflection, ask them to brainstorm a list of applications. Brainstorm in the strictest sense: calling out ideas that are listed on the flip chart exactly as stated; no discussion; piggy-back on others' ideas; add different ideas if don't agree with what is listed. Brainstorm for five minutes or until the ideas slow down. Then stop and ask them to look over the list. If they have questions about an idea, they may ask for clarification, but don't debate the validity of the ideas. Leave the list posted in the front of the room.

II. INDIVIDUAL WORK (45 minutes)

A. Ask participants to consider individually what specifically **they** will do to apply the information learned in the workshop. Give them a few minutes to think.

B. Distribute the "Action Plan" handout. Indicate that they can use that format, if it is helpful, or they can create their own. Their action plan, however, should include specific tasks placed in time frames. Give them 45 minutes to work.

III. GROUP DISCUSSION (30 minutes)

A. Ask for a few participants to share their plans.

B. Ask if anyone has an idea but needs some help in how to carry it out. Encourage the group to offer ideas.

C. If no one has mentioned it, ask in what ways they can share what they have learned in this workshop with their colleagues.

ACTION PLAN

Tasks (specific) In next month	By end of __ months	By end of ___ months	By end of year

BOOKLET #8

FIELD INSIGHTS

As the Gender and Development (GAD) and Participatory Analysis for Community Action (PACA) materials have been used, the Women in Development Office has requested that field insights be submitted. Included in this booklet are examples of how concepts and skills have been trained, modified, or applied by different groups, in different settings, in different areas of the world.

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GENDER INFORMATION FRAMEWORK AND CONTEXTUAL ANALYSIS – PARAGUAY

This activity helps Trainees to learn analysis tools for studying their own projects. A "Gender Analysis in Development Projects" session design was a modification of the "Gender Information Framework with Project Work" model session (see Booklet #3). The objectives of the pre-service training session were:

1. to explore the societal impact on individual family members in a country;
2. to identify gender roles in task implementation, income generation, resource use, and decision-making with individual families; and
3. to identify possible constraints as well as possible opportunities in relation to gender issues in project design.

A new, short case study was written based on a real community in Paraguay. Small groups of Trainees had different tasks. One group used the Contextual Analysis format to identify issues for either gender at various levels which could have an impact on participation in a development project in that community. Another group used the Gender Information Framework to analyze the case. They presented their findings to each other. Then a project purpose and one objective were presented. One group looked at constraints and opportunities for men and boys, and the other group concentrated on women and girls.

This session was a link between earlier community analysis activities and the presentation to them the next day of their own project plan.

Pre-Service Training, Paraguay, 1995

OBSERVING, INTERVIEWING, AND FACILITATION SKILLS REVIEW – GUINEA BISSAU

At a Participatory Analysis for Community Action (PACA) training of trainers (TOT) workshop for pre-service training (PST) staffs, concentration of most of the skills training session was on facilitation skill practice after brief reviews of interviewing and observation.

The session was started by asking participants to share examples of how they had taught interviewing, observation, and facilitation to Trainees in past PSTs or activities they had used for their own skill-building. This discussion served as a check on understanding as well as a way for everyone to hear some new training ideas. The different types of questions used in interviewing and group discussion were reviewed.

The facilitation skills session was conducted close to the suggested format in the PACA manual. For the section on working with difficult people, a fishbowl configuration was used in which six people discussed a controversial topic while the rest of the participants observed. Three of the fishbowl participants were assigned blocking roles to play out during the exercise. What the facilitator did to help or hinder the discussion was processed after the exercise.

Considering that several of the participants were "new trainers," this session was helpful for not only for the work needed in the PACA TOT, but for their overall professional development and readiness to work in PST. The hands-on practice gave people a common vocabulary to use for the rest of the workshop, as well as a good grasp on the rationale and use of questioning, paraphrasing, and summarizing skills.

Although the interviewing and observation activities were shortchanged during this session, participants had opportunities to practice and process those skills during the Daily Activities session and the community field work.

PACA TOT for PST Staff, Guinea Bissau, 1997

PACA FOR OURSELVES: TEAM BUILDING AND INTRODUCTION TO PACA – GUINEA BISSAU

A goal of the Participatory Analysis for Community Action (PACA) training of trainers (TOT) workshop for pre-service training (PST) staffs was to create a positive and participatory atmosphere among the trainers as a group. These, as all sessions, were to be models for consideration for their PST designs.

After an icebreaker exercise, participants divided into five sub-groups and completed the following task: each person shared with colleagues information about skills, talents, and experiences she or he has that are relevant to community development (i.e., What do you bring in the way of assets and resources to this group?). Once everyone had shared their personal information, group members created an image or picture on newsprint that represented their assets, and also gave their team a name.

Back in the plenary group, a leader from each team summarized their team's resources through their interpretation of the team image. Then the TOT trainer used the resources activity (content and process) to introduce PACA and highlight key elements of the methodology that had already been modeled.

The same teams met again a second time to discuss and report on expectations they had of the workshop. Each team was asked to take a turn as "community animator" by planning and leading the large group in an opening energizer or closing reflection each day.

The focus on resources and assets set a positive tone for the workshop, and helped participants quickly begin building a sense of community among themselves and a partnership with the trainers. During the large group sharing, it was interesting that every team had some unique asset they brought to the training community that other teams did not have or had not previously considered an asset. Using the teams to open and close each day encouraged participants to step into leadership roles.

PACA TOT for PST Staff, Guinea Bissau, 1997

SOCIODRAMA INTRODUCES PACA AND NEEDED SKILLS – PARAGUAY

In a three-day program in Paraguay, a sociodrama was used to introduce the rationale for Participatory Analysis for Community Action (PACA) methodologies and some of the skills needed. The trainers played the roles of a group of community men and women meeting with a development worker. The community members played typical roles of a dominant spokesperson, someone who agrees with everything the development worker suggests, disinterested or disenfranchised people, and silent women. The development worker comes with preconceived plans, asks leading questions, takes one opinion as consensus, does not attempt to get opinions from everyone, and so on. A good debriefing brought out key skills needed by facilitators, and advantages of sex-grouping of community members and using methodologies in which everyone participates.

APCD and Counterpart GAD Training, Paraguay, 1994

SHADOW DAY INTRODUCES GENDER IN PRE-SERVICE TRAINING – DOMINICAN REPUBLIC

WEEKEND ASSIGNMENT

Each Trainee was to shadow either a man or a woman for a day. It was suggested that they shadow one of their family members, or someone else they had gotten to know fairly well. Half of the training group shadowed men, half shadowed women.

SESSION SEQUENCE THAT FOLLOWED

1. Shadowing exercise follow-up:

- The Trainees were divided into four groups: two groups that had shadowed men, two that had shadowed women.
- Each group discussed their individual experiences and then created a composite of a typical schedule on a flip chart.
- All the Trainees met together; each group presented their composite schedule.

2. The exercise led into a session on development approaches including the systems approach, definitions of work, and the implications of considering gender in development.

3. PACA was introduced.

- The Needs Assessment tool was demonstrated.
- Community Mapping and Seasonal Calendars were explained.
- Discussion included how and when these tools might be used in communities.

TRAINEE COMMENTS

After the session, many Trainees reported to trainers that they liked this approach.

Pre-Service Training, Dominican Republic, 1995

DAILY ACTIVITIES REVEAL POTENTIAL TIME CONFLICT FOR INCOME GENERATION – ECUADOR

A Women in Agriculture Workshop in Ecuador was attended by Agriculture Associate Peace Corps Directors (APCDs) from Latin America, the Caribbean, and Lesotho. The activities tool was used in developing information with community members about the roles, rights, and responsibilities of men and women as it related to crop and animal production. The community had a Volunteer working with women dairy producers to increase their dairy production.

STEP 1

The large group was divided into two smaller groups by sex. Each group worked in a separate room with flip chart paper and markers.

STEP 2

Each group was asked to identify when the day started for their group and to lay out their day-long schedule, including all activities from the time they awoke until they went to bed at night.

STEP3

Upon completion of the composite daily schedules, the small groups returned to the larger meeting area and each presented their schedules to the other group. Discussion included what time was available for men and women to do other activities. The women expressed their desire to increase their time commitment and activity level in collecting and preserving mushrooms and capers, which they sold through their cooperative group in the provincial capital. The women's small business goal would have implications for the time they had available for participation in some of the PCV's objectives in the livestock project, including increasing herd size. By developing the Daily Activities together, the women, men, and the Volunteer could talk about the potential future conflict between the women's small business development goals and the dairy production goals, and reach some joint decisions on goals and objectives of both the canned food project and the livestock project in the future.

Women in Agriculture Regional Workshop, Ecuador, 1994

SCHOOL BOYS' AND GIRLS' SCHEDULES – ERITREA

At a Gender and Public Health Education In-Service Training for English Teachers in Eritrea, teachers used participatory exercises with a group of 11-13 year-old boys and girls. The children were both from rural and urban areas (indicated by "r" or "u" after their names). Some attended school in a nearby city, returning home only on weekends. The results of their re-creation of typical daily schedules in single-sex work groups, and their discussion together following presentation of the two schedules, are summarized below:

TIME	TYPICAL DAY FOR BOYS	TYPICAL DAY FOR GIRLS
	Jemal M. Berhan (u) Kassem M. Ali (u) Esaw Teklay (r) Tesfaalem Beyen (r)	Fatma Idris (u) Salem G. Medhin (u) Welesh Yeman (r) Helen Tekle (r)
6:00 am	Wake up, wash face, prepare for school	
6:30-7:00 am	Go to school	Wake up, wash, eat, put on uniform
8:00-10:00 am		Help parents with food, washing clothes, gardening, do homework
11:00 am		Eat
11:30 am		Go to school
12:30 pm	Go home, wash hands	
1:30 pm	Eat (cook if in boarding school), sleep, study, sports; get water from well, wash clothes and harvest (if in boarding school)	
6:00 pm		Go home
8:00 pm	Eat dinner, watch TV (in city), do homework	Eat, wash dishes, watch TV (in city)
9:00-10:00 pm		Go to sleep
10:00-11:00 pm	Go to sleep	

DISCUSSION

- Some of the boys help around the house; however, it may be on an irregular or less than voluntary basis. Jemal, for example, makes breakfast for himself if his sister and mother are sleeping, while Tesfaalem and Esaw both go to boarding school and therefore prepare their own meals. Kassem will help his younger sister with her homework when asked and two other male students indicated that they help their sisters.

- Girls assist their mothers, while boys generally help their fathers, although a son can help a mother.

- Urban students watch English and Arabic films on television, programs in Tigrinya, and listen to the BBC news.

- Jemal noted that his family traditionally eats together. Esaw and Tesfaalem both travel to see their family on weekends.

- Boys acknowledged that their schedule is not quite the same as the female students. Most of the time girls do not rest and all four male students agreed that girls have an insufficient amount of time to study. Two male students attributed time constraints due to family responsibilities as the cause for only three per cent of girls taking academic prizes (awarded to the three highest academic achievers in a semester).

In-Service Training, Eritrea, 1996

SECONDARY MATH LESSON BASED ON GIRLS' AND BOYS' DAILY SCHEDULES – TANZANIA

At a Community Content-based Instruction (CCBI) Education Workshop for science, math, and geography teachers in Tanzania, Volunteers and their counterparts were introduced to PACA techniques. As an application phase of their workshop, they developed a lesson plan for their grade level and subject based on information from the community. The session plan below uses data gathered from girls' and boys' daily schedules in a math lesson on statistics.

Title	Gender Differences in Daily Life
Subject	Math
Topic	Statistics
Form	V
Names	Matt Culver and Ms. Hilda Ndambo, Tunduru Secondary School

OBJECTIVES

1. Students will know how to compile and analyze statistics.
2. Students will be able to solve statistics related problems.
3. Students will recognize the differences in the daily activities between males and females.
4. Students will be able to discuss gender differences.

MATERIALS NEEDED

Chalk and Board

TIME

3 or 4 double periods

MOTIVATION

1. Teacher gives format and example of the daily schedule that each student must complete for themselves.
2. (Next Class) have a couple of student examples.
3. Ask questions in class about expectations of differences and similarities between males and females.

INFORMATION

1. Review Statistics
   a. Histograms, pie charts, bar graphs, etc.
   b. Mean, mode, median

2. Use information collected by students to teach methodology of statistical processes:
   a. Compile some information from all students in class—for example, from 3:00-3:30 pm, what is everyone doing?
   b. Show students how to create frequency charts (by sex) for various activities.

      Examples:
      - time spent relaxing/recreation
      - time spent studying
      - time spent doing chores
   c. Find means and modes of gender differences

3. a. Point out gender differences using statistics
   b. Question students why the gender differences exist

PRACTICE

1. Assign problems to students to utilize the collected data—putting the information into charts, means, modes, etc.

2. Review answers

APPLICATION

The student will use his or her knowledge of gender differences, gained through the information stage, to go into the community to ask gender questions.

1. The student will ask 10 people in the community what they expect the students' daily schedules will be like.

   Example: How many hours a day does a student (male and female)
   - cook?
   - study?
   - relax?

EVALUATION

1. The student will statistically compile and evaluate the information taken from the application stage.

   See sample girls' and boys' schedules, and some observations based on the schedules, following.

SAMPLE DAILY SCHEDULES DURING SCHOOL TERM

	Girls' Activities	Boys' Activities
5:00 am	Get up Wake up brothers, sisters Clean	Get up, bathe Pray Cook and eat breakfast
5:30 am	Clean the house	(Get up, eat) Smoke
6:00 am	Cook breakfast Bathe Iron uniform	(Get up, eat) Make and drink tea Body exercises
6:30 am	(Get up; cook breakfast) Exercise, relax Eat breakfast	(Bathe, breakfast) Go to school
7:00 am	(Cooking, eating, cleaning) Clean the school compound	(Breakfast, dressing) School parade Talk to friends
8:00 -11:00 am	Attend class	Attend class
11:10 am	Break: drinks, eat snacks, play, talk, laugh	Break: smoke, drink sodas or wine, talk to girl friends, study
11:30 am	Go back to class	Study in class
12:00 noon	Return home; eat	In class
12:20-2:10 pm	Attend class	In class
2:10 pm	(Go home, eat, relax) Attend extra classes Read, study	Go home, eat Study, tuition Rest
3:00 pm	Study, have tuitions Have break time (few) Reach home, eat, relax Play sports Attend classes	Rest, eat Tuition Pray Play, water garden
4:00 pm	Have tuitions, study Relax, play games, watch movies, read	Tuition Smoke, talk with friends Play, watch TV
5:00 pm	(Go home, relax) Prepare for dinner, cook Make bed Wash, get ready to go outside Extra studies	

	Girls' Activities	Boys' Activities
7:00 pm	(Study, bathe, help to cook) Pray Have dinner	Have dinner Study Listen to music
8:00 pm	(Have dinner, pray) Complete homework	(Dinner) Study Go to sleep
9:00 pm	(Study, have dinner) Clear the kitchen Watch movie	(Study) Go to sleep
10:00 pm	Iron, wash dishes, clean kitchen Do homework, study Go to sleep	
12:00 pm	Go to sleep	

Note: Parenthesis show variations in the schedule for different students. For example, some boys get up at 5:00 am while others sleep until 6:00 am.

In-Service Training, Tanzania, 1996

TYPICAL SCHOOL DAY SCHEDULES SHOW MISPERCEPTIONS BETWEEN TEENAGE BOYS AND GIRLS – KYRGYZ REPUBLIC

At a sub-regional workshop for TEFL APCDs and Project Managers on helping Volunteers use Community Content-based Instruction (CCBI) in their teaching, students from the capital, Bishkek, and a suburban town, Kant, provided first-hand information. The twelve students, three girls and three boys from each city, participated in two PACA techniques: Seasonal Calendars and Daily Activities. From those, the workshop participants learned about their needs and communities, and in turn, learned how they could use the results of the PACA tools to incorporate the students' issues into lessons, leading to small actions and small projects. The students were 16 years old. The Bishkek students attended either the Jewish school or School #13—a specialized English school. The Kant students attended a suburban high school. There were few differences between the suburban and the city schools, so what is highlighted below are the differences in perception between the male and female students.

Following, you will find sample schedules from four different groups: girls, girls' hypothesis of their male classmates' daily schedule, boys, and boys' hypothesis of their female classmates' daily schedule.

BISHKEK GIRLS' DAILY SCHEDULE

Time	Activity
am – 6:20	Get up. Do morning exercises
6:40	Have a breakfast (after taking a bath or a shower)
6:55	Get dressed
7:00	Make up, brush the hair, smile to the mirror
7:30	Go to school
8:00	School
pm – 3:30	Activities (prepare for the Universities)
5:30	Fatigued and wrecked; go back home
6:00	Have a supper
6:30	Do homework
8:00	Chat on the telephone
9:00	Go on with homework
10:00	Have a shower, say 'good night' to all beings in the house (flat) and to bed
10:00-12:00	Reading English and Russian literature and sleep. At last!

BOYS' HYPOTHESIS OF BISHKEK GIRLS' DAILY SCHEDULE

Time	Activity
am – 6:07	Get up
6:15	Have breakfast
6:30	Get dressed
7:00	Go to school
7:30	School
pm – 1:00	Go home
1:30	Have lunch
2:30	Do homework, talk with friends
6:00	Have supper
6:30	Do house chores
8:00	Watch TV
10:00	Go to sleep

KANT BOYS' DAILY SCHEDULE

Time	Activity
am – 6:00	Get up
6:15	Morning exercises
6:30	Breakfast
7:00-11:30	School (English, math, Russian and literature, history, ecology, physics, chemistry, biology, physical training, m.t., informatics)
11:30-12:30	Lunch, rest
pm – 13:00-15:00	Sport
15:00-15:30	Rest
15:30-17:00	Homework
17:00-18:00	Help parents
18:00-21:00	Free time (friends, TV, books, music, repetition)
21:00-21:30	Supper
21:30-6:00	Sleeping

KANT GIRLS' HYPOTHESIS OF BOYS' DAILY SCHEDULE

Time	Activity
am – 6:30	Wake up
6:32	Wash their faces, brush teeth
6:38	Put on clothes
6:40	Have their breakfast
6:45	Go to school
7:05	Arrive at school
7:05-12:30	Study at school
pm – 12:30-14:00	Spend their time with friends (smoke)
14:00	Come home
14:03-14:06	Have lunch
14:10-17:00	Go to sport complex
17:00-18:00	Do their homework
18:00-18:10	Have dinner
18:10-23:00	Go dating
23:00-1:00	Watch TV
1:00	Go to sleep

KANT GIRLS' DAILY SCHEDULE

Time	Activity
am – 6:00	Wake up, wash myself
6:15	Have breakfast
6:30	Go to school
7:00-12:30	Study at school
pm – 13:00	Go home from school
13:30	Have lunch
14:00-16:00	Sleep
16:00-18:00	Do homework
18:00-18:30	Have phone meetings
18:30-20:00	Cook dinner and eat
20:00-20:30	Walk with my friends
20:30-21:30	Watch TV
21:30-22:00	Prepare for tomorrow (clothes, books, etc.)
22:00	Sleep

TYPICAL DAILY ACTIVITIES SUMMARY AND DISCUSSION QUESTIONS

There are many similarities in the times when boys and girls wake up, go to school, and go to bed. There are some differences within their schedules on how they spend their leisure time (boys spend more time playing sports; girls don't seem to play sports), and some interesting differences in one group's perception of the other and reality. For example, the girls believed that boys spend some of their free time with friends smoking and dating. When the boys saw this, they were quite surprised. A teacher may want to explore further what led the girls to believe that the boys spend their time in this way.

SAMPLE PROCESSING QUESTIONS:

(Note that the teacher's role is to facilitate dialogue between the boys and girls.)

Let's look at your actual schedules.

1. What things are the same in your schedules? What things are different? Why do you think the differences occur?
2. It seems that boys and girls spend their free time differently. Is this true? Why?
3. It seems that boys and girls spend different amounts of time doing homework. Is this true? Why?

Let's compare what you thought the other group's schedule is with the reality.

1. Were you right? What things on the schedule are true? Which ones aren't?
2. Ask of each group: Why did you think that the other group did _____ (smoking, dating, household chores, etc.)?
3. Ask the other group to respond.
4. What did you learn about each other that is important? How can this information help you?

The same boys and girls did community maps for themselves and for each other. Those maps are included in this section under Community Mapping.

Sample discussion points based on both the daily activities and maps include:

1. Given these sample schedules and some of the information gathered from the Community Mapping activity, the teacher may explore with the students how the differences in how students spend their time affect their lives. For example, when the teachers discussed the girls' community map, the girls said that they get stomach aches when there are conflicts with their parents. The girls may realize that one of the ways to deal with stress caused by conflicts at home is to get more exercise.
2. During the discussion of daily schedules, the girls realize the benefits of getting more exercise and may want to start a club to encourage girls to play sports. Or, the boys may realize that their sisters do all of the household chores, and maybe they could help them out so that the girls have more time to do other things.

Sub-Regional Workshop, Kyrgyz Republic, 1996

VARIATIONS ON COMMUNITY MAPPING – GUINEA BISSAU, CAPE VERDE, ALBANIA

COMMUNITY MAPPING BY PST STAFFS

During a Participatory Analysis for Community Action (PACA) training of trainers, maps were done by pre-service training (PST) staffs of their own training centers. Groups were formed by gender when possible, and by host-country participants and Returned Peace Corps Volunteers (RPCVs) when not. Several important objectives were met during this session.

1. Participants experienced the mapping activity first hand and saw its potential for generating considerable information and insight.
2. The sharing and comparing of perceptions regarding training center resources was a useful discussion for trainers who will be working closely together over the next three months.
3. Making an initial map using objects on the ground proved to be extremely useful practice in preparation for the field work in the villages.
4. Participants understood the value of conducting the technique debriefing and the need to do such debriefings with Trainees during PST.

PACA TOT for PST staff, Guinea Bissau, 1997

TRAINING CENTER MAPPED IN PST

The training center was defined as the community for Trainees to map. The Associate Peace Corps Director (APCD) and PST director led the community mapping activity, with smaller groups facilitated by technical, cross-culture, and language staff. The Trainees themselves facilitated the discussion after the activity. The insights gleaned from the debriefing served as the first evaluation of the training program and provided ways in which training could be improved. Trainees were also able to experience the mapping activity as the *beneficiaries* of the information gathered. This will probably assist them in applying the techniques in the field because they will have a personal reflection on the benefits of doing the activity.

Pre-Service Training, Cape Verde, 1997

IST FOCUSES ON MAPPING TOOL ONLY BUT INCLUDES PROBLEM ANALYSIS

In Albania, the Participatory Analysis for Community Action (PACA) in-service training (IST) design included the introduction of all four PACA tools. However, in the actual training, more time and discussion was concentrated on the mapping exercise than planned. Within the training situation, the participants themselves suggested depicting visually on the maps where and what problems there were in the community. Thus they could reflect on the problems in relationship to physical space. The problems could be voted on, generating a priority ranking in each of the men's and women's groups. During the discussion of both maps, some type of consensus of ranked problems could be attempted. The consensus discussion could be aided by inquiring about the types of resources the community has to solve the problems, and suggested strategies for action that might be devised. Closure then could focus away from the analysis to agreement to collaborate on a concrete action plan at a subsequent community meeting.

Since community mapping was the only tool trained, it was the only one used for field practice. However, since three different communities were used, two rural and one urban, the outcomes of the mapping and follow-up discussions were quite different. The debriefing provided the training participants with a depth of knowledge about the use of the tool and the participatory process that often does not occur when more tools are introduced, practiced, and evaluated.

PACA In-Service Training, Albania, 1997

COMMUNITY MAPPING OF TRAINING SITE: INTRODUCTION TO PACA – USA

During Overseas Staff Training, a model participatory analysis session was presented so that the staff would understand how the PACA tools worked. Even though the staff had only been at The Woods training site for about three days and had limited experience with their "community," the training site was the only "common" experience the twenty overseas Peace Corps staff members from 18 countries had.

They were divided into two groups of approximately ten members each, a group of men and a group of women. They were asked to draw a map of the training site and any of the surrounding area that they knew.

After they had drawn their maps, they were asked to use colored pieces of paper to indicate:

1. places they liked, and
2. places they did not like.

Finally, they were asked to draw on small "sticky notes" pictures of things they wished were at the training site; they added these to the maps.

They posted their maps in the front of the room, and one member of each group presented their map to the others.

Debriefing questions included:

1. What is different between the men's and women's maps? What is similar? Why might that be?

2. What process did you use to get your map drawn?

   (The women had discussed everything they wanted to include and one person sketched it in pencil. Then everyone grabbed a pen and drew over the sketches, plus added other features, such as ducks in the pond, etc. On the other hand, once the men had oriented themselves by drawing the main roads and putting a compass in the corner of the map, each person took a pen and drew as they talked about what should be included.)

3. They were then directed to look at what they had "wished" was at the site.

   (The items were quite distinctive, the men's wishes being primarily additional outdoor recreational offerings and the women's wishes more related to family and friends or community services, such as a beauty parlor, church.)

After discussing the maps, they were asked to consider for a moment, "What if this activity had been done with a community? What did the "wishes" represent? They could be construed as their ideas of "needs," or at least things that would make their community better. Given the different types of needs they identified, what type of project might the community consider that would address the intersection of the needs of both men and

women?" They determined that a community center that provided additional recreational opportunities, including family and educational activities, would address their joint needs.

If this "community" constructed such a center, they could then come back to the map and determine which of their needs had been addressed by this project (a form of evaluation). Those needs could be removed from the map and discussion around other needs that were now perceived or that had not been addressed through the first project might lead to another project.

Through this one activity of mapping, it was possible to involve participants in:

1. A participatory analysis tool: Community Mapping
2. Discussion of gender and individual differences in approaching a task, working as a group, identifying likes and dislikes and needs.
3. Using the map as a Needs Assessment and Priority Ranking tool.
4. Analyzing how several different needs might be addressed by one project.
5. Discussing what programming and training implications of such a project might be.
6. Discussing how a return to their map might provide the forum to evaluate whether the project addressed the identified needs, and a means to look at additional and/or new needs.

Though not done, it would have been possible to continue with this session, developing a project purpose, goals, objectives, milestones, and tasks (PGOMT).

Overseas Staff Training, West Virginia, USA, 1996

COMMUNITY MAPPING BY STUDENTS ASSISTS IN PROJECT REVIEW – MONGOLIA

During a site visit as part of a project review, an Education Specialist used Community Mapping with groups of students to gather information about the students' lives and to gain insight into how they access and contribute to resources in their communities. All of the students had PCVs as their English teachers so the Community Mapping technique was conducted primarily in English, with translation as needed.

The group of ten year old students had been studying English for one year. There were four girls and one boy. The second group was almost all women in their early twenties attending the teacher training college to be certified in teaching English. After drawing the school in the center of the blackboard, the Education Specialist asked each group to draw a map of their community. This activity, with each of the two groups, took about half an hour.

The ten-year-olds were at first a little shy about coming up to the blackboard, but then became engaged in the activity, putting various places in their approximate physical location relative to the school, adding the names of the places in English. They located their homes, different housing districts, the market, the primary school, the hospital, and the police. They also numbered apartments of where they and their friends lived.

Then the students were asked to put a check mark on the places they liked, and an "x" mark on the places they didn't like. "From this, I was able to see their community from their eyes." Their map revealed not only their problems, but also how they contribute to their communities. For example, they all liked the kindergarten. When asked why they liked it, they answered that they have little brothers and sisters who attend the kindergarten and they like to go and play with the little children. These ten-year-olds seem to be an informal, yet very real, resource to pre-school programs.

The Community Mapping activity with the second group of students demonstrated how this tool allows one to gather a tremendous amount of information about the community. They followed the same procedure as the younger students to create their map. Their map included: the school, dormitories, markets, a cinema, a bus station, a park, the hospital, the pharmacy, other schools, and a library, among other things.

Below is a summary of the information gleaned in about 15 minutes of asking questions about the map:

DORMITORIES: [lots of check marks] Two-thirds of the students at the school live in dormitories. The dormitories are not expensive.

MARKET: [lots of check marks] Food is not provided at the dormitories. The students have to buy and prepare their own food.

BUS STATION: [both check and x marks] Many students come from rural communities and go back home during vacations and holidays. They are happy to be going back to see their families, but sad to be leaving their friends.

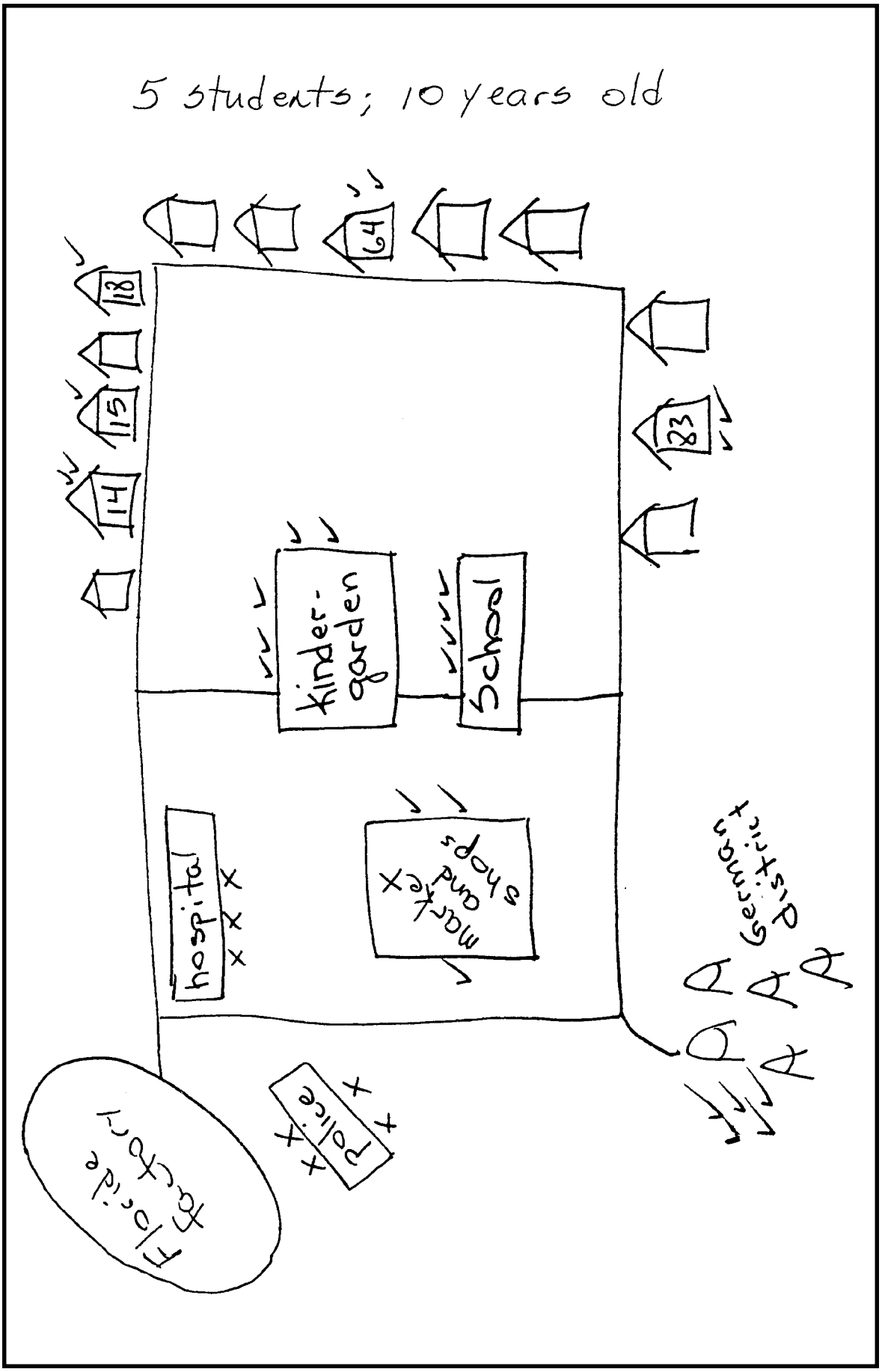
CINEMA: [check marks] Students like going to the cinema but it is very expensive.

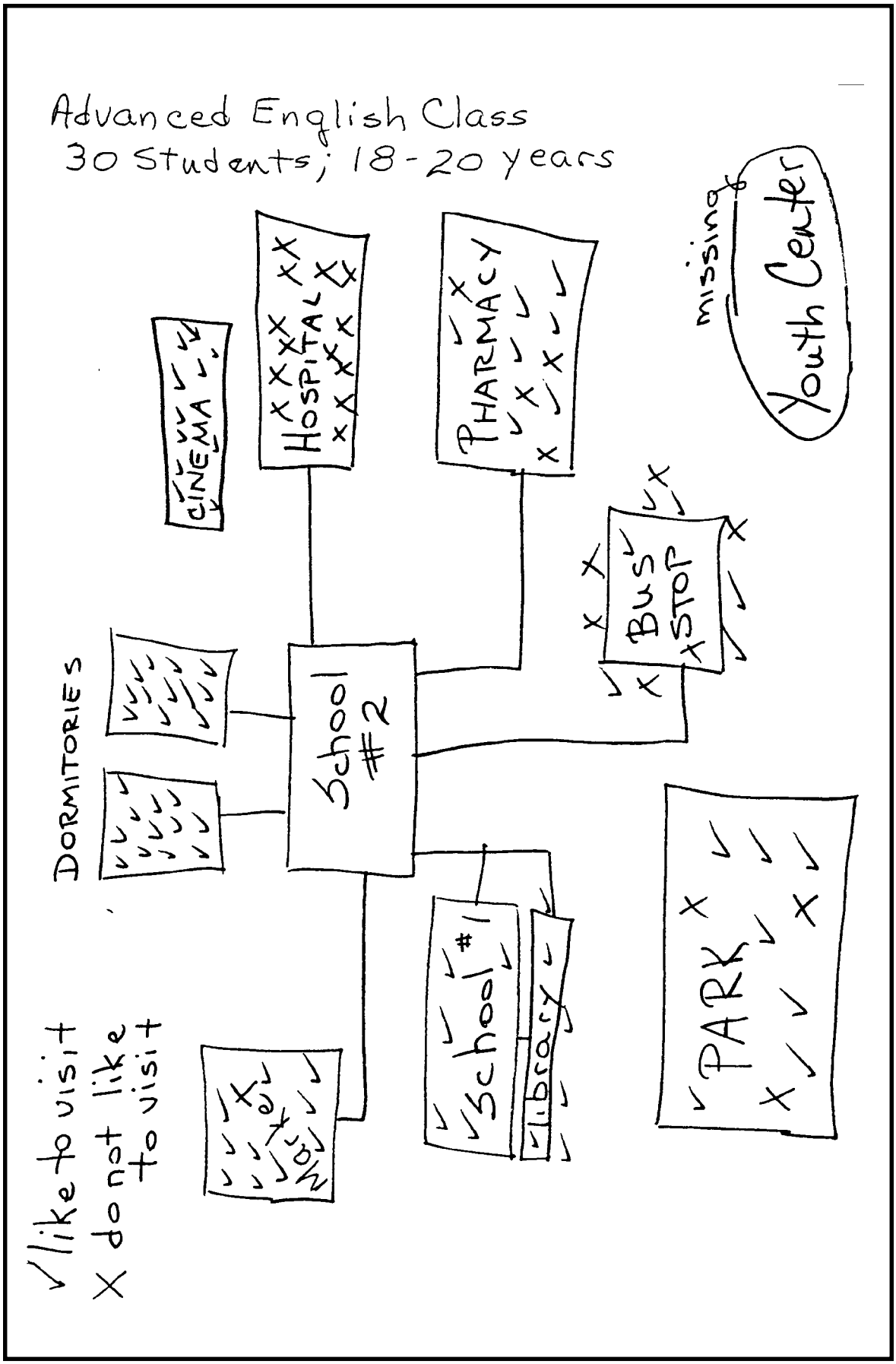
PARK: [check marks] Students like going to the park, they like having a place where they can go and hang out.

HOSPITAL: [x marks] They don't like going to the hospital. They usually go for dental problems. For other health problems (usually bronchial infections) they go to the pharmacy and get medicine.

OTHER SCHOOL: [check marks] They use the library at the other school.

When asked what was missing from their community that they would like to have, they said a recreation center where they can relax and enjoy themselves.


5 students; 10 years old
14
15
18
64
83
kinder-garden
school
hospital
market and shops
German District
Police
Fire/Ambulance Station



Project Review, Mongolia, 1996

WORK SITE MAPPING IDENTIFIES CENTERS OF POWER – ECUADOR

As part of a one-day staff training session in Gender and Development and PACA, the Peace Corps training site was mapped by a group of the staff members. After identifying places they liked to be and disliked to be, and places they visited frequently and infrequently, they were asked to identify the centers of power. The centers of power were defined as places where important decisions were made.

Among the gender differences that were revealed were that the women staff members did not spend time in some places they liked, such as the volleyball court, because they perceived it as the men's space, and that women, generally, did go frequently to the places they identified as centers of power.

Staff Training Workshop, Ecuador, 1995

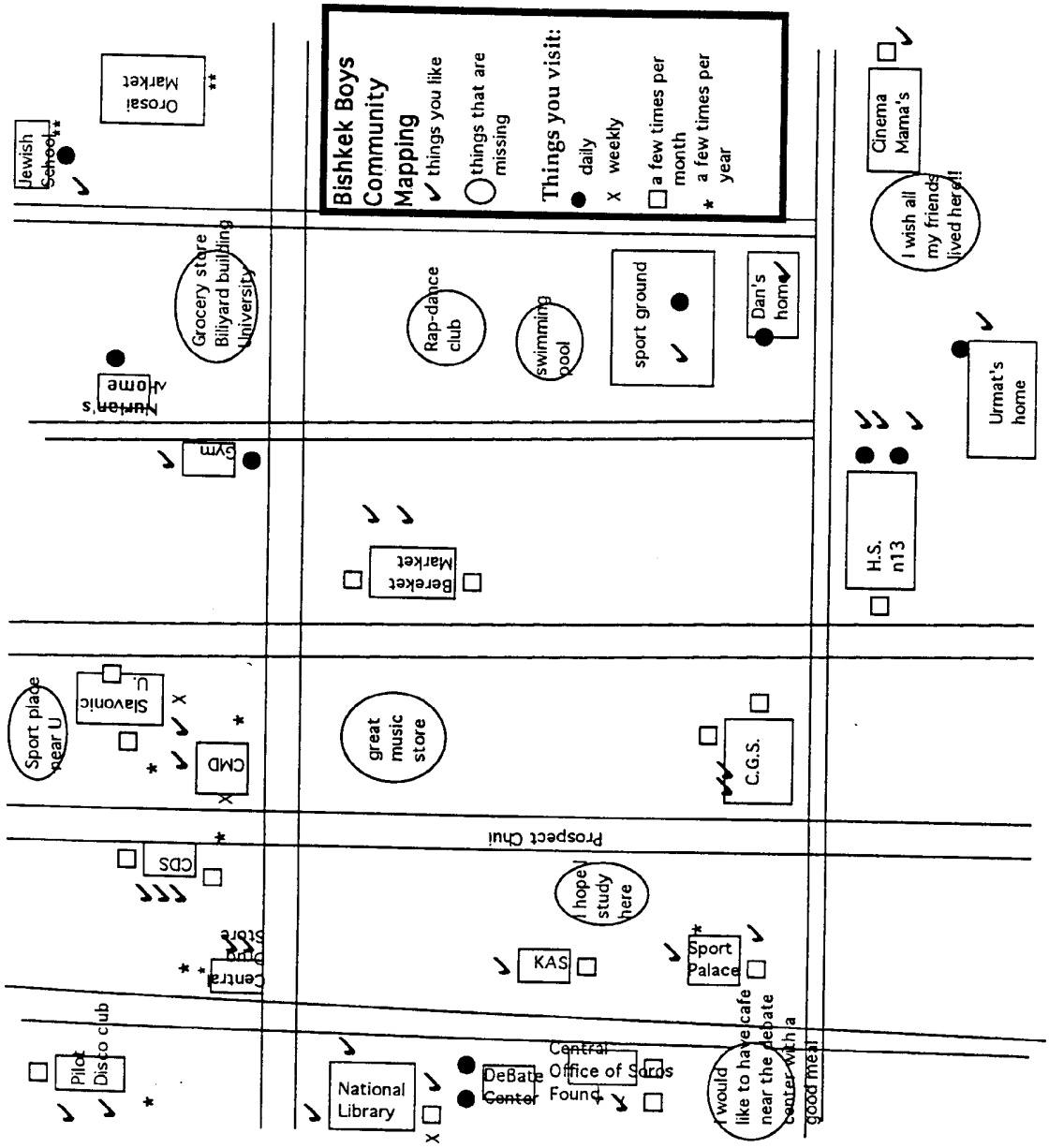
COMMUNITY MAPS OF TEENAGE GIRLS AND BOYS OPEN CHANNELS FOR COMMUNICATING THEIR INTERESTS, CONCERNS, AND NEEDS – KYRGYZ REPUBLIC

At a sub-regional workshop for TEFL APCDs and Project Managers on helping Volunteers use Community Content-based Instruction (CCBI) in their teaching, students from the capital, Bishkek, and a suburban town, Kant, provided first-hand information. The twelve students, three girls and three boys from each city, participated in two PACA techniques: Seasonal Calendars and Daily Activities. From those, the workshop participants learned about their needs and communities, and in turn, learned how they could use the results of the PACA tools to incorporate the students' issues into lessons, leading to small actions and small projects. The students were 16 years old. The Bishkek students attended either the Jewish school or School #13—a specialized English school. The Kant students attended a suburban high school. There were few differences between the suburban and the city schools, so what is highlighted below are differences in perceptions between the male and female students.

Following you will find three sample community maps done with students in Kyrgyzstan: one by suburban boys, one by city boys, and one by city girls. The community maps, as appraisal tools, provide a snapshot of these students' communities and their daily concerns. They also provide a means of starting a dialogue with students about their perceptions of and concerns for their communities. The purpose of including these maps is to provide examples of the types of information that emerge in a Community Mapping activity and to provide examples of the types of questions one might ask in processing the community map.

The key used on each of the maps is shown on the map.

BISHKEK BOYS' MAP



SUMMARY

These boys attend High School #13 (in the lower part of the map) and the Jewish School (in the upper right corner).

Things that they like in their community are marked with a check mark. They include: their school, their homes, the cinema, the disco club, and places where they can play or watch sports.

Things they feel are missing in their community, marked with an open circle, are: a good music store, a rap dance club, a swimming pool, a cafe, billiards, a university building, and a sports place near the university. The boys also included here their desire to continue studying at the university, and to relocate where their friends live.

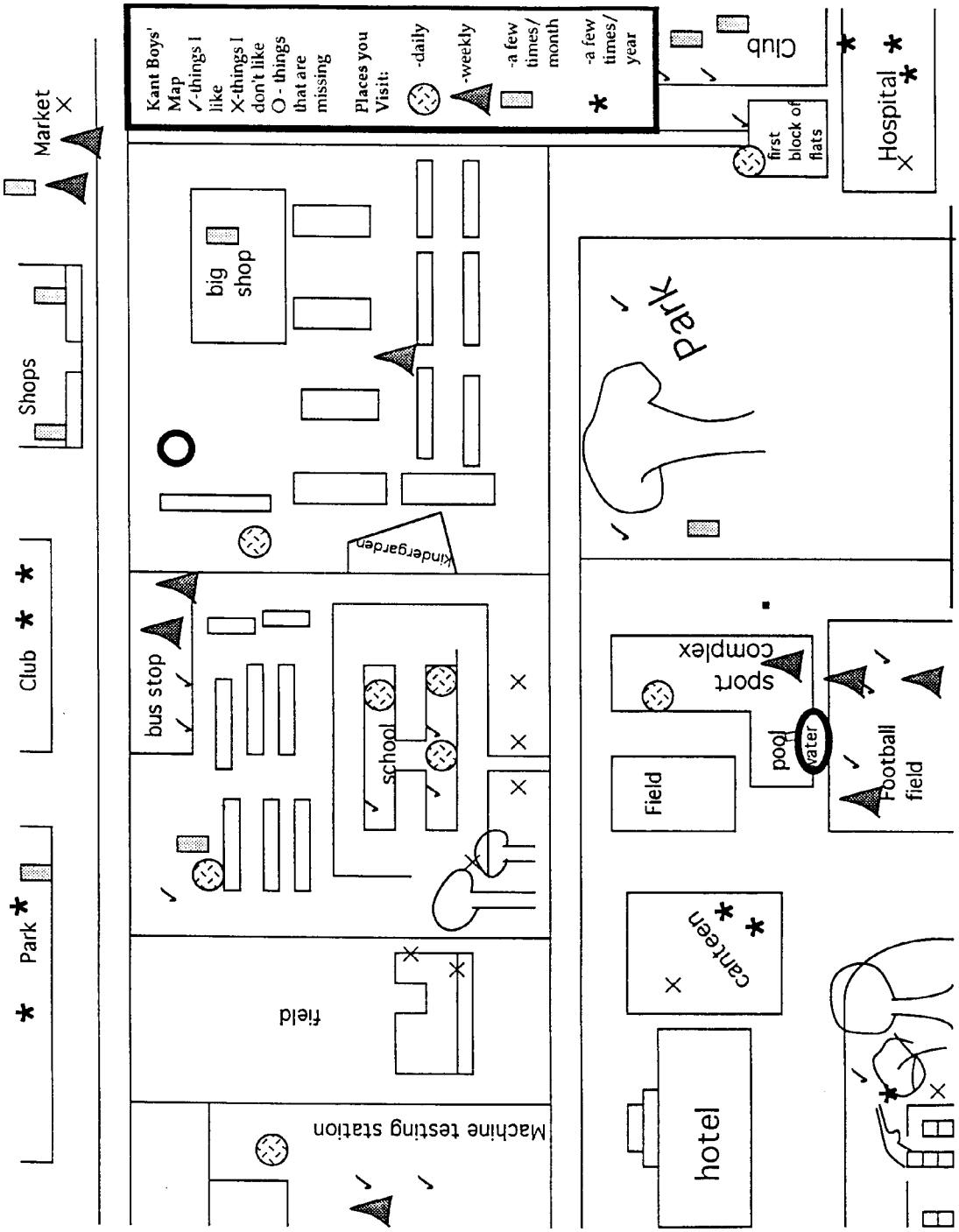
They also indicated the frequency with which they visit places. Schools, homes, and sports centers are visited daily, libraries weekly, and a few times per year the market and dance clubs.

SAMPLE QUESTIONS

Understanding what the map means evolves from asking the boys questions about what they put on their map and why. Below are sample questions one might ask from such a map.

- Why do you like your schools?
- Why do you like your homes?
- Why do you like the cinema? What movies do you watch at the cinema?
- Why do you like the sports centers? What sports do you play? With whom do you play? Do you play competitively? Who provides the sports equipment? Do people come and watch you play? Do your parents come and watch you play?
- Why do you like the library? What types of books can you find there? Do you go by yourselves, or with your classes?
- You said that a cafe near the debate center is missing. Where do you debate? How often do you debate? Is it organized through your school? Is it competitive? Are there other good cafes in the city? Do you eat lunch at school? Does school provide lunch, or do you bring it?
- You said that a grocery store is missing near Nurlan's home. Where do people do their food shopping? Are there markets in every neighborhood?
- You said that a rap-dance club is missing. Are there dance clubs for students in the city? Do students hold dance parties at their homes?
- You said that a swimming pool is missing. Are there other swimming pools in the city where people can swim? Are they private or public? Are there schools that have access to swimming pools for students? What must one do to join?

KANT BOYS' COMMUNITY MAPPING



SUMMARY

These boys live in a more suburban town, a half hour outside of the capital city.

What they like, indicated with check marks, includes: their school, the football field, the park, the machine testing station, and the bus stop.

They do not like, as indicated by Xs: the entry way of their school, the market, the hospital, and the canteen.

The only thing they indicated as missing from their community was the water for the swimming pool.

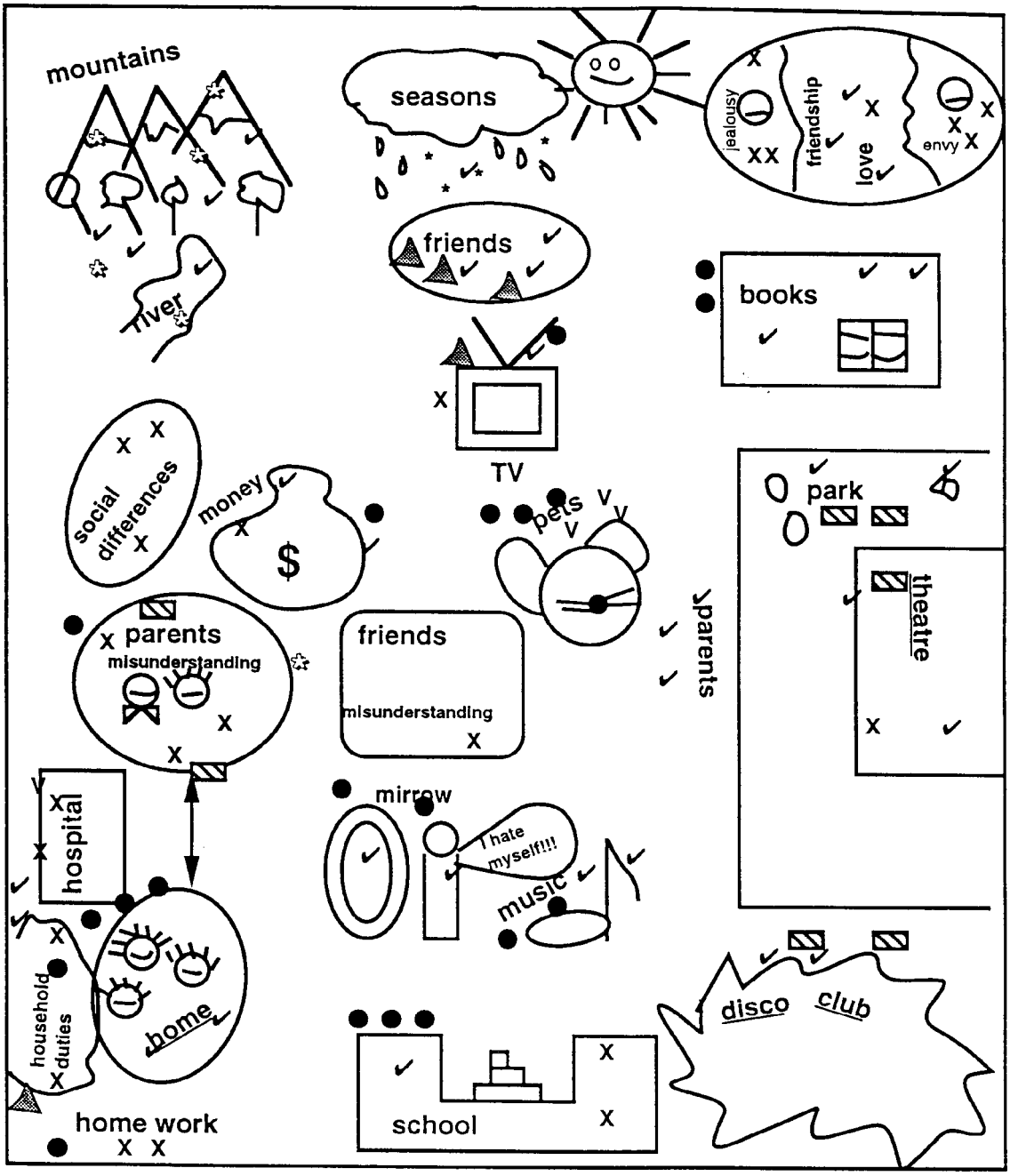
They visit their homes, the school, and the machine testing station daily. They visit the market, the football field, and the bus stop weekly. They visit the canteen, the club, the park, and the hospital a few times per year.

SAMPLE QUESTIONS:

Understanding what the map means evolves from asking the boys questions about what they put on their map and why. Below are some sample questions one might ask from such a map.

- Why do you like school?
- Why do you like the park?
- Why do you like the machine testing station? What do you do at the machine testing station?
- Why do you like the bus stop? Where do you usually go when you take the bus? Is it expensive?
- Why do you like the football field? Do you play on a team? Is it organized by the school?
- Why don't you like the school entry way?
- Why don't you like the canteen? Do students eat lunch there? Do they have to pay, or is it provided by the school?
- Why don't you like the hospital? Do you go to the hospital when you are sick? What types of illnesses do you get? When do you usually get sick?
- Why isn't there water in the swimming pool? Did there used to be water in the swimming pool? Do you like to swim? Are there any other places to swim?

BISHKEK GIRLS' COMMUNITY MAP



Bishkek Girls /Community mapping

✔ = things you like X = things you do not like

● = visit daily ▲ = visit weekly ▨ = visit few times per month ✡ = visit a few times per year

SUMMARY

The girls' map is visually quite different. Rather than spatial relationships of most entries, there are places, things, seasons, social relationships, and duties randomly placed on the map.

The girls like their homes, music, their pets, their parents, their friends, the mountains and river, the disco club, and the seasons. They all like books. Some like TV; some don't. Some like the hospital; some don't. Some like the school; some don't. They don't like homework or doing household duties. They don't like misunderstandings between their parents or friends. Some like the theater; some don't. Some like the park; some don't.

In this community map, there seem to be some self-esteem issues as indicated by the mirror, and a lot of concern about relationships and misunderstandings.

SAMPLE QUESTIONS

Understanding what the map means evolves from asking the girls questions about what they put on their map and why. Below are some sample questions one might ask from such a map.

- Why do you like the mountains? your pets?
- Why do you like music? What type of music do you like to listen to?
- All of you said you like books. What type of books do you like to read? Do you read for school or for pleasure? Where do you get books? At the library? At a bookstore?
- All of you said you don't like homework. Why? How much homework do you have assigned each night? Does anyone help you with your homework?
- Why don't you like household duties? What types of chores do you do? How frequently? Do your brothers and sisters also do chores? Do your mother and father do chores? What type of chores does each family member do?
- There seemed to be mixed feelings about school (TV; money; theater, etc.). Some of you like school, some of you don't. Why? How many days of the week do you attend school? How many hours per day? Do you stay in the same class group all day? Are your friends mostly from your same class? Do you have any recreation or free time during the school day?
- Why do some of you like or not like the hospital? Have you ever had to stay at the hospital? What sicknesses do people get? What do students do when they get sick? Is there a school nurse?
- Why do you like the mirror? What things does the mirror tell you? Are there both positive and negative things you learn from looking in the mirror? What are some of each?
- What types of misunderstandings do your parents have? How do you feel when you and your parents have misunderstandings? How do you feel when this happens?
- What are some of the social differences in your community? What types of problems does this create?

- Why did you include emotions of jealousy, envy, and love? Do girls in your community date? How old are girls when they start to date? What do students do when they go on a date?

SAMPLE QUESTIONS FOR PROCESSING SIMILARITIES AND DIFFERENCES BETWEEN BOYS' AND GIRLS' MAPS

- How are your maps visually different? Why might that be?
- What is similar in the places you like? What's different?
- What is similar in the places you don't like? What is different? Why might these differences be?
- Places we visit are often important places in our community. What places do boys visit frequently and what places do girls visit frequently?
- Why don't girls go to the football field? Do girls play sports? What do girls do for physical exercise?
- Girls like music, but they didn't put disco clubs on their maps. Do girls go to disco clubs, or just boys?
- Let's look generally at things that you don't like in your community. Do you agree with what the other group put as things they don't like? Is there anything that we can do to improve things that we don't like in our community?
- Let's look at what each group put for what was missing from their communities. What did you feel is missing? Is there anything that we can do as a class or as a project to help create what is missing?

The same boys and girls did Daily Activities for themselves and for each other. Those schedules are included in this booklet under Daily Activities.

SAMPLE DISCUSSION POINTS BASED ON BOTH THE DAILY ACTIVITIES AND MAPS INCLUDE:

1. Given these sample schedules and some of the information gathered from the Community Mapping activity, the teacher may explore with the students how the differences in how students spend their time affects their lives. For example, when the teachers discussed the girls' community map, the girls said that they get stomach aches when there are conflicts between their parents. The girls may realize that one of the ways to deal with stress caused by conflicts at home is to get more exercise.
2. During the discussion of daily schedules, the girls may realize the benefits of getting more exercise and they may want to start a club to encourage girls to play sports. Or, the boys may realize that their sisters do all of the household chores, and maybe they could help them out so the girls have more time to do other things.

Sub-Regional Community Content-based Instruction Workshop, Kyrgyz Republic, 1996

SMALL BUSINESS DEVELOPMENT VOLUNTEERS MAP BUSINESS NETWORK RATHER THAN GEOGRAPHICAL LOCATION – ALBANIA

The topic "What is a community?" received careful analysis in an in-service training in Albania as the participants included small business development Volunteers and counterparts working in situations where the geographic community was not as important to their jobs as the extended community of people who sought the services of small business organizations.

The Livelihood Exercise (see Booklet #7) helped focus on different areas and levels of interactions of business people. In small groups of the communities (both rural and urban) in which they worked, the Volunteers with their counterparts designed a representative livelihood system from their region. Each livelihood system had to show the distinction in household rights, roles, and responsibilities by gender as well as the major activities. Then each group had to show where the particular interventions of their programs had affected the household in its different spheres of action.

Then, rather than geographically mapping their community, they worked on institutional mapping, tracing networks upon which businesses rely: formal and informal sources of supplies and credit, accountant services, government regulators and so on. Using this technique of graphically depicting institutional ties, the local entrepreneurs with whom the Volunteers and their counterparts work would be better able to identify common problems and seek common solutions.

PACA In-Service Training, Albania, 1997

SEASONAL CALENDARS REVEAL UNEXPECTED HIGH ACTIVITY TIMES AND NEEDS OF URBAN TEACHERS – TURKMENISTAN

A Women in Development Workshop in Turkmenistan was attended by TEFL Education Volunteers and their counterparts, all secondary and university teachers in urban areas. The Seasonal Calendar tool was used in the following way.

STEP 1

The large group was divided into four groups by region of the country in which the PCVs and their counterparts lived. Each group worked at a separate table with flip chart paper and markers.

STEP 2

Each group was asked to identify when the year started for their group and lay out their year-long calendar in accordance with that determination.

Note: One group chose to begin their calendar at the beginning of the school year; two groups chose the beginning of the calendar year; and one group chose the beginning of the agricultural planting season.

STEP 3

To minimize the translation issues and engage the participants' creativity, each group was asked to draw symbols of the activities which would be plotted on the calendar. Categories included:

1. labor activities, such as wage-earning, income-generating, gardening, small animal care;
2. periods of income flowing into the households;
3. periods of higher-than-usual expenses;
4. important holidays or religious occasions; and
5. periods of predictable health problems.

Participants were asked to disaggregate by gender; however, most felt that men and women both did the tasks, although closer examination through use of the daily activities would probably have revealed gender differences.

Note: The income-earning emphasis was due in part to the salaried nature of the majority of the workers in the country as well as our next day topic of economic influences on women's roles and income-earning.

Also plotted were activities which were in lieu of income, such as gardening, food preservation activities, bartering. Each activity had a separate line on the calendar.

Only one category was presented at a time, with the drawing of the symbol(s) first and the plotting on the calendar occurring immediately thereafter. The groups plotted on the calendar all of the months in which the activities occurred.

Several nice variations occurred: in addition to using different colors for different activities, activities or holidays which occurred only in one month or two had their symbols placed in that month, rather than with long lines running across the whole calendar. It simplified the calendar and made it much easier to read and visualize.

There was some discussion if the calendar should represent only the women at the conference or all of the women of their region. The recommendation was that it be inclusive of all women since any project would include more than the PCV and counterpart.

STEP 4

After the calendar was completed, each group was asked to examine periods of high activity, high expenditures and low income, and to discuss any other significant things which the calendar revealed. This was particularly useful for the Volunteers (all teachers) to gain a better understanding of the various factors which converged at certain times of the year and influenced the lives of their counterparts and their students.

STEP 5

After each group reflected on what they saw in the calendar, they were asked to think about what impact these seasonal variations would have on their goal of developing a joint project in their communities, and how they might take those factors into consideration in the design of the project. It became very clear to all concerned that any activity planned for the summer would be occurring at the busiest time of the year for adults. Further discussion ensued as to how to take into account the availability of time in the winter with the cold, short days and other negative factors while assessing the feasibility of planning a joint activity.

Note: Peace Corps Turkmenistan staff realized that the summer project objectives for TEFL Volunteers were in direct conflict with the availability of counterparts to work with them. They also saw that a summer camp was so successful because it met a variety of needs in addition to the attraction of the content: it provided much-needed child care during school vacation; it was cheap in a period of high expenditures; and it freed up parents to do gardening, food preservation, and other activities designed to ensure food supplies through the winter. Future successful projects could build on those insights gained through the Seasonal Calendar activity.

WID Workshop, Turkmenistan, 1995

SCHOOL BOYS' AND GIRLS' SEASONAL CALENDARS SHOW CULTURAL ROLES AND RESPONSIBILITIES – ERITREA

At a Gender and Public Health Education In-Service Training for English Teachers in Eritrea, teachers used participatory exercises with a group of 11 to 13 year-old boys and girls. The children were from both rural and urban, boarding and non-boarding schools. The Seasonal Calendars they created in single-sex groups and their discussion together following presentation of the two calendars are summarized below.

BOYS' SEASONAL CALENDAR

```
Jan     Feb     Mar     Apr     May     June    July    Aug     Sept    Oct     Nov     Dec
_____________________________________ ?                        ************************** ?
                                  ''''''''''''  rainy season  ''''''''''''      @ Harvest @@@@
Wed                             24th
25th                            Independence Day
Exam
   Vacation                             20th-Martyr's Day
   Ramadan                              20th-Exam
        Eid Alfitir                                         School
        — Zom Arbaa ————                                     Fee
       ?                +++++++ Difficult Time ++++++++
       +++++++++ Diarrhea +++++++++++++++++++++++++++++++ ++
@ Saal @
```

GIRLS' SEASONAL CALENDAR

```
Jan     Feb     Mar     Apr     May     June    July    Aug     Sept    Oct     Nov     Dec
============  help in the home ====================================
Wed                                     Dig     Sow
Exam            Women's                         Water
                 Day                    ++ Cold Season +++++++++++++   + Harvest +
 Exam                           Exam            ^^^ Holiday ^^^^^                Christmas
        Holiday                 Holiday  School              School
                                         Fees                Starts
—— Christian Holiday ———————————————     ___ summer rains ___ ? ___      ————
```

NOTES

- Nationally, towns participated in Green Week. Both boys and girls assisted in this effort.
- January is the most common month for marriage because Muslims and Christians fast before then.
- Fatima said her group did not mention the incidence of diarrhea in their Seasonal Calendar because it happened throughout the year.
- It may be difficult to pay school fees after the difficult period. Government will pay school fees if students' families are unable to make payments. Thus, if the (will and) desire is there, everyone can attend school.
- Ramadan does not disturb school. Teachers continue teaching and students study in the evening after eating.
- Most Muslim students must begin their fast at age 17, but some begin fasting as young as age seven.

COMPARATIVE ANALYSIS

Note: This discussion also includes observations of the boys' and girls' Daily Activities.

All participants and facilitators sat in a circle. The lead facilitator asked for volunteers to explain the flip charts.

- The male students said they feel they have more time to study which impacts positively on their academic performance and negatively on girls' performance in school. This is borne out by the fact that boys are virtually always the academic prize winners. Girls think that their grades would be better if given more time to study.
- Even when boys have less time to study during harvest season (October to December) when they work in the fields, they feel they have ample study time. Girls work in the fields with their mother.
- A facilitator noted that while boys cook and clean for themselves, girls perform this function for the entire family. Boys will assist with this task if there are no girls in the house. It was noted that boys sometimes assist with washing dishes.
- Girls said that boys get up later, but in fact, boys reported rising earlier in the morning. It was pointed out that boys are afforded the luxury of an afternoon nap while girls are not.
- When asked if they observed anything new from the Seasonal Calendar, Kassem noted that boys vacation during their school holiday while girls work during their holiday.
- In response to Salome's inquiry if there is anything the students would like to change, Tesfaalem responded, "There is something that must be changed. Girls help mothers all the time. This must be shared by boys and girls." He said that he is willing to help his mother. Esaw said he would help around the house voluntarily. Jamel admitted to not wanting to help his mother all the time, although he did acknowledge that the workload could be lightened by helping his sister.

- In response to a question, Tesfaalem said he learned for himself that boys should help their sisters.
- The group noted that there were considerable differences between both the seasonal and daily responsibilities for urban and rural students.

FACILITATOR INSIGHTS

- Different facilitators have different styles, with some being more directive. One facilitator saw that two different styles were used in leading the students (directive and non-directive) and the result was the same.

In-Service Training, Eritrea, 1996

SEASONAL CALENDAR SHOWS RELATIONSHIP OF AGRICULTURE AND HEALTH VOLUNTEERS' WORK – NIGER

A Micro Nutrient Staff Development workshop was held in Niger for the Health and Agriculture Associate Peace Corps Directors (APCDs) from Africa and one from Europe who belong to a working group dedicated to trying to reduce micro nutrient deficiencies in the communities where their Volunteers work.

The calendar below was developed as an example of a participatory tool for agriculture and health Volunteers to use **together** in their communities to address nutrition issues. By working together with a visual tool, they can better address the interrelationships of agriculture and health issues. Specifically, the calendar could be used to pinpoint times when disease outbreaks occur during the hunger periods. By identifying these periods in advance, the Volunteers can work with the communities to start projects months earlier that will address the hunger period, such as growing a garden or processing fruits or vegetables by drying or other techniques to store for use during this period.

When families have extra micro nutrients during the hunger period, specifically vitamin A, iron, and iodine, the effects of a disease like measles can be greatly mitigated. Some children will have less severe symptoms, and some may not have any at all. Having fewer or no symptoms cuts down on the time children may be away from school or family agricultural activities, thus increasing human productivity and well-being.

FOOD PRODUCTION AND NUTRITION CALENDAR – NIGER

JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC

RAIN

millet ——————————————————————————————
————————— maiz ————————————————————————————
————————————————

intensive male labor period ——————————

intensive female labor period ————

gardens ————————————————————————

grasshoppers (crops) ###############

kids ^^^^^^^

(goats)

newcastle (poultry) outbreak +++++++++++++++++

measles (humans) @ @ @ @ @

@ @ @ @ @ @ @ @ @ @ @

))))) RAMADAN ((((((((

Period * * * * * * * * * * Hunger

Micro Nutrient Staff Development Workshop, Niger, 1995

BOYS' AND GIRLS' SEASONAL CALENDARS COMPARE CURRICULUM AND ACTIVITIES – GUYANA

At a Gender and Development Participatory Processes in-service training (IST) in Guyana, Community Health and Youth Volunteers and counterparts had several opportunities to consider how the PACA tools could be used in their particular setting. A very unique application of the Seasonal Calendar emerged.

Volunteers and their counterparts from two different residential institutions for delinquent youth were concerned about the girls in their institutions. They had different requirements than the boys in terms of when they had to be in their dorms and whether their dorm rooms were locked at night. There were also significant differences in their curriculum and extra-curricular activities. Efforts to bring up these issues with the institution administrators had not been fruitful.

In one practice session, they used the Seasonal Calendar format to lay out the courses and other activities by month, identifying by gender who has access to them.

Over the course of the week of the workshop, the Volunteers and their counterparts decided that a very objective way to analyze some of the differences would be to use the Seasonal Calendar format. They planned to do this with their fellow staff members on their return from the workshop.

Vocational Skills

	Boys	Girls
Plumbing	+	
Elec. Installation	+	
Mechanic	+	
Tailoring		✓
Catering		✓
Masonry	+	
Joinery	+	
Carpentry	+	
Welding	+	
Business	+	✓
Crafts		✓
Medics	+	
Agriculture	+	✓

Sports / Games

Cricket	+	
Circle Tennis	+	✓
Fotbol (Soccer)	+	✓
Boxing	+	
Athletics	+	✓
Volleyball	+	✓
Basketball	+	
Cards / Dominoes	+	✓
Net Ball		✓

O Girls

	JAN	FEB	MARCH	APR	MAY	JUNE	JULY AUG	SEP	OCT	NOV	DEC
Vocational Training			O				School Holiday	O			O
Academic Training	O	O	O	O	O	O		O	O	O	O
Life Skills / Social Work	O		O		O			O		O	
Physical Training	O				O			O			
Sports / Games			O			O		O			O
Culture	O	O	O	O	O	O		O	O	O	O
National Policy			O			O		O			O
Military Training											
Religious Activities	O	O	O	O	O	O		O	O	O	O

+ Boys

	JAN	FEB	MARCH	APR	MAY	JUNE	JULY AUG	SEP	OCT	NOV	DEC
Vocational Training		+		+		+			+		+
Academic Training	+	+	+	+	+	+			+	+	+
Life Skills/ Social Work		+		+		+			+		+
Physical Training		+	+	+		+			+	+	+
Sports/ Games	+	+	+	+	+	+		+	+	+	+
Culture	+	+	+	+	+	+		+	+	+	+
National Policy	+		+		+			+		+	
Military Training	+			+		+		+			
Religious Activities	+	+	+	+	+	+		+	+	+	+

SCHOOL HOLIDAY

+ Boys o Girls

	Jan	Feb	March	Apr	May	June	July Aug	Sep	Oct	Nov	Dec
Vocational Training		+	o	+		+		o	+		+ o
Academic Training	+ o	+ o	+ o	+ o	+ o	+ o		+ o	+ o	+ o	+ o
Life Skills/ Social Work	o	+	o	+	o	+	SCHOOL HOLIDAY	o	+	o	+
Physical Training	o	+	+	+	o	+		o	+	+	+
Sports / Games	+	+	+ o	+	+	+ o		+ o	+	+	+ o
Culture	+ o	+ o	+ o	+ o	+ o	+ o		+ o	+ o	+ o	+ o
National Policy	+		+ o	+	+	o		+ o		+	o
Military Training	+			+		+		+			
Religious Activities	+ o	+ o	+ o	+ o	+ o	+ o		+ o	+ o	+ o	+ o

In-Service Training, Guyana, 1996

SEASONAL CALENDAR INTRODUCED AS TOOL TO GET THE "TRUE PICTURE" IN PDM WORKSHOP – ZAMBIA

In Zambia a Training of Trainers was followed by three Project Design and Management (PDM) Workshops for Community Health and Water and Sanitation Volunteers and their counterparts. After a day of exploring ways of empowering communities, on the second day of the workshop the participants addressed the topic of tools for gathering community information, including finding reasons for successes and failures of past projects. Several options were presented to the participants, and their choice was the Seasonal Calendar since sometimes failures are due to trying a project at the wrong time of the year.

The participants self-selected into four groups, one each to look at agriculture, education, health, and cultural events (social and religious). In the small groups they brainstormed all the items for the calendar they could think of, placed them on small calendars they had, decided which of the items should be put on a large calendar, and selected a spokesperson to put the items on the composite calendar and explain them.

When the small groups had completed their work, they pulled their chairs around a large wall chart marked off into twelve monthly segments. They were asked, "When does the year begin?" They decided to start in October as that is when the agriculture cycle begins.

Their calendar is on the next page. Perhaps unique to their calendar are the health entries related to wild animals; some of the participants lived near a game park which presented some unique health hazards.

The processing questions included:

1. What implications do you see for project design? (This question never had to be asked. As soon as all the entries were put on the large calendar, others started asking questions to understand the items and identify the interrelatedness of different entries.)
2. How does it relate to a community project? (Of particular interest to host country national participants was how this technique showed the "big picture"—how the different aspects of life fall into time relationships with each other.)
3. How would you apply this technique in a community? (There was a marked division between Volunteers and host country counterparts on this questions. The counterparts felt the community members could do this technique as they had, whereas the Volunteers felt that since many of the community members were illiterate, perhaps the Volunteer would have to take their information and place it on the calendar.)

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
land prep	planting	weeding	late crops planting		resting stamping	harvesting vegetables, other		selling produce			
		pest control	weeding								
HOT	RAINY						COLD				HOT
										high birth rate	
diarrhea	malaria										diarrhea
							pneumonia				
abdominal pain	malnutrition										abdominal pain
							burns				
			cholera					lion attacks (mating season)			
dysentery											dysentery
			hookworms				STDs			eye diseases	
coughing											coughing
		crocodile bites									
skin infections											skin infections
			car accidents								
meningitis			typhoid								meningitis
	elephant attacks										
violence										violence (beer brewing)	
cuts (from cultivating)						Hinamwal celebrations					
						income (marketing)					
Independence Day celebration	Ramadan (Moslems)	Christian celebrations		Incuala (Ngoni)		Easter (Christians)	Ramadan (Moslems)			Kulamba (Chewa)	Malaila (Nsenga)
classes	exams	holiday	classes		exams	holiday	classes		exams	holiday	classes

PDM Workshop, Zambia, 1996

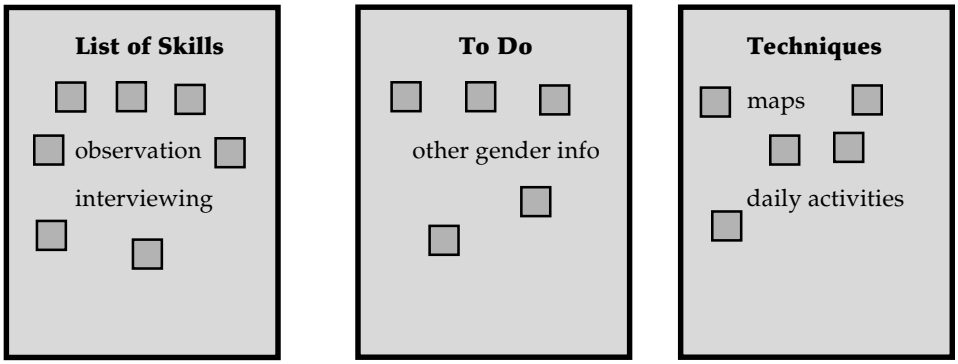
SEASONAL CALENDAR FORMAT ASSISTS PST STAFF IN DEVELOPING CALENDAR OF TRAINING EVENTS (COTE) – GUINEA BISSAU

Following a PACA training of trainers (TOT) workshop provided to Associate Peace Corps Directors (APCDs), pre-service training (PST) training directors and technical trainers, language coordinators and other PST staff members, the PST training staff used a modified form of the seasonal calendar tool to do preliminary planning for their PST. Their goal was to see when and how they would integrate knowledge and skills acquisition of Gender and Development (GAD) and PACA into their PST.

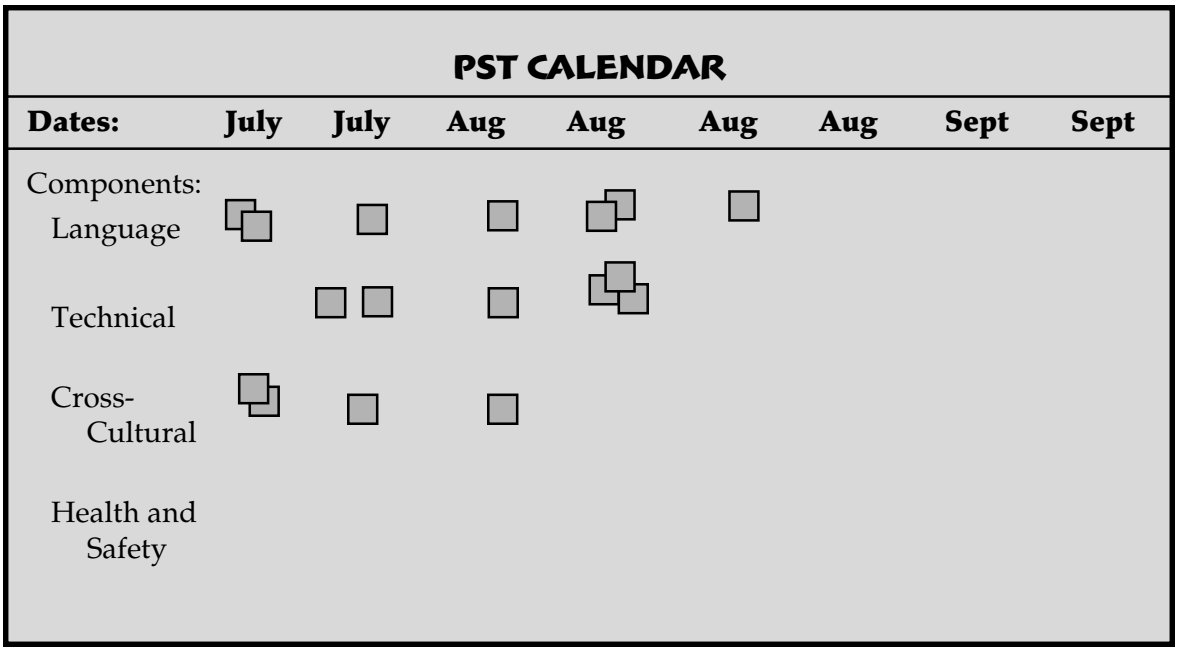
They started with three flip charts labeled: List of Skills, To Do, and Techniques.

With each component of training represented by different colored post-it notes, staff members wrote specific items that they thought should be included in the PST. The items were placed on the flip charts.

Example:



They then constructed a large calendar on the wall with PST training dates across the top and components of training down the side. Based on the considerations for their own component of training, they moved their post-it notes to dates during the training program.



Once the post-it notes were in place, there was a visual picture to help all PST staff members discuss their ideas. Where do skills need to be taught? In what components? Where did they see ways to integrate components, reinforce each other? Where was there repetition? overkill? In the course of their discussion, they could combine, move, or eliminate the post-its.

This was considered a preliminary plan as the entire PST staff had not participated in the PACA training and was not present. They planned to incorporate this planning tool into the PST TOT.

PACA TOT, Guinea Bissau, 1997

NEEDS ASSESSMENT LEADS TO TWO LISTS: BY IMPORTANCE AND BY POSSIBILITIES FOR ACTION – TURKMENISTAN

A Women in Development Workshop in Turkmenistan was attended by TEFL Education Volunteers and their counterparts, all secondary and university teachers in urban areas. The Needs Assessment and Priority Ranking tool was used in the following way.

STEP 1

The group brainstormed "Problems that women and girls face."

The list included (this is not all of the items):

- Salaries don't meet needs
- Salaries come three months late
- Inflation
- Overlooked, overworked
- Discrimination in education
- Men's alcoholism
- Women's alcoholism, drug abuse
- Women must serve husband's guests
- Single mothers: stigma and financial burden forces them to find a husband
- Physical and mental abuse
- Emotions are stifled (teenage girls and young women)
- Emotions, hobbies stifled
- Limit of opportunities (for future)
- Health, family planning, sex education

STEP 2

The top five problems (not in rank order) selected through voting were:

- Overlooked, overworked
- Health, family planning, sex education
- Limit of opportunities (for future)
- Emotions, hobbies stifled
- Physical, mental abuse

STEP 3

To determine priorities, pairwise matching was used. A question arose over whether they were ranking them by importance or by possibilities for action. It was decided to rank them twice: once by importance, and once by possibilities for action.

The rankings were:

By importance	By possibilities for action
1. Physical, mental abuse	**1.** Health, family planning, sex education
2. Overlooked, overworked	**2.** Emotions, hobbies stifled
3. Health, family planning, sex education	**3.** Limit of opportunities for the future
4. Limit of opportunities for the future	**4.** Overlooked, overworked
5. Emotions, hobbies stifled	**5.** Physical, mental abuse

An interesting observation: the top issues in terms of importance were seen as things nothing could be done about by PCVs and counterparts.

STEP 4

Volunteers and their counterparts met to discuss possible action plans for themselves. This was considered a very important step because Volunteers have said repeatedly that girls and women feel their problems are overwhelming and they can't do anything about them. It was felt that this attitude about not taking personal action was a legacy of the Soviet system where the state was the one to solve the problems.

Some of the actions determined were:

- a summer camp for girls
- a mini-WID conference based on this one to encourage more girls and women
- a Career Day
- future meetings to develop an action plan

WIDD Workshop, Turkmenistan, 1995

NEEDS ASSESSMENT AND PRIORITY RANKING BY URBAN AND RURAL GROUPS – ALBANIA

A Women in Development organizing meeting in Albania was attended by TEFL, SBD, and Agro-forestry Volunteers interested in working on women's needs in their communities, in both rural and urban areas. The Needs Assessment and Priority Ranking tool was used in the following way.

STEP 1

The group was divided into rural and urban, according to where they worked in the country. Each group brainstormed "Problems that Albanian women and girls face as they perceive them," not as perceived by the Volunteers themselves.

STEP 2

The top five problems (not in rank order) selected through voting were decided on in each group and placed on the group's flip chart.

STEP 3

To determine priorities, pairwise matching was used first by ranking them by importance of the problem. Then the same list was re-ranked, based on possibilities for action. When the two groups met to report out their lists and priorities, it was clear that each group arrived at a similar list but with some differences. More importantly, the priority orders were quite different. This reflected a common development issue, i.e., the development agenda is often set on the basis of the urban development agencies' workers and their perspectives, while those priorities and issues may not be shared by the rural population often targeted as the beneficiaries.

WID Organizing Meeting, Albania, 1996

TEFL AND SBD COMMUNITY NEEDS ASSESSMENT AND PRIORITY RANKING: REACHING CONSENSUS – LITHUANIA

An application of the Needs Assessment and Priority Ranking tool was used in the Small Business Development/Teachers of English as a Foreign Language Regional Staff Workshop "Education for Participation" in Lithuania. Seventeen TEFL and 16 SBD/SED Associate Peace Corps Direc-tors (APCDs) participated. The session and results are below.

RATIONALE

The PACA Needs Assessment and Priority Ranking tool has direct application to Peace Corps programming. As a gender-differentiated ranking tool, it elicits opportunities for project intervention based on community preferences as identified by all stakeholders.

TIME

3 hours

GOAL

To reach consensus on identification and prioritization of Business Education and TEFL programmers' *perceived* community needs in the Europe/Central Asia/Middle East Region.

OBJECTIVES

1. to identify how programmers perceive community needs based on all sources of information;
2. to practice pairwise ranking technique and demonstrate cross-sectoral, intra-regional consensus reaching; and
3. to relate the community needs assessment to programming and training that incorporates gender realities.

MATERIALS

- Flip chart paper
- Markers
- Tape

SESSION OUTLINE:

I. INTRODUCTION AND EXPLANATION OF SESSION (15 minutes)

This session is about identifying how we perceive the needs of SBD/TEFL beneficiaries, both men and women, in a community context. What have you discovered about how community members perceive their needs? How do you think community members would define their needs? Are the needs of women and men different or the same? How do you think community members would respond to the question "What are your most important needs?"

For the SBD sector, the community may be the capital city, regional cities, or a smaller localized community such as a non-governmental organization, high school, or business center. How do the people, both men and women, in these communities perceive their needs? Consider business people, clients, customers, entrepreneurs, economics teachers, Junior Achievement students, and government officials.

For the TEFL APCDs, consider both the school and the surrounding locality as the community. How do TEFL beneficiaries—the students, teachers, parents, school administrators, and townspeople—perceive their needs in English education? Do you think the needs of the men and women are the same or different?

Round I: By Sector and Gender (45 minutes)

Tasks:

1. Select a discussion place, facilitator, and recorder. All individuals should contribute to the discussion so that the results reflect the group consensus and not an individual's perspective.
2. Brainstorm a list of gender-specific needs in your sector using this question: What needs of employable women or men (ages 15 – 35) do you hear about most often from your best sources in Business Education or TEFL?
3. From the list, prioritize the three most important gender and sector-specific needs. Record these three needs on a flip chart.

Round II: By Sector (45 minutes)

Tasks:

1. Trainer acts as a neutral facilitator.
2. Ask each group to present their list briefly explaining the categories. The groups compare and contrast briefly the lists differentiated by gender.

   Questions for Discussion:

   a. What are the similarities and differences? Why might these be?
   b. What relationships are there between items?
   c. Why do some items appear only on one list? Why do others appear on both lists?

3. Practice the pairwise ranking technique with the six identified needs using the following question: Which needs can Peace Corps Volunteers (PCVs) and counterparts do the most about? Determine the top three needs in your sector and record on a flip chart.

Round III: Total Group (1 hour)

Tasks:

1. Trainer acts as a neutral facilitator.
2. Ask each group to present their list, briefly explaining the categories. The group compares and contrasts the lists differentiated by gender and sector.
3. Practice the pairwise ranking technique with the six identified needs using the following question: Which need is more important? Prioritize the top three needs across sectors and genders.

V. CLOSING (30 minutes)

Summarize the session outcomes and link them to the next day's session objectives.

ADAPTATIONS AND COMMENTARY

When possible, participants should go directly into communities and work with community members to identify and prioritize their needs. The session plan could also be adapted to use in supervisors conferences, project plan advisory groups, project plan review, pre-service training (PST), trainers of trainers (TOT), or in-service trainings (IST). It could also be used with host government organization partners, selecting Small Project Assistance (SPA) projects, counterpart workshops, cross-cultural learnings, focusing agendas, community entry skills, and classroom activities. The consensus on identifying needs may be useful to incorporate into a strategic plan of action or vision for a community.

RESULTS

Round 1:

TEFL

Women's Needs

1. Education
2. Job
3. Personal Communications

Men's Needs

1. Job Opportunities
2. Opportunity to keep learning (abroad, postgraduate studies, retraining, clubs)
3. ESP/Business English, law, computers, etc.

SBD

Women's Needs

1. Communication Skills (computer, language)
2. Organizational Development (business/NGO)
3. Career Options (perceptions included)

Men's Needs

1. Business Planning/Preparation
2. English Language
3. Human Resource Management

Round 2 :

TEFL

Men and Women

1. Communication Skills
2. Continued Learning
3. Job Opportunities

SBD

Men and Women

1. Organizational Development
2. Business Planning/Preparation
3. Communication Skills

Round 3:

Combined Needs – TEFL and SBD

Men and Women

1. Communication Skills
2. Continued Learning
3. Job Opportunities

The following pair wise ranking chart illustrates the identification of the top three needs across gender and sector which PCVs and their counterparts can do the most about in the ECAM region:

	Business Planning	Organizational Development	Communication Skills	Job Opportunity	Continued Learning	Higher Education
Business Planning	X	BP 4 OD 23 Organizational Development	BP 13 CS 10 Communication Skills	JOP 23 BP Job Opportunity	CL 25 Continued Learning	H. ED 23 BP Higher Education
Organizational Development	X	X	CS 23 OD 4 Communication Skills	JOP 18 OD 8 Job Opportunity	CL 17 OD 11 Continued Learning	H. ED 12 OD 15 Development
Commununication Skills	X	X	X	JOP 10 CS 17 Communication Skills	CL 6 CS 19 Communication Skills	H. Ed 4 CS 24 Communication Skills
Job Opportunity	X	X	X	X	CL 17 JOP 9 Continued Learning	H. ED 11 JOP 16 Job Opportunity
Continued Learning	X	X	X	X	X	H. Ed 2 CL 27 Continued Learning
Higher Education	X	X	X	X	X	X

SBD/TEFL Regional Staff Workshop, Lithuania, 1997

NEEDS ASSESSMENT AND PRIORITY RANKING USED TO SELECT ONE ISSUE AS FOCUS OF WORKSHOP CONTENT – ROMANIA

A Women in Development Workshop in Romania was attended by TEFL, SBD, and Social Work Volunteers and Romanian women working on women's issues in their communities, both rural and urban areas. The Needs Assessment and Priority Ranking tool was used in the following way.

STEP 1

The participants were divided into five interest groups, based on area of interest which they had chosen before they arrived. Topics included Women and Politics, Women and Business, Women and Violence, Women and Health, and Empowering the Next Generation. The women remained in these topic groups throughout the workshop.

STEP 2

Each topic group brainstormed "Problems that women and girls face in _____ topic area."

Each topic group arrived at a different list, based on their area of concern. The list included (this is not all of the items):

- Unemployment (Women and Business, Women and Violence)
- Salaries don't meet needs (Women and Business, Women and Violence)
- Inflation (Women and Business)
- Overlooked, overworked (Empowering the Next Generation)
- Discrimination in education (Empowering the Next Generation)
- Men's alcoholism (Women and Health, Women and Violence)
- Women's alcoholism, drug abuse (Women and Health, Women and Violence)
- Physical and mental abuse (Women and Violence)
- Emotions are stifled (Women and Violence)
- Limit of opportunities for future (Empowering the Next Generation)
- Health family planning, sex education (Women and Health)
- Lack of political representation (Women and Politics)

STEP 3

The top five problems (not in rank order) selected through voting were decided on in each topic group and placed on the group's flip chart.

STEP 4

To determine priorities, pairwise matching was used first by ranking them by importance of the problem. Then the same list was re-ranked based on possibilities for action.

STEP 5

The participants used the "possibilities for action" list to identify one problem on which they would work as a small group during the workshop. This problem then became the basis for a number of sessions on project planning and design, fund-raising, and other organizational skills which were the substance of the workshop training. Each topic area group had chosen their own problem based on the priorities within the topic area, not within the whole range of problems faced by women in Romania.

WID Workshop, Romania, 1996

NEEDS ASSESSMENT AND PRIORITY RANKING TOOL: SOME SUGGESTIONS AND ALTERNATIVES – PARAGUAY

When the Needs Assessment and Priority Ranking tool was practiced at the Gender and Development Training of Trainers Workshop in Latin America, several suggestions were made for ensuring that the Needs Assessment tool is not an isolated, linear activity when working with a community group. Some of the suggestions included:

1. Spend time walking around the community with local people (both men and women) talking about what you see, asking questions, getting a feel for the community.

2. Begin working with groups using the Community Mapping and/or Seasonal Calendar activities. They provide both a warm up and give context to problem areas.

3. Consider having problems expressed in different ways, and avoid confusing problems, causes, and effects (which may happen in a simple list):

   a. Using cards and a pocket chart, have participants draw pictures of problems, causes, and consequences. They can be moved around in the pockets until sequences make sense.

   b. Create problem trees, with problems written or drawn on cards. Then causes and effects can also be drawn and placed in spatial relationship to the problem. Cards can be moved around as needed.

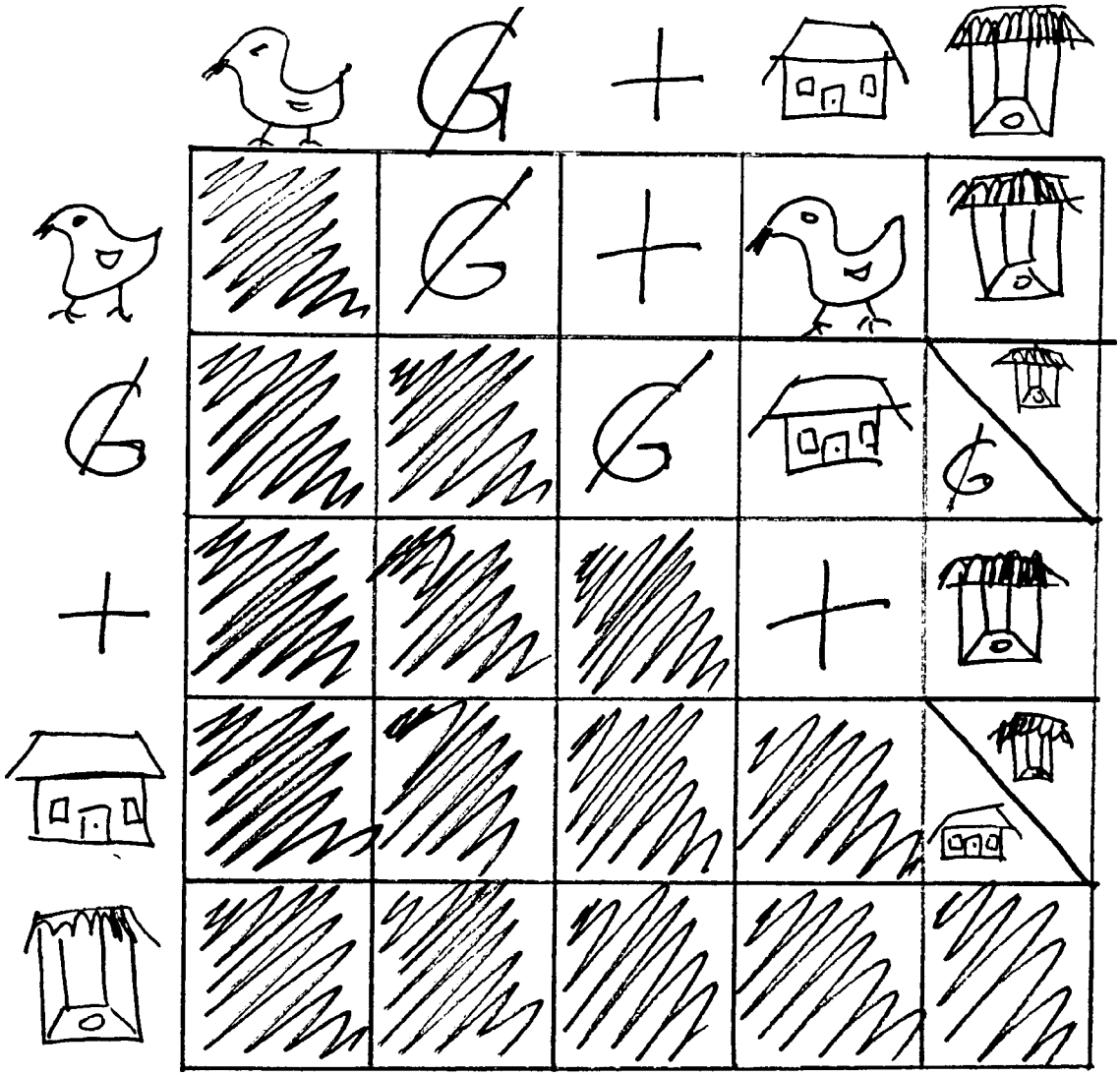
   c. Have critical situations dramatized. Stop the action and discuss the problems and potential solutions.

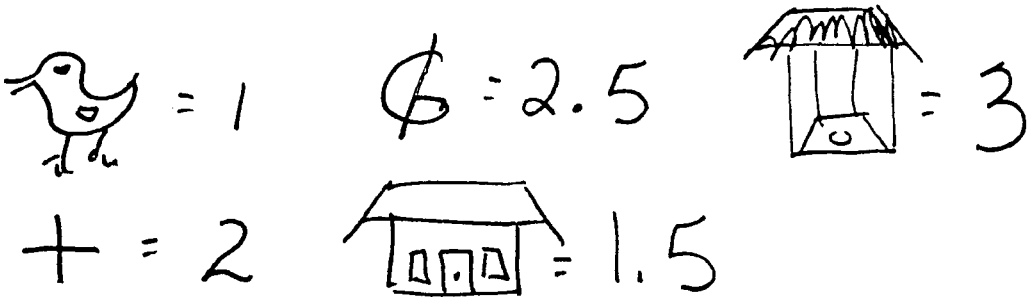
   d. Ask each person to "bring" (suggest) a problem their own household faces; in sharing them, they realize others have the same problems.

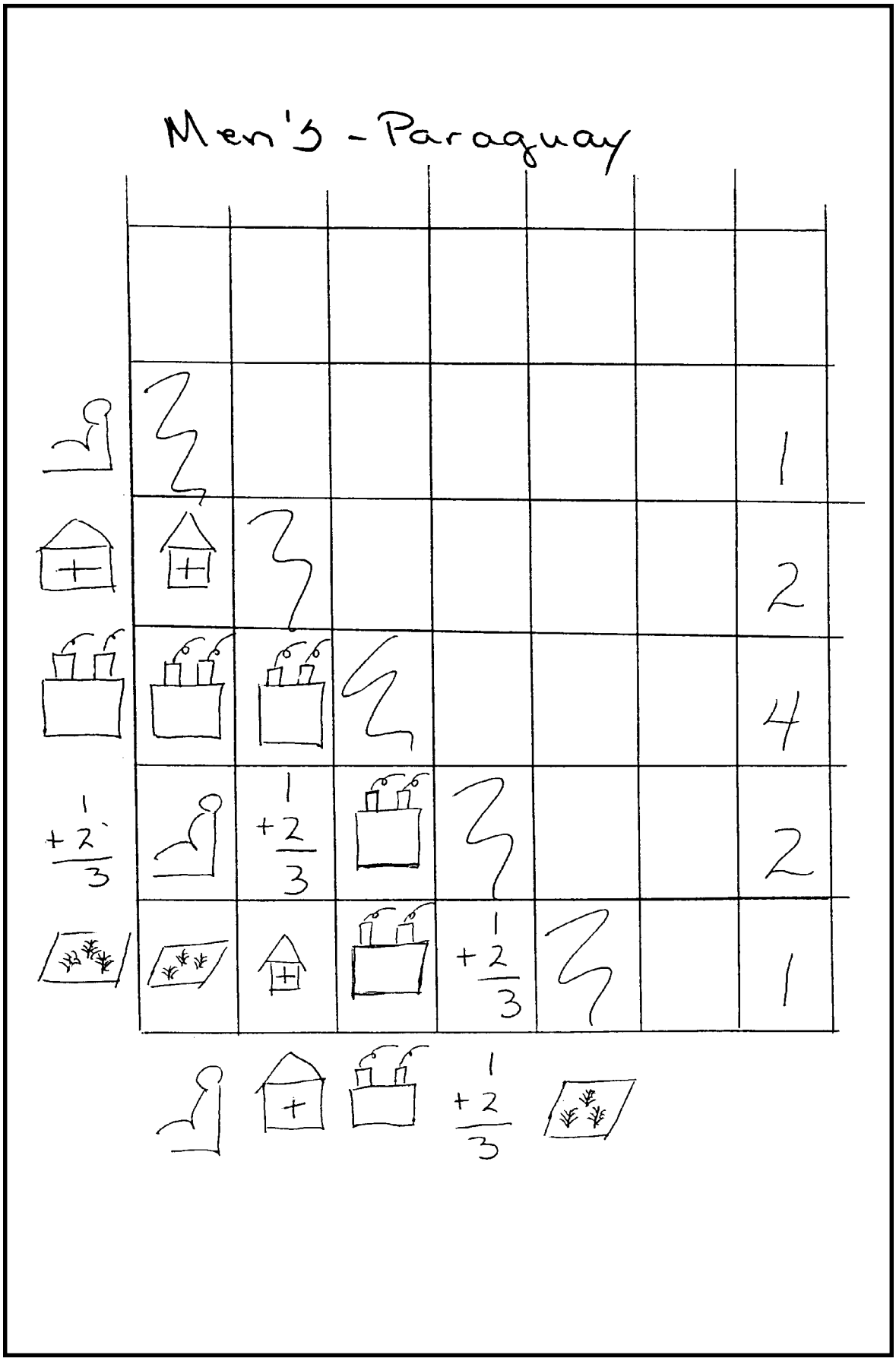
AN ALTERNATIVE WAY TO DETERMINE PRIORITIES

Divide into small groups to discuss the list of problems developed. In the small group develop consensus (not voting). Then combine small groups and repeat the process with more people. Finally, have the entire group together, again reaching consensus.

Women's - Paraguay







GAD TOT, Paraguay, 1995

NEEDS DEVELOPED AND REFINED FROM COMMUNITY MAP – GUINEA BISSAU

At a Participatory Analysis for Community Action (PACA) training of trainers for pre-service training (PST) trainers, the mapping practice was done using the training site as the focus. The next day the needs assessment session was introduced. To demonstrate the technique of paired ranking, information was used from the community mapping session. One group of trainers was guided through a paired ranking of the needs and wants they had identified the day before on their training center map. A helpful step that was added to the session was to outline the distinction among four terms—problem, cause, need, and action—and then to have the group restate their needs in action terms.

For example:

problem: no water
cause: lack of well
need: well
action: dig a well

PACA TOT for PST Staff, Guinea Bissau, 1997

URBAN USES OF PACA TOOLS

In the InterAmerica Program and Training Officer, Training Director, and Senior Associate Peace Corps Directors (APCDs) Conference in Jamaica, a group of participants who had experience with urban programs discussed how PACA techniques, drawn from rural Participatory Rural Appraisal (PRA) models, could be adapted for use in urban areas.

1. What would constitute an urban community?

- A community within a large urban area
- Groups by definable area or unit or affinity:
  - Sub-neighborhood
  - Students
  - Market People
  - Wholesalers, etc.

2. How could PACA tools be used?

- Community maps
  - community or neighborhood, itself
  - community related to city
  - market, services, etc.

- Transect maps
  - meander through a community versus a straight line
  - real interpretation by local residents, such as:
    - — location of "crack" house
    - — other dangerous areas

- Seasonal Calendar
  - school or day care
  - holidays and celebrations
  - holiday employment
  - tourist seasons
  - climate
  - labor demand curve
  - foods: prices, availability
  - elections and related services, political considerations
  - organizational calendar (Kiwanis, Elks, Rotary, etc.)

- New tools
  - Daily schedule of activities in typical week
    - — group dependent
  - Network analysis between individuals and/or organizations

3. What are considerations and possibilities for use?

- Possibility of using tools from two different perspectives:
  - Volunteer Support
  - Project related

- Heterogeneity of urban communities
  - People not knowing each other
  - Extended family network probably more distant
- Distrust of people asking questions
  - Should be conducted with trusted cultural interpreters
- Urban pace
  - change is constant and ongoing
  - ability of participants to spend the time to do this (willingness)
- Women's roles
  - out of the house
  - unavailable for these activities
  - possibly more independent from men
- Look at communities as inter-personal networks; use these or other definable groups
  - market people
  - students
  - street kids
  - wholesalers
  - older people, etc.
- May need more time to gain trust before doing PACA activities
- Resource surveys should or could be carried out
- Locate municipal projections for neighborhood or community
- Elicit five to ten year vision of community from the group
- Rural to urban migrants:
  - expectations when group came
  - current expectations
  - hopes and aspirations for children
- Statistical information and maps may be available to supplement participant information gathered (sewer, water, community services, roads, parks, etc.)
- Focus information gathering to the baseline information really needed for (PCV) personal support and project

Inter-America PTO and TO Workshop, Jamaica, 1994

BOOKLET #1

INTRODUCTION

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BACKGROUND

Photo: PCV Leah Moore, Peace Corps/Nepal
reprinted from PC/Nepal 1997 Women in Development Calendar

WHY NOT ME, DAD?

I grew up quickly
Much earlier than your son.
Why don't you see dad,
All that I have done.

Early in the morning
I sweep and clean.
I tidy up the whole house
including my brother's room.

I fetch water
From the tap.
But I see brother.
Still sleeping on your lap.

No work for him.
It's all for me alone.
Is it just because
He is your son?

If so, my dear dad,
Do you want me to
Work without any rest,
While my brother enjoys the best.

I shall work very hard,
But I want to study as well.
If you can afford him,
Then why not me, dad?

Raji Dhital, Bhanubhakta School, Nepal

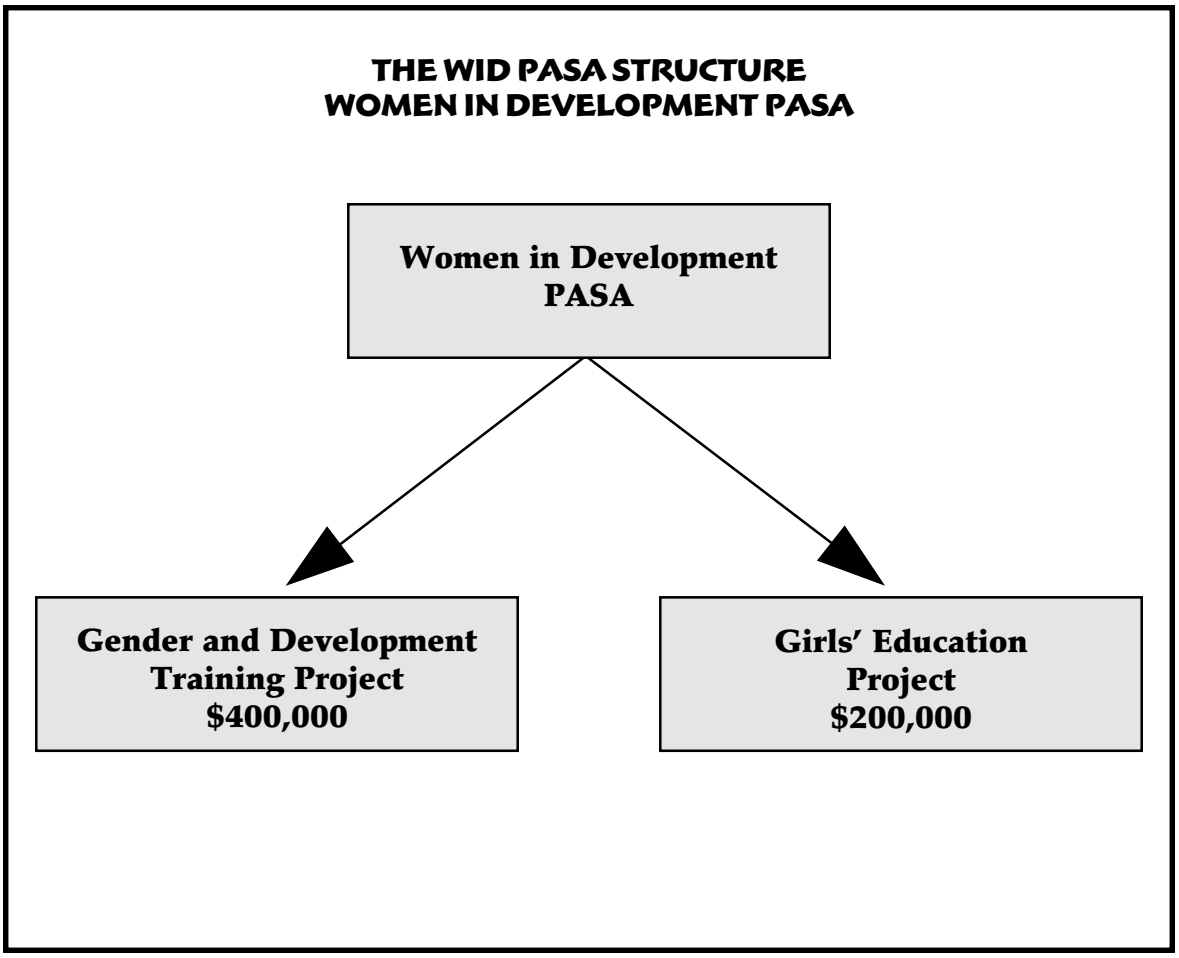
THE WID PASA GIRLS' EDUCATION PROJECT

In September 1994 the Peace Corps (PC) began a project with support from the United States Agency for International Development (USAID) to address the educational needs of girls by means of a wide variety of programming and training interventions within on-going education projects.

The proposal included both USAID and Peace Corps strategies for addressing the issues and roles of females in the development process. The Peace Corps, with its emphasis on grass-roots community development, education for development, and its high percentage of education Volunteers, was well positioned to implement activities in girls' education.

The Peace Corps and USAID signed a Women's Organization and Participation Participating Agency Service Agreement (PASA) on September 22, 1994. This PASA provided a mechanism for the Peace Corps to provide to USAID two main services: (1) training of Peace Corps staff, host-country non-governmental organizations (NGOs), and other local groups in gender analysis and gender and development issues, and (2) building on existing Peace Corps presence in host-countries as a mechanism for more fully integrating Women in Development (WID) and gender issues into U. S. foreign assistance.

The WID PASA contained two components: the Gender and Development (GAD) Implications Training project and the Girls' Education project (see figure below). This report focuses on the Girls' Education project.



THE WID PASA PURPOSE

The purpose of the Participating Agency Service Agreement No. FAO-2750-P-00-4051-00 between the U. S. Agency for International Development and the Peace Corps as stated in the PASA was to:

1. train Peace Corps staff, Volunteers (PCVs), host-country counterparts, and private volunteer organization/non-governmental organization (PVO/NGO) staff partners to integrate the legitimate role of gender into project design, implementation, and evaluation, and address its implications for effective sustainable development projects; and

2. strengthen women's participation in ongoing Peace Corps projects by identifying the roles women play in projects and opportunities for providing appropriate support.

In most countries, Peace Corps Volunteers from all program areas also have organized Women in Development (WID) committees or named a WID Coordinator. These committees or coordinators help meet the needs of women and girls through national, regional, and local activities, many of which focus on the education of girls.

The WID PASA was designed to complement these on-going efforts in the Peace Corps to promote the incorporation of the needs and priorities of women and girls into the grassroots development programs of the agency. The Girls' Education project under the PASA was designed to build specifically on the work of Peace Corps staff, Volunteers, and host-country counterparts in the Education sector.

PURPOSE OF THE WID PASA GIRLS' EDUCATION PROJECT

There are over 100 education projects in the 87 countries where the Peace Corps has programs. Nearly 40 percent of Peace Corps Volunteers serve in formal school education projects while thousands more serve as education extensionists in such sectors as health, environment, and small business development.

The purpose of the Girls' Education project was to work with staff, Volunteers, counterparts, and host-country ministries to produce models in training designs, materials, and community outreach activities to address gender issues both inside and outside the classroom such that host-country national girls have greater access to education and greater equity within their learning community.

GOALS AND OBJECTIVES OF THE GIRLS' EDUCATION PROJECT

Specifically, the original project goals were to:

1. raise the awareness of the issue of girls' education within existing Peace Corps education programs and among staff, Volunteers, and host-country counterparts;

2. increase the number of Peace Corps education projects which specifically address the issue of girls' education and its concomitant problems;

3. integrate girls' education themes into other sectors which have a direct bearing on the issue, including health, environment, youth development, and business development.

In light of these goals, the objectives in the proposal were to:

1. identify current Peace Corps education projects that would adapt their project designs to pilot test the introduction of girls' education training and materials;

2. design and implement pre-service and in-service training modules for Peace Corps Volunteers and their host-country counterparts that address the issue of girls' education;

3. develop a participatory research design and instruments that would allow Peace Corps Volunteers to conduct specific assessments of their host community needs in regard to girls' education;

4. identify and foster Volunteer associated projects with the potential to extend girls' education beyond the classroom and into the communities in which the Volunteers serve;

5. develop materials that support the foregoing activities, with an emphasis on those which address the economic, social, and environmental issues which affect women and girls;

6. initiate on-going monitoring and evaluation efforts to gather data on girls' education issues.

WHY GIRLS' EDUCATION?

ACCELERATING GIRLS' EDUCATION: A PRIORITY OF GOVERNMENTS

The universal right to primary education has been affirmed by the world's governments for more than 50 years. However, more than 130 million children who should be attending primary school are not. Two-thirds of these children are girls. Without education, it is difficult for women to exercise their other rights and meet their aspirations: adequate livelihoods, negotiating power in marriage, participation in political decision making, and a fair chance in the modern economy for their children. Education is an investment that stays with a woman throughout her life, is hers to use as she wishes, and cannot be taken away.

In addition to helping girls and women fulfill their aspirations as individuals, educating girls also has well documented benefits for the broader society. These include increased economic productivity, improvements in health, delayed age at marriage, lower fertility, increased political participation, and generally more effective investments in the next generation. While there are many other possible interventions to achieve these social goals, girls' education is the only one which impacts all of them simultaneously.

Benefits of Girls' Education

Educating girls is associated with numerous social benefits across a variety of sectors.

Increased Economic Productivity

Women with some education are more likely to work in the wage economy and more likely to earn higher wages.

- Women's wages rise by ten to twenty percent for each year of schooling. Education enhances women's productivity in both farm and non-farm sectors.

- Four years of school boosts farmers' annual productivity by an average of nine percent.
- In the urban informal sector, there is a positive association between education and earnings.

Improved Health

At the national level, women's education is associated with longer life expectancy, lower infant and maternal mortality, and lower fertility. At the family level, women's education has a major impact on health by increasing access to and use of information, improving use of health services, and increasing the proportion of family income earned by and allocated to women.

Women's education can also mitigate the negative health effects of low income. Even modest levels of maternal education result in higher child survival, independent of family income.

- Even one to three years of maternal schooling decreases child mortality by approximately 15 percent; the same level of paternal education results in a six percent decrease.
- A study conducted in 13 African countries shows that a ten percent increase in female literacy leads to a ten percent decline in child mortality. Male literacy has little influence.
- In Peru, seven or more years of maternal education reduces mortality risks by 75 percent.

Lower Fertility

Educated women have lower desired and actual family size. They are also much more likely to use contraception and have longer intervals between births. Among married couples, the wife's education has a much stronger effect on fertility than the husband's.

- In Asia, Africa, and Latin America, women with seven or more years of schooling have two to three children less than women with up to three years of schooling.
- In Peru and Brazil, women with no education have approximately six children while women with a secondary education have about three children.

More Effective Investments in the Next Generation

Children of educated mothers, especially daughters, are more likely to receive education.

- Mothers' education has a greater effect on children's education than fathers', even though fathers' education implies a greater effect on income.
- In Peru, mothers' education increases girls' school enrollment as much as 40 percent more than fathers' education.

Education improves women's opportunities to partake in the wage economy. Increasing women's access to income can be especially beneficial to children's health.

- In Guatemala, it takes 15 times as much spending to achieve improvement in child nutrition when income is earned by the father rather than the mother.

Girls Get Less Schooling Than Boys

Globally, two-thirds of the children who are not enrolled in primary school are girls.

Enrollment

For all developing countries, approximately ten percent of boys and 40 percent of girls age six to eleven never enroll in school.

- This is especially pronounced in rural areas where other factors such as employment prospects and mothers' education are lower, and where girls are more likely to have other responsibilities like housework and childcare.

Completion

On average, almost ten percent of girls in low income countries leave primary school before finishing, compared to just over eight percent of boys.

How to Promote Girls' Education

Getting Girls to School

There are many reasons why girls are kept out of school, resulting from a combination of community and national priorities and family factors. A number of recent studies have demonstrated policy alternatives to address some of these issues.

Reducing Direct Costs

Many families, especially those who are poor, cannot afford the costs of school fees, transportation, materials, or clothing for their children to attend school. In most cases where resources are scarce, poor parents prioritize educating their sons over their daughters.

- Fee waivers, subsidies, scholarships, and free books and uniforms can be made available for girls to decrease the direct costs to their parents.

Reducing Opportunity Costs

Young girls tend to have numerous other responsibilities in the family and household, such as caring for younger siblings, housework, farming, or trade, which prevent them from attending school.

- Flexible school times can help girls meet their other family responsibilities without missing or dropping out of school.
- Programs for pre-school or sibling child care during school hours enable girls to attend school and to focus on learning rather than caring for their brothers and sisters.

Addressing Safety and Modesty Concerns

Community and cultural standards of modesty may preclude girls from attending school, especially if they must travel outside their communities, after they reach puberty, and where other students or teachers are male.

- Several programs have demonstrated that modifications in the delivery system can significantly increase girls' enrollment and retention. These steps include locating schools or satellite schools close to girls' homes, initiating single sex schools or classrooms, and using female teachers, especially those who come from community. These need not entail significant extra cost.

Changing Family Perceptions of Investment

Decisions about sending children to school are made by parents, often based on their perceptions of the likely return on their investment. Parents sometimes perceive that the economic return for educating daughters is lower than for educating sons. A related problem is parents' perception of the quality and relevance of education. There is growing evidence that as curriculum builds more on "hard skills" like math and science, parents are more willing to send their daughters to school. In fact, in some settings, improving educational quality seems to increase girls' school enrollment more than boys'. Some relatively simple steps can be taken to begin to address these concerns:

- Help girls gain access to science and math education;
- Depict girls and women as income earners in textbooks and broader media; and
- Promote adult education and income earning opportunities for parents, especially mothers, to increase their willingness to educate their daughters.

What Governments Can Do to Improve Girls' Access to and Achievement in School

Given the existing investments and the enormous social benefits associated with girls' education, the question is not how much it will cost to better educate girls, but how much it will cost not to.

Cost Savings and Efficiency

Policies should aim to retain all the girls who start in school — there is space for them. Drop-outs imply a heavy cost to the educational system, to girls, and to society. Policies focusing on keeping girls in school might include incentive programs or consciousness-raising campaigns.

Selective Expansion

In some settings, increasing the number of places in schools simply by expanding the existing school system would significantly increase girls' enrollment.[1]

[1] Reprinted from The Population Council, March 1995

AROUND THE WORLD WITH ...

Peace Corps posts implement girls' education activities in various ways in response to local cultures, conditions, and history. Some work primarily through non-formal education WID activities; others concentrate on integrating girls' education themes and issues into formal classroom teaching. To get a flavor of some of the activities that have been carried out, take a brief tour of girls' education in the Peace Corps world.

IN PARAGUAY

Two Peace Corps Volunteers and a Paraguayan regional school director held workshops to increase teachers' awareness of gender roles in school by discussing social and cultural expectations of boys and girls, and men and women.

"...We focused our large group discussion on the question of how our schools, and we as teachers, help to form and reinforce gender role expectations. The discussion was very dynamic thanks to very strong opinions and feelings, and the participation of everyone. An environment of respect opened our discussion to many different points of view. We finished our workshop by forming groups according to schools and discussing changes we could make in our schools and classrooms that would help to insure equal opportunities for girls and boys."

PCV, Paraguay

TO MATH CLASS IN FIJI

"We discovered our teacher. She put up strange equations and problems on the board. And to each I thought my brains would burst out... As life goes on this way, I would say that a great miracle changed my whole life of learning. I began to get used to the way my teacher teaches and when I am in doubt, I usually go and see her. And what a great pleasure to get involved with someone who was and is always willing to offer her wonderful help. If I had mistakes, I did not care, but I learned a lot from them. This was a turning point of my learning. Math was slowly becoming a favorite class of mine. There is no more dumbness in class and my concentration in the subject is in the growing percentage of my test marks."

A female Fijian high school student during an interview after she won a national math award

MOVING ON TO SCHOOL BREAK IN ROMANIA

PCVs from three sectors and their counterparts conducted Camp GLOW (Girls Leading Our World). Camp GLOW is a one week leadership camp for elementary and secondary school girls during which girls participate in activities with female role models that develop their leadership, decision making and life skills. The camp is conducted in English so girls also further develop their English skills. This year several girls from the first Camp GLOW returned to assist with the camp and develop lessons to be used in schools! Organizers observed improved English and life skills as well as increased confidence and self-esteem.

Education APCD, Romania

HEADING INTO A CLASSROOM IN GUINEA

"There has been one class in which the girls have become much more active, participating in class. Since this class has the highest concentration of girls, I think they give each other courage. I have tried to encourage their participation by asking them to perform skits, read dialogues, correct other students' work, etc. A few of them have become real "hams." Partially due to their participation, there were three girls among the top five highest semester averages in English and a girl received the highest grade in the class for English... Boys are still the chef de classe. Next year I am going to assign a girl in each class as an English Teaching Assistant."

PCV, Guinea

GIRLS' EDUCATION IN THE PEACE CORPS

ESSAY CONTESTS IN LATVIA

Ten Volunteers were involved in the organization and coordination of the essay contest on women. This writing contest, sponsored by the GAD working group consisting of Volunteers and PC staff, was organized to increase the awareness of gender issues and promote critical, analytical and creative thinking and writing skills. Essay questions dealt with the important issues of women's work, the perception and stereotypes of women, and the role of women in Latvia's emerging democracy. More than 200 students took part in this event.

WID Coordinator, Latvia

TO THE KYRGYZ REPUBLIC

"PCVs began coaching softball teams for boys and girls, with special emphasis on encouraging girls' participation because girls did not traditionally play sports. Local male and female teachers were involved in the organization of teams and coaching as well. Equipment and uniforms for the teams were donated from Little League and the Seattle Mariners. The softball league has continued successfully, evolving to include competitions between different schools as a way to bring together "village boys and girls" and "town boys and girls." The softball games are often followed by parties in the evening during which children of different ethnic groups and towns get to know each other.

PC Country Director, Kyrgyzstan

INTO ASIA IN NEPAL

Volunteers conduct community-based self-initiated trainings that enable female teachers to attend teacher training workshops without leaving their families overnight. These workshops complement the Nepal Ministry of Education's District Education Centers teacher training workshops. In addition, Peace Corps Nepal is beginning a project for out of school youth and has identified WID and girls' education as a priority for several years. The Ministry of Education is constructing schools and teacher training centers around the country as it strives to promote local access and gender equity.

PC Education APCDs, Nepal

AND ON TO THAILAND

In Thailand, the WID group and almost 100 Thai female students and teachers celebrated the Fourth of July by holding a workshop titled "Young Women's Independence Day Self-Awareness Training". This workshop addressed young women of 15-16 years of age faced with crucial decisions impacting their lives. It provided a forum for these girls, teachers, and speakers to discuss educational and professional opportunities, resources, and health issues. The knowledge and the skills learned will be transferred to their communities in an effort to establish and sustain support groups and educate families about the importance of their daughters' self determination of their own life goals.

WID Coordinator, Thailand

AFTER SCHOOL IN ETHIOPIA

"My clubs have been great! My favorite is the girls' club. We have a meeting every two weeks about different issues — the challenge of being a girl and going to school, health education, etc. But the best part is our weekly study sessions. Every Thursday after school, the girls (average 50 or so) do their homework and have a private study session for about an hour. We invite the teachers of their choice (most often biology, chemistry, and math teachers) to come and go from one student (or group of students) to the next and answer questions. It's beautiful. The girls can see that some of the male teachers care about them and their education. A guest speaker on International Women's Day was also a smashing success. She is an Ethiopian doctor from Nekemte and she gave a wonderful lecture and question and answer session at school. Almost all students attended, even though school was closed that day."

PCV, Ethiopia

DEVELOPMENT OF MATERIALS

During the course of the project, issues around girls' education became increasingly integrated into Peace Corps programming and training documents and agency publications. This helped broaden and heighten awareness, and was a step in institutionalizing project activities within existing systems. Materials on girls' education produced in the field or selected from published resources were distributed to all Peace Corps posts. In addition to the final PASA report, the two major materials development efforts of the project were a binder of booklets on girls' education and a guide to gender-inclusive pedagogy and curriculum entitled Community Content-based Instruction (CCBI).

The Girls' Education booklets were developed primarily by staff in the field. The first booklet is an overview of the critical issues related to educating girls, and a summary of the outcomes of the project in terms of how it addressed these issues. The second booklet provides examples of how to integrate girls' education into all steps and documents of the Peace Corps programming cycle. The third booklet addresses training. It includes sample sessions on girls' education for each phase of training in Peace Corps' system. The final booklet summarizes the many activities in schools and communities that can support girls' education.

The CCBI guide, pilot tested over a nine-month period, is a hands-on resource for Volunteer and host-country teachers. In addition to outlining the philosophy and development of CCBI, it provides clear guidelines on how to construct CCBI lessons with field examples from all subject areas.

GIRLS' EDUCATION PROJECT LESSONS LEARNED

Many of the lessons learned and recommendations from the Girls' Education project are the same as those from the Gender and Development (GAD) project of the WID PASA. The programmatic lessons learned which are specific to the Girls' Education project include the following:

- According to Volunteer and staff reports, introducing gender-related issues and development pedagogy such as CCBI in pre-service training (PST) and in-service training (IST) helps Volunteers to better understand their roles in education for development.

- Clustering education Volunteers with those from other sectors seems to have helped support the implementation of Community Content-based Instruction (CCBI) in promoting education for development for girls as well as boys. It does so by linking Volunteers and counterparts who have specific development content knowledge with those having skills in facilitation, participatory processes, and skills transfer. Training education Volunteers with Volunteers from other sectors helped some posts promote this process, as did training in Participatory Analysis for Community Action (PACA).

- Continuity of project activities seems to have been enhanced in schools and communities where "generations" of Volunteers overlapped in their work on girls' education. At some posts, interaction of "generations" of Peace Corps American and host-country staff seems to be having the same effect in terms of institutionalizing girls' education efforts at post.

- Host-country agencies and counterparts have been reporting that CCBI supports their efforts in school and curricular reform with respect to girl's education and education

for development. Efforts to promote girls' education have been most successful in countries that currently are undergoing such reforms.

- Participatory tools which integrate gender perspectives into existing monitoring and evaluation systems help in identifying meaningful qualitative and quantitative indicators which go beyond objectives such as increasing access and improving test scores for girls.

- Both quantitative and qualitative indicators of a project's impact on girls' education may vary depending upon cultural, economic, and social factors specific to the country.

GIRLS' EDUCATION PROJECT IMPLICATIONS AND RECOMMENDATIONS

Over the life of the Girls' Education project, the Peace Corps has made significant strides in increasing the awareness of girls' educational issues as well as in initiating efforts to improve girls' education. During the project, the frequency and quality of girls' education activities at Peace Corps posts increased. In order to build upon these first steps, the following recommendations are made:

- Continue to support posts' efforts to address girls' education. This includes field-testing the new CCBI Guide and conducting CCBI training for staff, Volunteers, and counterparts across all sectors and regions. Follow up on previous training with support to local CCBI meetings, on-going materials development, and small project assistance.

- Field-test, revise, and update the girls' education programming, training, and supplemental activities booklets produced as deliverables for the Girls' Education project.

- Coordinate PSTs and ISTs in girls' education.

- Explore ways to extend CCBI into non-formal educational settings, such as youth development activities that begin in the community and link to schools.

- Collaborate with local cross-cultural experts to increase the appropriateness of any girls' education efforts.

- Continue to work with stakeholders to incorporate girls' education interventions into Peace Corps project plans.

- Develop better qualitative indicators for measuring the impact of interventions around the equity and quality of education for girls. Qualitative indicators should be designed early in the planning process by stakeholders.

- Conduct a participatory evaluation of the outcomes and impacts of CCBI and girls' education interventions in countries that have been participating in the project for more than two years and disseminate lessons learned.

- Continue to seek and foster the cross-sectoral and inter-agency collaboration and partnerships encouraged through the Girls' Education project.

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES

Activity[2]	Location	Date	Participants[3]
Girls' Education PASA agreement signed with USAID	Washington, DC	September 1994	HQ, USAID
The Gambia Girls' Education/Math and Science WID IST Girls' Education, Math and Science IST for PCVs and HCNs. Conducted research about girls' attitudes towards studying Math and Science and incorporated research findings into an IST.	Banjul, The Gambia	January 1995	The Gambia
Kyrgyzstan TEFL Girls' Education IST TEFL/Girls' Education IST for PCVs and HCNs. Explored ways to improve teaching methodologies and enhance girls' education activities.	Bishkek, Kyrgyzstan	January 1995	Kyrgyzstan, HQ
Africa Regional Gender and Environmental Education Workshop Sessions and information exchange conducted during Regional African Environmental Education and workshop on possible pilot initiatives for girls' education within the Africa Region. Surveyed interest of possible participating posts.	Arusha, Tanzania	February 1995	Africa Region Environment Education APCDs, HQ
Girls' Education Roundtable Half day meeting to share information, strategies, and resources on girls' education.	PC/HQ	April 1995	HQ, Lesotho and Paraguay Education APCDs, representatives from USAID, Columbia University Teachers College, American University, and other Washington-based development agencies
Head Start Conference Pilot project country APCDs from Lesotho and Paraguay attend Head Start Conference.	Washington, DC	April 1995	Lesotho, Paraguay, HQ

[2]These activities often were funded collaboratively with Peace Corps posts, WID, other sectors, regions, and Small Projects Assistance (SPA).
[3]Participants=Peace Corps staff, Peace Corps Volunteers, and/or host country counterparts
PC/HQ=Peace Corps Headquarters in Washington, DC; HQ=Peace Corps staff from Washington, DC.

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES (CONT.)

Girls' Education Consultation with Education APCD in Guinea Consultation at post with Education APCD in Guinea on how to enhance WID/girls' education activities as part of the Education Project Plan.	Conakry, Guinea	September 1995	Guinea APCD/ Education, HQ Education Specialist
Nepal Education Project Review Education Project Review included field insights and recommendations for enhancing girls' and women's participation through CCBI.	Kathmandu, Nepal	October 1995	Nepal, HQ
Guinea Girls' Education Materials Development Materials support for math, science, and TEFL lesson plans, including examples relevant to girls' lives. Copies distributed to PCVs and their counterparts.	Conakry, Guinea	January 1996	Guinea
Thailand Girls' Education IST Thai women shared successes and challenges in being professionals, ways to start mentoring projects between young girls and professional women, other ways to help broaden girls' career expectations and opportunities.	Thailand	January 1996	Thailand
New Moon Magazine for girls Purchase subscription for all posts to New Moon Magazine	PC/HQ	February 1996	HQ WID and Education
Paraguay Gender Education Workshop Workshop for PCVs and HCNs to review draft of Equal Early Elementary Education project plan.	Paraguay	February 1996	Paraguay
Africa Sub-regional CCBI Gender and Public Health Education TOT TOT for Peace Corps staff. Staff trained in using the PACA tools, developed the CCBI framework using public health as the content.	Asmara, Eritrea	March 1996	Eritrea, Tanzania, Ethiopia, Kenya, Madagascar; Education APCDs
Eritrea CCBI Gender and Public Health Education IST IST based on the sub-regional CCBI TOT.	Asmara, Eritrea	April 1996	Eritrea, HQ, subregional staff

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES (CONT.)

Ethiopia CCBI Gender and Public Health IST	Addis Ababa, Ethiopia	April 1996	Ethiopia
Mongolia Education Project Review Education Sector Specialist and Mongolia staff revised the education project to use PACA and CCBI tools for integrating health and environmental needs into the project.	Ulan Bator, Mongolia	May 1996	Mongolia
Asia Sub-regional Programming and Training Conference PACA tools and CCBI framework introduced.	Ulan Bator, Mongolia	May 1996	Asia sub-region
Agency-wide development forum on CCBI Education sector facilitates cross-sectoral and Africa regional presentations on CCBI.	PC/HQ	June 1996	HQ
Tanzania CCBI Gender and Public Health Education IST IST based on the sub-regional CCBI TOT.	Tanzania	July 1996	Tanzania
Pacific Sub-regional Programming and Training Conference PACA tools and CCBI framework introduced.	Fiji	July 1996	Pacific Sub-region
ECAM Regional Environmental Education Technical Information Packages (TIPS) Workshop Introduced PACA tools to TEFL and Environment APCDs, HCNs, and PCVs.	Krakow, Poland	September 1996	Eastern and Central European posts, Mali, Guinea
Guinea-Bissau TEFL Project Review Reviewed TEFL Project and introduced PACA and CCBI to staff and counterparts.	Guinea-Bissau	September 1996	Guinea-Bissau
Central Asia Sub-regional CCBI Environmental Health TOT Conducted by Environment, Education, Water/Sanitation sector specialists, with regional support to train field staff and trainers in CCBI and Environmental Health. Introduced concepts of PACA and CCBI for programming and training staff, using environment and water/sanitation themes.	Bishkek, Kyrgyzstan	October 1996	Kyrgyzstan, Uzbekistan, Kazakstan, Turkmenistan, Moldova, Mongolia; Education APCDs

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES (CONT.)

Kyrgyzstan CCBI Environmental Health IST IST based on sub-regional TOT.	Bishkek Kyrgyzstan	October 1996	Kyrgyzstan, Uzbekistan, Kazakstan, Turkmenistan, Moldova, Mongolia
Ghana Gender and Education Workshop Shared and reviewed activities to enhance girls' participation and performance in school, in Math and Science.	Ghana	January 1997	Ghana
Guinea Girls' Education IST Shared and reviewed activities to enhance girls' participation and performance in school, in TEFL, Math, and Science.	Conakry, Guinea	January 1997	Guinea
Draft CCBI Guide distributed to field Compiled materials developed and collected during workshops in Eritrea, Central Asia, and Tanzania into a draft CCBI Guide.	PC/HQ	January 1997	HQ
Ecuador Gender and Peer Coaching IST Assisted PCVs and HCNs in enhancing peer coaching skills with emphasis on work with boys and girls.	Ecuador	January 1997	Ecuador
Eritrea CCBI Girls' Education IST	Asmara, Eritrea	February 1997	Eritrea
Ethiopia CCBI Gender Workshop for PCVs and HCNs Introduced CCBI as a framework using girls' education themes. Resulted in TEFL lesson plans that focused specifically on issues related to girls' education, such as nutrition, health, social, and cultural attitudes towards girls going to school.	Addis Ababa, Ethiopia	March 1997	Ethiopia
Tanzania CCBI Gender Meetings Local CCBI and girls' education meetings for PCVs and HCNs in Tanzania.	Tanzania	March 1997	Tanzania

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES (CONT.)

Mongolia CCBI Environmental Education IST PCVs and HCNs introduced to CCBI and PACA tools; developed lesson plans that incorporated the CCBI framework.	Ulan Bator, Mongolia	March 1997	Mongolia
Guinea-Bissau Teacher Training IST Teacher Training for PCVs and HCNs using CCBI and PACA tools.	Guinea-Bissau	April 1997	Guinea-Bissau
Gabon WID Career Fair Day and development of Study Guide Materials Workshop focused on bringing professional women to schools to talk with girls about career opportunities, and developing materials as outcome of workshop.	Gabon	May 1997	Gabon
ECAM Regional CCBI TEFL and SBD CCBI and PACA tools with business content. Conducted sessions specifically on girls' education and region-specific activities such as Camp GLOW.	Vilnius, Lithuania	May 1997	all ECAM posts except Morocco; SBD APCDs and HQ Education
Consultation with Latvian WID Committee Education sector specialist met with Latvian WID committee to discuss their activities.	Latvia	May 1997	Latvia, HQ
Tanzania Math/Science Public Health CCBI IST	Tanzania	June 1997	Tanzania
Girls' Education Evaluation and Dissemination Workshop Gathered field insights, lessons learned, and outcomes as a means of evaluating primary aspects of the girls' education PASA; drafted Girls' Education booklets.	Tanzania	June 1997	Tanzania, Guinea, The Gambia, Ethiopia; Education APCDs
Thailand Young Women's Self-awareness IST Focused on bringing professional women to schools to talk with girls about career opportunities and strategies for their future professions.	Thailand	June 1997	Thailand

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES (CONT.)

Paraguay education project plan review and IST. Equal Early Elementary Education project plan workshop and IST sessions on gender.	Paraguay	June 1997	Paraguay, HQ
Africa Southern Sub-regional CCBI HIV/AIDS TOT Staff workshop using CCBI in formal and non-formal settings to address issues related to HIV AIDS education and prevention.	Lilongwe, Malawi	July 1997	Malawi, Namibia, Tanzania, Kenya, Zimbabwe, South Africa; Education and Health APCDs
Asia Sub-regional Gender and Strength-based approaches IST Introduced CCBI and strength-based approaches with a focus on water/sanitation and girls' education issues. PCVs and HCNs developed plans for increasing their involvement in the community during school holidays. A gender-sensitive tool developed to aid in next steps planning.	Katmandu, Nepal	July 1997	Nepal, Philippines, Sri Lanka; Education APCDs
Kazakstan CCBI Supervisors Workshop Workshop introduced supervisors to the role of the Volunteer in their future communities through training in PACA and CCBI. Education, Environment, Health, and Business sectors worked together to develop sample lesson plans based on CCBI.	Alma Ata, Kazakstan	July 1997	Kazakstan
Ukraine CCBI Supervisors Environmental Education Workshop Workshop introduced supervisors to the role of the Volunteer in their future communities through training in PACA and CCBI.	Ukraine	July 1997	Ukraine
Programming and Training Girls' Ed Debriefing Reviewed major milestones of PASA and summarized lessons learned in starting a pilot initiative.	PC HQ	August 1997	HQ, former APCD Education/Tanzania
Malawi CCBI HIV/AIDS IST	Malawi	August 1997	Malawi
Namibia CCBI HIV/AIDS IST	Namibia	August 1997	Namibia

SUMMARY OF GIRLS' EDUCATION PROJECT ACTIVITIES (CONT.)

Nepal Education APCD to Regional Conference in Thailand Nepal Education APCD presented on current girls' education/WID activities, and outcomes of the July workshop.	Thailand	August 1997	All posts in former Pacific-Asia
Programming and Training CCBI Focus Group Attended by Programming and Training specialists from all three regions, and other OTAPS specialists. Reviewed major milestones of CCBI and pedagogical and philosophical underpinnings of the framework, and implications for application in future programming and training.	PC/HQ	August 1997	HQ
Regional IAP Education Focus Group Meeting Reviewed current educational trends in regional programming and training with Education, Health, Youth, and Environment APCDs and PTO. Introduced CCBI framework.	Santo Domingo, Dominican Republic	September 1997	Dominican Republic, Eastern Caribbean, Tonga, Belize, Guatemala, Panama, Paraguay
Development of ***Girls' Education Materials***	PC/HQ	September 1997	HQ
Development of ***CCBI Guide***	PC/HQ	September 1997	HQ
Dissemination of ***Girls' Education Materials***	PC/HQ	October 1997	HQ
Dissemination of ***CCBI Guide***	PC/HQ	October 1997	HQ

HOW TO USE THE GIRLS' EDUCATION BOOKLETS

PHYSICAL MAKE-UP

There are four booklets in the Girls' Education section of the Gender and Development Training manual. They provide the background and development of the project; programming suggestions and insights gathered from the field; training designs for various participants; and activities that can be readily implemented by Peace Corps Volunteers and their counterparts. They are organized so that each booklet can be removed from the binder for easy portability. The layout and the binding are designed to enable photocopying of pages. The booklets are numbered as modules as opposed to a series because each has a different primary audience and the content stands on its own.

The cover design of the booklets is a representation of weaving and braiding — activities in which many girls and women engage around the world.

CONTENT OF THE BOOKLETS — OVERVIEW

#1 INTRODUCTION BOOKLET

The Introduction Booklet has two purposes: (1) to provide background on the development of efforts in Girls' Education within and outside of the Peace Corps; and (2) to describe how to use the guide and get ready to work on Girls' Education. It contains a reference section to help in getting further reference materials on girls' education.

#2 PROGRAMMING BOOKLET

The Programming Booklet provides ideas and suggestions on how to integrate girls' education into all stages of the programming cycle, from Volunteer Activity Descriptions to Close of Service Conferences. This booklet primarily is intended for Education Program Managers and Associate Peace Corps Directors (APCDs).

#3 TRAINING BOOKLET

The Training Booklet provides ideas, suggestions, and sample sessions for addressing girls' education in all stages of the training cycle. Each section contains an overview, ideas and suggestions, sample sessions, and sample schedules.

#4 ACTIVITIES BOOKLET

The Activities Booklet provides ideas and suggestions from WID Committees, Volunteers, and counterparts for conducting activities with girls. The descriptions in this booklet cover a broad range of in–school and out–of–school activities, in addition to camps, clubs, and contests.

GETTING READY FOR GIRLS' EDUCATION

ASSESSING THE CURRENT LEVEL OF ACTIVITY IN GIRLS' EDUCATION AT POST

Many posts are already engaged in activities that support girls' education. The following questions may assist in further assessing the level of activity in girls' education at post. These questions could be raised in focus groups or sent out as a survey on locally/nationally relevant issues in girls' education. Stakeholders could rate themselves or comment upon their own levels of awareness and knowledge. The responses to these questions may provide a sense of where to focus initial efforts in integrating girls' education into a Peace Corps project.

1. What is the level of PCV and staff awareness and knowledge of local gender issues?
2. What is the level of interest of PCVs and counterparts in gender issues and girls' education?
3. In what ways are PCVs and counterparts currently undertaking activities that target women or girls?
4. Are there existing organizations or groups addressing the issue of girls' education (e.g., local non-governmental organizations [NGOs], individual schools, etc.)? In what ways?
5. Is girls' education a stated priority of the Ministry of Education?
6. Does post have a WID committee or other means of addressing WID issues?
7. During pre- or in-service training is the topic of girls' education addressed? If so, how?
8. Are girls' education objectives and gender-sensitive activities currently written into programming and training documents?
9. Is CCBI being used as an educational approach by PCVs and counterparts? Are there ways in which the official curriculum can be adapted to include CCBI?

CHARACTERISTICS OF SUCCESSFUL GIRL'S EDUCATION INITIATIVES

Peace Corps posts have reported feeling successful in their efforts in girls' education when they include the following characteristics:

1. An environment supportive of involvement in girls' education among all members of the Peace Corps family including the Country Director, PCVs, and all professional and support staff.

2. An environment supportive of girls' education within Ministry of Education (MOE), including school officials as well as counterpart teachers.

3. Collaborative relationships with supportive organizations and partners — either those already involved in girls' education or those interested in working in girls' education.

4. Integration of girls' education issues into all aspects of post's programming, training, and evaluation activities.

QUESTIONS YOU MAY BE ASKED ABOUT GIRLS' EDUCATION

The following information has been included in this booklet to provide insights and perspectives on girls' education from Education APCDs currently in the field. APCDs are often asked questions about girls' education efforts and have developed their own repertoire of responses. Though these questions and responses are not comprehensive, they do illustrate the range of questions which can arise, and ways to address them.

Why "girls' education" instead of education for all?

Education is important for both boys and girls and access to even a rudimentary level of schooling remains an obstacle for many of the world's marginalized children. Rural children, particularly girls, have been the hardest hit and most under-served. Studies have shown that in comparison with boys, girls have a lower enrollment rate in schools, lower retention rates, and lower performance levels, especially in the technical subjects. Given the women's vital link to the family, education ensures a greater degree of transference to a nation's youth, and thus its future development. In this light, the long term benefits of girls' education are enormous. Seizing opportunities to promote initiatives that increase the access and quality of girls' schooling will enormously impact future generations.

But what about boys?

When discussing girls' education people may ask, "But what about boys?" Activities and initiatives targeted to girls are not designed to discriminate against boys, but rather to level the playing field and provide opportunities for girls so that they may achieve equally with boys. Many posts engage in girls' education activities which include both girls and boys and are aimed at improving education for all students, while at the same time ensuring that girls are provided with equal opportunities to participate and succeed.

What role can the Peace Corps play in addressing the issues of girls' education?

The Peace Corps' grassroots approach to development at the community level brings Volunteers into contact with family life — a pivotal point for community development. PCVs are thus particularly well positioned to assess and discuss the attitudes and realities which have an impact on factors related to girls' schooling. Moreover, as community members and agents of change, PCVs are living and breathing role models. Interventions at the community level have proven to be one of the most effective ways to make an impact on girls' education.

How can we support host country initiatives in girls' education in a culturally sensitive manner?

Many countries in which Peace Corps Volunteers work have an official policy on girls' education. Peace Corps Volunteers can serve as a link between policy and action. By carefully assessing their communities and working closely with host–country supervisors, counter-

parts, community members, and the students themselves, Peace Corps Volunteers are more likely to promote girls' education in a manner sensitive to the communities in which they work.

How have we considered the long term social and economic implications of girls' education efforts?

Social change is continuous and inevitable in an era of intensive global communication, trans-national marketing, resource scarcity, climate change, and population growth. A well-educated citizenry — both female and male — is essential to choosing intelligently among complex alternatives and to effectively contributing to meeting local and national needs.

A myriad of social and economic factors surround the education of girls. Customs and mores regarding young women often evolve from the felt need to protect and provide for them. Where possible, efforts should be made to respond to these needs by ensuring safe environments for girls and helping parents and other community members appreciate that providing girls with opportunities to be educated can bring social and economic benefits to the entire community.

What type of education addresses girls' needs?

Content and methods of education which are inclusive of girls' as well as boys' issues and relevant to local realities address this issue. Additionally, girls may need to be encouraged to study such subjects as math, science, and business so that they can be qualified to pursue technical or management careers if they choose. Mentoring and training for girls in critical thinking, self-esteem, and leadership skills also have been facilitated with documented success by Volunteers and counterparts.

Is girls' education a uniquely female issue?

Both genders influence the daily decisions and practices that constitute life in the community. To address gender inequity and to improve the educational reality for girls and young women, both men and women will have to combine efforts as they each play influential and, at times, complementary roles at school and in the community. The Peace Corps' emphasis on participatory approaches to the development process is well-suited to such sensitive yet crucial community–wide agendas. Both men and women stand to gain from a more highly educated society — and both men and women are needed to create a more highly educated society.

Equity vs. Equality

Equity means getting a fair and just opportunity to make life choices, to participate, to achieve. Equality, in the sense of no difference between genders and among people, is not always possible or even desirable. The freedom, choice, and opportunity to be equal, however, are basic human rights for both women and men.

"Development is a boat for which men and women each have an oar. If you try to row the boat with one oar, you only go in circles."

Eritrean Teacher at CCBI Workshop

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REFERENCES

MATERIALS DISSEMINATED TO THE FIELD THROUGH THE GIRLS' EDUCATION PROJECT

CCBI Draft Guide and CCBI Guide

CCBI/participatory materials annotated reference list with contribution from all sectors

Girls' Education booklets: Introduction; Programming; Training; Activities

***New Moon* magazine for girls**

Project Status Reports feedback memos on Girls' Education

Primary school handbook (ABEL) theory and practice

The Gambia WID/IST materials on Math and Science for girls

Training sessions and video "These Girls are Missing"

WID Exchange articles

World literacy map and statistics on health, education, and literacy for women around the world

MATERIALS AVAILABLE THROUGH PEACE CORPS' INFORMATION COLLECTION AND EXCHANGE (ICE)

The following resources, though not specifically materials for girls' education, promote participatory practices and inclusion of both females and males. In addition, many of these resources can be used to enhance linkages between schools and communities using a Community Content-based Instruction approach. This list, in its annotated form, can be found in the CCBI Guide.

AGRICULTURE

Outreach: Materials on Crops and Gardening. Peace Corps ICE. 1995. (ICE R0100)

One of a series of "Outreach" publications. This volume deals with seeds and plants, the garden environment, the preservation and use of crops after harvest, and a variety of farming issues, from pesticides to land ownership. Includes learning-by-doing leaflets especially useful for teachers to help students learn about both the practical and scientific aspects of gardening and nutrition. See ICE catalogue for Outreach materials in Health, Water, Environment, and Youth.

Teaching in the Whole Garden. Jana Potter. Peace Corps ICE. 1994. (ICE R0085)

A resource manual providing primary school teachers with ideas for lessons and activities that can be taught in the school garden. Offers examples of specific lesson plans for using gardening to teach science, math, social studies, and language arts. Covers all phases of gardening from selecting the crops, the garden's location and soil requirements, to planting, growing, harvesting, and marketing the crops. Includes a glossary of agricultural terminology.

The Growing Classroom: Garden-Based Science. Roberta Jaffe and Gary Appel. Addison-Welsey Publishing Company. 1990. (ICE AG237)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

Provides a curriculum for teachers to develop a garden-based science program. Offers information for starting a school garden, incorporating it into a classroom, and adapting the program to meet specific needs and resources. Presents techniques for managing a class and methods for cultivating community support.

BUSINESS DEVELOPMENT

Doing a Feasibility Study: Training Activities for Starting or Reviewing a Small Business. Suzanne Kindervatter. OEF International/UNIFEM. 1987. (ICE SB104)

Analyzes steps in conducting a feasibility study and how to lead a group in the process. Discusses major components of a feasibility study (market analysis, production, estimating expenses, sales, and cost/benefit analysis). Gives training tips for the facilitator, outlining suggestions for group sessions in planning, information gathering, and writing a business plan. Also available in French (ICE SB105) and in Spanish (ICE SB106).

FAIDIKA! Business Training For Women's Groups: The Tototo Way. Kevin Kane/Tototo Home Industries staff. World Education, Inc. 1992. (ICE SB156)

Contains 14 easy-to-follow lessons for training people in business skills. Designed for trainers and extension workers helping village groups develop successful and profitable businesses.

Marketing Strategy: Training Activities for Entrepreneurs. Suzanne Kindervatter and Maggie Range. OEF International/UNIFEM. 1986. (ICE SB092)

Examines the problems women entrepreneurs face in developing small businesses that focus on marketing. Provides activities that facilitate the implementation of new ideas for women with their own businesses. Also available in Spanish (ICE SB124) and in French (ICE SB125).

Women Working Together for Personal, Economic, and Community Development: A Handbook of Activities for Women's Learning and Action Groups. Suzanne Kindervatter. UNIFEM/Peace Corps ICE. 1993 (ICE WD003)

A handbook of activities for the development worker for women's learning and action groups. Offers guidelines on how to structure a program that will help women identify needs and problems, organize effectively, acquire marketable skills, and solve problems. Also available in Spanish (ICE WD021) and in French (ICE WD079).

CROSS-CULTURE

Culture Matters: The Peace Corps Cross-Cultural Workbook. Craig Storti and Laurette Bennhold-Samaan. Peace Corps ICE. 1996. (ICE T0087)

Practical, interactive workbook for PCVs in all programs. Guides the reader through the cross-cultural experience, the major concepts in the intercultural field, and presents exercises, stories, quotations, and descriptive text designed to aid the Volunteer in successfully adapting to the new culture. Examines the behaviors and values of people in other countries and offers ways to compare their behavior to that of Americans. An excellent resource for trainers, Trainees, and PCVs.

EDUCATION

Learning to Teach: Training of Trainers for Community Development. Jane Vella. Save the Children – OEF International. 1989. (ICE ED189)

A manual designed to teach trainers the techniques of nonformal education, involving a participatory approach to community development. Details a 10-day, 24-session workshop. Clearly defines activities and gives advice on each day's activities.

The New Role of the Volunteer in Development. Jan Elster, Steven Joyce, and Linda Spink. Peace Corps ICE. 1984. (ICE T0005)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

Designed to provide Peace Corps Trainees with insights into their role as Volunteers in developing countries. Seeks to bring about an understanding of the development process and the potential impact of the Peace Corps Volunteer. Focuses on the process of identifying and utilizing the skills and resources necessary to progress from theory to project development.

Nonformal Education Manual. Helen Fox. Peace Corps ICE. 1989. (ICE M0042)

Demonstrates how the techniques of nonformal education (NFE) can be used by virtually all Peace Corps Volunteers. Emphasizes full scale community participation at all stages of development. Also available in French (ICE M0048) and in Braille.

Nonformal Education Training Module. Helen Fox, Don Graybill, and Linda Abrams. Peace Corps ICE. 1991. (ICE T0064)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

A companion volume to M0042, "Nonformal Education Manual." Presents plans and activities in a series of 10 experiential training sessions to help participants understand the nature of nonformal education and adult learning, and acquire the necessary skills to plan, conduct, and evaluate nonformal education activities in cooperation with the communities they serve.

Program and Training for Peace Corps Education Projects: Supplement to Peace Corps Programming and Training System Manual. Peace Corps ICE. 1994. (ICE T0080)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

A supplement to the Peace Corps Programming and Training System Manual, focusing on Education projects. Basically follows the same design, providing an overview of Peace Corps projects; introducing new programming directions; and offering guidelines

and examples for assessing the sector, developing the project, training Volunteers and counterparts, and evaluating the project.

Teaching English as a Foreign Language to Large, Multilevel classes. Brenda Bowman, Mary Jo Larson, et al. Peace Corps ICE. 1992. (ICE M0046)

Draws on suggestions from Volunteers working under difficult conditions with limited resources. Aids Volunteers in creating classrooms where students are given opportunities to think critically, work cooperatively, and enjoy the experience of learning.

The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. Bernice McCarthy. Excel. 1987. (ICE ED187)

Based on research, a system that seeks to change educators' attitudes and teaching styles to have them adapt to the different ways people learn. Describes four different models according to how people perceive information (feeling vs. thinking) and how they process it (watching vs. doing). Especially useful in providing educational materials and models for Pre-Service and In-Service Training for Education Volunteers.

ENVIRONMENT

Conservation Education: A Planning Guide. David S. Wood and Diane Walton Wood. Peace Corps ICE. 1985. (ICE M0023)

Designed to help Volunteers develop and implement conservation education programs. Stresses the need to foster community appreciation of the environment and awareness of the forces that threaten it. Discusses how to choose appropriate methods of teaching and evaluation, and how to motivate individuals to become environmentally responsible.

Environmental Education in the Schools: Creating a Program that Works! Judy A. Braus and David Wood. 1993. (ICE M0044)

A practical guide that offers useful information on introducing environmental issues into the academic curriculum. Each of the nine chapters deals with a different aspect of developing and implementing an environmental education program, starting with assessing local environmental problems and school conditions to determining goals and objectives, ways of gaining program support, and evaluating results.

The Environmental Education Toolbox. National Consortium for Environmental Education and Training. 1994. 8 volume series. (ICE FC215-222)

The Environmental Education Toolbox is an eight volume series directed towards people who conduct environmental education training programs for teachers and other educators. The Toolbox contains the following titles which may be ordered individually from ICE:

FC215 "Designing Effective Workshops"
FC216 "Defining Environmental Education"
FC217 "Integrating Environmental Education into the School Curriculum"
FC218 "Approaching Environmental Issues in the Classroom"
FC219 "Using Community Resources"
FC220 "Using Computers in Environmental Education"
FC221 "Evaluating Environmental Education Materials"
FC222 "Urban Environmental Education"

Project Wild: Secondary Activity Guide. Western Regional Environmental Education Council. 1986. (ICE FC188)

Provides teachers and other community workers with an environmental education program emphasizing wildlife, which can be integrated into other subject areas, especially science, social studies, language arts, and mathematics.

EVALUATION

Participatory Program Evaluation: A Manual for Involving Program Stakeholders in the Evaluation Process. Judi Aubel. Catholic Relief Services/Peace Corps/ICE. 1995. (ICE R0094)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

Originally produced for Catholic Relief Services staff to improve its Maternal and Child Health programs, but useful in evaluating any project. Outlines all the steps that need to be followed in planning and conducting a participatory program evaluation.

HEALTH

AIDS Resource Manual: A Guide for Teaching about AIDS in Thailand. Peace Corps/Thailand. Peace Corps/ICE. 1993. (ICE R0082)

Provides basic information about AIDS transmission and prevention, plus suggestions for games and activities that Volunteers have used in AIDS education.

Alternative Techniques for Teaching about HIV/AIDS in the Classroom. Peace Corps/Thailand and STD /AIDS Center, Korat, Thailand. Peace Corps/ICE. 1996. (ICE R0086)

A collection of inter-active games and activities created to supplement existing curricula on AIDS. Complements "AIDS Resource Manual: A Guide for Teaching about AIDS in Thailand" (ICE R0082). Includes some basic information about the disease and guidelines for teachers to use at different grade levels.

Ending Hidden Hunger. Nutrition Service, Department of Health and Helen Keller International. (ICE HE308)

A step-by-step guide to conduct a Vitamin A Deficiency–Iron Deficiency Anemia–Iodine Deficiency Disorder (VAD–IDA–IDD) training for health workers. The methodology used is experience-based learning.

Facts for Life: A Communication Challenge. Peter Adamson with Glen Williams. UNICEF. 1990. (ICE HE231)

Intended for those who communicate essential child health messages to families. Can be used by educators to support justification of health programs to policy makers. Can assist village health workers with "catchy" themes for program marketing. Provides a starting point for further discussion of relevant issues.

Teach English, Prevent AIDS: A Teacher's Manual. Peace Corps ICE. 1995. (ICE M0050)

A manual for teachers of English as a foreign language, developed by Peace Corps Volunteers, their counterparts, and education and health officials in Cameroon to incorporate AIDS education into the curriculum. Presents a content-based approach to

language teaching within a cultural context appropriate to secondary school students in Africa.

SPA-SMALL PROJECTS ASSISTANCE

Small Projects Design and Management: Training Manual for Volunteers and Counterparts. Carol Wzorek for PADCO, Inc. Peace Corps ICE. 1987. (ICE T0050)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

Two-and-one-half day, eight-session workshop intended to foster more community involvement in the design, implementation, and evaluation of projects by Peace Corps Volunteers and community members in project development. Relevant for any type of community project. Sessions focus on identifying characteristics of successful projects, analyzing and solving problems, setting objectives, identifying resource needs, testing feasibility, determining roles and responsibilities, and monitoring and evaluating small community projects.

The Design and Management of Community Projects: A Team Approach. Robert L. Hubbard and Mari Ennis-Applegate. Peace Corps ICE. 1993. (ICE R0081)

This manual was developed and field tested in the Solomon Islands to train extension workers and community leaders working at the village level in the design and management of community projects. Provides complete details for a two-week workshop devoted to assessing needs and planning, implementing, and evaluating projects.

A Workshop Design for Community Participation: Starting to Work with Communities. Raymond B. Isley and David I. Yohalem. USAID. 1988. (ICE TR048)

A comprehensive training guide designed to teach practical and immediate hands-on methods for field workers to mobilize community participation around environmental health projects. The training approach is participatory and based around student-centered learning.

A Workshop Design for Community Participation: Planning and Implementing Sustainable Projects. Raymond B. Isley and David Yohalem. WASH. 1988. (ICE TR049)

Companion volume to "A Workshop Design for Community Participation: Starting to Work with Communities" (TR048). A set of technical notes for presenting a workshop on community participation in Water/Sanitation projects. The training approach is based on principles of adult education.

How to Make Meetings Work: The New Interaction Method. Michael Doyle and David Straus. The Berkeley Publishing Group. 1976. (ICE CD021)

A how-to book that presents a new, tested way to minimize wasted time and set priorities for meetings. This interaction method describes how to develop an agenda and facilitate meetings to reach a more effective outcome. Most examples can be adapted for use in rural settings.

The Design and Management of Community Projects: A Team Approach. Robert L. Hubbard and Mari Ennis-Applegate. Peace Corps ICE. 1993. (ICE R0081)

Provides complete details for a two-week workshop devoted to assessing needs, and planning, implementing and evaluating projects. Describes the preparations, materials and procedures required. Includes handouts.

WATER AND SANITATION

Community Health and Sanitation. Charles Kerr. Intermediate Technology Publications, London. 2990. (ICE HE263)

Comprehensive book, written by experts in the water–sanitation field, detailing all aspects of health and sanitation among rural communities. Emphasizes the essential link between improved water supply and improved sanitation and hygiene as a means to achieve increased health benefits.

Just Stir Gently: The Way to Mix Hygiene Education with Water Supply and Sanitation. Marieke T. Boot. IRC International Water and Sanitation Centre, The Netherlands. 1991. (ICE WS113)

Promotes hygiene education by relaying information on conditions and practices that help to prevent water and sanitation diseases. Directed towards integrating hygiene education with aspects of water supply and sanitation projects.

Outreach: Materials on Waste and Recycling. Peace Corps ICE. 1995. (ICE R0096)

Relates to waste and recycling. Considers global problems as well as local solutions, and discusses how to conserve natural resources and deal with hazardous waste.

Participation of Women in Water: Supply and Sanitation: Roles and Realities. Christine van Wijk-Sijbesma. IRC. 1985. (ICE WD059)

Suitable for planners of water supply and sanitation projects as well as research workers. Examines the traditional involvement of women and their potential roles as planners, workers, and auxiliary assistants.

Rainwater Harvesting: The Collection of Rainfall and Runoff in Rural Areas. Arnold Pacey and Adrian Cullis. IT Publications. 1986. (ICE WS095)

Develops the premise that rainwater harvesting at the earliest stage in the hydrological cycle has benefits that extend even to flood drainage control. A brief history of traditional means of rainwater catchment illustrates some resourceful house and cistern designs and reviews what defines rainwater collection.

Rapid and Participatory Rural Appraisal Notes, No. 21 – Special Issue on Participatory Tools and Methods in Urban Areas. Sustainable Agriculture Programme. IIED. 1994 (ICE WS119)

Describes practitioners' experiences using participatory methodology in the urban context. Provides urban-based projects with a framework for participatory project work. Brings PCVs up-to-date on development methodology in the urban environment.

Sanitation Without Water. Uno Winblad and Wen Kilama. Macmillan Press LTD, London. 1985. (ICE WS021)

Provides practical information on how to design, build, and operate compost and improved pit latrines. Emphasizes simple measures that can be implemented with limited resources. Discusses sanitation, disease, and different dry sanitation systems.

WID - WOMEN IN DEVELOPMENT

Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers (Training Manual). A. Rani Parker. UNIFEM. 1993. (ICE WD108)

Workshop and training manual focusing on gender issues in development. Specifically relevant to the experience of community-based development workers. Helpful in the design and implementation of gender-sensitive development programs at the grassroots level.

Navamaga: Training Activities for Group Building, Health and Income Generation. Dian Svendsen and Sujatha Wijetillek. UNIFEM/Peace Corps ICE. 1983. (ICE WD006)

Handbook created by Sri Lankan rural development workers for grass-roots development workers. It can be used as a tool to help villagers identify health and nutrition problems, increase their leadership skills and decision-making capabilities, and plan and implement small-scale projects to improve family nutrition and health and to increase family income. Available in Spanish (ICE WD071).

PACA: Participatory Analysis for Community Action, Some Tools for Building Community Partnerships. Peace Corps ICE. 1996. (ICE M0053)

Provides participatory methodology and techniques for working with communities. Includes tools which promote the inclusion of representative voices in a community in Peace Corps project planning and implementation. PACA is a step in institutionalizing the inclusion of women in all Peace Corps developing, monitoring, and implementation.

Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management. Barbara Thomas-Slayter, Andrea Lee Esser and M. Dale Shields. Clark University. 1993. (ICE WD112)

In a clear and concise manner, presents methods for gathering data and examining men's and women's roles in natural resource management. Information illustrated with brief examples of projects in different developing countries. Useful material for Pre-Service Training of Volunteers.

Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques. Lyra Srinivasan. PROWWESS/UNDP. 1990. (ICE WD084)

— DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY —

Manual for training trainers in participatory techniques. Although focused on involving women in water and sanitation projects, useful for training community workers in general.

Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture. Edited by Hilary Sims Feldstein and Janice Jiggins. Kumarian Press. 1994. (ICE WD114)

A collection of field examples of gender-related research focusing on agricultural projects. Provides concrete examples of important ways gender considerations can be taken into account in project design, implementation and evaluation.

Women in Community Forestry: A Field Guide for Project Design and Implementation. Mary Rojas. FAO. 1989. (ICE WD098)

A follow-up to an earlier FAO issue-oriented publication for policy makers, which argues that women's needs regarding forestry require special consideration because of

constraints on women and differences between men and women in their use of forest and tree resources. Provides guidelines to integrate women into community forestry projects and project design, describing eight steps to achieve this goal.

YOUTH

Children's Participation: From Tokenism to Citizenship. Roger A. Hart. UNICEF International Child Development Centre. 1992. (ICE YD006)

Describes as a ladder the different levels at which children have participated in decision making, from simply making an appearance to actually initiating projects and sharing responsibilities with adults. Describes the British experience of children's participation through the schools in community research and others, taking charge of their lives.

Life Planning Education. The Center for Population Options. 1995. (ICE YD004)

Comprehensive manual to prepare teenagers for the world of work and parenthood. Available in Spanish (ICE YD007).

Peace Corps' Rededication to Youth: Addressing the Needs of Youth-at-Risk. Peace Corps ICE. 1992. (ICE M0043)

Introduces Peace Corps' new emphasis on youth development with an overview of the problems faced by youth in the developing world. Provides examples of how Volunteers can help youth who may be facing such problems as homelessness, AIDS, unemployment, unwanted pregnancies, and lack of positive opportunities.

OTHER REFERENCE MATERIALS

Sub-Sector Analysis (Session 1). Gemini Project.
Contact Peace Corps Business Development, PC/Washington for a copy of the session.

A Cognitive Academic Language Learning Approach: An ESL Content-based Curriculum. Anna Chamot and J. Michael O'Malley. National Clearinghouse for Bilingual Education. 1986.

Guide to the CALLA Approach which uses learning strategies to help teach content topics in ESL classrooms.

Adapting Materials for Content-Based Language Instruction. Deborah J. Short. ERIC Clearinghouse on Languages and Linguistics. 1989.

Article describes methods for adapting mainstream materials for ESL classes where the students learn language through the context of specific subject area topics rather than through isolated language features.

Circle of Learning: Cooperation in the Classroom. David W. Johnson, Roger T. Johnson, Edythe Johnson Holubec, and Patricia Roy. Association for Supervision and Curriculum Development. 1984.

Manual discusses the importance of cooperative learning and provides guidelines for implementing cooperative skills. Addresses basic questions and myths about cooperative learning.

Cooperative Language Learning: A Teacher's Resource Book. Edited by Carolyn Keller. Prentice Hall Regents. 1992.

Collection of readings on cooperative learning written by well-known names in the field. Explores curriculum concerns, small group work, integration of language and content (mathematics, science, social studies), the role of the teacher, and teacher training.

Enriching the Curriculum Through Service Learning. Edited by Carol W. Kinsley and Kate McPherson. Association for Supervision and Curriculum Development (ASCD). 1995.

Introduces service learning concepts as an integrated within and across the curriculum.

ESL through Content-Area Instruction Mathematics, Science and Social Studies. Edited by JoAnn Crandall. Prentice Hall Regents. 1987.

Introduces content and ESL teachers to integrated language and content instruction. Chapters identify the need for teacher collaboration across disciplines. Sample transcripts of students engaging in language/content learning activities and sample lesson plans with math, science and social studies content are included.

Health into Mathematics. Peter Gibbs and William Mutunga. Longman. 1991.

Provides sample mathematics lessons that integrate health topics.

How to Integrate Language and Content Instruction: A Training Manual. Deborah J. Short. Center for Applied Linguistics. 1991.

Manual for teachers and teacher trainers who want to integrate language and content in their lessons. Topics include strategies and techniques, assessment issues, lesson planning, materials adaptations, program design and training. Examples are drawn from several content areas: science, mathematics, social studies, and health.

Integrating Language and Content Instruction: Strategies and Techniques. Deborah J. Short. National Clearinghouse for Bilingual Education. 1991.

Discusses the approach to integrating language and content instruction at the school and classroom level. Specific activities are described including developing student background knowledge, meeting their cognitive needs and adapting ESL techniques to the content classroom. Sample lesson plans are also provided.

The Learner-Centered Curriculum. David Nunan. Cambridge University Press. 1988.

Useful guide that reports on what teachers actually do as they plan, implement, and evaluate language courses. Promotes the concept of a negotiated mode. Stresses the value of collaboration between teachers and learners.

Maths Matters Plus, Books A and B. Gerry Price, Joyce Chester, and Eon Harper. Longman. 1991.

Aims to enhance the mathematical knowledge of 14-16 year olds by relating mathematics to real world application. The learning material is based on practical situations, with scenarios that offer opportunities for discussion, problem-solving, and explorations to develop process skills. (Teacher's books and copy masters available.)

Pedagogy of Hope. (especially chapter 4) Paulo Freire. The Continuum Publishing Co., NY. 1994.

Performance and Portfolio Assessment for Language Minority Students. Lorraine Valdez Pierce and J. Michael O'Malley. National Clearinghouse for Bilingual Education. 1992.

Publication describes performance assessment procedures and a portfolio assessment framework for monitoring language development. Provides examples of performance and assessment tools and procedures.

Problem-posing: A tool for curriculum renewal. Mary J. Schleppegrell and Brenda Bowman Contact Brenda Bowman, Africa Region PTA, PC/Washington, for a copy of the article.

These Girls are Missing *(video)*
This video addresses cultural and social issues which impact whether or not a girl goes to school and stays in school, using case studies of girls in primary school and secondary school. The video was distributed to all posts. For further information on this video, contact the WID Office at Peace Corps/Washington.

WID Math and Science Education In-Service Training Report. January 1995. A copy of the report was sent to all posts with math and science projects.

Field Manual for Global Low-Cost Water Quality Monitoring

GREEN is an innovative action-oriented approach to education, based on an interdisciplinary watershed education model. It is a resource for schools and communities that wish to study their watershed and work to improve their quality of life. GREEN participants collect and analyze real-life environmental data; study current and historical patterns of land and water usage within their watershed; share their data, concerns and strategies for action with others in the watershed and beyond; and develop concrete action plans to improve local water quality. The Field Manual for Global Low-Cost Water Quality Monitoring is a guide to implementing the watershed monitoring program using inexpensive low-technology materials.

Earth in Mind: on education, environment, and the human condition. David W. Orr. Island Press, Washington, DC.

Work From Waste: Recycling Waste to Create Employment. John Vogler. IT Publications, London. 1981.

Young Women' Study Guide Seminar, WID/Gabon.
The study guide has sessions in French and English on study tips, health, legal rights, and sample schedules, letters of correspondence to parents and schools etc.
Contact WID at PC/Washington for a copy of the study guide.

For Posts who wish to order non-PC publications, they can write to:

Property Specialist
Supply Branch
M/AS/P

and send fiscal coding for purchase.

NOTES

BOOKLET #2

PROGRAMMING

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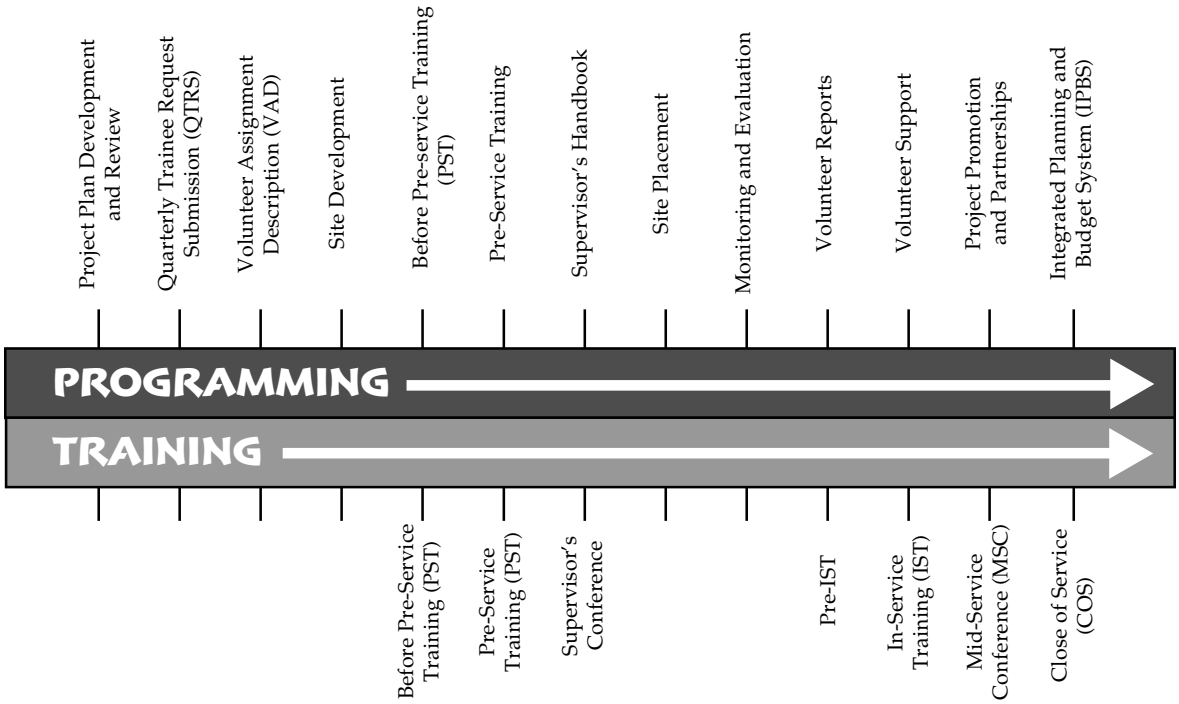
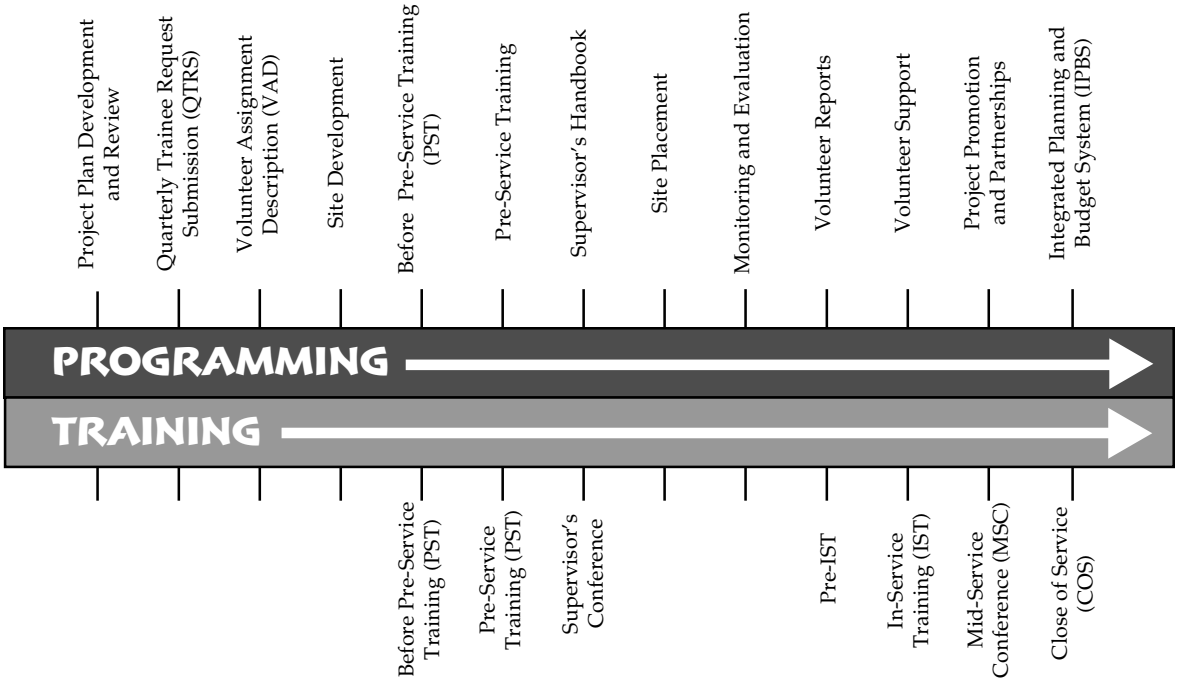
THE LIFE CYCLE OF THE VOLUNTEER EXPERIENCE



INTEGRATING GIRLS' EDUCATION INTO PROGRAMMING: OVERVIEW

Many countries are trying to improve education and career opportunities for girls and women as part of their development strategy. A Peace Corps post's project plan, Volunteer Activity Description (VAD), and Quarterly Trainee Request Submission (QTRS) are some of the documents that make explicit programming focal points and ultimately guide those who are working on a Peace Corps project. Many opportunities are available to integrate the access, equity, and quality objectives of girls' education into programming documents. One benefit of incorporating gender considerations into your programming documents is that you begin to institutionalize efforts in girls' education at your post. Another advantage is that these documents provide opportunities to reinforce stakeholders' efforts in girls' education. Programmers have also found that when PCVs see girls' education as an integral part of their primary job responsibilities, they are more likely to put consistent effort into this area.

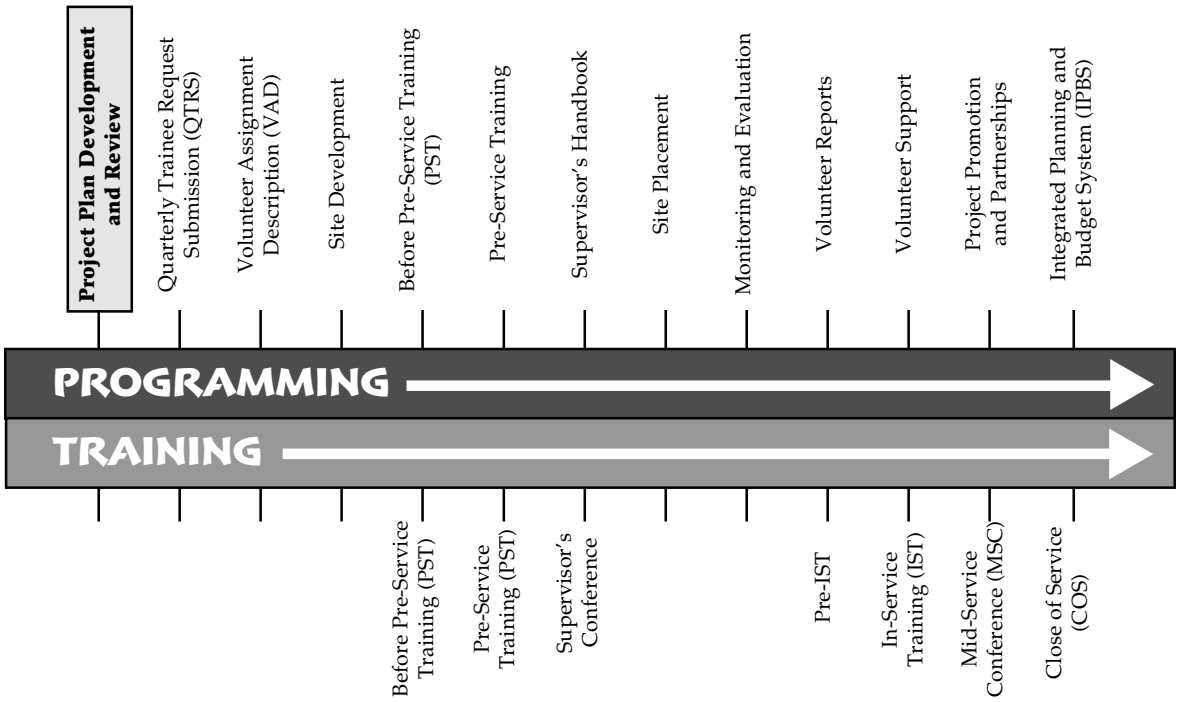
The timeline below highlights the programming and training flow in the Peace Corps. Each of the programming steps will be addressed in this booklet. The training events are addressed in Training, booklet #3.



This booklet provides excerpts from the Education Supplement to the Programming and Training System (PATS) Manual (ICE T0080) along with sample wording inserted to help promote girls' education. The insertions are boldfaced for easy identification.

The strategies and ideas contained in this booklet have been developed and written by various programming and training field and headquarters staff members using examples from actual Peace Corps documents. These are only samples and suggestions rather than models and recommendations. You will need to involve project stakeholders in the process of integrating girls' education objectives in your documents to ensure that any modifications are appropriate and supported by those with whom you work. For maximum effect, you will want to address the issue of girls' education throughout these many layers of programming.

PROJECT PLAN DEVELOPMENT OR PROJECT PLAN REVIEW



By including girls' education in the purpose, goals, objectives, milestones, and tasks (PGOMT) of the project plan the post highlights the importance of girls' education and further helps to channel PCV energy in this direction in order to support host–country development goals.

Initially, programmers:

- Examine the development status of the host–country;
- Update themselves on the Peace Corps country program overall;
- Develop, revise, or update their country project plans to fit the current program strategy.

From the PATS Education Supplement, some key education-specific categories and questions for those assessment steps are listed, beginning on page 9. As you carry out the assessment activities, involve women, and girls if possible, in your planning or review processes and include an examination specifically of girls' educational issues. This includes researching current host government policy on gender in education, reviewing curriculum and educational facilities for gender bias, interviewing female as well as male officials, talking to mothers as well as fathers, female as well as male teachers and students, host-country agencies and international agencies which serve women and girls, and so on. Compare and cross-check what you have heard and seen and note contradictions between what women and men have said. This type of research will help provide you with some clear insights for making programming decisions which include women and girls.

The PATS Education supplement (pages 10 - 13) also gives categories to review in project planning or revision of an existing project plan. In order to facilitate incorporation of girls'

education, wording related to gender differences is highlighted in the excerpts which follow. For all of the categories, the potential social and cultural ramifications of gender differences can be made explicit by inserting "boys and girls" instead of just students or youth; "mothers and fathers" instead of parents, and "male and female teachers" instead of teachers. For example, men and women may have different literacy rates. Boys and girls may have different schooling alternatives. The national government may have specific educational policies for children who are at risk of dropping out of school, be they boys or girls, and may have different support services for these children.

PUBLIC/PRIVATE SUPPORT FOR EDUCATION:

School populations: What percentage of boys and girls attend Primary school? Secondary school? Higher education? Other? What are the attrition rates at each level for boys and girls? What are the differences in opportunities for boys and girls from urban/rural areas? Are there barriers to girls attending, such as distance of school from home or limited knowledge of the language of instruction?

In the category of **TEACHER-RELATED ISSUES**, are there more female teachers than male teachers? Are women in positions of authority at schools? With staff development opportunities, do conditions or the place and time of in-service training preclude women from being able to participate equally in the trainings, given family obligations that they may have? With salary issues, are equally qualified men and women paid the same salaries? Do male or female teachers need to tutor or take on other jobs to make ends meet, and if so, what implications might this have on teachers' availability to work with a Volunteer?

In the category of **STUDENT AND COMMUNITY-RELATED ISSUES**, participation, attitudes, and opportunities for girls can be examined. For example, how do mothers and fathers view the purpose and value of education for their sons and daughters? If educational funds are limited, do parents make choices of who goes to school based on gender? In home conditions, are the home responsibilities the same for girls and boys in terms of time demands, and what effect does this have on girls' and boys' performance in school? Are career and employment opportunities the same for girls and boys?

Because gender issues are often an important variable in many aspects of a country's educational system as evidenced in governmental polices, teacher related issues, and student and community related issues, some posts have decided to incorporate girls' education explicitly into their project plans. Below are some examples from different parts of the project plan.

SAMPLES

SAMPLE COUNTRY BACKGROUND SECTION STATEMENTS

"It is the Ministry of Education's policy that priority be given to the education of girls by encouraging them not only to enroll in school, but to finish school. Concerted efforts will also be made during the life of the project to encourage girls to study the traditionally male dominated subjects of math and science. In some schools female enrollment is less than 10 per cent and only about 27 per cent of the female student body takes an interest in studying math and science and other technical subjects."

PC/The Gambia

"Although the country has taken steps to provide education to women in general and girls in particular, progress has been hampered by deeply rooted customs and traditions. At Guinea's Independence, the percentage of girls in primary schools was 34.4 compared to 49.4 in 1994. The corresponding figures for secondary education are 27.3 per cent and 43.9 per cent respectively. While these figures show a marked increase over the entire period, the percentages of girls in A-level schools have not matched those in O-level schools. In 1961, 27.8 per cent of the student population in O-level schools were girls while the corresponding number in A-level schools was 9.8 percent. Similarly the percentages for 1994 for the two levels of secondary education were 44.9 and 29.5 respectively. The percentages of girls in higher institutions of learning are comparatively lower than those in secondary schools. Academically, the performance of girls in examinations is lower than that of boys and this is particularly evident in mathematics and science subjects." PC/Guinea

SAMPLE EDUCATION PROJECT PURPOSE

"To improve the skills, knowledge and attitudes of 10,000 students (per year) in 50 schools in the Sciences, Mathematics, and Geography while also improving skills necessary for boys and girls as they become full members of their communities. The project will also enhance the educational environment of these same students through collaboration with female and male counterpart teachers and development of educational resources. Furthermore, the project will place special emphasis on girls' education." PC/Tanzania

PURPOSE, GOALS, OBJECTIVES, MILESTONES, AND TASKS (PGOMT)

Many education projects in the Peace Corps worldwide have framed the goals of their project plan to address four key areas: quality instruction to students, teacher development, resource development, and enhancing linkages between schools, communities, and other networks. Specifically, these goals may be stated as enhancing the quality of:

1. the in-school and out-of-school experience for female and male learners;
2. the skills exchange and interaction between Volunteers and counterpart teachers, both male and female;
3. the local technical and technological resources; and
4. the links between schools and the local and global communities.

These four goals provide a well-balanced, action-oriented framework from which education becomes directly relevant to the needs of the students and communities. This creates a rich context within which the larger vision of the Peace Corps is achieved, including supporting equity in education. Below are samples from existing education project plans that demonstrate how some posts are addressing girls' education in their projects.

SAMPLE PGOMT SECTION OF A PROJECT PLAN:

1. By the year 2002, approximately 35,000 male and female secondary school students will have expanded their skills and knowledge in the Sciences, Mathematics, and Geography, while improving their problem-solving and English language skills.

2. By the year 2002, approximately 400 male and female secondary school teachers will have expanded their range of educational approaches/practices and improved their English language skills.

3. By the year 2002, approximately 50 secondary schools will have improved, inexpensive, locally produced educational resources relevant to the educational needs of Tanzania. Approximately 300 schools will have access to information about these resources.

4. By 2002, approximately 35,000 male and female secondary school students will have improved their problem solving skills while addressing needs in their communities, especially in the areas of public health and environment. (PC/Tanzania)

SAMPLE 1 - OBJECTIVES, MILESTONES, AND TASKS:

OBJECTIVE:

By the year 2002, approximately 17,000 female students in 50 schools will have demonstrated increased self-confidence and improved attitudes towards learning

MILESTONES:

- Each year, approximately 5,000 secondary school female students will improve their classroom attendance.
- Each year, approximately 5,000 secondary school female students will increase their participation in curricular and extra-curricular activities.

TASKS:

1. Encourage the participation of female students through activities including women as guest speakers, Girls' Clubs, celebrating International Women's Day, certificates for outstanding female students, and so on.

2. Integrate Gender and Development concepts into curricular and extra-curricular activities.

3. Increase the awareness of issues in girls' education with other teachers.

4. Establish a Women in Development committee to focus on girls' education.

SAMPLE 2 - OBJECTIVES, MILESTONES, AND TASKS:

OBJECTIVE:

By the year 2002, approximately 35,000 male and female students in 50 communities will have demonstrated a commitment to actively address needs in their community.

MILESTONE:

Each year, students in 50 communities will participate in, and monitor/evaluate one or more activities designed to address needs in their communities.

TASKS:

1. Community members assume responsibilities for aspects of project.
2. Community members contribute resources to project.
3. Community members acknowledge, identify, and overcome challenges facing project implementation.
4. Community members participate fully in all aspects of project.
5. Community members monitor implementation of plan.
6. Community members evaluate results of a project.

SAMPLE 3 - GOAL, OBJECTIVES, MILESTONES, AND TASKS:

The following is a more detailed example submitted by PC/Paraguay. It is from a draft of their equal early elementary education project plan designed by a working group of stakeholders.

GOAL:

II. By the year 2001, more than 3000 rural Paraguayan boys and girls (K-2) will apply appropriate health and gender related living skills.

OBJECTIVE:

II.1. Each year, 24 K-2 teachers (three teachers per Volunteer) will integrate the teaching of health, nutrition, and hygiene into their classrooms.

MILESTONE:

II.1.3 Incorporate available community resources in the implementation of school health program. This may include presentations and services provided through the MEC for the Educational Reform.

TASKS:

a) Identify key community supporters/human resources; e.g., local government agency, health post/center, dentist, charitable organizations, Ministry Officials.

b) Invite these resources into the classroom to extend their services to the school children; e.g., fluoride treatment, vaccinations, parasite and lice treatment, milk program, educational talks.

OBJECTIVE:

II.2. Each year, 700 K-2 rural school children will improve health and hygienic practices within their homes and communities.

MILESTONE:

II.2.1 Parents, teachers, and students participate in one community based, health related activity.

TASKS:

a) Choose theme of activity according to health needs of site.

b) Select a means of sharing information within the community; e.g., theater, puppet show, movie, movie making, mural, posters, workshop, open house.

c) Develop project with active support of teachers and students.

d) Present project to parents and other community members.

MILESTONE:

II.2.2 Prepare a summer camp for children K-2, focusing on health, hygiene and nutrition issues ensuring equal participation and opportunities for boys and girls.

TASKS:

a) Recruit and train community volunteers/teachers, especially in regard to gender issues.

b) Outline camp activities; e.g., schedule, materials, themes, funding, location, division of responsibilities.

c) Advertise.

d) Meet with community volunteers/teachers to make final preparations.

e) Execution of camp.

f) Follow up evaluation.

OBJECTIVE:

II.3. Each year, over 700 rural girls and boys will participate equally in all classroom and extra-curricular activities, contributing to higher self-esteem and life skills.

MILESTONE:

II.3.1 Conduct an informal analysis of the school environment regarding gender issues. (Quarter 1)

TASKS:

a) Observe classroom environments and teaching styles including physical education and extra-curricular activities.

b) Observe interaction between boys and girls during recess.

c) Meet with teachers to share findings and discuss opinions.

d) With teachers and directors, set the goal to change one school-wide behavior which fails to give equal opportunities to girls and boys.
(Quarter 3 [Year 1] through Quarter 8 [Year 2])

MILESTONE

II.3.2 Create a gender-neutral environment during PCV presented model lessons and all activities in which the Volunteer participates.
(ongoing Quarter 1 [Year 1] through Quarter 8 [Year 2])

TASKS

a) Vary seating arrangements to avoid gender clustering.

b) Require equal participation of boys and girls in class.

c) Break gender stereotypes by distributing classroom tasks between girls and boys.

d) Lead extra-curricular activities that provide boys and girls equal opportunities to participate; e.g., dodgeball, kickball.

MILESTONE

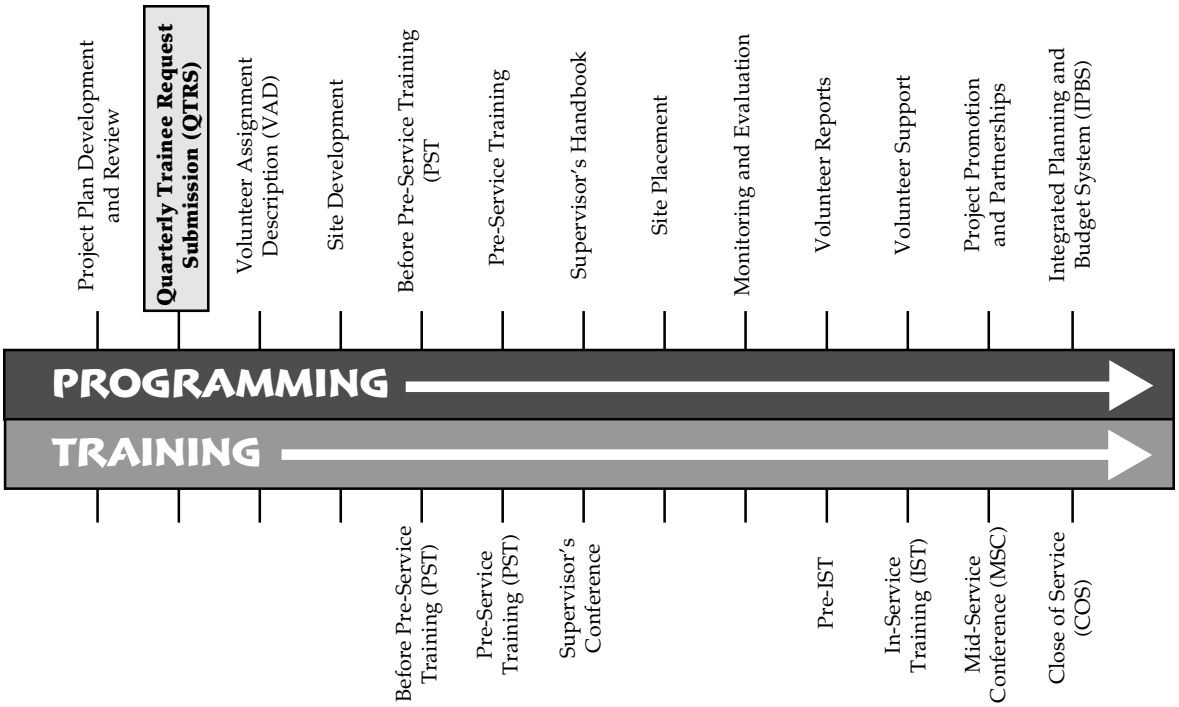
II.3.3 Educate boys and girls on the variety of career opportunities.
(Quarter 3, Quarter 4, Quarter 5 and/or Quarter 7)

TASKS

a) Through discussion and lessons (e.g. puppet show, books) introduce to the students the topic of job opportunities and gender roles, including traditional roles.

b) Invite community members to talk about their careers; e.g., male cook, male/female teachers, female doctors, female dentists, female agricultural engineers, male/female principals.

QUARTERLY TRAINEE REQUEST SUBMISSION (QTRS)



Traditionally, certain Assignment Areas (AAs) have more males or females. You may decide that a different gender balance is helpful for a girls' education focus. A good ratio of female PCVs can help boost girls' education efforts at your post as well as provide role models for female students. It may be possible to work with the office of Volunteer Recruiting and Selection (VRS) to alter the gender balance of your intake. Call your Placement Officer and discuss this with them. You can also integrate girls' education into your QTRS to inform VRS of your need for more female PCVs.

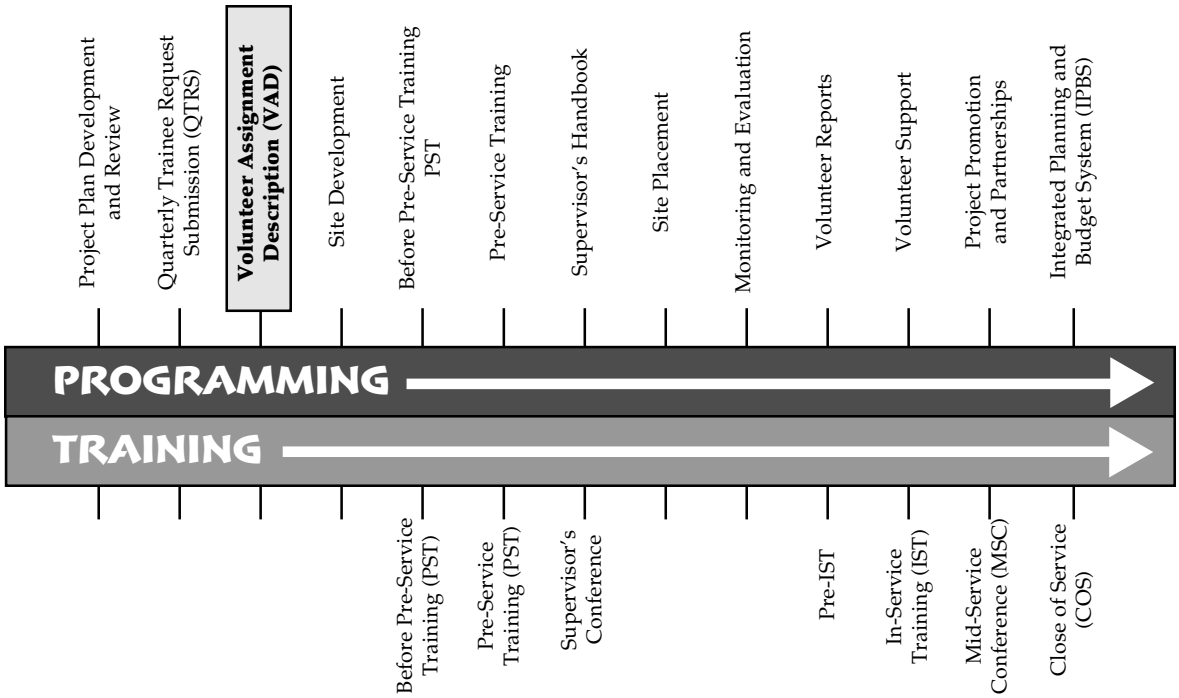
> *"(My female students') confidence has increased dramatically. They love speaking in dialogues and practicing conversations. In the beginning I had to dig for words. Now words come out comfortable, for the most part. I feel like some girls have soared in grades and confidence."*
>
> PCV, Ethiopia

SAMPLES:

"Female Volunteers: Post requests a balance of half female and half male teachers, where possible. Both the Ministry of Education and post recognize the role of female teachers in promoting girls' education—a national priority. Post also places many PCVs in all girls' schools."

"As post is committed to gender and development issues and girls' education, we welcome candidates with expressed interest, or demonstrated experience, in this area."
PC/Tanzania

VOLUNTEER ASSIGNMENT DESCRIPTION (VAD)



The VAD for an education assignment should present, in a realistic fashion, both the job to be undertaken and the lifestyle the PCV can expect to lead. It is also important to stress the level of professionalism required of education Volunteers in their appearance and behavior. Gender roles can be included in the VAD.

- **ROLE IN THE PROJECT:**

  Describe how the Volunteers are part of a long-term project and where their efforts will fit into the project plan. Introducing the theme of girls' education at this point will inform invitees that girls' education is a project priority and that they will be working in this area.

  "As part of the project's emphasis on education as community development, Peace Corps/Ethiopia is mindful that women and men benefit from development in different ways. There is a compelling need that will be obvious once you are in the classroom; at every successive level of education, there are progressively fewer female students. Consistent with Ethiopian Ministry of Education policy and objectives, Peace Corps/Ethiopia strongly supports activities which promote the education of female students, as well as male students, and works to encourage their success. Your creativity, resourcefulness, and interpersonal skills will be called on to contribute in this vitally important area, as well as many others." PC/Ethiopia

- **ASSIGNMENT DESCRIPTION:**

  Be as specific as you can. Provide information, for example, about class size, number of hours, resources available, and style of teaching expected.

"You will be assigned to a junior or senior high school located in a small town or one of the regional capitals in Guinea. You will be responsible for teaching at least 18 hours per week, establishing a professional support group with fellow teachers, and conducting activities that support female education." PC/Guinea

- **DRESS AND BEHAVIOR REQUIREMENTS:**

  Posts which provide guidance, training, and on-going support for gender-related cross-cultural adjustment should help reduce incidents of misunderstanding and more serious problems related to gender roles by spelling out norms, requirements, and restrictions related to dress, appearance, and after-hours behavior.

  "Generally, you will be working in rural areas and small towns in a Muslim country. Norms of dress are less liberal than in the United States. Modesty is expected and subscribed to virtually everywhere; both men and women are expected to conform to conservative and traditional standards which require that most of the body is covered. Though a middle-eastern Muslim country, women in Jordan are not generally veiled as they are in Saudi Arabia. Shorts are not appropriate for either men or women, irrespective of the weather; halter tops or tight-fitting tops worn by women are considered by some Jordanians to be offensive and provocative and should not be worn." PC/Jordan

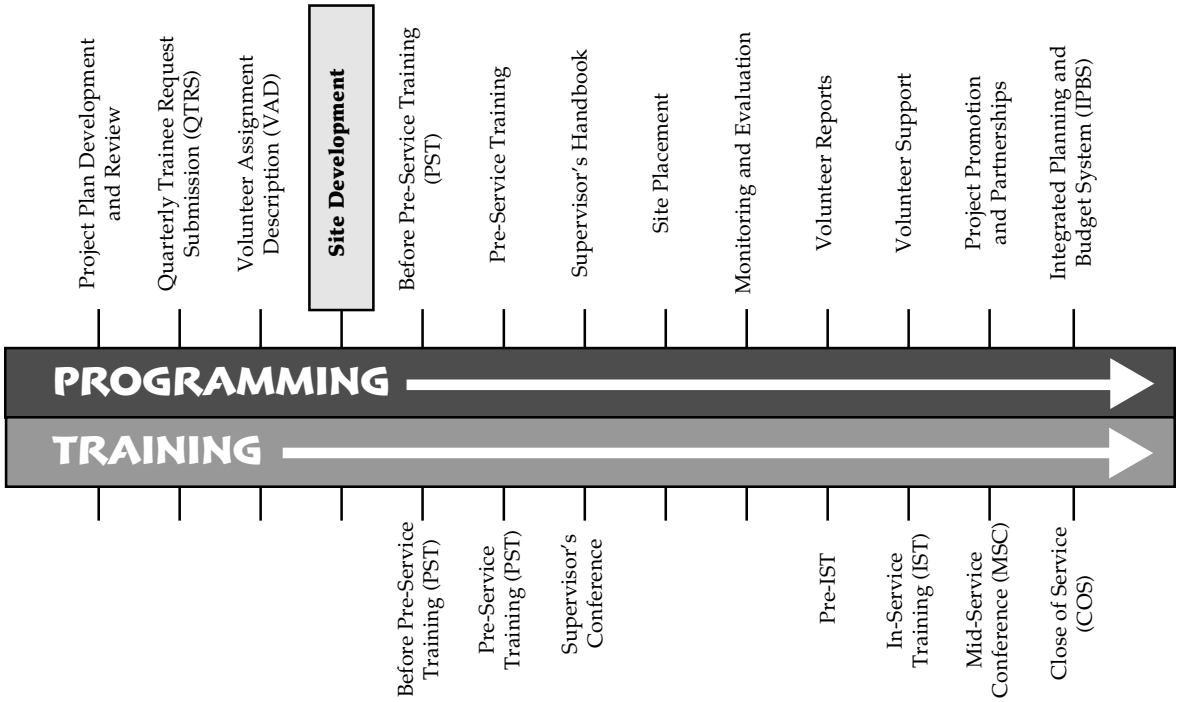
  "You will be expected to follow cultural norms. Overall, women dress very conservatively here. Sleeveless tops are not appropriate here, unless you're at home or only with close friends. Skirts should be loose and fall below your knees, and full enough to be able to sit cross-legged on the floor without revealing anything." PC/Fiji and PC/Tuvalu

  "The role of a PNG woman here is different than the role of an American woman. Women always need to wear a skirt. Pants/shorts are OK in the house or yard, but otherwise it is totally unacceptable to wear anything other than a dress or skirt." PC/Papua New Guinea

- **SUGGESTED MATERIALS TO BRING:**

  If particular reference materials might be helpful for addressing girls' education, specify this in the VAD. For example ,the VAD could suggest that Volunteers bring pictures of women in different roles, books with a variety of female role models and males in non-traditional roles, teaching materials which address different learning styles, among others.

SITE DEVELOPMENT



SITE SURVEYS

Site surveys give you the opportunity to identify the most appropriate placements for Volunteers, in terms of both working and living conditions. The survey process is also your opportunity to communicate the goals of the Peace Corps and the project and ensure that professional and personal support will be available to the new PCV. The host–country agency (HCA) should play an active role in this process. In some cases the HCA simply provides a list of recommended sites for Peace Corps' review. In other cases the HCA first solicits expressions of interest from potential supervisors by letter, phone, or in a meeting. If an HCA representative cannot accompany you on site visits, ask for a letter of introduction to take with you as you visit potential sites.

One possible criteria for successful initiatives in girls' education is the selection of supportive partners with whom to work—and that includes schools. Here are ideas about what to look for as you are developing new sites for Volunteer placement.

- Look for a demonstrated community and school interest in girls' education. Determine if there are any school or community activities targeted to improving girls' education. What is the school or community doing to support girls in school? If there are currently no activities supporting girls, is there an awareness on the part of school and community officials of the problems of girls' education? Do they demonstrate a willingness to support PCV and counterpart initiated activities in this area?

- Think about types of schools in which to place PCVs. For example, some posts make an effort to place PCVs in all girls' schools whereas other prefer co-educational (coed) schools.

- Lay the groundwork for possible future PCV and Peace Corps local partnerships in girls' education by discussing girls' education with school and local officials and informing them of the priority which the Peace Corps places on this area. Explain the types of activities in which PCVs and counterparts might engage. Will they provide support and assistance to females as well as males?

SITE DEVELOPMENT GUIDELINES

Site development guidelines for education projects have been developed and distributed to the field. As with the project plan, posts can enhance integration of girls' education components by making explicit "**boys and girls**" instead of students, "**mothers and fathers**" instead of parents, and "**male and female teachers**" instead of teachers.

Site development serves three purposes:

1. It provides an excellent opportunity for "raising the volume" of the Peace Corps. The school staff is a captive audience so informing them of the Peace Corps and its mission, projects, **and commitment to girls' education** is worth the time and effort even if the site is not selected for a Volunteer.
2. It prepares potential supervisors and **male and female teachers** to receive a Volunteer.
3. It gives you a chance to determine whether the site meets the criteria developed for placing both male and female Volunteers.

During the different phases of the site development process, the APCD/Program Manager may further enhance integration of girls' education by considering the following points.

DEVELOPMENT OF APPLICATION PROCESS:

Does the application include information about the fact that Volunteers might be working to support girls in school and in the communities?

DEVELOPING CRITERIA FOR RECEIVING A VOLUNTEER:

Are there opportunities at the school for working specifically towards helping boys and girls in school, through after school clubs, for example? Are there opportunities for helping mothers and fathers of students to become more involved with their sons' and daughters' education?

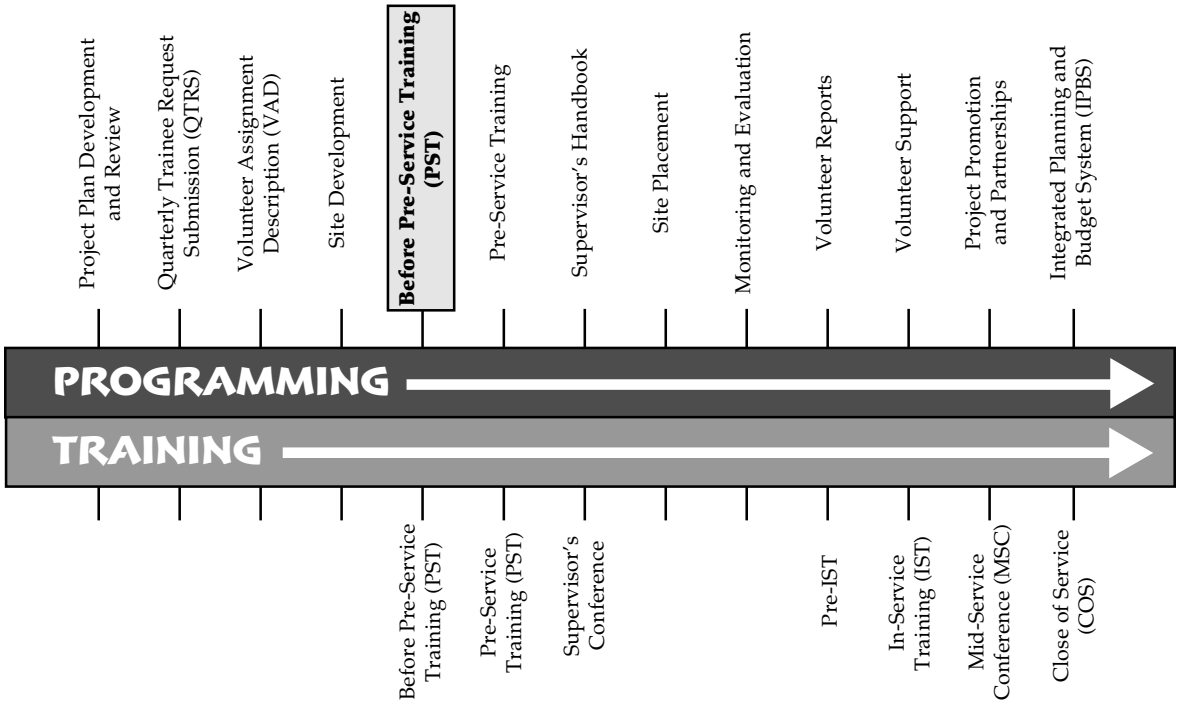
PREPARATION FOR SITE DEVELOPMENT:

Will there be boys and girls for you to meet with during the visit in order to find out what some of their special interests or needs are?

CONDUCTING THE SITE DEVELOPMENT VISIT:

Is there a clear agreement for any special efforts in regard to girls' education?

BEFORE PRE-SERVICE TRAINING (PST)



MATERIALS AND EVENTS FOR INVITEES:

WELCOME PACKET

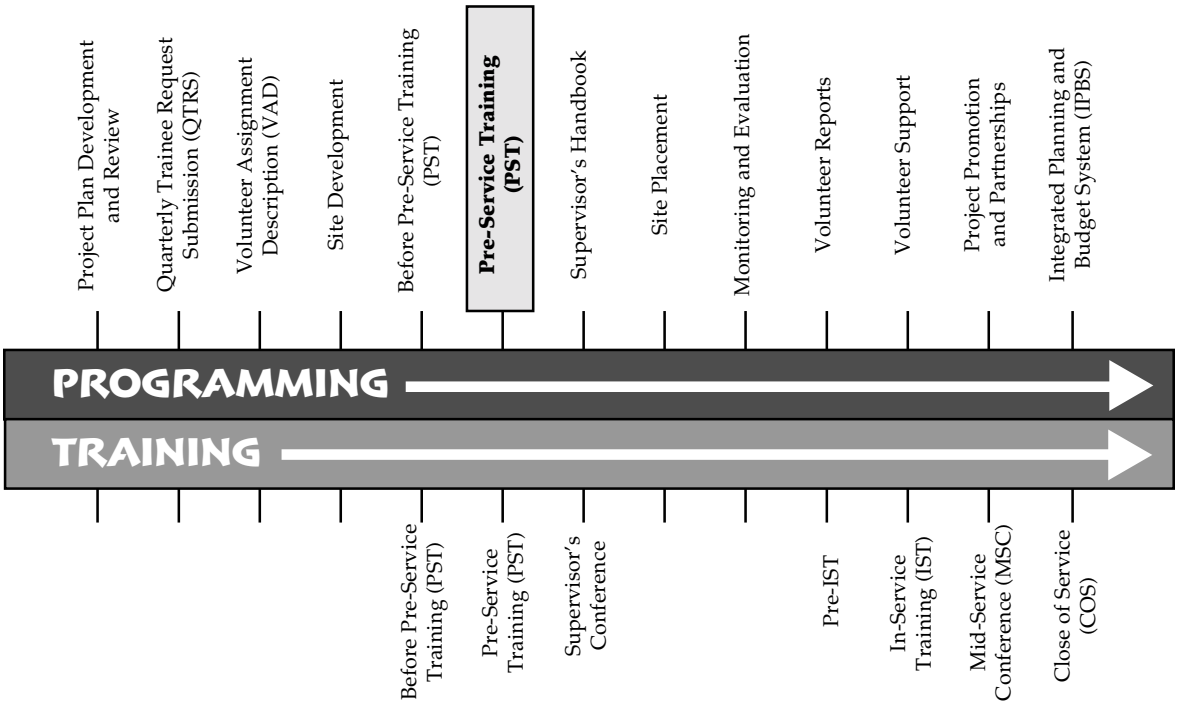
As with the VAD, the Welcome Packet is an early opportunity to introduce invitees to girls' education. A few simple ways to do this include:

- Remember to highlight girls' education activities in the project description.
- Include relevant country specific information on girls' education and gender issues in the country information section.
- Have a PCV write about his/her activities in girls' education as part of the introduction letters section.
- As a programmer, write about the importance of girls' education in the introduction letters section.

STAGING

The theme of girls' education can be reinforced at Staging if you provide staging staff and/or your Country Desk Unit (CDU) with information on post activities. If possible, you may also want to invite a Returned Peace Corps Volunteer (RPCV) to staging who was active in girls' education during her or his service.

PRE-SERVICE TRAINING (PST)



TRAINING STRATEGY

The training strategy should evolve from your programming, and therefore should include training in skills for working in girls' education as specified in the project plan. Education Volunteers do not always clearly see the contribution they are making to a country's development or the broader implications that girls' education has for development (see Introduction, booklet #1). Sessions that focus on the role of Girls' Education in development, whether in pre-service training (PST) or in-service training (IST), are important to motivate Trainees and to reinforce the importance of project tasks.

- **DRAW ON EXISTING TRAINING RESOURCES**
  Consult existing training designs and review training resources available through Information Collection and Exchange (ICE), Peace Corps/Washington, and Training, booklet #3 of these materials.

- **INCLUDE HOST-COUNTRY REPRESENTATIVES, SUPERVISORS, AND COUNTERPARTS**
  Invite male and female host-country educators to make presentations and participate in panel discussions on some of the training topics related to the country's education system, or even to provide model classes. Make sure that in some key presentation the issues for girls in education are raised, and the efforts to address them by the government and other organizations are summarized.

- **DRAW ON THE KNOWLEDGE AND SKILLS OF EXPERIENCED PCVS**
  Experienced PCVs can enhance training by providing insights into the realities of Volunteer life and work. Seek suggestions from PCVs who have worked on girls' education issues and might be willing to present their experiences.

- **INTEGRATE TRAINING COMPONENTS**

  Link language training with technical training by introducing the educational context into language training sessions. Language training competencies should, in fact, address the range of Volunteers' professional needs. For example, do men and women speak the language differently? Will this be addressed in the language classes? How do students address male and female teachers? Will the Trainees receive training in their language classes to recognize and understand these differences? What languages are spoken at the Trainee's future site? Are there gender-related sociolinguistic competencies that the Trainee will need to know?

- **INTEGRATE THE PROJECT PLAN INTO THE TRAINING**

  During PST share the Project Plan with Trainees, especially the goals, objectives, and milestones. Focus on the milestones that they will contribute to achieving, and discuss the tasks they are expected to perform to accomplish those milestones. (See Training, booklet #3, for a sample session design on introducing the project plan in pre-service training.)

- **VIEW TRAINING AS A CONTINUUM**

  Link all phases of training by building basic skills during PST and identifying additional skills Volunteers will need in their assignments that can be developed during ISTs. If the Volunteers are attempting to encourage girls to stay in school, they might learn participatory methodologies to learn about girls' daily activities and responsibilities at home. In IST they might learn how to follow-up on this information, learning how to develop strategies with the community to overcome the obstacles they have discovered together.

COMPETENCIES FOR EDUCATION VOLUNTEERS

Competencies are statements of what the Trainees will be able to do at the end of the training, permitting them to successfully undertake their job. Defining the competencies guides the design and evaluation of the training sessions and activities. Following are sample PST training competencies for education. Sections in bold face show how girls' education might be included.

SAMPLES:

At the end of the Pre-Service Training, the Trainees will be able to:

- Discuss the goals and objectives of the national curriculum. **Indicate in what ways the curriculum does and does not address girls' and women's issues.**

- Present plans for observing classes, **including looking for gender differences.** Demonstrate effective feedback techniques for girls as well as boys.

- Present a practice training session with a **female** counterpart teacher.

- Demonstrate effective classroom management behavior, including pacing, balance of activities, **encouraging the participation of both girls and boys**, and appropriate discipline.

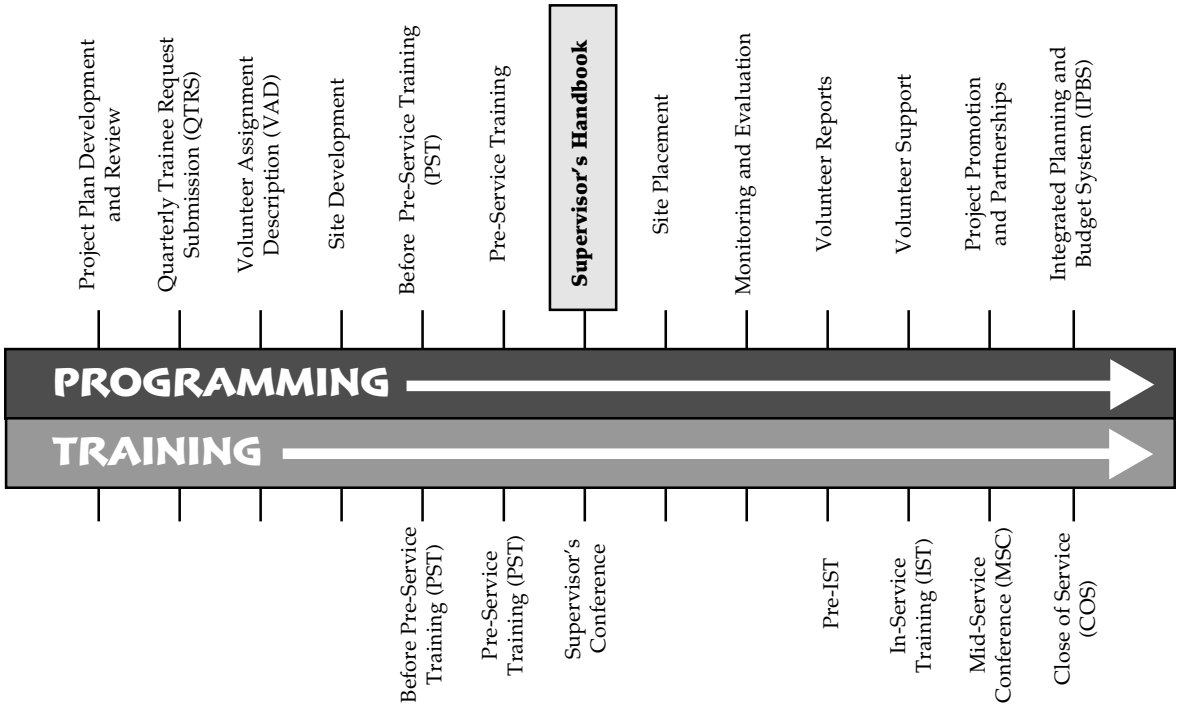
- Create or adapt appropriate resources and teaching aids **which use both male and female images and examples**, including providing legible and well-organized presentation of lessons on the blackboard.

- Compare and contrast various language learning styles and strategies. **Discuss the research on gender differences in styles.**

- Design lesson plans that incorporate motivational, informational, practice, and application activities to teach the four language skills, and that address a variety of learning styles and strategies. **Address the specific needs of boys and girls in terms of content and methodologies.**

- Develop integrated theme-based units that demonstrate long-range planning skills, **and address the needs of boys and girls, women and men in the community.**

SUPERVISOR'S HANDBOOK

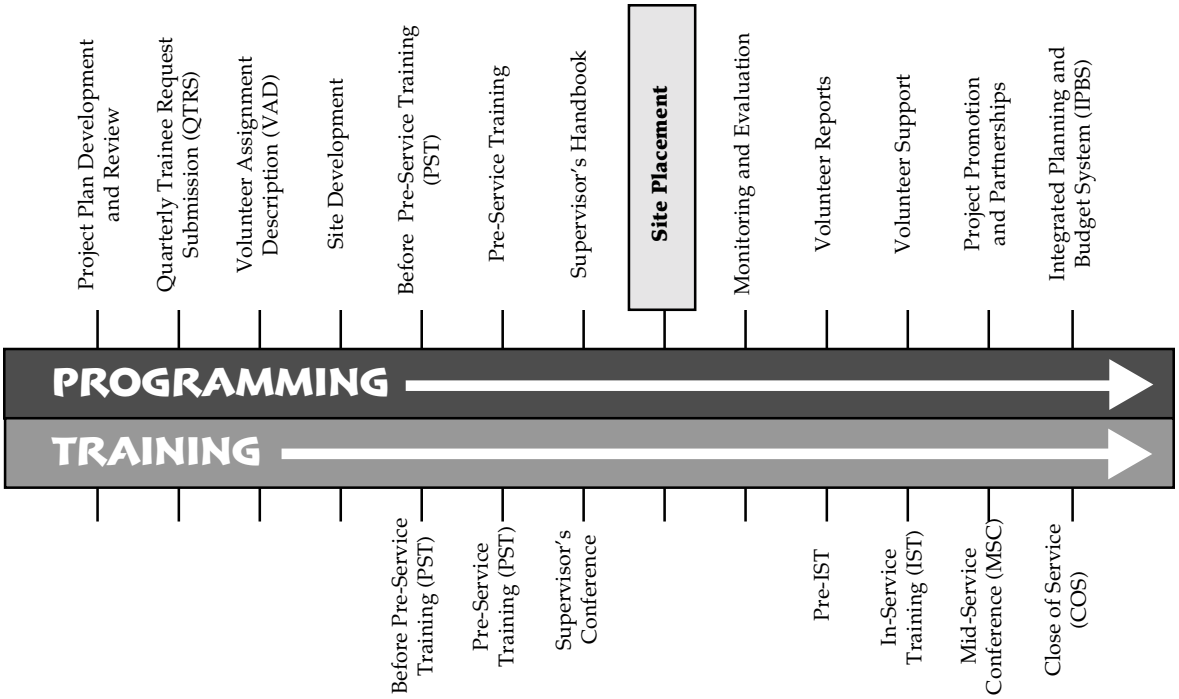


Some posts produce a Supervisor's Handbook with information about the Peace Corps, project activities, and guidelines for supervising PCVs. A section on girls' education in a handbook is one way to introduce the theme of girls' education to PCV supervisors—and to acquire much needed support from school and community officials. A section on girls' education could describe:

- the priority that the Peace Corps places on girls' education—and why.
- how Peace Corps girls' education activities support Ministry of Education (MOE) initiatives—the efforts, and impact, of PCVs and counterparts in girls' education.
- if appropriate, steps a school director or headmaster can take to support girls' education initiatives.

This introduction can be further developed by PCVs and their counterparts, and during future site visits with their APCDs, or at Supervisor's Conferences.

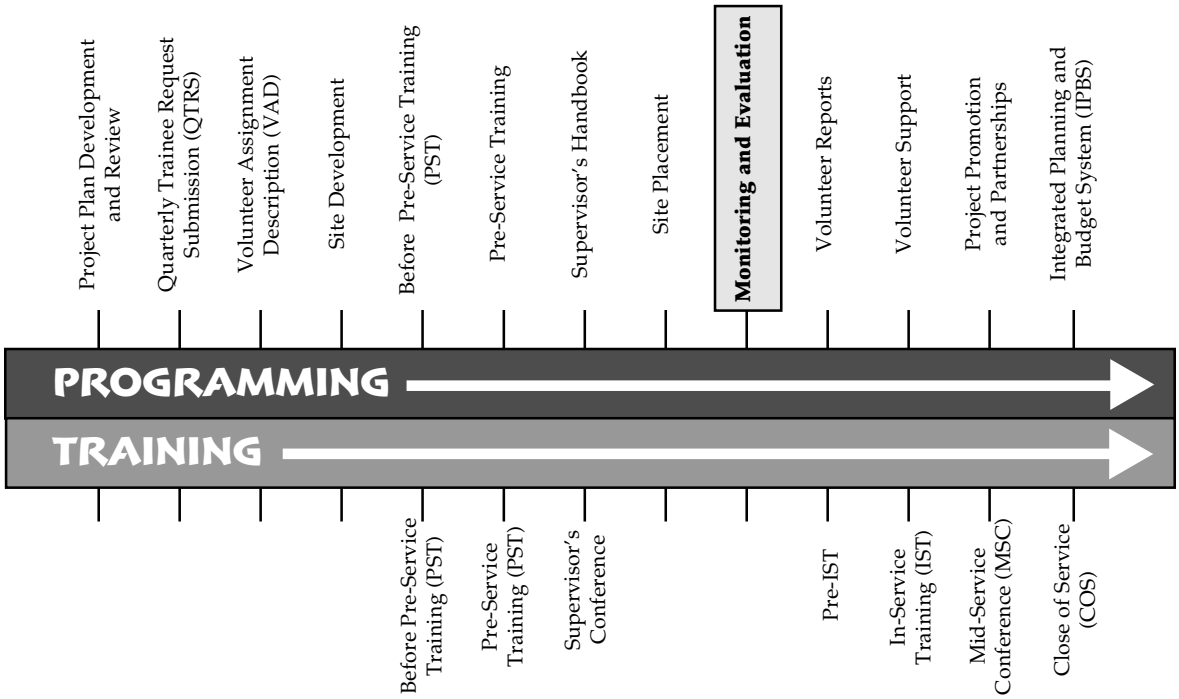
SITE PLACEMENT



Through interviews and the Pre-Training Questionnaire (PTQ) determine interests and past experiences of individual Trainees that can lend themselves to your girls' education initiative. Assisting PCVs in applying their interests and past experiences can be motivating and create an immediate niche for them within the overall project.

When assigning Trainees to a site consider how best to build upon their interests and skills. Would it be best to assign the Trainee to a site where a previous PCV initiated girls' education activities to have the advantage of several generations of PCVs working on similar activities? Or would it be best to assign the Trainee to a site where there are not yet girls' education activities as he or she will be predisposed to initiating them? Some posts have successfully utilized a strategy of placing consecutive generations of PCVs interested in girls' education at one site in order to firmly establish a girls' education initiative at the site. Others have clustered education PCVs who are interested in girls' education near PCVs from other sectors to facilitate cross-sectoral collaboration which includes integration of gender issues.

MONITORING AND EVALUATION



INCORPORATING GIRLS' EDUCATION

Monitoring and evaluation (M&E) activities should reflect your commitment to girls' education. Although these are on-going activities, the Project Status Reviews (PSRs) offer an opportunity for posts to reflect on efforts in girls' education within each project and throughout the total country program. Through monitoring and evaluation, process questions are asked and information shared that can lead to the initiation of, or increase in, girls' education activities. Useful references on M&E are the PATS Education Supplement, and the ICE publication *Participatory Program Evaluation* (ICE R0094).

Below are some suggestions on how to incorporate girls' education into monitoring and evaluation activities.

- Meet with a representative group of project stakeholders to collaboratively develop quantitative and qualitative indicators that will 'indicate' the level of success of your girls' education efforts. These indicators can be integrated into your existing project monitoring and evaluation activities. They should measure what your post is doing, what difference it makes, and how you know the efforts have been effective for boys, girls, women, and men.

- During all monitoring and evaluation activities, collect information on girls' education issues and activities. In the process of completing the monitoring or evaluation instruments, PCVs and their counterparts will learn about the needs and issues of girls and the impact that any activities have on them.

- PCVs can evaluate outcomes of their formal lesson plans using the Community Content-based Instruction (CCBI) framework which includes Participatory Analysis for Community Action (PACA) tools available in your IRC.

- Include questions on girls' education activities in PCV term report forms. Sharing the results of PCV term reports by writing a summary or compilation of the data can maintain momentum and activity in girls' education. These term report summaries also serve as a vehicle to generate ideas, reward and publicize efforts, provide collective feedback, and build team spirit—people working together as part of a group with common goals.

From Ethiopia 1996 Project Status Report (PSR)

> As part of the Gender and Public Health Workshop, participants prepared over 50 lessons using gender-related public health themes and then identified other areas in the syllabus where these themes could be integrated. Copies were distributed to all participants.

- If counterparts and supervisors are involved in the monitoring and evaluation activities, questions asked and data collected in the process can provide an excellent forum for discussing and examining girls' education at individual sites. Additionally, the monitoring and evaluation process may prompt people to initiate efforts in girls' education if they have not yet done so.

SELECTING INDICATORS FOR EDUCATION PROJECTS

Indicators are the measure of progress that tell us whether we are succeeding in producing the desired achievements or changes from implementation of our PGOMT. (See pages 17 - 19 of the PATS Education Supplement for more detailed explanations of quantitative and qualitative indicators.) By disaggregating indicators by sex, baseline data related to girls' education can be collected. This information can be used to set up a monitoring and evaluation system that can be followed over generations of Volunteers. Indicators should be able to measure not only numbers of female students attending classes/school, but also take into consideration the effect of efforts to improve performance. They also should point the direction for future efforts.

SAMPLES:

From PC/Ethiopia 1996 Project Status Report (PSR)

Students' Pass Rates	Total	Female
Secondary and Post Secondary School Students	3746	33%
Secondary School Students' Pass Rate	55%	45%
Teacher Training Institute Students' Pass Rate	98%	98%

From PC/Tanzania 1996 PSR

Quantitative Accomplishments Over the Past Year

- Students taught by PCVs

Subject	Total	Female
Physics	1821	861
Chemistry	2296	943
Biology	1448	733
Mathematics	3001	1661
Geography	1272	573
Economics	270	130
Grand Total	**10108**	**4901**

Other indicators of accomplishment:

- Three PCVs worked with Girl Guides groups
- Formation of a WID committee focusing on girls' education
- Increase of 42 percent in the number of girls PCVs taught in the past year; corresponding 14 percent increase in the number of boys taught by PCVs in the past year

Participatory Analysis for Community Action (PACA) tools can be used to suggest other indicators as well. The "Typical Day" PACA tool might reveal that girls' ability to stay in school and succeed in their studies is hampered by having so many chores to do at home. Teachers, principals, and Volunteers may develop ways to educate mothers and fathers about the importance of educating their daughters. Possible indicators could be the percentage increase in girls' participation in school, as well as their success rates.

The PACA community mapping activity might reveal that girls have less access to playing team sports than boys do. Volunteers and teachers may decide to organize some intramural sports teams specifically for girls. In such a case, possible indicators could be numbers of girls' sports teams, or numbers of girls participating in organized sports. In case teams are co-educational, the percentage of girls on the team would be another indicator.

Another source of information for possible indicators are Volunteer interim and close of service (COS) reports, workshop evaluations, and letters that they submit to the APCD/ Program Manager. The next page is an example of how such information can be distilled and incorporated as part of monitoring and evaluation.

BRING YOUR MOTHERS TO SCHOOL DAY

by PCV from PC/Nepal

In the attempt to wrap my sari unassisted, I ended up resembling a big, green mummy. No worries. Help was right around the corner. I had spent my morning bathing and preparing a cheat-sheet of Nepali words for my upcoming speech to the students' mothers. Around 9:50 a.m., I peeked outside to see if any mothers had arrived. They hadn't. I put my sari on anyway — something I only do for special occasions — and hoped that someone would show up.

I felt nervous as I walked out of my house and heard "oohs" and "aahs" ripple through the crowd of students as they stood in morning lines. The kids all knew why I was dressed up, yet they had failed to bring their mothers. I wasn't sure what to do, so I spent my morning introducing students to our new library system and checking out books to them.

At the beginning of 3rd period, I was informed that some mothers had come and they wanted to know what to do. I escorted them to their children's classes so they could observe for a little while. They were a little shy about entering the classes at first, but eventually did go in.

Around 1:00 p.m., I gathered the girls together in one classroom. (They refused to go out to the field where boys and teachers could also look on.) The mothers began to file in and sit in the front rows. I was so happy to see people showing up I was nearly in tears!

I began speaking about how on this day in America, mothers are taking their daughters to work. Now women in my village have a job outside the home. They do take their daughters to work (and keep them from going to school) several times per week. I stressed the importance of girls' education and women's literacy in the development process. My voice wavered constantly as more and more mothers poured into the room. I'm not sure how much the women understood. I'd been explaining to the teachers and the girls for a few weeks just exactly what this was all about. I hoped someone would reiterate my speech.

Next the girls came up and sang an English song to the others. They did well for not having much practice. Harikala Miss was a little sick so she didn't give a speech. Khuma Miss came up and did exactly as I had hoped. She said everything that I had, but more thoroughly. The women applauded her when she finished.

Then they requested women's literacy classes. They said they would not come if classes were held at school. They wanted a class in each ward. This was a dream come true! My only problem is going to be finding a woman who is qualified to teach in each ward. Both Misses offered their assistance.

Sita, a class 9 student, came up and gave a small speech thanking the mothers on behalf of the girls' club for coming. She also gave tika to the mothers. I suggested that to finish the afternoon we should go outside for some group photos. The mothers asked, "When do you want us to come to school again?"

The previous story describes a Volunteer's success at many levels. Although this Volunteer had a set plan in her mind of how the day would go, the "Bring Your Mothers to School Day" led to greater opportunities for the mothers, teachers, and students, and enhanced the mutual understanding among them. APCDs often receive Volunteer letters similar to this previous one — work-related, personal, and full of information that can be useful for on-going monitoring and evaluation of a project. The following table highlights how such letters can be translated into reporting information on girls' education activities.

Activity	What happened? (outcome) What difference did it make? (impact)
• Volunteer conducts a "Bring Your Mothers to School Day."	• Many mothers came. (outcome) • Mothers asked for literacy classes. (impact) • Other teachers offered their assistance in providing literacy classes. (impact) • Mothers asked to come to school again. (impact) • More role models for girls. (impact) • Enhanced relationships among participants. (impact)

The information gathered through monitoring and evaluation activities and Volunteer letters and reports can be incorporated into your Project Status Reports (PSRs), both qualitatively and quantitatively. Several examples follow.

SAMPLES OF OUTCOMES AND IMPACTS DATA:

From PC/Ethiopia 1996 Project Status Report (PSR)

- PCVs and staff at some schools report success in increasing dialogue about corporal punishment and changing school policies in regards to motivating and managing students. Alternative techniques include use of positive reinforcement, conflict resolution, counseling, and use of discipline other than corporal punishment.

- At the zonal meeting in Debre Berhan, Ato Getachew of Debre Berhan Teacher Training Institute (TTI) discussed activities that followed the CCBI workshop that disseminated information on gender issues and health concerns. He said that including these themes in an English class were like "killing two birds with one stone." He mentioned debates in English class on AIDS and a question and answer session on gender issues for students. He emphasized the importance of incorporating these ideas into the curriculum. Ato Fekadu of the Debre Berhan TTI repeated the importance of the themes. He said that the TTI had been concerned about the poor academic achievement of its female students and had begun

(continued)

special study sessions for female students with female teachers. They have seen a corresponding change in the female students' grades. At the conclusion of the zonal meeting, the representatives of the TTI expressed interest in showing the video "All We Expect" (on micro-nutrient education) to their students and began planning how they would do the presentation.

- Debre Sina High School department head Ato Argaw Sileshi and PCV Alison Hanks conducted research on why female students drop out of school, titled *Obstacles to Females' Education: A Study at Debre Sina High School*, which was submitted to the Zonal Educational Office. They interviewed 20 teachers, 60 students, and three parents. It was used as a catalyst to start a girls' club. They invited a nurse from the health clinic to answer questions that students submitted. They also held meetings with their female students to discuss future needs, problems that arise, and from whom to seek help if harassed by a teacher or outside of school.

Below is an **example** of how PC/Paraguay is trying to build girls' education needs assessment into their project plan as an outgrowth of one of their project goals.

DIAGNOSTIC EXERCISE TO ANALYZE OPPORTUNITIES FOR EQUAL EDUCATION FOR BOYS AND GIRLS

After getting to know community members as well as school personnel, a PCV and counterpart should discuss the feasibility and timing for conducting a simple analysis of self-esteem opportunities for boys and girls. The point is to help teachers and parents see the ways they encourage or discourage self-esteem and other educational opportunities for girls and boys, and allow them to choose to take action which may benefit their children. These exercises were tested at an IST with teachers and at several Volunteers sites with a surprising approval by all participants in additional to openness to providing means for equal education opportunities for girls and boys. That this aspect receives attention in the Early Education Project Plan is testimony to the insistence on the part of two Paraguayan Ministry Officials who took part in the development of the project plan. These exercises should ideally be facilitated by a counterpart with assistance from the PCV. They may be conducted as a kind of workshop or divided into a series of meetings as deemed appropriate. In the best case scenario, parents and teachers participate and complement these activities. Second best would be to provide equal opportunities for boys and girls in the school and organized community activities.

(continued)

STEP ONE:

State objectives of meeting:

1. to look at the ways that we educate children in school, at home, and in the community
2. to determine ways that we can provide opportunities for learning and building self-esteem for all the children

STEP TWO:

Discuss self-esteem and its importance for children and adults.

STEP THREE:

Depending on size of group, either divide into three groups, each with a question, or have one group develop a list (on blackboard or flip chart paper) that answers all of the following:
What are the special tasks and other opportunities assigned for children in …

a. the classroom and school (give example like erasing the board)?
b. at home (give example like going to the store)?
c. in the community (give example like a town fund-raiser)?

STEP FOUR:

Groups present lists (brief reading of lists and explanation only if needed). Ask members in each group what a child learns or gains from performing several items in each group.

STEP FIVE:

Have groups review lists and decide for each item who (girls, boys, or both) usually has the opportunity to perform each item. Mark each item with boy, girl, or both.

Identify those items that are exclusive to either boys or girls, and discuss the following:

a. Could a child of the other sex perform the task?
b. Could a child of the other sex learn or gain from that experience?

STEP SIX:

Identify those items for which parents and teachers are willing to provide opportunities to children who are traditionally excluded from performing the task as pertains to the school, home, and community.

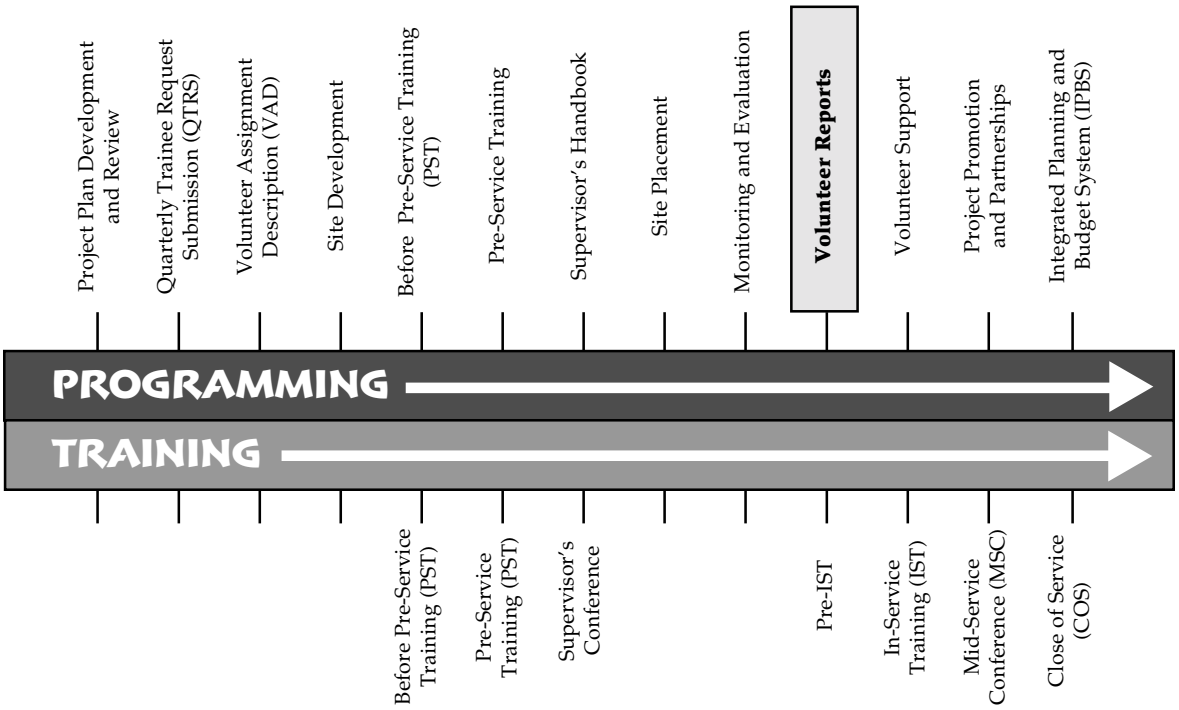
Plan activities in which these opportunities may be given (PCVs should put the plans in tri-monthly workplans).

STEP SEVEN:

Observe classroom activities, perform home visits, and conduct community activities which serve to implement the plan throughout the school year.

Arrange follow-up meetings to review the results of these activities (PCVs should report results/observations on workplans).

VOLUNTEER REPORTS



Following are two sample semesterly reports adapted from PC/Tanzania: the first is for the first semester that the Volunteer is at his or her site; the second is for subsequent semesters. Questions four to six have been modified such that for the first semesterly report, Volunteers will be gathering baseline data and indicators from which to assess the impact of their efforts. The first set of questions reflect that PCVs will be doing lots of observations and gathering baseline data. The second set of questions four to six encourages Volunteers to reflect on what difference their actions and activities have made for boys and girls.

SAMPLES:

FIRST SEMESTER QUARTERLY REPORT

Name: _____

Date: _____

Town: _____

Directions: Please answer all the following questions on this form. Attach additional sheets if necessary or use the back side of the form.

(continued)

Complete the following chart:

Class Level Taught	Subject	No. Students Taught Male Female % Male % Female	No. Students Passing Male Female % Male % Female
TOTAL			

1. Number of female teachers at your school _____
(Indicate if you are included in this number)

2. Percentage of teaching staff that is female _____ %

3. Did any girls drop out of school this semester? How many? Why?

4. What were your observations regarding the participation and performance of the girls in your class as compared to the boys in your class? What impact do any differences have on students' achievement?

5. What are the roles and responsibilities of girls at your school? of boys? Are these roles equitable? What impact do any differences have on students' achievement?

6. What are teachers' expectations of girls' academic capabilities? In what ways, if any, have your own expectations influenced the outcome of your female students' learning experience? How do you know?

7. Please check off whatever activities you have done this semester. Also provide **quantitative indicators** in the same column (number of times or number of girls, number of boys and girls who participated or were affected by an activity, etc.). In the last column provide a brief description, any "lessons learned" regarding the activity's success or failure, and any observable impact of the activity.

Activity	√/#m/f	Outcome/Impact
I tried to increase the participation of girls in my class. (Please list how.)	√/20/10	*Four more girls participated in class discussions by the end of the semester.*
I conducted lessons that contained female education themes.	√/	*The boys stayed interested!*
I conducted out of class activities for girls. (Please list.)		*Several girls want to begin a girls' soccer club.*

(continued)

Girls were awarded certificates of excellence, good work, or attendance at the end of the first semester.		*The girls with the highest overall grade point average were given certificates in a school assembly. I will suggest to the principal that next semester certificates be given to girls with the best average in each subject, so that more girls will receive certificates.*
I provided remedial instruction to female students.		*Pass rates in English rose for two of the three girls I tutored.*
I participated in a school/ community activity about the importance of educating girls (could be a formal or very informal activity - including discussions with others).	√/12	*Ten parents and two counterparts attended a PTA meeting where I did a presentation on girls's education.*
Other activities – please list.		

8. Please indicate your observations of any progress in this past term. Remember—even a little progress is progress.

a. My female students demonstrate improved participation in my classroom activities.

All Many Few None Already at high level

b. My female students demonstrate improved participation in extracurricular activities.

All Many Few None Already at high level

c. My female students demonstrate improved academic performance.

All Many Few None Already at high level

9. What are other teachers and your school doing to improve the educational opportunities for girls?

10. What activities have you identified that can be implemented in your school next semester that will enhance girls' self-esteem and scholastic confidence or improve their participation and achievement? Have you spoken with colleagues, students, or the school administration about your ideas?

FOR SECOND THROUGH FOURTH SEMESTERS

Use the same form, but modify questions four to six as follows in order to gather information about observed changes, i.e. impact.

(continued)

4. What, if any, changes have you observed regarding the participation and performance of the girls in your class as compared to the boys in your class? What can these changes, or lack of change, be attributed to?

5. What, if any, changes have you observed regarding the roles and responsibilities of girls at your school? of boys? What can these changes, or lack of change, be attributed to?

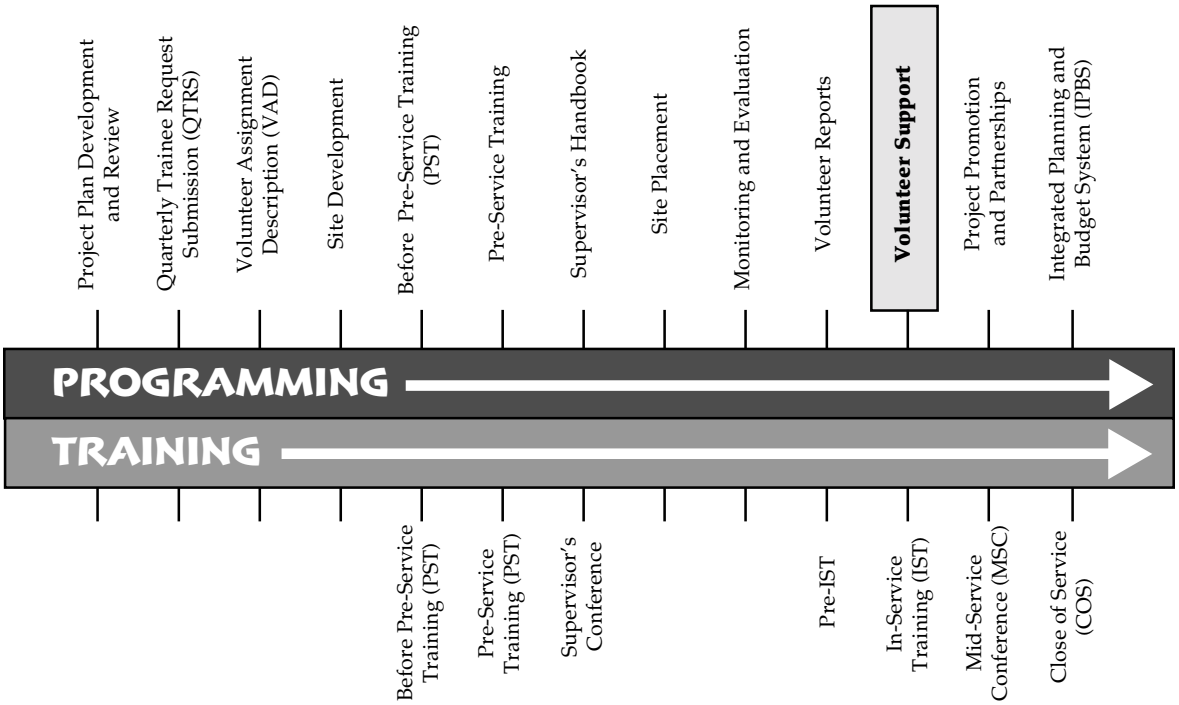
6. What, if any, changes have you observed regarding teachers' expectations of girls' academic capabilities? What about your own expectations? To what can these changes, or lack of change, be attributed? How do you know?

The types of information which the above questions can elicit include outcomes, impacts, and future directions for monitoring and evaluation. For example, note the differences below between a Semester One response and a Semester Two response.

Semester 1: The girls with the highest overall grade point average were given certificates in a school assembly. I will suggest to the principal that next semester certificates be given to girls with the best average in each subject, so that more girls will receive certificates.

Semester 2: We gave awards for the best average in each subject this semester. Three more girls received awards than last semester. The girls who received the awards were quite pleased because their parents attended the assembly. I do not know what effect this will have on their work next semester, or whether or not other girls will try harder. I will look for this next semester.

VOLUNTEER SUPPORT



SITE VISITS BY PC STAFF

A Peace Corps staff visit to a Volunteer site is a special event at a school and community, and as such provides a unique platform from which to highlight and support the efforts of PCVs and their counterparts at improving girls' education. As time permits, you could try some of the following while visiting sites:

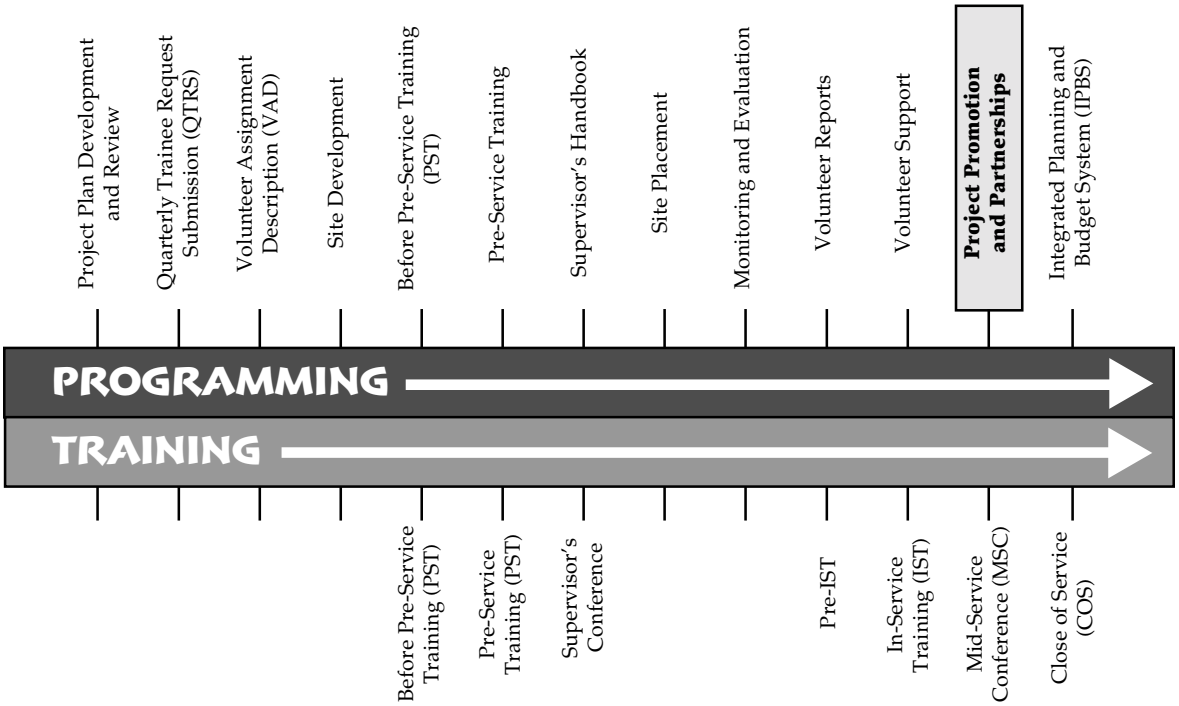
- Discuss girls' education issues and activities with PCVs, school officials, community leaders, and anyone else who will listen.
- When giving oral and written feedback include feedback on a PCV's efforts at improving the education of girls. (See classroom observation guide in training section.)
- Model the importance of girl's education by attending or visiting girls' activities as time allows. Take photos of their activities or project to use in public relations materials or newsletters. (See next section.)
- Recognize and reward the efforts of PCVs, counterparts, and schools to improve girls' education. For example, take copies of new materials for girls', or materials where you have published their pictures or written about them.
- Distribute materials that highlight girls' education.

HELPING PCVS LINK WITH OTHERS

A means of increasing the likelihood of success and sustainability of PCV girls' education efforts is for PCVs to collaborate with others. You may be able to assist PCVs in collaborating.

- Work with other Peace Corps programming sectors at your post to explore possible areas of collaboration in girls' education. Natural partners are the environment, health, and agriculture sectors. Recent work has also been done in TEFL and small business development.
- Help PCVs gather and share information about potential sources of support and assistance outside of the Peace Corps.
- During site development and site visits, try to lay the groundwork for PCVs to conduct activities in girls' education.

PROJECT PROMOTION AND PARTNERSHIPS



WITHIN YOUR POST: MATERIALS AND SUPPORT

Building support is an on-going task for Peace Corps programmers. Listed below are a few ideas some programmers have found helpful in assisting them in creating support and materials for girls' education activities among Peace Corps staff and Volunteers.

At PCV sites, it can often be difficult to obtain written materials about girls' education which may be available from girls' education organizations in the capital or from Peace Corps/ Washington. Developing a girls' education resource section in your In-country Resource Center (IRC) could be a great asset to PCVs and counterparts and provide them with just enough support to get them going. Many programmers encourage PCVs to award certificates to girls as part of their activities. Certificates are relatively easy girls' education materials to provide. There is a sample certificate in the appendix of the Activities, booklet #4.

Within the Peace Corps staff or office, you or a PCV could:

- Start a WID committee with a staff sponsor.
- Hang posters related to girls' education in the office.
- Show girls' education videos (such as "These Girls are Missing") to staff.
- Encourage your Country Director to get involved.
- Educate staff on girls' education issues and activities at staff retreats or staff meetings.

- Invite staff members to attend project-sponsored girls' education training sessions.
- Involve your In-Country Resource Center (IRC) manager in locating girls' education resources and materials.
- Circulate information on the project's girls' education activities to staff.
- Request input and assistance from staff.
- Involve staff in Peace Corps sponsored girls' education related activities.
- Examine gender issues at the office.

PUBLIC RELATIONS

Public Relations materials provide an excellent opportunity for you to 'turn up the volume' on girls' education. Take advantage of developing and using public relations materials whenever you can. Make use of information gained through site visits and M&E to:

- Involve your In-Country Resource Center (IRC) manager in locating girls' education resources and materials.
- Highlight the issues of girls' education and project activities in all publications, brochures, and public addresses.
- Circulate any newsletters and information on your girls' education activities to other organizations, as appropriate.
- Get local media coverage for Peace Corps' sponsored girls' education activities.
- Report on post's girls' education efforts by sending information to Washington to be used in the WID *Exchange* newsletter, the Peace Corps published *Programming and Training (P & T) Dialogue*, the Weekly Agency Report, the annual Congressional Report, other reports and grant proposals, and in speeches and presentations by Peace Corps officials.

SOURCES OF SUPPORT: ORGANIZATIONS

Successful initiatives in girls' education usually enlist the support of other organizations and individuals interested in girls' education. Such support may assist in activities which may require materials other than written documents, such as club supplies, T-shirts, prizes, etc. This section provides information and ideas from the field on where they and their counter–parts have been able to find support and assistance with activities targeted to girls.

International and Local Organizations

Many international and local organizations are involved in the effort to improve girls' education. These organizations will be a good source of local, relevant information about girls' education, as well as possible partners for the project and your PCVs and counterparts. International organizations active in girls' education include UNICEF, UNESCO, Save the Children, CARE, Catholic Relief Services, and The World Bank. Contact the headquarters office of these large international organizations in your country to gather information and explore possible partnerships. They can also provide contact information for local organizations involved in girls' education.

Also check with the organizations such as the Ministry of Education, the Ministry of Women's Affairs, the American Mission, Women's Bureau, as well as any professional women's associations for information and possible partnerships. If you have access to the Internet there are also several internet addresses that provide information and resources for supporting girls' education. (See Resource section of Introduction, booklet #1.)

United States Agency for International Development (USAID)
In some countries USAID has a major girls' education initiative. Posts have been successful in developing productive collaborative relationships with the USAID mission in their country. Meet with a USAID staff member to determine if they can provide you with information and assistance for your girls' education activities. Keep all concerned parties informed of any mission collaboration that may be initiated.

Peace Corps/Washington
Staff at Peace Corps headquarters can provide technical assistance and information and link you with other posts active in girls' education. Contact the WID Office or the education specialist for your region for such assistance. Many posts have developed productive collaborations between their education projects, WID, youth, and SPA programs as well as cross-sectoral activities with health, environment, and other sectors.

Local Organizations
There are many opportunities for collaboration with others while undertaking activities that are targeted to girls. Below are a few examples of what posts have done in the past. Project participants could:

- invite members of local organizations to be a presenter, facilitator, mentor, or resource person at a training event;
- meet with members of local organizations to collect local data, materials, and information;
- work with local organizations in conducting activities;
- involve members of local organizations in the project planning process and monitoring and evaluation;
- involve members of local organizations in fundraising;
- use these organizations to assist with community entry, access, credibility, and the mobilization of people and resources;
- explore the possibility of third year extension placements for PCVs in organizations working in girls' education.

PEACE CORPS FUNDING AND FUNDRAISING

Many activities that PCVs and counterparts conduct will not require funding. The introduction of money into any activity can complicate issues of responsibility and accountability, and can also lead to the development of unsustainable activities. For this reason some Volunteers and posts choose not to conduct activities requiring funding.

If funds which are not within post's budget prove necessary, PC/Washington Regional Assistance Units, the WID Office, and those such as Peace Corps Partnership and Small Projects Assistance (SPA), or the Office of Private Sector Support (OPSR) may be of help. Through the SPA program, for example, grant funds from USAID are distributed to participating Peace Corps posts for administration. Posts are responsible for awarding individual small grants to support community-based activities that are planned and implemented by local groups working in cooperation with Peace Corps Volunteers. SPA grant funds have traditionally been used to finance supplies, equipment, and materials. However, grant funds may also be used to strengthen community development skills at the local level by supporting HCN participation in technical exchanges and community-level trainings. (Refer to the SPA Handbook and Annual Activities Report for more information.)

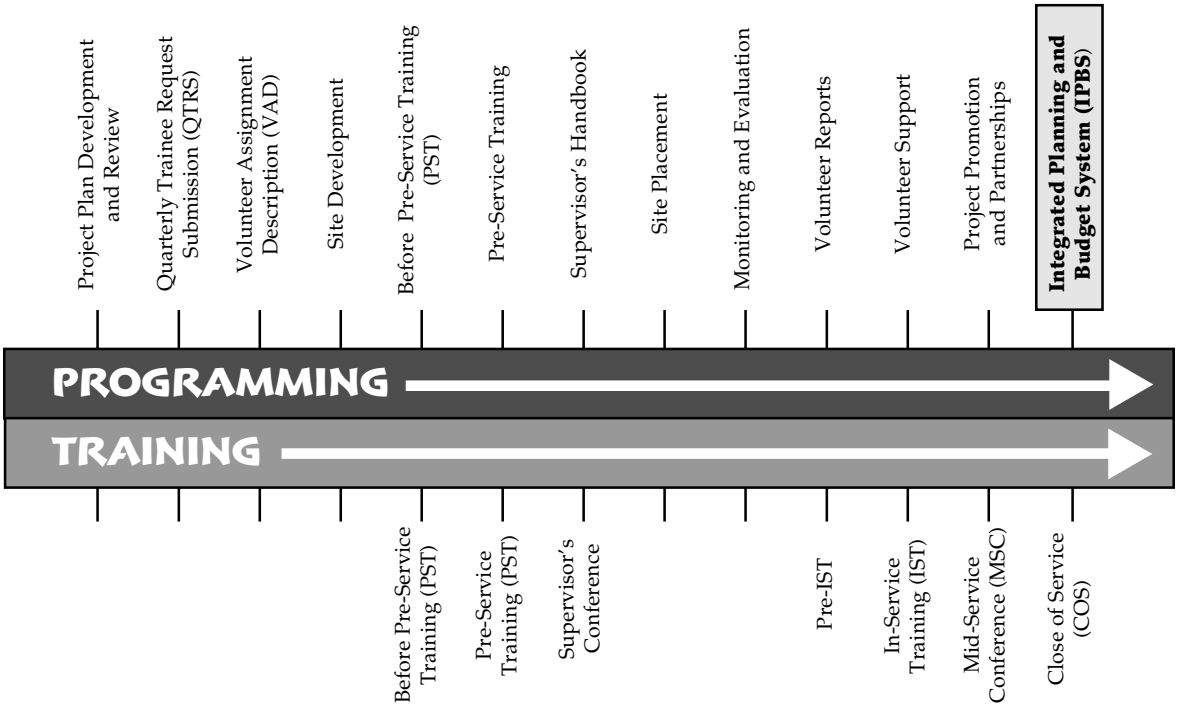
Posts and Volunteers that decide to conduct activities requiring additional funds have two choices outside of the Peace Corps itself. They can either seek donations or sponsorships from individuals, communities, businesses, or organizations, or they can conduct fundraising events.

An African proverb says, "look closer to home first." As much as possible, posts usually attempt to look for support or raise funds locally in order to promote sustainability and to empower community members to do things for themselves. If funding needs cannot be met locally, some posts seek assistance outside the community. Contacts have included the American Embassy Self-Help fund, organizations and foundations involved in girls' education, and businesses. These entities often provide information and guidance on submitting a funding request.

If a PCV and counterpart do decide to fundraise, involving counterparts and established organizations in the fundraising process has been encouraged. PCVs can help in organizing fundraising events, but it is advisable for PCVs not to have responsibility for safeguarding money. Consider how to keep the funds. The safest place for money may be with a trusted member of the community or the local bank. If money is kept in a bank consider having multiple signatories for withdrawals. Local businesses can also be asked to assist in fundraising events.

> Some sample fundraising activities: sports, theater, talent shows, live shows by popular local artists, raffles, luncheons, exhibitions with items for sale, walk-a-thons, sales of WID T-shirts, or calendars.

INTEGRATED PLANNING AND BUDGET SYSTEM (IPBS)



The IPBS document is an opportunity to reflect and emphasize long term goals regarding girls' education. It also enables you to position efforts for future support from headquarters and to build cross-sectoral collaboration. To emphasize the importance of girls' education in your project, include information about girls' education directions and activities in the country and project narrative and strategy statement, as well as within the post priority ranking section of the IPBS. If appropriate, also submit to PC/Washington requests to help support WID and girls' education activities.

CONCLUSION

According to the Gender and Development background article in the *Gender and Development (GAD) Training manual,*

> *"Planning for people-centered development requires more precise information about who the people are. They are not a homogeneous group. The people are comprised of women and men. The "poor" are poor women and poor men. The "children" are girls and boys. Everywhere, and within every socieconomic group, the lives of women and men [boys and girls] are structured in fundamentally different ways. A gender-based division of labor is universal, but it differs by culture, place, ethnic group, and class. Therefore, information is not precise enough for development project planning if it is not disaggregated by gender."*

To address the issues of girls' education, it is necessary to understand the many roles of girls in their families and communities. Programmers in the field have found that by making explicit the consideration of girls' and women's voices and needs in all programming documents, Volunteers and their counterparts will be more likely to include those voices and needs in their development work.

NOTES

BOOKLET #3

TRAINING

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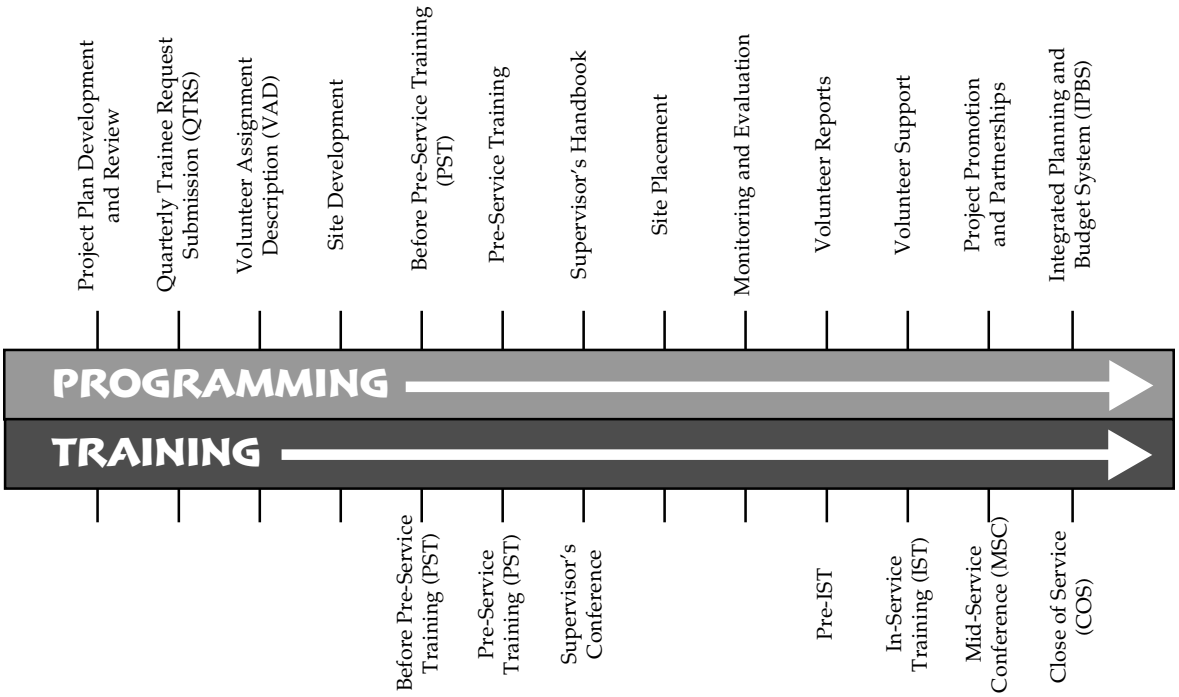
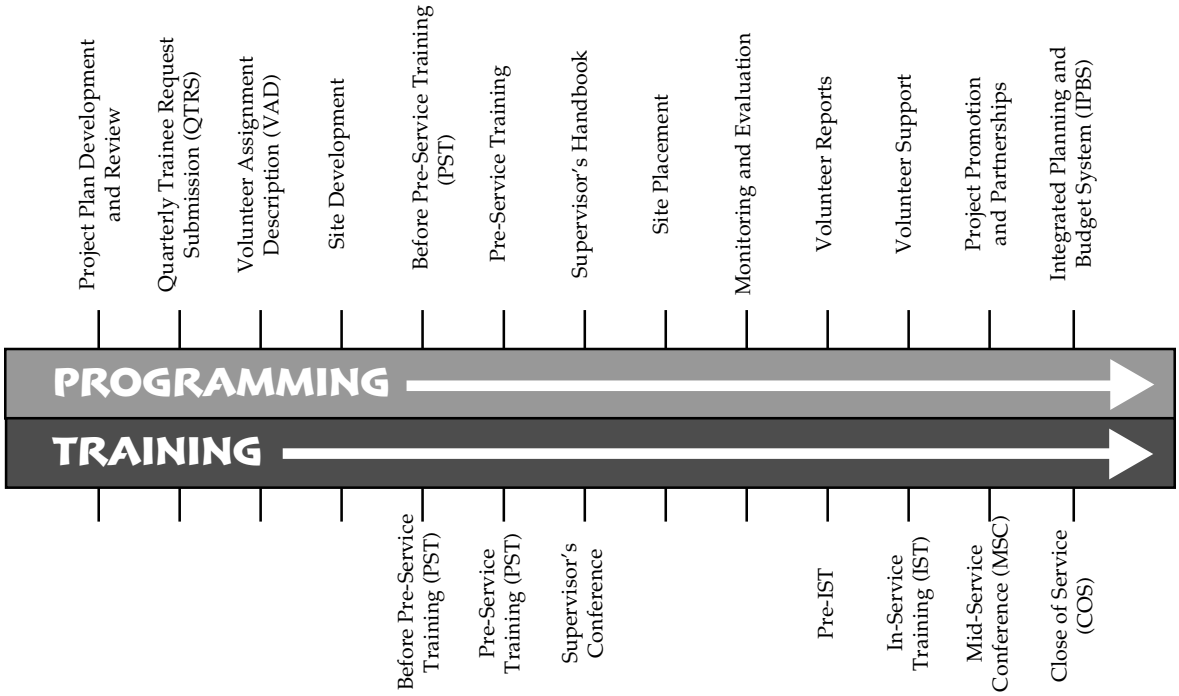
THE LIFE CYCLE OF THE VOLUNTEER EXPERIENCE



TRAINING OVERVIEW



Pre- and in-service training provide significant opportunities to increase a post's level of activity in girls' education. Good training increases awareness, provides information, enhances skills, and creates enthusiasm and energy. Appropriate information and skills help make it possible for PCVs and their counterparts to operationalize their enthusiasm for girls' education. These materials, suggestions, and session designs have been developed by Peace Corps staff, Volunteers, and counterparts in the field. They represent how various posts from different regions have been incorporating girls' education into their programming and training during the past three years (FY 1994-96).

Efforts to support girls' education need to take into consideration the specific cultural and social contexts in which girls and women live. Many of the materials, session designs, and sample workshop schedules in this booklet utilize participatory methodologies and thus can be adapted to a variety of cultural and social settings.

In considering how to incorporate girls' education into any training program, these materials are designed to help trainers work within a strategy which complements the post's total program, the education project, and the specific cultural and social context of the country. This type of strategy usually includes the following components: 1) examining **awareness** of and **attitudes** towards girls' education; 2) teaching **skills** and providing **information** needed to address girls' education issues; 3) practicing and **applying** the skills both inside and outside of the classroom; and 4) **monitoring and evaluating** the outcomes and impacts of efforts in girls' education.

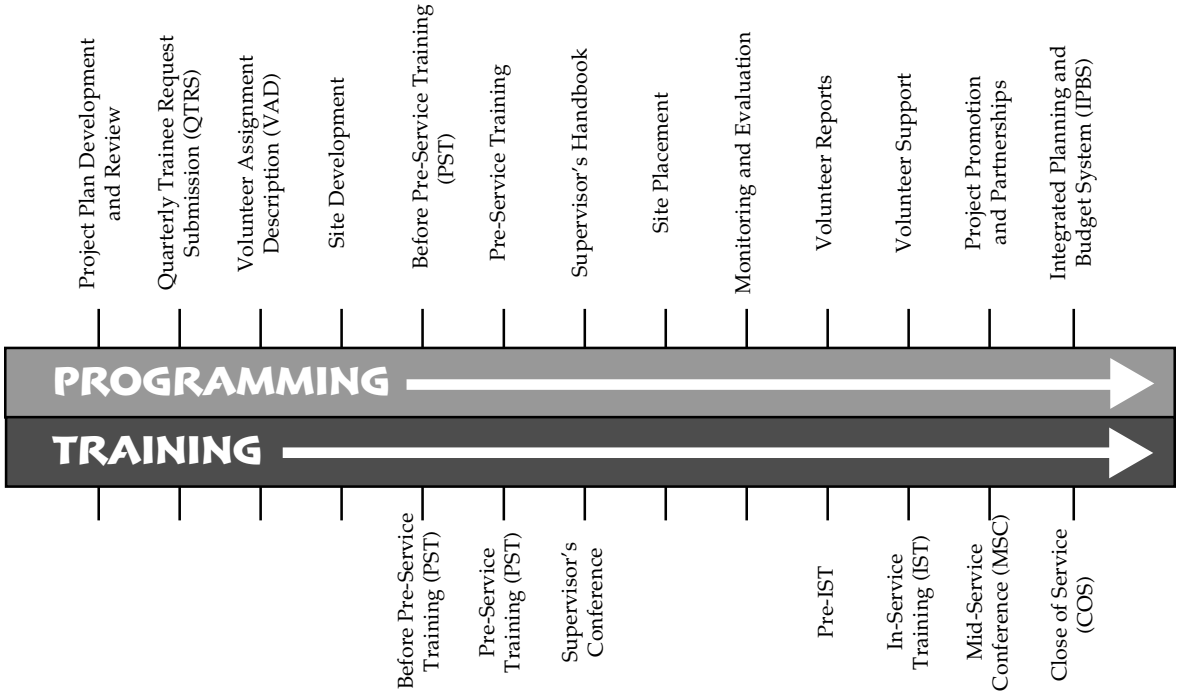
As part of the first (awareness) component, trainers can help Volunteers to explore their own and others' awareness of and attitudes towards the importance of girls' education. For the second component, guest speakers and articles can help provide information about efforts in the host-country to support girls' education through values clarification exercises. Also as

part of this component, trainers may want to help Volunteers develop teaching skills appropriate for supporting girls in the classroom. Community Content-based Instruction (CCBI), cooperative learning, classroom observations of gender differences in the classroom and process skills such as observing, interviewing, and facilitating group discussions have been useful here. The fourth (monitoring and evaluation) component can begin in pre-service training (PST) as Trainees learn about how girls' education activities can be part of the project plan. Incorporating all of these components has helped Volunteers to work more effectively with their counterparts in their communities to support girls' education.

The first part of this booklet is an overview of Community Content-based Instruction (CCBI), an approach that brings locally relevant issues for girls and boys into the classroom in a way that is culturally appropriate. CCBI can be introduced in PST to help frame the Volunteer's role as an educator, then revisited and reinforced as skills training in subsequent in-service workshops.

The second part, following the section on CCBI, includes strategies, examples, and session designs of how to integrate girls' education into all of the training phases of your project. Each of the phases indicated on the timeline will be addressed in separate sections. Each section contains an overview of rationales and objectives for including girls' education in that phase, ideas and suggestions concerning management and logistics of the training phase, sample schedules, and sample session plans. Although the sample session plans are categorized in different phases of the training cycle, many of these session plans can be used at multiple points in the training timeline depending upon the trainers' overall strategy, purpose, and intent.

COMMUNITY CONTENT-BASED INSTRUCTION (CCBI) AND GIRLS' EDUCATION



OVERVIEW:

What follows is a description of a framework developed by Peace Corps staff for helping Volunteers and counterparts make their teaching more relevant to community needs. Community Content-based Instruction (CCBI) enables both female and male students and teachers to examine and have an impact on school and community issues that affect each of them. CCBI can be implemented within the parameters of the standard national curriculum. The CCBI framework is a natural vehicle for promoting the inclusion of girls' voices and issues in all that is being learned and taught across disciplines and content areas. CCBI helps to link girls' education with the community by its emphasis on community context, needs, and assets. This is a critical link since many factors which influence girls' participation in education are cross-sectoral and community related. The participatory methods and local content of CCBI lessons are particularly suited to holistic, social learners, many of whom are girls. In communities where the topic of girls' education is a culturally or economically sensitive issue, CCBI can help all stakeholders understand that promoting girls' education is part of promoting quality education and the future prosperity for families, communities, and nations. For further information on CCBI, as well as sample lessons created in the field, see the CCBI Guide which will be sent to posts and available through ICE in 1999.

WHAT IS COMMUNITY CONTENT-BASED INSTRUCTION?

Community Content-based Instruction is a process of:

- identifying the needs of a community using methods of participatory needs assessment such as Participatory Analysis for Community Action (PACA);

- incorporating themes which emerge from the needs assessment into lesson plans using learner-centered methodology;

- implementing small "actions" and small projects that link schools with their communities around the identified content.

Content-based instruction (CBI) is a term commonly used in the field of education to connote a theme-based approach to teaching subject matter such as English as a Second Language, science, and math. For example, instead of having students practice forming the past tense by conjugating a verb in decontextualized phrases such as "I threw the ball," they might work with a communicative dialogue about garbage during a unit on recycling.

In developing the framework for **Community** Content-based Instruction (CCBI), we have added an initial "C" to the abbreviation to make explicit that the content and participatory processes of the lessons should emerge from, and address the needs of, the local community. This is congruent with the Peace Corps' approach to community development and the Volunteer's role in that process. It is intended to help PCV teachers understand and integrate more fully into their host communities in order to help promote stronger links between community and classroom for effecting positive change.

Based upon needs identified by the field and building upon prior interventions to address them, CCBI training includes: participatory approaches to community needs-assessment; creative lesson planning which incorporates a content area relevant to meeting those needs (such as public health or environment); and the development of indicators for measuring the impact of "small actions" taken by students in conjunction with their families and communities in order to promote positive change in knowledge, skills, attitudes, and behaviors. Gender issues are sex-disaggregated at all phases of this process so that the educational needs of both girls and boys are addressed within their schools, families, and communities. Volunteers and counterparts are encouraged to plan, implement, monitor, and evaluate their teaching and learning activities in a collegial and collaborative manner.

PARTICIPATORY ANALYSIS FOR COMMUNITY ACTION (PACA) AND GIRLS' EDUCATION

Participatory Analysis for Community Action (PACA) was developed to provide a set of gender-sensitive tools which could facilitate the implementation of a participatory development approach. It grew out of the many requests for materials which could address, simultaneously, the needs for tools to use in community development, urban and rural appraisal, gender and socioeconomic analysis, and other participatory methodologies. The development of these materials, some of which are gender-sensitive adaptations of tools which have been used in Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) for many years, took place under the Peace Corps Women in Development (WID) Office Gender and Development Training Initiative.

A PACA manual was published in December 1996 and copies sent to each post's In-Country Resource Center (IRC). It contains sessions on four tools or techniques: Daily Activity Schedules, Community Mapping, Seasonal Calendars, and Needs Assessment. Other techniques can be used to engage participants.

PACA is not only about analysis; it is about building a partnership between the development worker and the community members, whether they are farmers, English students, extension

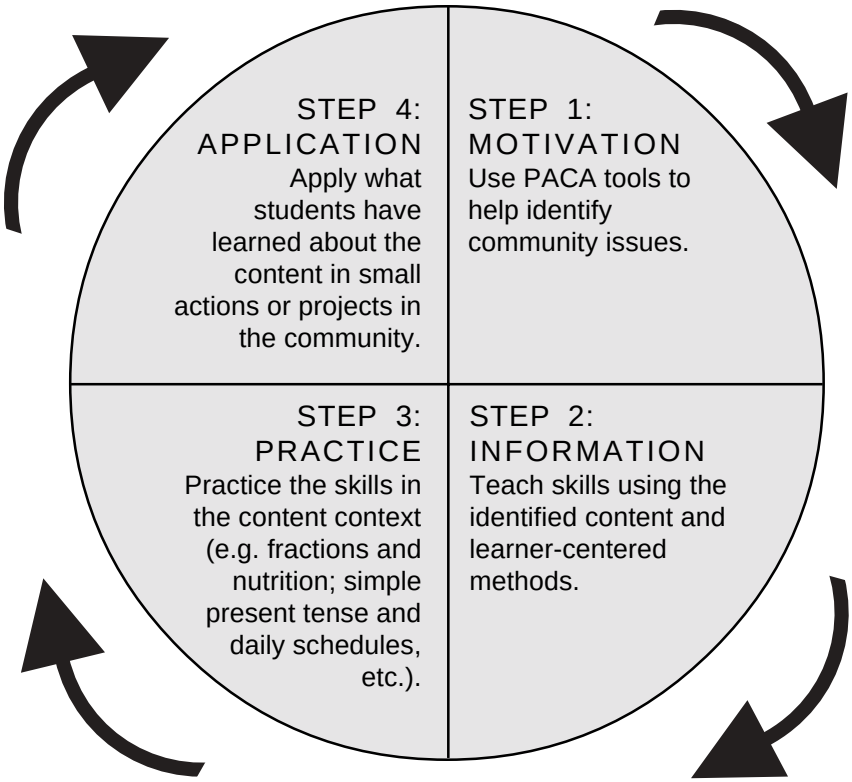
agents, mothers' clubs, or a credit union membership. In the process of the joint development of information, analysis of its implications for the community, and planning for action, the community members and the Volunteer work together to ensure that the voices of women and men, girls and boys, are included in deciding how they will commit their most precious resources: their time, their energy, and their common future.

Our experiences with PACA over the past two years have shown that teachers can use the PACA techniques in various ways: to learn more about the communities in which they and their students live, to bring important content (issues and specific data) from the community into their curriculum, and to involve their students in content both within the classroom and the larger community. Teachers, among themselves, have used some of the techniques to analyze curriculum as it relates to boys and girls.

Teachers have also used the PACA techniques with their fellow teachers in order to better understand the daily and seasonal constraints and opportunities related to female and male teachers' school, home, and community work.

Some examples of what PCVs and counterparts at several posts have done in using PACA to promote gender awareness and girls' education include:

- An Ethiopia PCV did a PACA style exercise with his students which looked at the daily diet of boys, girls, and their parents, with discussion for improvement.
- At a zonal level meeting of PCVs and counterparts in Ethiopia, participants did a PACA "typical day" exercise for male and female teachers, followed by a discussion of its implications for their work.
- A PCV and counterpart in The Gambia designed and conducted a priority needs survey of girls in their school to learn more about their interests, needs, challenges, and backgrounds. They plan on using this information to work with the girls on designing in- and out-of-school activities specifically for girls.
- PCVs and their counterparts from youth boarding schools in Guyana used the seasonal calendar format in an IST to analyze the curriculum offerings for girls and boys by seasons. They hope to use this activity with the faculties of their institutions to see whether or not girls receive the breadth of education and variety of sports and other activities that the boys do.
- In Turkmenistan, the seasonal calendar was used with urban secondary and university female teachers to identify tasks done seasonally. As a result, Volunteers found that vacation period projects were better focused on children who needed activities during the day than on teachers who had multiple household tasks, including child care.



Community Content-based Instruction Applied to the Experiential Learning Cycle

HOW TO ADAPT LESSON TO CCBI

The CCBI lesson plan follows the 4MAT method used by many Peace Corps language programs and Peace Corps education projects world-wide (The 4MAT System, Bernice McCarthy 1987, ICE ED187). 4MAT includes four phases: **1)** motivation; **2)** information; **3)** practice; and **4)** application. In the first phase, the teacher introduces the new material by developing students' pre-existing knowledge and awareness of the topic. In this way, students are then ready to learn the information and skills related to the topic which is then introduced. Thirdly, students practice using these new skills and new information during the practice phase. Once the students have mastered the skills and information, then they apply them to a small project or small action. Then learnings are reflected upon and re-assessed and the process begins again. Extending the content over several lessons results in thematically linked units to reinforce or extend the skills and concepts covered.

Here are a few key points for developing CCBI lesson plans in the 4MAT framework:

- **MOTIVATION.** Use PACA tools to identify the community needs and assets.
- **INFORMATION.** Establish the math, science, or TEFL objectives and the content objectives to address that need or issue. Provide the students with the information and concepts needed to achieve the objectives.

- **PRACTICE.** Have students engage in a critical dialogue about the content area and practice the skills cooperatively.

- **APPLICATION.** Design out-of-class activities or small projects for community outreach around the issues raised in the lesson.

PACA ACTIVITIES AS MOTIVATION FOR A LESSON

Following is a PACA map done by teenage girls from Bishkek, Krygyzstan. During a workshop, the girls were asked to draw their community, including things they liked and didn't like about it. When they finished their map, they were asked to indicate the frequency with which they went to certain places. This map is representative of the richness of information provided through the PACA activities and illustrates how this type of activity elicits students' concerns and perceptions about their lives, their futures, their families, and their communities.

PACA activities can help teachers and students assess community assets and needs and enhance the motivational aspect of lessons, whether they be TEFL, math, or science. This Bishkek Girls' map illustrates how the PACA mapping activity could be used in this way in a variety of lessons and units. For example, in teaching a unit on "After-school Activities" a teacher could further explore what boys and girls do during their free time, comparing and contrasting where they go and why. This activity could be extended to have students describe and discuss typical days of their mothers and fathers, brothers and sisters, as a means of exploring gender roles in the family. Information gleaned from using the PACA "typical day" exercise could reveal more about differences between what boys and girls do outside of school.

In the case of the Bishkek students, it seems that the girls were less engaged in sports activities than boys. A teacher might integrate this information into a subsequent lesson on sports to motivate girls as well as boys to learn more about the health benefits of exercise or to debate the merits of competition versus cooperation. In another lesson on "Environmental Activities," the teacher could find out what boys and girls know about their surrounding natural environment. Students could be taken on a field trip to explore a nearby nature site such as the mountains or forest to analyze the relationship of gender roles to that area with respect to hiking, gathering wood, etc. In a lesson on work, the types of after school work (at home, volunteer, or paid) done by boys and girls could be used as the motivation part of a unit on careers.

Many of the suggestions listed above for using PACA activities to enhance classroom learning lend themselves naturally to corresponding extra-curricular student and community activities that can be particularly beneficial for girls.

- girls' team sports that help develop leadership and team-work skills in addition to the benefits of the physical exercise

- career days and mentoring programs that help inform girls of possible careers they might be interested in and what they need to do to prepare for them

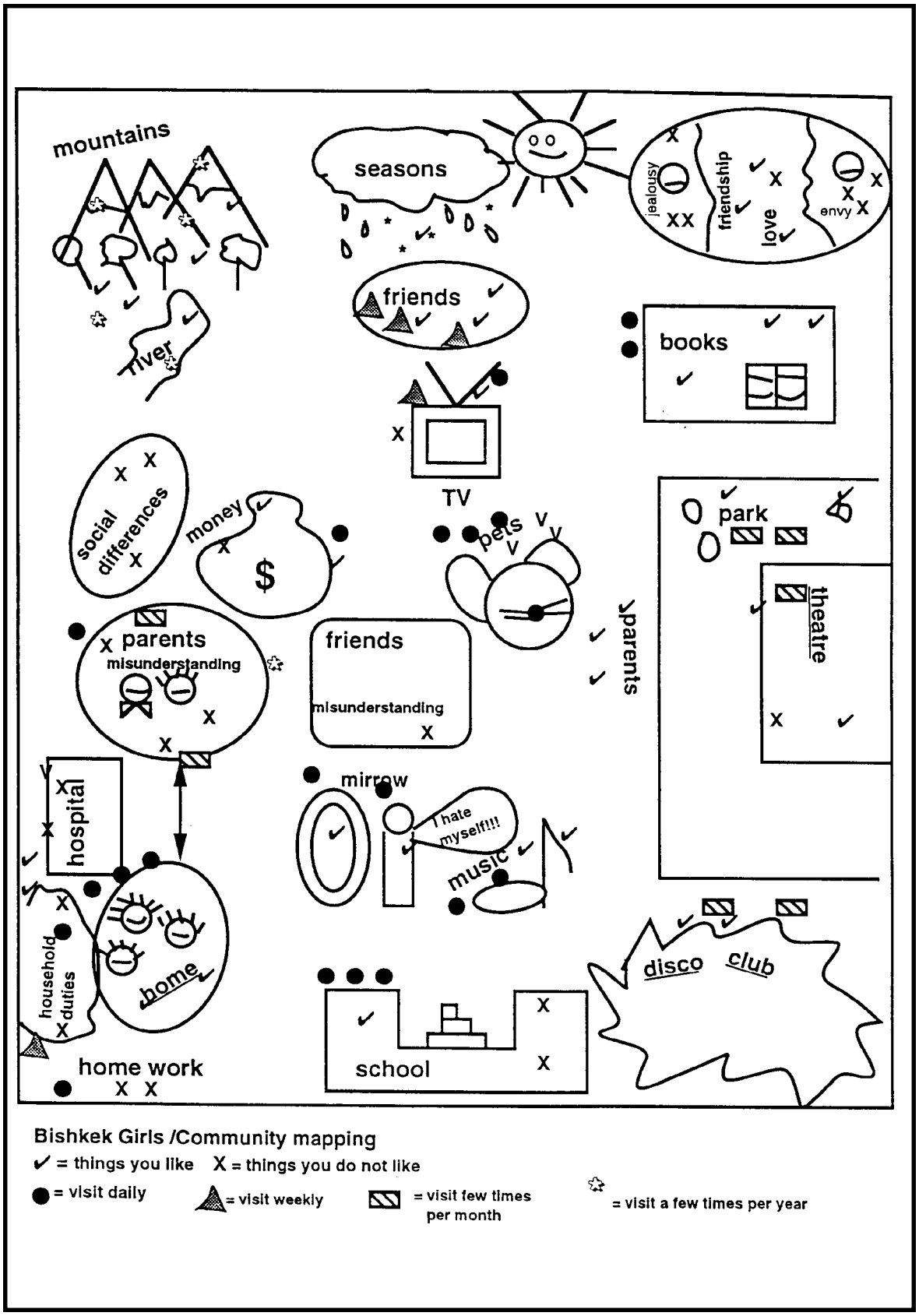
- wellness clubs to help teach girls about stress management and nutrition, in addition to demystifying the images of women portrayed by the media and television

- environmental clubs that help boys and girls better understand how gender roles can influence how men and women impact the environment differently

In using the community mapping activity, teachers should also be aware of information revealed through what is not on the map. Teachers may even want to ask explicitly what is not on the map, and why. For example, the girls did not put a swimming pool on the map, even though there are several in their city. It could be simply because the girls don't like swimming, or there could be other reasons — the pool might be too expensive or too difficult to get to, or there could be health and safety reasons. Maybe the girls think the pool is unsanitary, or maybe they don't feel safe swimming at the pool, and therefore don't go. Whatever the reason, this example illustrates how it is important that a PCV work closely with students and a counterpart teacher for on-going checking of assumptions in interpreting the information.

The community mapping activity, though a seemingly simple tool, has the capacity to evoke strong feelings and emotions on the part of students. It is an activity that leads students and teachers naturally to asking the question "what can we do about it?" Whoever is leading the community mapping should be a person who is able to follow through with the students to help channel their energy, expectations, and questions into constructive learning.

BISHKEK GIRLS/COMMUNITY MAPPING

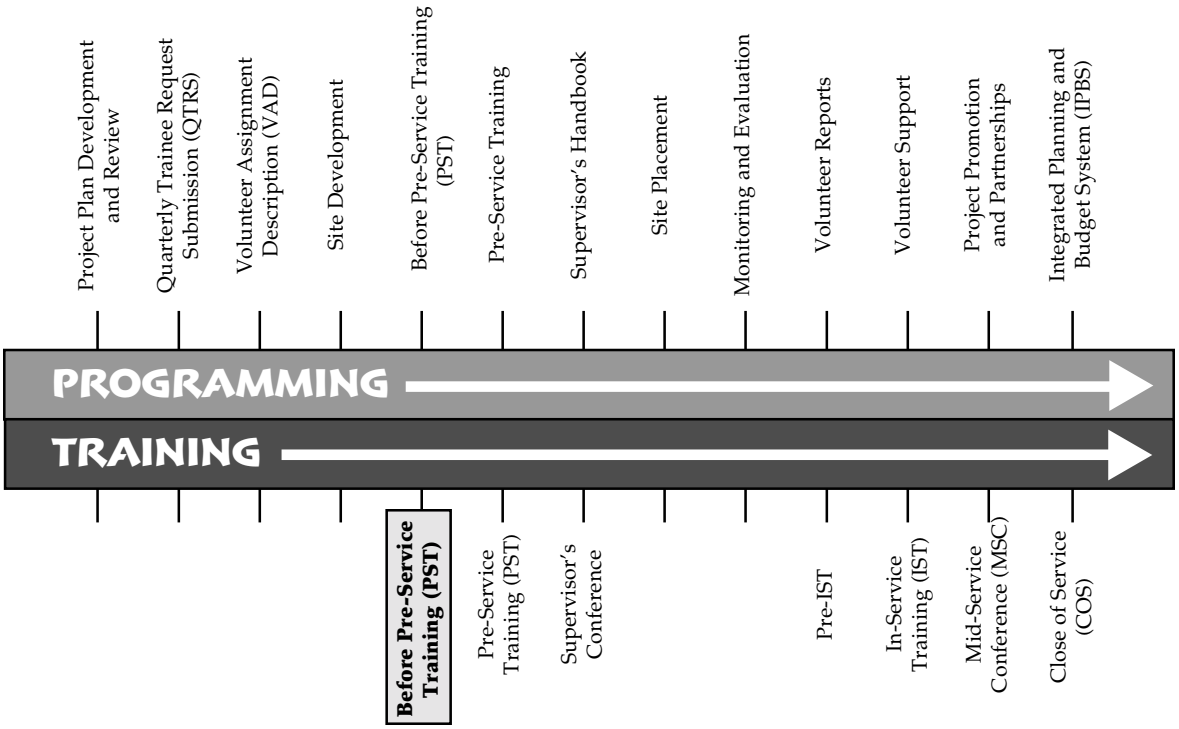


Bishkek Girls /Community mapping

✔ = things you like X = things you do not like

● = visit daily ▲ = visit weekly ▨ = visit few times per month ✡ = visit a few times per year

BEFORE PRE-SERVICE TRAINING



OVERVIEW:

Preparing for the training before the Trainees arrive is one of the most important aspects of pre-service training (PST). During this time expectations of the staff are established, the overall plan for the training is worked out, and most of the logistical preparations are made. This period of intensive preparation often includes four major components: deciding who will be members of the PST training staff; conducting a Training of Trainers (TOT) for the PST training staff; setting up the necessary logistics for the training (homestay, model school, training site, guest speakers, etc.); and designing the PST itself. Each of these areas provides opportunities for making an impact on Volunteers' preparedness and motivation to work in girls' education.

IDEAS AND SUGGESTIONS:

Selection of PST staff and invited guests can provide the Trainees with role models and resource people who are knowledgeable about girls' education issues. A gender balance in the training staff may help provide trainees with different perspectives on gender issues in the host-country and provide male and female role models who have done significant work with girls' education.

During the **training of trainers** (TOT) for the pre-service training, the Training Director may want to conduct PACA training with the staff so that they are familiar with the PACA tools and their application for the Volunteers' work with schools and communities. Training staff may work together on language issues (referring to students as girls and boys, for example), integrating gender into language, cross-cultural, and technical components. Trainers may work individually on sessions that address gender issues. At some posts, the

PST TOT is an opportunity to develop or revise the **Trainee Handbook**. Training staff may also work on including information on post's girls' education activities in such written materials.

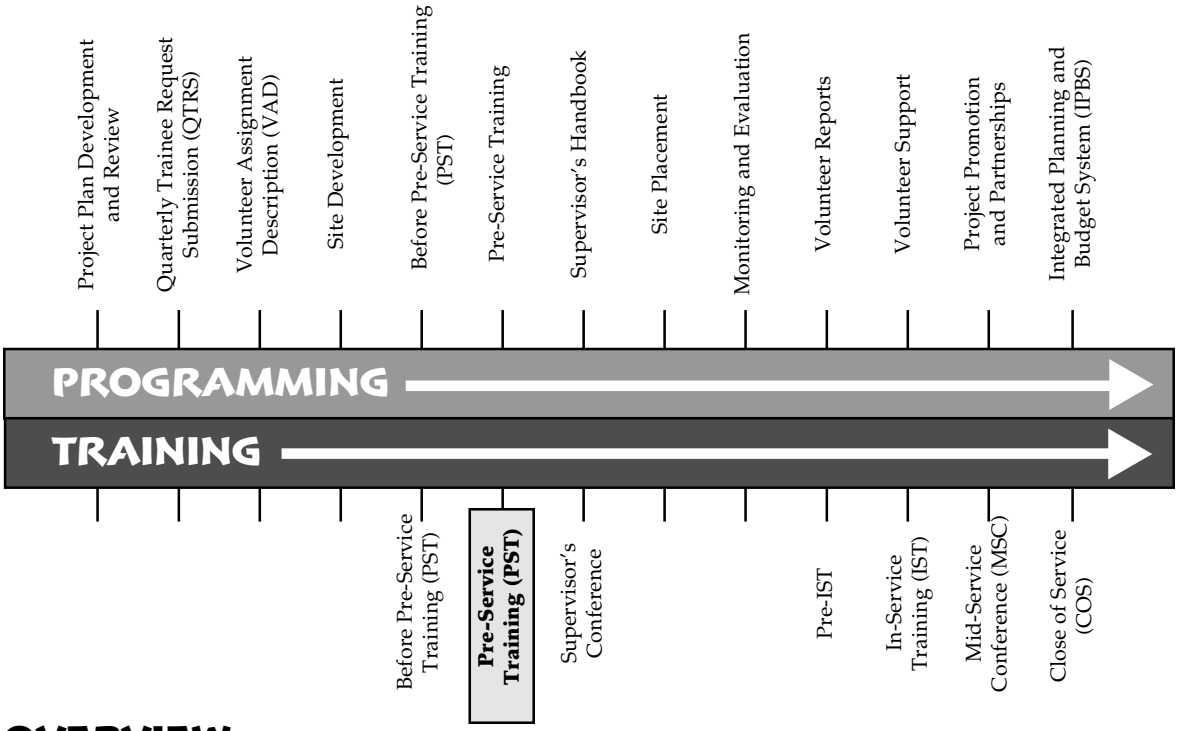
Logistical arrangements may also present opportunities to reinforce efforts in girls' education. Striving for a balance of gender roles in training site management, choice of speakers, model school participants and responsibilities, homestay family makeup, etc., can send powerful messages of a post's commitment to girls' education.

The PST **design** can readily incorporate girls' education into the Volunteers' training. Trainers who are planning the content of technical, cross-cultural, and language components can gather information about PCV and HCN efforts in girls' education from Volunteer reports, site visits, in-service trainings, mid-service conferences, and close of service conferences. PACA and CCBI may be incorporated into the training design as a means of integrating gender issues into the training. The training staff may also work together to see where and how issues of girls' education may overlap in different components, and incorporate the overlap in the training design. Other suggestions for gathering data on girls' education issues are included in Programming, booklet #2 of these materials.

SAMPLE SESSIONS:

The WID *Gender and Development Training* manual, booklet #2, provides specific ideas for incorporating PACA into pre-service TOTs for all staff members.

PRE-SERVICE TRAINING (PST)



OVERVIEW:

In this section, you will find practical ideas and suggestions on how to integrate girls' education into several components of the PST. Following the ideas and suggestions are a variety of sessions that can be presented during PST to introduce gender and development issues in general, and girls' education issues specifically. The intent of these sessions is to provide ideas for introducing girls' education as it relates to project plans and the role of the Volunteer in development. Sessions have also been included on raising awareness of girls' education issues. Lastly, observation guides and checklists are included that can help teachers during the practice teaching component of the PST be more aware of gender issues in the classroom.

IDEAS AND SUGGESTIONS:

Cross-cultural training and homestays. The roles, rights, and responsibilities of all family members are a major focus of learning about the host culture. Cross-cultural activities, including those carried out in the homestay, can build awareness of gender issues and help understand better the cultural attitudes around these gender issues. Having Trainees living in families with school-age daughters is especially helpful. Debriefing of activities, such as shadow days where Trainees follow and observe the activities of family members for a period of time, can help Trainees identify how the roles and responsibilities assigned to girls help or hinder their school attendance and their ability to study outside of school. The expectations of girls and women, and how educational levels and literacy fit into those expectations, can be an interesting part of the cross-cultural learning.

Role of the Volunteer in Development. What does it mean for a Volunteer to be a development worker? How is an education Volunteer a development worker? How and

where is development work carried out by education Volunteers? What community entry and analysis skills do education Volunteers need? In addition to classroom presentation skills, they need to learn group facilitation skills in order to be able to carry out participatory activities with their students, and, perhaps, with community members. The Trainees may see greater value in learning the local language if their role as a development worker is emphasized.

Trainers should insure that participatory techniques for community analysis and group and individual family work be linked with analysis of gender roles. One way to approach this is to address and emphasize what the Volunteers' role in development is by incorporating the following objectives into the PST design.

- to introduce the process of development
- to explore participatory techniques by which to introduce innovations to communities
- to heighten awareness and considerations in project planning of the role of gender in community and family roles, and how every person of a family and community plays a key role in the development process
- to examine the role of the PCV as a change agent
- to develop strategies for capacity building within the community that will enable it to seek out and manage its own resources
- to examine the Volunteer/counterpart relationship, how to work within the bureaucracy, and appropriate ways of interacting with the Volunteer's sponsoring agency

During site visits, Trainees might participate with experienced Volunteers in conducting PACA activities, such as daily schedules and community maps. The experience would enable them to see first hand which skills are needed to conduct the activities. They could also explore how the information gained could be integrated into classroom, after-school, or community activities for girls and boys.

- **Health and safety**. Not only do Volunteers need to understand issues around their own health and safety, but also the health and safety issues for their students and community members. How the health and safety issues are different for males and females is important for understanding both their own and their students' and the families' needs.

- **Country-specific information**. Just as historical, political, and economic information are important for the Volunteers' understanding of their host-country, so are issues of literacy, educational and career opportunities and constraints for females and males.

- **Technical training, including model school**. Technical training sessions in education can include addressing girls' issues in the classroom. This can be built into the model school through gender-sensitive observation and feedback on classroom teaching and including content relevant to girls through CCBI. The project plan can include a specific focus on gender issues.

- **Model School**. Girls' education can easily be incorporated into a model school. Ensure

that there are female students enrolled in each class. Have a mix of male and female host-country and PCV observers in order to provide PCVs with different gender perspectives. Use a classroom observation guide that helps PCVs to analyze gender patterns in the classroom. (A sample guide and checklist is included in the following section.) Provide feedback to Trainees on their skills in involving and encouraging girls in the classroom. Conduct one or more after school discussions on how to reach the girls in the classroom.

SAMPLE SESSIONS:

Additional ideas are available in Programming, booklet #2, and in the WID *Gender and Development Training* manual, booklet #3.

Training sessions that address girls' education may be inserted in various places in the training design. Some may be sessions that all Volunteers attend, regardless of assignment, and others may be part of the education technical training. Several sessions are included on the next few pages. The video session was developed in Washington; the others are adaptations developed at various posts in the field.

INTRODUCTION TO PACA

Peace Corps Ethiopia

RATIONALE:

This session is designed to introduce Trainees to the various tools utilized in PACA as well as encourage them to begin thinking in terms of community needs as applied to the teaching of English. It was used as the basis from which questions were generated for a visit to the secondary school.

GOALS AND OBJECTIVES:

By the end of this session the Trainees will be able to:

1. Define PACA and its goals.

2. Interpret the three PACA tools presented and discuss how they could be related to the teaching of English.

3. Generate questions for focus groups to be interviewed at the secondary school the following day.

TIME:

1 hour

INTEGRATION POINT:

This session integrates with culture in that it explores various dimensions of the community as they may relate to teaching.

PROCEDURE:

1. Read the story "The Woman with Sores," from African Folktales. Discuss possible morals and meanings. Emphasize the words **assumption and relevance**. Relate the story to teaching by exploring the assumptions people make about one another in the absence of information. Note that, as teachers, they will be making many assumptions about their students. Those assumptions may be incorrect and could limit their ability to teach in a way that is relevant and meaningful.

2. Introduce PACA in this way, explaining that it is a series of tools which can provide relevant information about their students and assist them in designing relevant lessons.

3. Show examples of three PACA tools on flip charts including a ranking tool, community mapping tool, and a seasonal calendar. Discuss the possible implications for teaching English.

4. Explain that on the following day all Trainees will be going to the secondary school to interview focus groups about their school, their roles, and perspectives.

5. Divide the Trainees into eight groups based on the eight focus groups — male students, female students, male teachers, female teachers, unit leader, department head, vice principal, and principal. Give them time to design questions for the groups.

REFERENCES:

PACA manual, *African Folktales* book.

EVALUATION:

The concepts behind PACA can be evaluated by observing the questions designed by Trainees for interviewing. Do they consider the students' environment outside of the school? Are they designed to look at the needs of the students?

COMMENTS:

The session provided an adequate overview of need assessments and was an appropriate transitional tool before visiting the secondary school. The Trainees will be asked to again utilize a PACA tool during site visits.

MODEL SCHOOL INTERVIEWS

Peace Corps Ethiopia

RATIONALE:

The purpose of this session is to expose Trainees to teachers, students, unit leaders, department heads, and administrators at a secondary school.

GOALS AND OBJECTIVES:

1. Interview a focus group from the secondary school.

2. Gather specific information pertaining to the hierarchy and roles of various employees in the Ethiopian school system as well concerns affecting each group.

TIME:

1 hour

INTEGRATION POINT:

This session integrates with culture as personal interviews will be conducted with gender and role specific groups collecting first hand information about Ethiopian schools and culture as it relates to the schools.

PROCEDURE:

Transport Trainees to the secondary school where they will be met by focus groups — male students, female students, unit leaders, male teachers, female teachers, department head, vice principal, and principal. Allow time for individual groups to talk.

EVALUATION:

Groups will be given one hour in the following session to create a visual display of the information they have gathered and share it with the other groups.

COMMENTS:

Focus groups from the secondary school were ready for the Trainees. They offered relevant and valuable information to them.

SCHOOL VISIT DEBRIEFING

Peace Corps Ethiopia

RATIONALE:

The purpose of this session is to share information gathered from school visit interviews.

GOALS AND OBJECTIVES:

1. Create a visual display of information gathered from school visits.

2. Share information gathered with other Trainees.

TIME:

1 hour 30 minutes

INTEGRATION POINT:

This session integrates with culture as personal interviews will be conducted with gender and role specific groups collecting first hand information about Ethiopian schools and culture as it relates to the schools.

PROCEDURE:

Provide Trainees 30 minutes to create a visual of the information they obtained at the school and one hour for them to report back to the rest of the group what they learned. Visuals should display roles, responsibilities, and hierarchies of Ethiopian schools.

EVALUATION:

Posters and group discussions will reveal whether Trainees have been able to clarify roles and hierarchies within the school systems.

COMMENTS:

The posters generated by the Trainees were highly creative and informative. They contained graphs, lists, quotes, and drawings from the interviews. The reports confirmed that the field trip was valuable.

THE ROLE OF THE EDUCATION VOLUNTEER IN DEVELOPMENT

RATIONALE:

The focus of this session is upon education for development — placing education in the community context. At this point, Trainees should begin identifying ways in which they can contribute to the development of the country/community in which they are serving by making connections between what they are teaching and needs in the community. Direct linkages can also be made to associated projects which Volunteers may have outside the school setting. It also establishes a role for the prospective Volunteer within the framework of the Peace Corps project, i.e. male and female students, male and female teachers, resources and community members such as mothers and fathers.

GOALS AND OBJECTIVES:

1. To begin to define the role of the education Volunteer beyond the confines of the classroom.

2. To introduce a problem-solving approach to development issues.

3. To identify the role of the Volunteer educator within the overall context of the Peace Corps' education project plan.

TIME:

2 hours 30 minutes

TRAINER PREPARATION:

1. Have the APCD for Education and the cross-cultural training staff review the critical incidents used in the first part of the session to ensure that they are applicable to the development issues of the host-country. If they need to be modified or completely rewritten to reflect local issues, please do so. You may wish to utilize local teachers in identifying realistic incidents.

2. Hand out the project plan for education in advance of this session so participants have the opportunity to read it.

3. Invite the APCD for Education to help facilitate the session and to answer any questions raised by the participants as they review the project plan. Once they have finished, the APCD should be invited to discuss the rationale behind the project plan with the overall group. It would also be advisable for the APCD to have answers ready for questions on individual activities around the project plan.

4. Prepare newsprint of the following:
    - session objectives
    - small group task
    - individual assignment on project plan

MATERIALS:

1. Peace Corps' Education Project Plan as a handout.

2. Four critical incidents as handouts (the incidents reflect the four organizing principles of education projects – students, teachers, resources, and community).

3. Newsprint, markers, and tape.

PROCEDURES:

1. Introduction: (5 minutes)

Introduce the session by noting that although Peace Corps Volunteer assignments vary greatly, from urban to rural, from structured to self-initiated, all Volunteers live and work in communities. And all Volunteers need to identify ways to become actively involved in their communities. For some Volunteers this community involvement can become more meaningful than the actual job they were sent to perform. These activities can lead to projects which are directly associated with their principal teaching assignments. Review the objectives of the session (already on newsprint) and check for questions and/or clarification.

2. Critical Incidents/Small Group Activity: (20 minutes)

Divide the participants into four groups. Explain that each group will be addressing a different critical incident relating to either students, teachers, resources, or community support. The questions that they answer are based on the problem-posing approach developed by the Brazilian educator, Paulo Friere. Each group should perform the following task (already on newsprint). Read the incident given to you and answer the following questions as a group on newsprint:

- **a.** Describe the situation.
- **b.** What is the problem?
- **c.** How do you relate to the situation?
- **d.** What are the underlying causes of the situation?
- **e.** What would you do to improve the situation?

3. Small Group Report Out: (60 minutes)

Reconvene the large group and have each of the four groups report their answers to the five questions. The trainer should make every effort to relate the answers back to the themes of community impact and issues that transcend the classroom. All of the incidents relate to community problems or issues and this point should be stressed if it is not apparent in the group reports.

4. Individual Review of the Education Project Plan: (20 minutes)

Make the linkage between the actual incidents described and the problems identified in the Peace Corps' education project plan. Explain that the project plan is a mutable document that outlines the tasks and milestones necessary to achieve the goals and objectives of the project. Mention that the APCD for Education is also here to address any questions which they might have regarding the development and implementation of the project. Ask the group to take the next twenty minutes to individually review the project plan and record the answer to the following question (already on newsprint) in their journals:

How does the education project plan address the needs of:

- **a.** male and female students?
- **b.** male and female teachers?
- **c.** resource development?
- **d.** community members? mothers and fathers?

5. Group Discussion of the Project Plan with the APCD: (45 minutes)

Ask the APCD for Education to field any questions generated by the individual review of the project plan. The APCD should be ready to explain any omissions without becoming defensive. It should be stressed that the Volunteers will be actively involved in modifying the plan as it evolves. Close the session by stressing the theme that education transcends the classroom as a Volunteer makes the effort to assess the needs

of the community in which he/she works. This theme will be developed in greater depth later in the training program.

CRITICAL INCIDENT # 1 – STUDENT

Anna has had perfect attendance at school for the past eight years. She is a diligent student with a great deal of potential. Maria, her PCV teacher, has been assisting Anna in preparing for a national competition in physics. Maria and other teachers in the school feel that Anna has a chance to achieve top honors in the competition. One day shortly before the competition, Anna fails to show up for her classes. A week goes by and Anna still does not appear. Instead, a note arrives on Maria's desk with the following cryptic explanation from Anna's father: "Anna will no longer come to school. We need her at home for other work. Thank you for your help." Maria is mortified.

CRITICAL INCIDENT #2 – TEACHER

Paul PCV has been teaching at his site for over eight months. With the summer break on the horizon, Paul realizes that his associated summer project in the community needs to be placed on the front burner if he expects to achieve his objectives. He has planned a community environmental survey that will involve his fellow teachers at the secondary school. Most of his fellow teachers are women. Paul makes an announcement about the project at a staff meeting at school and is amazed at the positive response he receives from his peers. At the next staff meeting he announces a special meeting of the teachers to develop specific assignments for the survey. Again, his fellow teachers respond enthusiastically. On the night of his meeting, no one on the faculty shows up. Paul is perplexed.

CRITICAL INCIDENT #3 – RESOURCES

Charlotte PCV's Peace Corps assignment is her first formal exposure to teaching. She is forced to use obsolete textbooks in her class and is outraged by the fact that the books show women and girls in traditional roles as mothers and housewives. In order to make her lessons more gender sensitive and interesting to her students, Susan introduces new materials that deal with contemporary career issues and social problems. After a week of the new materials, her students demand that she return to the original texts that were being used prior to her innovations. Charlotte is chagrined.

CRITICAL INCIDENT #4 – COMMUNITY SUPPORT

Pauline PCV teaches at an all girl secondary school that includes a dormitory for students who board from outlying districts. Pauline has decided that her associated summer project will be to produce a play on AIDS prevention that will be presented throughout the district in small towns during the summer months. She has designed the play so that boarders in outlying towns can take part when the play is staged in the vicinity of their particular town. Pauline has written the play and wants to introduce it at a meeting of the dormitory council. She presents her concept to the student boarders who flatly refuse to participate in any way in the production. Pauline is puzzled.

GENDER ANALYSIS AND YOUR PROJECT PLAN (SAMPLE 1)

Peace Corps Paraguay

This session can be conducted either as a PST or IST session. For an IST session with counterparts, you may need to alter the way the session is introduced (Steps 1 and 2 under Activities).

GOALS AND OBJECTIVES:

1. To explore societal impact on individual family members;

2. To identify gender roles within individual families; and

3. To identify possible constraints, as well as possible opportunities, in relation to gender issues in project implementation

NOTE:

At the beginning of the session, make the objectives clear to the group. Appoint a group monitor to evaluate and offer feedback at the end of the session for improving group participation and usefulness of the session.

ACTIVITIES:

1. Write the following on the board:

   A woman is at home.
   She is wearing a mask.
   Another woman is coming.

   Ask the group to figure out who the woman is and what situation she is in. They are permitted to ask you yes/no questions. You may only respond 'yes', 'no' or 'irrelevant'. (The answer is that the woman is a catcher for a baseball team and another woman is running towards home plate.)

2. Once participants have figured this out (give them about five minutes), tie it into the topic by saying that sometimes, especially in a more traditional culture such as Paraguay, we have very specific expectations for the roles women or men may have, and we are surprised to hear of nontraditional roles they take on. In this session we will analyze the roles that family members (including men/women, boys/girls) take on in a specific area of a country, and look at how we might use that information in planning development activities and projects.

3. Divide the large group into smaller groups by sex. Have the males outline a typical day for male students in Paraguay and the females do the same for female students in Paraguay, and do a pie chart of these activities. If there are boarding schools in your country you may want to further divide groups into day and boarding schools.

4. Have each group present their graph and explain some implications for using this information.

5. Have participants review their project plans and particularly examine the project milestones from their project plan, in two groups, each one looking at one gender, or in several groups by different project plans.

6. Have Trainees discuss possible challenges and constraints to completing the milestones, specifically for boys and men, girls and women. Following are some possible examples:
    - labor time
    - access to resources
    - decision-making
    - cultural issues which could impact participation in the project

7. Then, have the groups discuss opportunities or characteristics that might make it easier to include boys/men or girls/women. These might include:
    - traditional roles which facilitate project/activity implementation
    - gender skills/knowledge
    - logical combinations of project activities with current activities
    - incentives to participation

8. Have the group elect two experts to rotate and present their findings to the other group(s).

9. Wrap-up the session by asking if they feel that the session objectives were met. Ask the group monitor to elaborate on the session and how it could be made more useful.

INTRODUCTION TO THE PROJECT PLAN (SAMPLE 2)

Peace Corps Ethiopia

RATIONALE:

The Project Plan session sets the framework for the rest of the technical sessions, in some ways answering questions in advance as to why certain training sessions, particularly those in Participatory Rural Appraisal (PRA) and Participatory Action for Community Analysis (PACA), are included.

TIME:

1 hour and 30 minutes

GOALS AND OBJECTIVES:

By the end of the session, participants will be able to:

1. Briefly describe the role of the programming staff.
2. Describe the four goals of the education project plan.
3. Consider particular issues for girls and boys.

INTEGRATION POINT:

In discussing the implementation of the project plan, emphasize the necessity of understanding the culture (including gender roles) and language.

PREPARATION:

Tell Trainees to review the project plan before the session and to bring their copies with them. Flipchart with questions prepared by trainer.

MATERIALS:

Copies of project plan. Flipchart for directions.

HANDOUTS:

Pages 21 - 25 of the Project Plan, included in the Welcome Book.

PROCEDURES:

1. After introduction of the staff members, define programming staff roles, first by what they are not: not Peace Corps policy makers, that is CD's job; not policy maker or administrators for the schools, that is school director's role. PC programming staff roles are defined as consultant/counselor for PCVs' activities; liaisons with the Ministry of Education officials; monitors and evaluators for the project as a whole, including documentation to PC/Washington; and designers of week-long training events in the course of a year. **(10 minutes)**
2. Briefly introduce project plan as a collection of activities working toward common purpose. PC terms such as program, project, and "PGOMTs" mentioned. (PGOMT = project, goals, objectives, milestones, and tasks) **(5 minutes)**
3. Divide Trainees into four groups. Each group is assigned one of the project goals to read.

They are asked four questions, presented on flipchart. **(30 minutes in small group)**

a. Briefly describe the goal; what are its advantages?.
b. What are the potential challenges of the goal?
c. How might the goal address Peace Corps' concern for promoting girls' education?
d. What do you need to learn to implement the goal?

4. Groups present their deliberations. **(30 minutes)**

5. Allow questions and answers on the project or on Trainee concerns in the programming area are taken. **(15 minutes)**

Facilitator notes: The key points of the strengths and weaknesses of the project plan are usually made by the participants. The APCD who submitted this session feels it was an important and successful session.

GIRLS' EDUCATION PANEL (SAMPLE 1)

Peace Corps Nepal

RATIONALE:

The purpose of this session is to increase Trainees' awareness and understanding of issues related to girls' education by hearing personal success stories and hearing from women themselves on what more we can do to help girls go to school and stay in school.

OBJECTIVES:

By the end of the session, participants will be able to:

1. Describe the successes of different women in getting an education.
2. Relate these women's stories to their own work with girls' education.
3. Brainstorm and identify things that help girls go to school, stay in school, and succeed in school.

TIME:

2 hours

MATERIALS:

Flip chart paper

PROCEDURE:

PANEL PREPARATION:

- For those considering conducting this session, we suggest that female counterpart principals, school directors, teachers, and students be invited and encouraged to participate in the workshop. When this session was conducted in Nepal, the APCDs specifically asked the Volunteers to identify female counterparts and students to bring to the workshop, resulting in a 50 percent representation of Nepali women educators and students at the workshop.

- The day before the panel, the facilitator asked the women participating on the panel to reflect on and respond to two questions:
  - — What are some things that helped you personally to attend school and succeed in your studies?
  - — What advise do you have for the participants in the workshop for ways that they can encourage and support girls going to school and succeeding in their studies?

1. Facilitator presents some specific information about the status of girls' education in the host-country. The information could highlight progress made in girls' education. Some examples of quantitative indicators to compare could include:
   - percentage of boys and girls who attend primary and secondary school
   - percentage of female teachers teaching at the primary and secondary school levels
   - percentage literacy rate among men and women

2. Facilitator introduces panelists and explains what they will be talking about. Panelists share their stories as indicated in the pre-training notes.

3. Facilitator conducts a question and answer period with the panel and Trainees.

4. Participants thank the panel.

GIRLS' EDUCATION PANEL: STRATEGIES AND REALITIES FOR GIRLS (SAMPLE 2)

Peace Corps Tanzania

OBJECTIVES:

By the end of this session the Trainees will be able to:

1. Discuss strategies for helping young women participate fully in co-educational classrooms.
2. Discuss strategies for helping young women participate fully in mathematics and science education.
3. Discuss ways in which traditional roles have affected women's role in the development of Tanzania.
4. Discuss Tanzanian government initiatives that affect gender issues.
5. List some women's organizations or NGOs that focus on women's issues and women's role in development.

RESOURCES/PREPARATION:

Invite panel. Give them an outline of the topics on which you want them to speak. Prepare the questions to use during the session.

PROCEDURE:

1. The panel responds to the following questions:

    - In just a few words, how would you describe the traditional role of women in Tanzania?
    - How have traditional roles affected women's role in the development of this country?
    - Is it important that women, in particular, play a major role in development of the nation? Why?
    - How does women's status in society now compare to traditional Tanzanian society?
    - Are there Tanzanian government initiatives that affect gender issues?
    - Are there women's organizations or NGOs that focus on women's issues and women's role in development?
    - How does Tanzania compare with the rest of the world in terms of women's issues? (The panel can use the "Women's share" handout; distribute it at the end of session to participants.)
    - Can you suggest strategies that might increase the number of educated women?

- Can you suggest specific classroom strategies that might help girls feel freer to participate in school? in mathematics and science classes?

2. Moderator can comment on making mathematics and science more relevant through context. Examples:

- Linear functions lesson in math, geography, parasite control lesson in biology, demographics lesson in geography using Infant Mortality Rate data and WHO study.

- Chemistry and biology lessons on water pollutants and their affect on children. Math statistics based on real data from the community, volumes from amount of water hauled and used for various purposes.

- Physics lesson on work based on inequity of physical labor done by men and women in a typical day.

3. Counsel Trainees to ignore the common wisdom that "our girls do not like math" or science. Give them The Gambia Study handout.

4. Give Trainees time to ask questions.

"THESE GIRLS ARE MISSING" VIDEO TRAINING SESSIONS

These sessions accompany the video "These Girls Are Missing" which has been sent by WID and the Education sector to In-country Resource Centers at each post.

TITLE:

"These Girls Are Missing" Video Training Session

INTRODUCTION:

We have prepared two training sessions for you to use in conjunction with the video "These Girls Are Missing." Though the context of the video is African, we believe that the themes and issues raised in the video are applicable worldwide. The training sessions outlined below are designed to assist Peace Corps trainers in either PSTs or ISTs to address the issues of girls with respect to access to education, retention within the school system, and performance in school. As an additional note, even though most countries have problems with girls having equal access to education, in some countries it is the boys that are missing from school. The procedure outlined in these training sessions can also be applied for exploring why boys are missing from school.

> ***"Thanks for sending us a tape of 'These Girls are Missing.' We have used it for IST, TOT, and it generates a lot of discussion and debate amongst and between PCVs and their counterparts and supervisors. In fact, it was one of the most lively sessions of the WID IST this year. It really focuses on some of the misconceptions about girls' education and assists us in dismantling them."***
>
> APCD Education and Health, PC/ The Gambia

SESSION I: ACCESS TO EDUCATION FOR GIRLS

RATIONALE:

This video segment explores why some girls go to primary school, and some don't. It explores the lives of two girls in Guinea — one who is in school and one who is not. In the video, you will hear the voices of the girls themselves, of their families, their teacher, and their community. In these voices, the video highlights the complex social and cultural issues that impact on whether or not a girl goes to school. An implicit message within this segment is that efforts to help improve girls' access to education need to be worked on within families and communities, not just with the girls themselves.

TOTAL TIME:

1 hour and 30 minutes

GOALS AND OBJECTIVES:

GOAL:

Introduce the topic of girls' education to participants in preparation for them working in girls' education.

OBJECTIVES:

By the end of the session, participants will be able to:

1. Identify issues that keep girls from attending school.

2. Describe the social, economic, cultural, and familial complexity of issues surrounding girls' education.

3. Relate the issues identified in the film to the participants' own roles as teachers, parents, community members and development workers.

4. Brainstorm appropriate and effective strategies and approaches for addressing the issue of girls' education within their own school communities.

TRAINER PREPARATION:

This session is designed for the first half of the video, which addresses issues related to girls' access to school. Though the focus is on primary school level access, the issues are equally applicable for secondary school. Given the complexity of issues and perspectives raised, we recommend that the trainer preview this section before showing it to the Trainees/Volunteers and their counterparts and/or supervisors.

MATERIALS:

The trainer will need flip charts or newspaper print, a VCR and television. The trainer may want to have on hand the Gender and Development (GAD) Training and Girls' Education materials (forthcoming), and statistical information about the status of girls' education particular to the country of viewing to share with the group. The trainer may want to refer to the Introductory Booklet of the Girls' Education materials and the background readings in the GAD materials, especially booklet #3 "Model Sessions: Basic Knowledge about WID, GAD, & PACA" for background information on research and findings on how girls' and women's education impacts on a society.

HANDOUTS:

The trainer may want to make some of the information provided available to participants either as a display or as handouts.

PROCEDURES:

1. Pre-listening activity:
   - Introduce the topic of girls in education. Present country specific information about access of girls to education. Take a survey of the group to find out what percentage of their students are girls, of their teachers are women.
   - Show the beginning of the video segment to introduce the video itself. When the narrator finishes asking the questions below, stop the video.

     "Why is it important that for every ten boys enrolled in high school, there are only two or three girls? One way to answer these questions is to look at the educational system as a whole. Another way is to go to a few places and ask. Tell me what happens here. ..."

2. Listening activity for the first segment of the video:
   Following is a type of activity that is called a Jigsaw Activity, meaning that the facilitator sets up "expert" groups that then share what they have learned with the other groups.

   Explain that the video will show the perspectives of mothers, fathers, elder male members of the community, a teacher, a young man, and the girls themselves — one who is in school and one who isn't. Divide the group into six equal groups. (This can be done

randomly, or by self-selection.) Request that each group focus their attention on one of the perspectives shown in the video. The different people on the video who share their opinions are:

a. the girls themselves
b. the young man
c. the fathers
d. the mothers
e. the elder male community members
f. the teacher

Ask each group to answer the following questions from the perspective of the people they are focusing on.

a. What are some reasons why these people think girls should go to school? Reasons why they shouldn't go to school?
b. What are the possible outcomes and consequences for these people if girls do go to school? If they don't go to school?

3. Watch the video (approximately 30 minutes).

4. Have the participants get into their groups to share and discuss their responses to the questions, creating 'expert' groups of each perspective (approximately 10 minutes).

5. When participants have finished their discussion, have them re-divide such that new groups are formed in which all six perspectives are represented.

OPTIONAL:

Results can be shared with the whole group visually or verbally.

Whole group—other discussion questions:

— What are similarities and/or differences between the perspectives presented in this video and those in your own community?
— What do you think is the impact of the headmaster's attitudes and behavior in the classroom on girls' access to education within his school?
— What can you as an educator do to help improve girls' access to education?
— How might you apply what you learned from this video in your own work?

NOTES:

SESSION II: RETENTION AND ACHIEVEMENT OF GIRLS IN SCHOOL

RATIONALE:

This video segment explores why some girls stay in school and some give up. The setting is a relatively supportive environment: an all girls' boarding school in Malawi that is run by female administrators and teachers who serve as positive role models for the girls at that school. And yet, even in this setting, not all girls succeed at staying in school. As in the first segment, this video explores the lives of two girls — one who is trying to get into secondary school and the other whose pregnancy has forced her to drop out. In the course of exploring these two girls' lives, we hear different voices and opinions about the girls, as well as from the girls themselves.

TOTAL TIME:

1 hour

GOALS AND OBJECTIVES:

GOAL:

To review and discuss issues related to girls staying in school and fulfilling their studies successfully.

OBJECTIVES:

By the end of the session, participants will be able to:

1. Identify messages that discourage girls from staying in school and succeeding.
2. Describe particular challenges that girls face in secondary school.
3. Relate the issues identified in the film to the participants' own roles as educators, community members, parents, and development workers.
4. Brainstorm appropriate and effective strategies and approaches to address the issue of girls' achievement and retention within their own school communities.

TRAINER PREPARATION:

This session is designed for the second half of the video. It addresses issues related to retention of girls in school and their academic performance. Given the complexity of issues and perspectives raised, we recommend that the trainer preview this section before showing it to the Trainees/Volunteers and their counterparts and/or supervisors.

MATERIALS:

The trainer will need flip charts or newspaper print, a VCR and television. The trainer may want to have on hand the Gender and Development (GAD) Training and Girls' Education materials (forthcoming), and statistical information about the status of girls' education particular to the country of viewing to share with the group. The trainer may want to refer to the Introductory Booklet of the Girls' Education materials and the background readings in the GAD materials, especially booklet #3: "Model Sessions: Basic Knowledge about WID, GAD, & PACA" materials for background information on research and findings on how girls' and women's education impacts on a society.

HANDOUTS:

The trainer may want to make some of the information provided available to participants either as a display or as handouts.

PROCEDURES:

1. Pre-listening activity:
- — Introduce the topic of girls in education. Present country specific information about girls' performance and retention in school.
- — Show the beginning of the video segment to introduce the video itself. When the narrator finishes asking: "Why do some give up, and why do some keep trying? ...", stop the video.

This segment deals particularly with girls in secondary school. Ask the group for reasons why girls drop out of school.

2. Explain to the group that they will hear many different messages about girls as students, as adult members of society, as sexual adults, as daughters, as wives and mothers, and as friends. Instruct the group to listen for those messages, and take notes on some of the things they hear, and who says them. Put the different roles listed above on flip chart paper or a black board.

3. Watch the video.

4. Jigsaw discussion: Divide the group into smaller groups, each one discussing a different category of messages that they heard about the girls:
- **a.** as students
- **b.** as adult members of society
- **c.** as sexual adults
- **d.** as daughters
- **e.** as wives and mothers
- **f.** as friends

Smaller groups discuss how these messages might impact girls' behavior in each of these roles.

5. Each group reports out to the larger group.

6. Facilitator asks if there are similarities/differences between the messages in the video and the participants' communities? What can educators do to help support girls' staying in school and achieving in school?

NOTES:

ADAPTATION:

In a PST in Guinea Bissau, Session I of "These Girls Are Missing" was presented prior to site visits. Upon their return, and after the Trainees discussed their experiences on the site visit in relation to the video, they viewed and participated in Session II of "These Girls Are Missing."

SAMPLE PROCESS OBSERVER WORKSHEET

YES	NO	
☐	☐	1. Is the aim of the lesson clear and relevant to all students?
☐	☐	2. Does the teacher use the blackboard clearly?
☐	☐	3. Do boys and girls participate actively in the lesson?
☐	☐	4. Does the teacher have boys and girls do a variety of activities?
☐	☐	5. Do boys and girls respond differently to the following types of activities? Please describe how:

☐ Teacher lecture
☐ Pair work
  ☐ Girls/Girls ☐ Girls/Boys ☐ Boys/Boys
☐ Group work – What types of groups?
☐ Individual work –

☐	☐	6. Are the stages of the lesson clear and its content relevant to all students? Explain.
☐	☐	7. If the teacher uses visual aids, do they show boys and girls in comparable roles??
☐	☐	8. Does the teacher encourage students to ask questions? Indicate the number and types of questions that boys and girls ask.

_____ Girls
_____ Boys

For group work, answer the following questions. Be careful to note any similarities or differences between boys' and girls' participation, reasons why, and suggestions.

1. Who contributes ideas?
2. Who encourages the participation of others?
3. Who checks for understanding?
4. Who gives direction to the work?
5. Who does not participate in the process?
6. What helped the group in completing the task?
7. What hindered the group in completing the task?
8. Who were the group leaders?
9. Who participated in classroom demonstrations?
10. How are male and female role models presented?

TEACHERS' CHECKLIST FOR ENCOURAGING GIRLS IN THE CLASSROOM

The following checklist was developed to help teachers create unbiased classrooms:

- ☐ Make an effort to call on girls as often as boys.
- ☐ Praise girls' achievement equally with boys.
- ☐ Make sure girls as well as boys understand directions and demonstrations.
- ☐ Create a classroom environment where girls and boys can participate equally in discussions.
- ☐ Discourage girls from putting themselves down with remarks like "I'm stupid," or "Math is too hard for me."
- ☐ Provide the class with non-traditional role models whenever possible.
- ☐ Use literature and textbooks that offer diverse and important female characters and people.
- ☐ Review written materials, including tests, for gender bias.
- ☐ If gender bias is present in written materials that cannot be corrected, provide other examples in class, if possible.
- ☐ Ensure that girls know what math, science, and technical courses are needed for particular careers.
- ☐ Encourage girls to participate in sports and other extra-curricular activities.

Adapted from *Action Guide for Girls' Education*, San Francisco Bay Area Girls' Education Network, BAGEN, 1995.

REACHING FEMALE STUDENTS BY PCVS IN TANZANIA

1. Be sure to call on girls in your class at least as often as you call on boys. Try spot checking yourself a few days by recording the number of male and female students that you call on as you teach. Often even teachers who are very aware of gender issues in education still find themselves working more with boys. It's natural that the more self-confident students end up participating more, and in Tanzanian schools those students are usually boys. We don't wish to discourage those who are already enthusiastic, but we do want to make an effort to encourage those students (often girls) who seem to be ignored.

2. When doing group work, try to be sure there is more than one girl in each group so that they can support one another. You could even try separating students into all boy and all girl groups. If students pick their own groups, these situations are likely to work out on their own.

3. School notice boards can be a great place to present issues concerning girls' education. Let people know about the girls' club started at your school, put up your handmade poster, post student poems, anything to increase awareness and start some discussions.

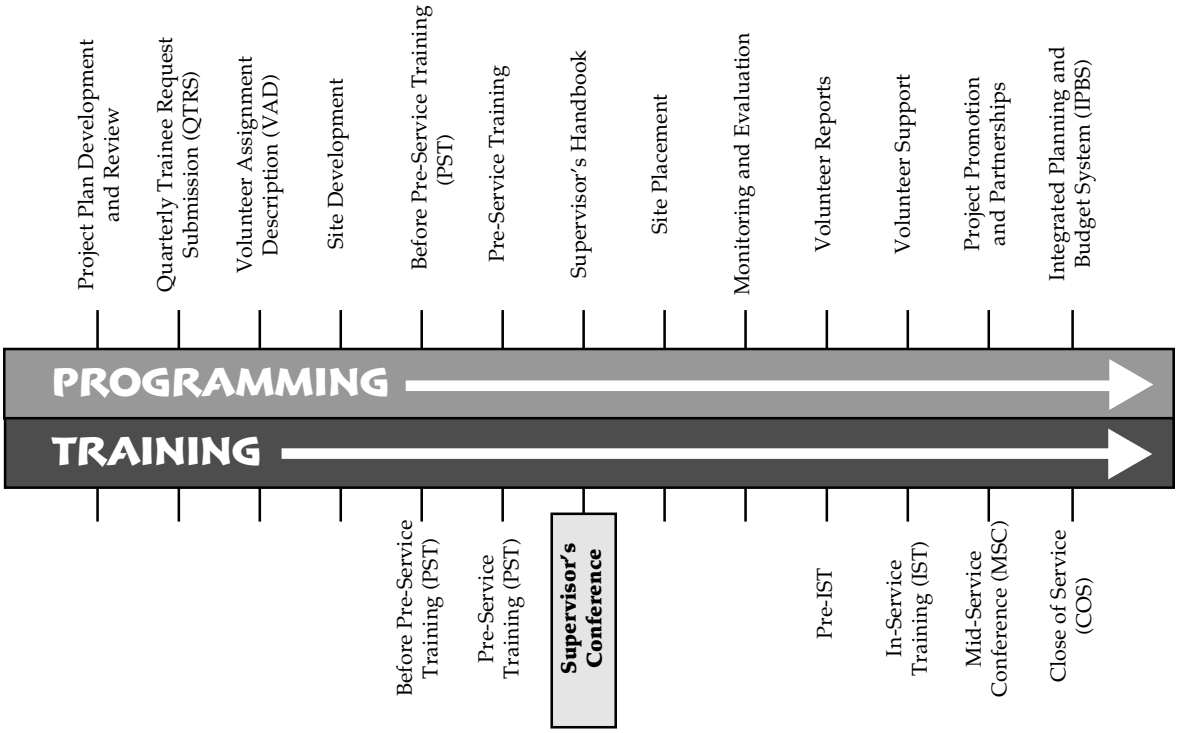
4. Be aware of personal problems that your female students may be facing. Female day students and often even boarding students may have significantly more housework to do than boys would. Therefore, they have less time to spend studying. Try to find out if your female students are being held back by the burden of chores and see if there is any way that you can help them with their special needs.

5. If you have any type of school newspaper, use it! Try a school essay or creative writing contest. Put in encouraging messages or confidence building activities for all your students.

6. If you can manage the time, consider offering extra help sessions twice: one session for girls and one for boys. Girls may be embarrassed to ask and answer questions, to participate in a discussion, to show their intelligence while in a class with boys. Separate tutoring sessions may be a good way of encouraging all of your students and helping them to realize their own abilities and worth.

7. Try encouraging the teaching staff to put more girls in positions with responsibility (e.g. class monitor, prefect, etc.). Try speaking with those girls who do have those positions and encourage them to be good, strong role models.

SUPERVISOR'S CONFERENCE



OVERVIEW:

Some posts conduct supervisor's workshops or conferences during or at the end of PST as an opportunity to strengthen partnerships with local supervisors, to increase awareness of Peace Corps projects and host-country initiatives, to clarify the role of the PCV within the project, to share information about host country initiatives, and to improve local supervision of PCVs. The format of these conferences varies greatly. Some include PCVs and their counterparts, others are for supervisors only. Some are held over one day, others over several days. The supervisor's workshop provides an important opportunity to review people's commitments and achievements in girls' education, to collaborate with each other, and to strengthen partnerships.

IDEAS AND SUGGESTIONS:

If you hold a supervisor's conference you might want to:

- Involve the Ministry of Education and other host-country officials supportive of girls' education as a means of establishing the credibility and significance of Peace Corps' efforts in this area. Possibly ask them to make a presentation about girls' education.

- Illustrate the impact and contributions that the Peace Corps can bring to the girls' education effort —and make it real—by sharing stories reflecting the importance and impact of girls' education activities. Ideally, these would be presented by PCVs, counterparts, and/or students—perhaps in a panel format.

- Include discussions, as appropriate, on gender and girls' education as part of the agenda.

If you are not able to hold a supervisor's conference, you may want to help PCVs organize local "cluster meetings" of supervisors in each school district. You might then undertake some of the activities described above as part of a multi-site visit.

SAMPLE SESSIONS:

Regular PST sessions that address expectations, cross-cultural communication, and the role of the Volunteer in development can be adapted for supervisor's conferences. Some posts have specific sessions which address girls' education and the role of the Volunteer/project. Other posts have used the PACA tools and CCBI framework during the supervisor's workshop to demonstrate they types of teaching and small projects that will benefit girls and boys. Following are sample schedules to give you an idea of what these workshops might look like.

SAMPLE SCHEDULES:

SAMPLE SUPERVISOR'S CONFERENCE AGENDA

(For a program held immediately before PCVs go to their sites.)
Peace Corps Ethiopia

Arrival Day

6: 30 pm Administrative Arrangements
(Administrative Officer and Cashier)

Day One

8:30 Welcome
(Peace Corps Country Director)

8:45 Why are we here?
(Education APCD)

9:15 Participants' Introductions
Introduction to the Peace Corps
(Programming Officer)

9:30 Project Plan
Peace Corps' Expectations of Principals
(Program and Training Officer)

10:00 Break

10:30 Introduction to Cross-cultural Communication
(PST Language and Cross-culture Coordinator)

11:00 Overview of Pre-Service Training
What is Community Content-based Instruction?
(PST Technical Coordinators and Trainers)

12:30 Lunch

2:00 Preparation of Principals' Expectations of Peace Corps and PCVs
(Principals work together)

7:30 Introduction of Principals and their PCVs
Dinner

Day Two

8:30 Introduction of all participants

9:30 Ministry's Expectations of Principals and PCVs (Panel)
(Ministry Representative, panel facilitator)

10:00 Break

10:30 Curriculum Concerns
(Representative of Institute of Curriculum Development and Research)

11:30 Cross-cultural Communication
(PST Language and Cross-culture Coordinator)

12:30 Lunch

2:00 The Importance of Girls' Education
(Representative of Women's Affairs Office, Ministry of Education)

2:30 Activities Which Encourage Girls' Education
(Panel of Teachers)

3:00 Preparation of Mutual Expectations

Day Three

8:30 Presentation of Mutual Expectations

10:00 Break

10:30 How a PCV Adapts to Life in Ethiopia
(Panel of Teachers)

11:30 Site Visit Preparation and Logistics
(PST Training Staff and Health Liaison)

12:30 Lunch

Afternoon free

Day Four

Departure for Sites

SAMPLE COUNTERPARTS CONFERENCE AGENDA

Peace Corps Kazakstan

Monday

8:00 Welcome tea for all counterparts, Trainees and staff
Trainee Committee is responsible for planning. Plan culturally appropriate reception – tea, introduction, small concert.

Tuesday (Counterparts and Trainees will work together all day)

8:30 – 9:00 Opening Remarks, Wylie Williams, PC Country Director

9:00 – 10:30 Expectations and Responsibilities
Counterparts and Trainees work separately to discuss expectations, then come together to share and clarify.

10:30 – 10:45 Tea Break

10:45 – 12:30 Peace Corps Policies
CD is to give general information (45 minutes). Then break into project groups.

12:30 – 1:30 Lunch; reimbursement for travel

1:30 – 3:00 Chain of commands at school

3:00-3:15 Tea Break

4:00-5:00 Working together–Trainees work with their counterparts on the first steps they will undertake within the first month.

Wednesday

9:00-10:30 Introduction of CCBI and PACA concepts
Problem tree
Trainees and counterparts are split into four groups, one group (Environment and Business counterparts) in Russian, the other three in English

10:30-10:45 Tea Break

10:45-12:30 Introduction of PACA tools (daily activities, mapping) to the same groups. At the end of each presentation, two groups get together to share their ideas.

12:30- 1:30 Lunch

1:30-3:00 Introduction of PACA tools (seasonal calendar, needs assessment)

3:00-3:15 Tea Break

3:15-5:00 Revision: Lesson Format

Wednesday

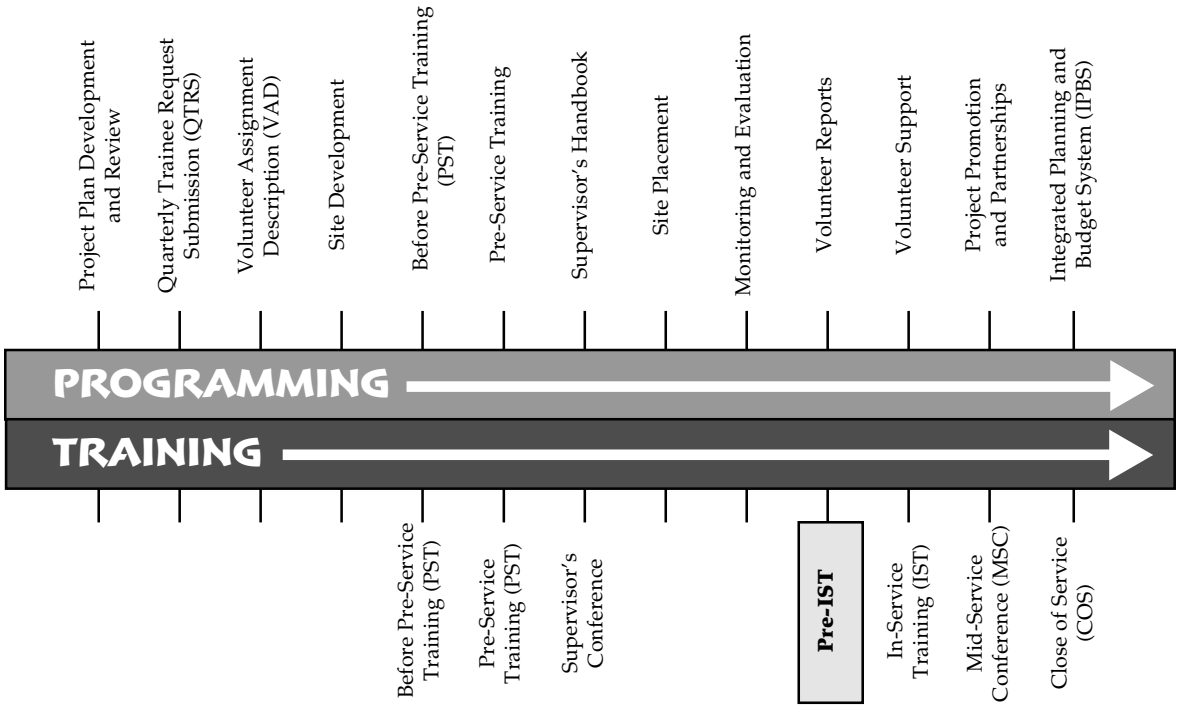
9:00 - 10:30 Participants are split into six groups (education Trainees and counterparts–one group; environment Trainees and counterparts–two groups; TEFL Trainees and counterparts–three groups) and work on needs assessment tool. Then four groups brainstorm what problems and needs young people have now and two groups brainstorm what are main environmental concerns. Before brainstorming, Trainees and counterparts work in pairs or small groups on these topics. It will enable counterparts to give Trainees the background on the job and to share what they know. Hopefully, it will help partners eliminate tension and overcome the language

	barrier. Then, they vote what problems/needs and environmental concerns seem the most critical and pick out two to three top priorities.
	Two groups get together, a pair–wise ranking of problems is conducted and members are asked to reach a consensus regarding the comparison of each pair of problems. The output is a ranking order of problems/needs or concerns.
10:30- 10:45	Tea Break
10:45- 12:30	Each group is split into three to four groups (depending on the number of people there, each small group including no more than four people. These small groups choose any top problem/need or concern from the two-group discussion output and design a lesson plan on this topic. Each group will elect a recorder, a time-keeper, a presenter; incorporate content support, process support, and effective teaching strategies.
12:30- 1:30	Lunch
1:30-3:00	Small groups get together and present their lesson plans. Each presentation gets feedback.

Thursday

9:00- 10:30	Intercultural communication
10:30-10:45	Tea Break
10:45-11:30	Medical session
11:30-12:30	Challenges and Strategies, Part 1
	Counterparts will work in small groups to explore ways to dealing with possible problems with Peace Corps Volunteers
12:30- 1:30	Lunch
1:30-2:30	Challenges and Strategies, Part 2
	Small groups will share information

PRE-IN-SERVICE-TRAINING



OVERVIEW:

In-service trainings (ISTs) provide an opportunity to either introduce girls' education to PCVs and counterparts in the field or to reinforce and enhance what PCVs learned about girls' education during pre-service training (PST). If PCVs have not had a significant introduction to girls' education in PST, you can review the PST section of this booklet for sessions you might use in their first IST. Most posts include sessions on girls' education within a broader IST agenda such as a CCBI or WID workshop as opposed to having an IST solely and specifically on girls' education.

IDEAS AND SUGGESTIONS:

Before the IST, consider including girls' education issues on your needs assessment to determine the topics needing the greatest emphasis. A sample needs assessment questionnaire for classroom teachers is included below. Refer to the PATS Education Supplement pages 51-52 for detailed suggestions.

Additionally, before the IST you may want to:

- Have participants complete a specific girls' education pre-IST questionnaire (example provided on the next page).
- Invite host-country national women to participate and/or serve as facilitators.
- Invite NGOs, government officials, and others involved in girls' education to participate in ISTs as resource people and facilitators.
- If you have a WID committee, involve them in planning and presentation of IST sessions.

SAMPLE NEEDS ASSESSMENTS AND QUESTIONNAIRES

IST NEEDS ASSESSMENT FOR CLASSROOM TEACHERS

Name: (optional) _____ COS Date: _____

☐ Male ☐ Female

School(s): _____

Subjects taught: _____ Level: _____

_____ Level: _____

What have been your greatest successes in teaching boys? girls?

What are your greatest concerns about each at this time?

In what ways do you work together with other teachers? Do you work in different ways with male or female colleagues?

Which of the following skills would you like an in-service workshop to address? Mark up to three items with a "1" to indicate they are your top priorities. Then check off any other items of interest.

____ lesson planning
____ classroom management
____ discipline
____ using local resources
____ using discovery/inquiry methods
____ conducting teacher training
____ incorporating development content in the classroom/in outreach to the community
____ improving my knowledge of subject matter
____ working with counterparts
____ testing
____ organizing group work or cooperative learning
____ overcoming language barriers for non-English speakers
____ non-formal education techniques (working with adults, problem analysis, organization and planning, etc.)
____ Other:

Do any of these skills or issues vary depending upon if you are working with male or female students or counterparts? Please describe.

Do you have any activities or strategies for working with boys and/or girls you would like to share with others during an in-service workshop? Please describe:

GIRLS' EDUCATION PRE-WORKSHOP QUESTIONNAIRE

Before attending our training workshop, we request that you talk with a few students, colleagues, and people in the community to help you respond to these questions. The information that you obtain will be used during the workshop. This questionnaire should be completed in collaboration with your counterpart.

Name(s) _____ Town: _____

☐ Male ☐ Female

1. What are differences in classroom achievement and participation for girls and boys? Why? In what ways do you and other female and male teachers address these differences?

2. In what, if any, ways does schooling relate to girls' and boys' current and future life at home and in their communities? What types of female and male role models (people, curricular) are found in communities and schools?

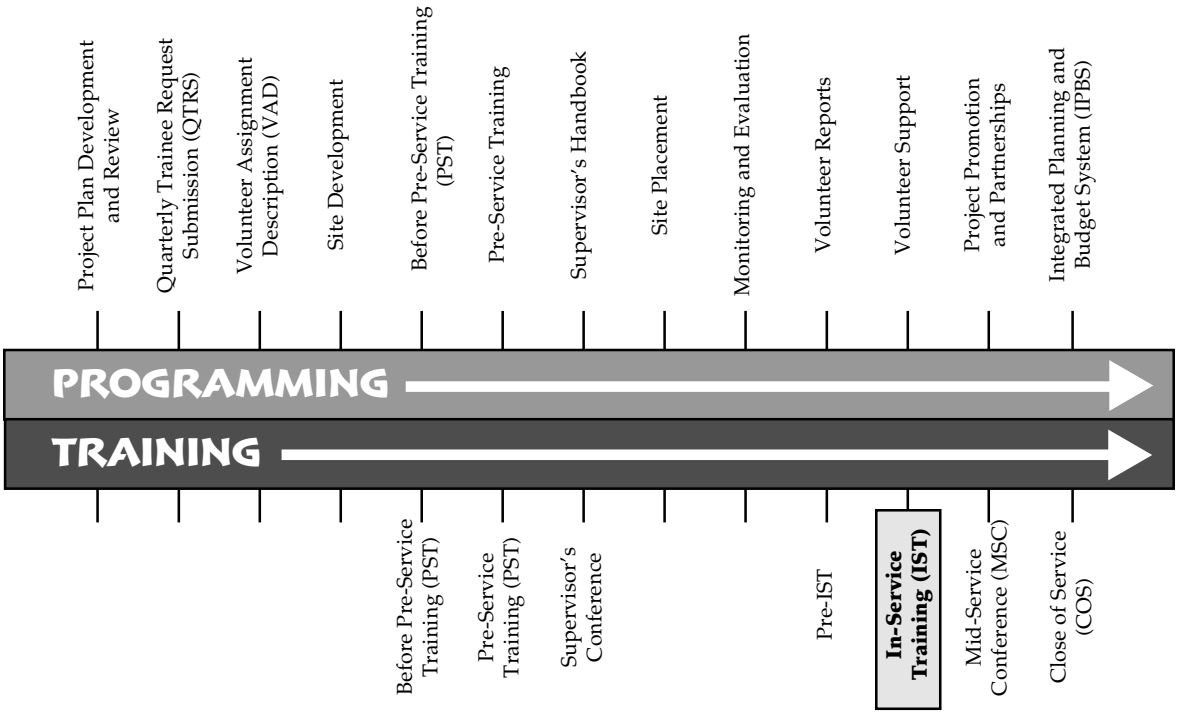
3. What expectations and dreams do mothers and fathers have for the future of their educated daughters and sons, as opposed to those who are not educated?

4. What cultural, social, and economic factors have (had) the greatest impact on the education of girls and boys? In what ways and why?

5. In what ways do female and male students contribute to the well being of their family? How does their knowledge influence the behavior of their families and community?

6. What resources are available to address constraints and opportunities for girls in your school and community ?

IN-SERVICE TRAINING (IST)



OVERVIEW:

In-service training often reinforces the prior training PCVs have received. By incorporating questions related to the roles of women and girls in training and development into your IST needs assessment, your workshop design can easily incorporate and address the needs of PCVs and their counterparts vis-a-vis their work in girls' education.

One training aspect that sets ISTs apart from PSTs is that when Volunteers attend the IST, they have already had experience in the field, teaching or helping in the classroom, and working on community projects. Because of this experience, ISTs provide an opportunity to process successes and challenges related to working on girls' education, and to help Volunteers and their counterparts incorporate lessons of these experiences into planning of other community projects that could have an impact on girls' education, or ones that are directly related to girls' education. In this section, we have included schedules from different ISTs that have incorporated girls' education issues, as well as sessions for processing reactions to working on girls' education issues. Also included are a next steps planning session and worksheets to help Volunteers and participants plan and monitor their projects. Review the sessions included in the PST section of this manual as well as the ones that follow to see if any may be appropriate to meet the needs revealed through the needs assessment. The WID *Gender and Development Training* manual, booklet #2, contains other sessions that may be relevant.

IDEAS AND SUGGESTIONS:

If the focus of the IST addresses more general education issues, consider ways that any special needs of girls can be raised and addressed within the context of the training. This might be accomplished by:

- conducting sessions on girls education.
- reinforcing the gender and girls' education perspective in as many IST sessions as possible.
- providing supplemental girls' education literature and resources, possibly a resource fair, for participants.
- creating action plans specific to girls' education activities.
- creating action plans that specifically address implications for men and women, boys and girls.

If CCBI is the focus of the IST, girls' education issues will be incorporated. Similarly, if the IST focuses on building skills for the use of PACA tools, gender will be addressed. A skills-building for PACA IST is often multi-sectoral, and thus has the advantage of encouraging cross-sector collaboration. A sample CCBI schedule is included on the following pages.

After the IST you may be able to maintain the enthusiasm and momentum generated at the IST by some of the following: follow-up letters, newsletters, inquiring about progress of action plans, and disseminating new information and ideas.

SAMPLE IST SCHEDULES

MATHEMATICS AND SCIENCE EDUCATION IN-SERVICE TRAINING

Peace Corps The Gambia

OBJECTIVES:

1. To provide Volunteers and their counterparts with skills to effectively sensitize their communities to enroll more girls in school and ensure that they finish school.

2. To find ways and means to encourage girls to take more interest in the traditionally male-dominated subjects of mathematics and science.

3. To equip Volunteers and their counterparts with skills to incorporate WID issues in the curriculum.

SCHEDULE:

Day 1

8:30 Registration and announcements
8:45 Self-introductions of participants
9:30 Opening ceremony
(PC staff, Director of Schools, U.S. Ambassador, Director of Ghana Science Clinic for Girls)
10:00 Break
11:00 Cultural Barriers to Science and Mathematics Education for Women: Gambia Perspective
(Presentation by representative of Women's Bureau)
12:00 Report on participant teachers' interviews of Middle School Girls, Parents, and Community Members
12:30 Lunch
1:30 Discussion of Survey Results
2:30 Global Issues on Gender, Science and Technology
(Director of Ghana Science Clinic for Girls)
3:30 Break
4:00 Video: "Botswana: Righting the Imbalance"
Discussion of Video
5:00 Doing Mathematics with Your Friends
6:00 Adjourn

Day 2

8:30 Organization and Philosophy of Gambian Science Curriculum with Emphasis on Gender Issues
(Representative of Curriculum and Research Development Centre, Ministry of Education)
9:00 Science Activity
9:30 Group Work: Look at Science Curriculum Materials and develop activities with gender sensitive focus
(Director for Ghana and Representative for MOE, The Gambia)
10:45 Break
11:00 Reports from groups
12:00 The Culture of the Mathematics Classroom
12:30 Lunch

1:30 Gambian Girls and Success in School Mathematics: The Problem and Steps Toward Solution
1:45 Mathematics Activity
2:15 Group Work: Look at Mathematics Curriculum Materials and develop an activity for holistic learners
3:45 Break
4:00 Reports from groups
5:00 Videos and discussion
6:00 Adjourn

Day 3

8:30 Introduction to the Field Trip
8:50 Field Trip: Sankung Sillah's Plastic and Soap Factory and Julbrew Factory
12:30 Lunch
1:30 Preparation for a Successful Field Trip; How to Use Field Trips to Teach Mathematics and Science
2:30 Group work: Field Trips
(Use syllabus and text to identify topics which could be taught through field trip today; other field trips. Sketch a tentative plan for a trip.)
3:45 Break
4:00 Reports from groups
5:00 Girls' Education: Perspectives from an Islamic School
(Teacher and two students)
6:00 Adjourn

Day 4

8:30 Women in Development Activities
(Representative of Women's Bureau)
9:30 Group work: Relating Development Activities to Science and Mathematics
(Develop activities related to various women in development themes and plan how to initiate interaction between women's groups and school girls)
10:45 Summary Review of Objectives
11:15 Closing
11:30 Break
12:00 Evaluation of Workshop
1:00 Lunch

ENVIRONMENTAL EDUCATION AND ENVIRONMENTAL HEALTH COMMUNITY CONTENT-BASED INSTRUCTION WORKSHOP

Peace Corps Kyrgyzstan

OBJECTIVES:

1. Enhance Volunteer and counterpart relations.
2. Help Volunteers and Counterparts better understand the application of Education for development activities.
3. Incorporate issues of girls' education and women in development into teaching and extra-curricular activities.
4. Infuse Environmental Health issues into TEFL teaching.

	Monday		Tuesday		Wednesday		Thursday
MOTIVATION	Sample CCBI	INFORMATION	Tools for CCBI: Participatory Analysis for Community Action (PACA) Hands on practice with tools - Community mapping - daily schedule - seasonal calendar	PRACTICE	Experiential Learning Cycle (4Mat)	APPLICATION	Lesson Planning
	Welcome Speech from Guest Speakers		More Practice with Tools		Lesson Planning		Lesson Planning Sharing
	Lunch Working Together: Norms and Expectations		Lunch Even More Practice with Tools		Lunch FREE		Lunch Next Steps
	Successes and Challenges		Content-based Instruction: Environment and Env. Health ideas for the classroom				Evaluation and closing

COMMUNITY CONTENT-BASED INSTRUCTION (CCBI) IN-SERVICE EDUCATION WORKSHOP FOR SCIENCE, MATH, AND GEOGRAPHY TEACHERS

Peace Corps Tanzania

OBJECTIVES:

1. Provide participants with a framework that they can use in their classrooms to make learning relevant to students' present and future lives.

2. Provide an opportunity for Peace Corps Volunteers and their Tanzanian counterparts to develop strong working relationships.

3. Encourage and support teachers as they attempt to try something new in their classrooms and communities.

4. Introduce participants to the use of participatory techniques.

5. Increase awareness of gender issues, especially in education.

6. Provide participants with an opportunity to develop resources for classroom use.

SCHEDULE

Day 1 – Evening

Welcome
Group introductions
Logistics
Dinner

Day 2

Motivation

Official Opening
Education Project Goals
Workshop Goals and Objectives
Group Norms and Expectations
Agenda

Information

The Framework
- Community
- Development
- Education in Development
- Gender and Development
- Girls' Education

Community Issues
- Public Health
- Water and Sanitation

The Framework, *continued*
- Content-based Instruction
- Community Content–based Instruction (CCBI)

Day 3

Teaching Techniques
A Sample CCBI lesson
Trading Places—Working with counterparts

Practice

Developing classroom lessons using CCBI – practicum

Day 4

Presentation of CCBI enriched lessons
Change—Successes and Challenges

Application

Learning about Your Community:
Participatory Analysis for Community Action (PACA)
Our Next Steps

- Monitoring and Evaluation
- Action Steps for utilization of CCBI at school
- Ongoing support of teacher efforts

Closure

- Presentation of certificates
- Workshop Evaluation

2ND ANNUAL GIRLS' EDUCATION WORKSHOP: SUCCESS BUILDS PRIDE

Peace Corps Thailand

Organizers: The Women in Development Committee of PC/Thailand
Purpose: Address gender issues in schools and communities through the development of ideas and specific methods for working with target groups.
Participants: There were 15 Thai participants (14 females and one male), 17 PCVs, including TEFL, Health, and Environment sectors (16 females and one male), and five Thai guests forming a panel of speakers (four females and one male).
Facilitator: A professor at a Teachers' College who had worked with PCVs on several occasions, including last year's workshop.

REPORT OF ACTIVITIES:

Opening speech by PC/Thailand Country Director Tom Elam, who mentioned that Thailand is developing so rapidly that women and men must work together so that women have equal opportunities and don't fall behind: "If we want to develop women, we must have help from the men."

Icebreakers to get to know one another and create a comfortable, working atmosphere. The various games and warm-ups throughout the rest of the workshop kept everyone's spirits high and allowed them to discuss serious issues while having fun at the same time.

Day 1

Identifying images and stereotypes relating to women which can cause gender discrimination, and where these images originate. The participants were asked to think of the roles of women in different sectors of society and to determine how many of these roles are actually filled by women in their own communities. Leadership activities were also included. The most successful was a puzzle activity in which each participant wrote a positive characteristic about her/himself on a puzzle piece, which was then joined to make a whole "leadership" puzzle.

Five community leaders formed a panel of speakers and shared their success stories. They were: a leader of a WID community group, who was also a participant in this workshop; a former male teacher who is now a PC/Thailand APCD/Training; PC/Thailand APCD/Health, a member of DTEC; and much to our delight, the first woman governor in Thailand.

The afternoon allowed the participants to define a target group, a specific problem in their communities, its causes and possible solutions.

The day closed with project presentations, or specific examples of projects that were completed and were an immediate result of last year's workshop.

Day 2

The day was spent taking the results of the target analysis the day before and guiding the participants through the formation of a project plan. The proposals (in rough draft form) were written on big poster paper, and then all plans were taped around the room for participants to read and add questions, comments, or suggestions. Some of the projects written were: health trainings and self-esteem workshops; peer teaching/tutoring; big

sister/brother; Pride Club; an educational video; an adolescent mini clinic; sewing group activities; a young women's Thai cookbook in English; growing mushrooms; and an organic pesticide project targeting women farmers.

EVALUATION

Evaluations showed that the workshop was a huge success. The weekend provided an opportunity for Thais and PCVs to work together, and all participants went home with an action plan to implement in their communities. The atmosphere was described by one PCV as "lighthearted but purposeful, open, trusting, and encouraging." When asked if the workshop was useful, one Thai participant responded: "I learned what I need to do to develop myself and others through participation and togetherness."

SAMPLE IST SESSIONS

THE PROCESS OF CHANGE

SESSION GOALS:

This session is designed to enable participants to:

1. Reflect upon their experiences with change.

2. Identify where they (and others) are on a "Resistance to Change" continuum in order to empathize better with those with whom they are working to promote change.

MATERIALS:

news print, tape, markers, change continuum chart

FACILITATOR:

APCD/Education

TIME:

30 minutes to 1 hour

PREPARATION:

Newsprint of Sarar Resistance to Change Continuum
(Reference: "SARAR Resistance to Change Continuum", *Tools for Community Participation*, Lyra Srinivasan, pages 161-165. ICE WD084)

ACTIVITIES:

1. "How many of you have ever tried something new or different in the classroom?" Ask for a show of hands.

2. "What successes did you have?" Depending on available time this can be done in small groups or, if there is less time, in large group.

3. "What challenges did you have?" Depending on available time this can be done in small groups or, if there is less time, in large group.

4. The facilitator states that whenever you start something new there will always be obstacles, there will always be challenges as well as successes. Often change is resisted. When trying to do something different ourselves, or when trying to introduce others to something different, there are often stages that we go through. It is important to be aware of and think about these stages. It often helps us be more successful.

5. Spend a few minutes giving some background on the Resistance to Change Continuum. Then present the continuum as it relates to participants' willingness to work on improving girls' education.

   Step 1: There's no problem.
   Example: "Our education system is good enough just as it is — we are adequately preparing our female students for their futures."

Step 2: It's not my problem.
Example: "We aren't doing a good enough job preparing our young women for their futures but it is the government's problem to work on the solutions—not mine."

Step 3: I can't do anything about it.
Example: "The problems of girls and women in my community are cultural and traditional."

Step 4: I am worried about what I will have to do.
(Often these are very valid concerns.)
Example: "I might be able to help improve girls' education but what sacrifices will I have to make to help (e.g. less time to pursue other income, possibility of failure)?"

Step 5: I am interested in learning more.
Example: "I'd like to learn more about how we can better prepare our female students for their futures."

Step 6: I'm ready to try some action.
Example: "I'd like to try to make my syllabus more meaningful to the girls in my classroom and see what happens."

Step 7: I'm willing to help others and advocate change.
Example: " I've seen some good results with girls in my classroom. I'd like to tell other teachers about this."

7. Ask participants to anonymously mark on the chart where they presently are in terms of their thinking about girls' education as they leave for the day.

FACILITATORS COMMENTS/ADAPTATIONS

This session can be used in different ways and at different times in a workshop.

During our workshop, it was done as more of an assessment of where people were towards the end of the workshop.

If people are reluctant to share publicly where they are on the continuum, the facilitator can set up a situation that is more anonymous, and may encourage greater honesty, by having people can write the appropriate number on a slip of paper and put it in a box located next to the continuum. The numbers can be drawn out of the box and tallied on the chart so that participants know what number the majority of responses were. Also, share it again with participants in the workshop report.

The specific girls' education quotes on the continuum can help people relate the concept of change in the workshop and to themselves personally.

For Volunteers and counterparts who have already been working on girls' education, this session can be adapted to help process the different types of reactions that people get when they start promoting and supporting girls' education.

CASES STUDIES OF GIRLS' EDUCATIONAL ISSUES

Peace Corps The Gambia session

OBJECTIVES:

1. To discuss some of the difficulties a female student may encounter during her education.

2. To explore what a teacher may, or may not, be able to do.

NOTE: These situations can be adjusted and changed to suit your needs.

ACTIVITIES:

1. Explain that they will work in small groups on special female student issues. Given the situation they receive, each small group must create a short play. They have 30 minutes to prepare their five minute play. The important thing is for the players to think about what they will say, and why they say it. Players may want to present several different alternative possibilities during the play.

2. Divide the large group into eight smaller groups. Give each group a different situation.

Situation #1
You become aware that a male teacher has been soliciting favors from a female student. How would you go about addressing this problem?

Situation #2
The boys in your class are always telling the girls that they are stupid. What should you do about this situation?

Situation #3
Awa, an 8th grade girl, did not complete her homework last night because she was pounding rice. This is the first time she has not finished her homework. How would you handle this situation?

Situation #4
Binta's mother has just had a baby. She is now expected to stay home from school to help with house chores. What do you do?

Situation #5
Mr. Saidy obviously treats the girls in his class different from the boys. For example, he always calls on the boys to answer questions, and the girls do chores at school. What can you do?

Situation #6
You notice that several girls are constantly trying to impress the males at school by dressing provocatively. What should you do?

Situation #7
Mama is a girl at your school who finds school challenging, but works hard and passes her exams. She comes to you and tells you she is pregnant. Mama wants to complete her schooling. What can you do?

Situation #8
Buba is a 9th grade boy and confided in you that his girl friend Mama is pregnant. He wants to finish his schooling. What is Buba's fate.

3. Remind each group that their short play should be five minutes in length. The other participants are to observe the difficulties the student or teacher encounters, and how she or he responds to these difficulties.

4. Have each play presented. After each, ask the other participants to tell what they observed—the difficulties the both the student and teacher faced as well as how each responded to these difficulties.

5. As a summary, have participants define some of the specific ways they as teachers might assist their female students. Create a second list of who else is needed to assist the girls, in situations such as those presented and other that they know about.

GENDER ROLES IN OUR SCHOOLS

Peace Corps Paraguay

OBJECTIVES:

1. To increase our consciousness of how gender role expectations influence students opportunities in school.

2. To increase consciousness of how schools help form and reinforce gender roles.

ACTIVITIES:

1. Icebreaker: In small groups, think about expectations of boys and girls, and men and women. Answer and discuss the following questions:
   - **a.** What presents would you choose for a boy and what might you choose for a girl?
   - **b.** What sorts of behaviors are generally expected from boys, and which from girls (e.g., aggressive, passive, and so on)?
   - **c.** How might our choice of presents and our expectations of behavior affect girls and boys?

2. In the large group, allow groups to share their conclusions and thoughts on how gender roles are introduced in childhood.

3. As a large group, discuss the question of how schools and teachers help to form and reinforce gender role expectations.

4. In school groups, have participants discuss changes they can make in their classrooms and schools that would help ensure equal opportunity for girls and boys. Have each group develop an action plan to implement these ideas.

5. In the large group, provide participants the opportunity to share their ideas for improving girls' education in their classrooms.

TRAINER NOTES:

In the large group once again each small group presented their ideas. The presentations led to more discussion, and many groups adopted ideas of the others. Some of the specific ideas that the groups came up with include: mixed seating of girls and boys in the classroom; forming of mixed lines; teaching cooperative games that girls and boys can play together; forming mixed groups when dividing the class for group work; ending the practice of dividing school chores based on gender; and being careful to call equally upon girls and boys in the classroom. Subsequent monitoring and evaluation could be based on these indicators that the group identified. The trainer of this session followed up with the participants of the workshop and makes the following observations:

After seven months some changes that [he] observed include:

- three schools are teaching and playing mixed games that girls and boys play together;
- two schools have stopped the division of school chores based on gender;
- two schools have ended the practice of forming lines based on gender when entering and leaving the school;
- the subject of gender roles and equal opportunities for girls and boys is now often discussed during other workshops and meetings.

MONITORING AND EVALUATION: NEXT STEPS ACTION PLANNING

Peace Corps Nepal

RATIONALE:

At the end of most Peace Corps workshops, a facilitator conducts some type of "next steps" or action planning session. Below is one such session which incorporates questions related to girls' education and helps participants begin to create impact indicators for these steps.

GOAL: (returning to the purpose of the workshop)

To help participants improve their abilities to serve the schools and communities they live in for the benefit of men and women, boys and girls, and the overall health and well-being of the community.

OBJECTIVES:

1. To produce a draft working plan for continued work with communities towards above goal.
2. To share, discuss, and provide feedback on peers' action planning.
3. To assess progress towards meeting the conference objectives.

TIME:

2 hours and 30 minutes

TRAINER NOTES:

For this session, we wanted to have a clear example of next steps planning. One of the Volunteers and his counterpart wanted to share with the group the work that they had done in setting up a "progress report" system for students at their school. I decided to use their "small action" as an example of how to do next steps planning, building on questions and answers with the group as a whole.

SESSION OUTLINE:

1. Lead facilitator opens the session by reviewing overall goals of the workshop, and stressing the importance of inclusion of women ann girls in all projects and in all phases of project planning process.
2. Facilitator asks PCV and HCN to describe their "progress report system."
3. Facilitator goes through all parts of the Next Steps Planning Guideline, asking the group the questions, and getting clarification from the PCV/HCN as necessary.
    - What do you think are the strengths and opportunities of this project?
    - What do you think have been/would be the constraints?

- Why did they want to do this project?
- Who did they work with to do it? Who was involved in the planning process?
- How did they set up the process?
- What did they hope would happen?
- Was this project effective? How do you know? Was it effective for boys and girls? For mothers and fathers? What might be some indicators to let you know if you have been effective?

4. Facilitator instructs group to get into their interest groups during the afternoon and use the next step planning guide to plan how their group will follow up on activities from this workshop.

SAMPLE NEXT STEPS ACTION PLANNING: STUDENT PROGRESS REPORTS

OBJECTIVE:

To strengthen linkages between schools and communities by improving communication between mothers, fathers, daughters and sons and teachers.

Strengths and Opportunities

- families care about education
- responsible male and female students
- flexible "number system" for reporting comments
- readily available note books for progress reports
- informal communication (rumor mill) generates awareness and interest

Possible Constraints:

- large classes
- possible illiteracy of parents
- time-consuming, especially with large classes
- "indirectness" in culture for providing feedback

What/Why	Who/Where	How/By When	Desired Outcome (what do you hope will happen?)	How will you know when you're effective for boys and girls?
• student progress reports to parents, both mothers and fathers • to increase communication between male and female teachers, mothers and fathers, male and female students, and Headmasters	• student Progress Reports Committee — teachers, mothers and fathers, male and female students, and Headmasters • records in office	• every two weeks • teachers designed process • letter to mothers and fathers explaining system sent before implementing	• teachers learn more about boy and girl students • mothers and fathers learn more about their children in school • increase male and female teachers' responsibility • improve student behavior for both boys and girls • increase involvement of mothers and fathers	• raise awareness of girls' work in school • raise awareness of low achievers • receive response from mothers and fathers • increased demand from mothers and fathers for the messages in the progress reports • improved student performance, including girls • feedback from mothers and fathers regarding the system • (collective) desire to continue system - on the part of parents, teachers, students, and administration

Follow-up support:

SAMPLE NEXT STEPS ACTION PLANNING: GIRLS IN EDUCATION

OBJECTIVE:

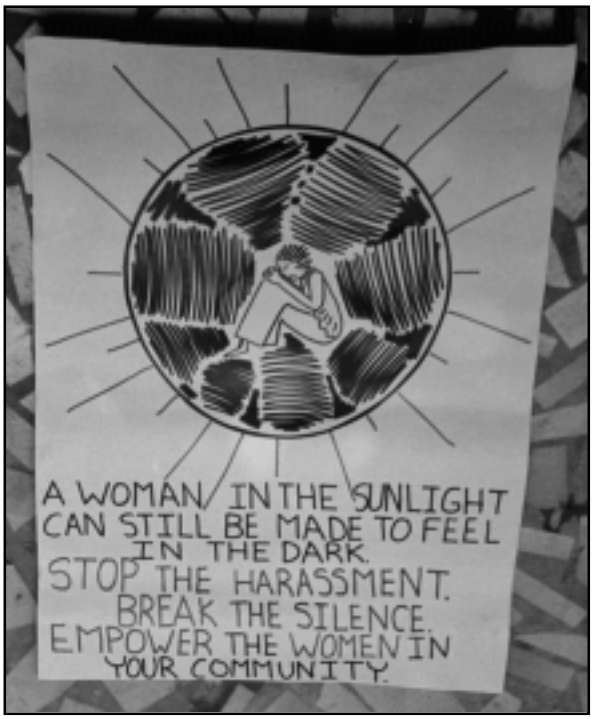
To enhance linkages between schools and communities for the benefit of men and women, boys and girls, for the overall health and well-being of the community.

Strengths and Opportunities

- girls and boys are in school
- literate mothers and fathers
- the school as a meeting place
- active teacher committee and social workers who work with women

Possible Constraints:

- women might feel uncomfortable coming to the school, or speaking in front of men
- might be difficult arranging a time when the women can come



What/Why	Who/Where	How/By When	Desired Outcome (what do you hope will happen?)	How will you know when you're effective? For men and women, boys and girls?
• Parents Day program • to encourage mothers and fathers to become more aware of and involved in their son's and daughter's education • encourage literacy classes for the mothers of students	• mothers and fathers • school • invite chiefs and mayors of the villages	• teacher committee or social workers organize, go to women's homes to ask why girls are or aren't in school and invite women to come to program • when — during farming off-season • suggested activities: – do "Daily Activities Schedule" – boys and girls essay competition; debate importance of education – panel of women to share their stories about going to school – role plays (girls asking mother for reading help; situation showing importance of education – dance/ culture program	• mothers and fathers come to the Parents' Day program • all teachers – male and female – participate • boy and girl students participate and share things that they have learned in school through written, visual, and oral forms	• mothers and fathers will ask for the program to be repeated • mothers will get involved with literacy programs • students will ask for the program to be repeated • female teachers and students will be more vocal at school, will participate more • teachers will encourage low achievers more – both boys and girls • less conflicts between parents and teachers.

Follow-up support? Literacy materials?

NEXT STEPS ACTION PLANNING WORKSHEET

Objective:

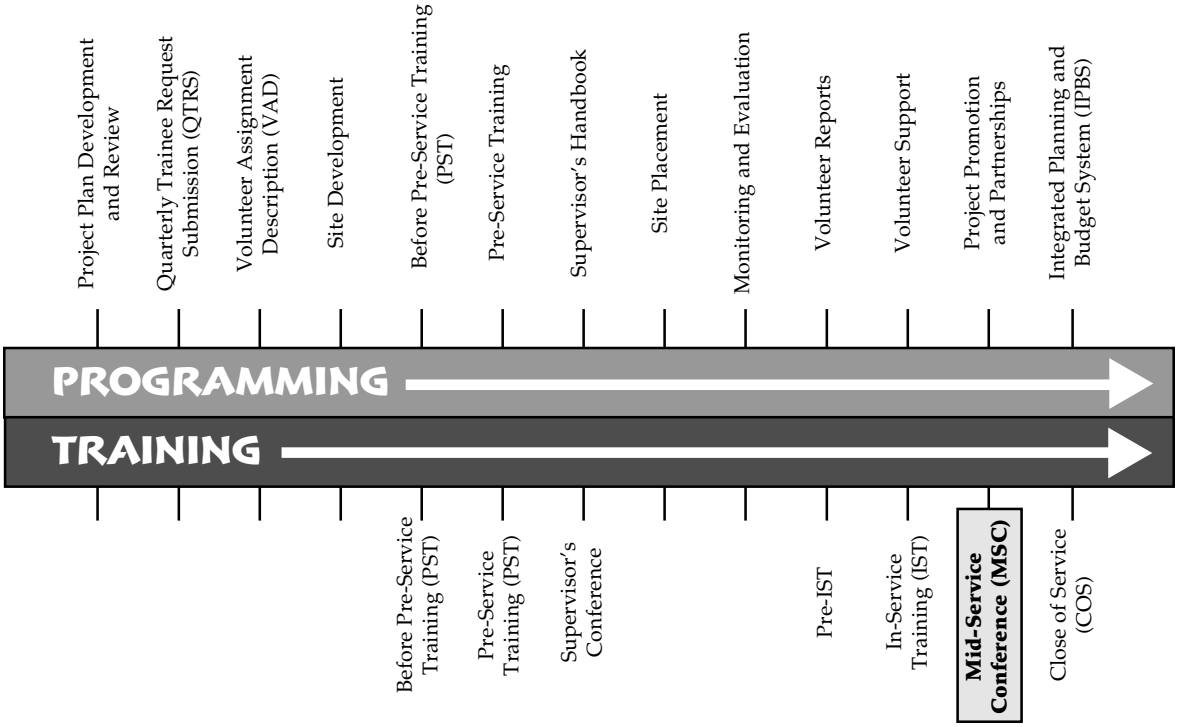
Strengths and Opportunities:

Possible constraints:

What/Why	Who/Where	How/By When	Desired Outcome (what do you hope will happen? for men? for women? for boys? for girls?)	How will you know when you're effective? For men and women, boys and girls?

Follow-up support?

MID-SERVICE CONFERENCE (MSC)



OVERVIEW:

Mid-Service Conference is often a time for bringing Volunteers and counterparts together to assess progress made toward the project goals and milestones. Some posts choose to conduct this function during the regular IST; other posts prefer to hold a mid-service conference specifically for the purposes of monitoring and evaluating progress and re-examining the project plan as a dynamic, evolving document that is representative of work in progress. If girls' education is included in the project plan, then the mid-service conference is an opportune time to examine Volunteer and counterpart efforts and impacts on girls' education.

IDEAS AND SUGGESTIONS:

If you hold a mid-service conference, you might want to:

- Involve the Ministry of Education and other host-country officials supportive of girls' education in order to incorporate their perspectives into the monitoring and evaluation process.
- Do a summary of Volunteers' semester reports to share with all participants. Summarize both quantitative and qualitative data.
- Ask Volunteers and their counterparts to bring their project planning worksheets and schedule in time for participants to share the qualitative impacts of their projects, specifically for girls and women.

Many of the suggestions and sessions included in this booklet can be adapted for the mid-service conference. For example, trainers may want to structure the workshop by having a motivational day addressing awareness and attitudes towards girls' education, an informational day reviewing the project plan and sharing current projects that people are working on, and concluding with a day of further analysis and recommendations for modifying the project plan and for other community projects.

SAMPLE SCHEDULES:

MONITORING AND EVALUATION WORKSHOP

Peace Corps Paraguay

The "Monitoring and Evaluation Workshop" was designed as a means for Volunteers and their counterparts to voice their opinions of the new Early Elementary Education (EEE) project plan and to assist in evaluating its effectiveness in rural Paraguay. The plan focuses on mathematics, language arts, and health education, with components related to equal education opportunities for girls and boys.

OBJECTIVES:

1. That participants share with one-another successful strategies for implementing the various components of the EEE project plan within the guidelines of Paraguay's Educational Reform.

2. That participants learn strategies for improving and/or developing good working relations between Volunteers and host-country nationals.

3. That participants practice a variety of effective strategies for teaching language arts in a bilingual nation.

4. That participants receive orientation on uses of the Mathematics Teaching Manual designed by Volunteers and counterparts during an OTAPS-sponsored workshop in January 1997.

5. That participants receive training on methods for the implementation of gender-neutral activities and workshops for equal boys'/girls' education.

6. That participants utilize this workshop as an opportunity to suggest changes and/or revisions for the EEE project plan.

AGENDA:

Day 1

7:00	Arrival and accommodation
8:00	**BREAKFAST**
8:45	Welcome and Opening by PTO and Education APCD
9:00	Ice-breaker and introductions
9:15	Short Presentation of the Early Elementary Education Project Plan
9:45	Presentation of Successful Practice Model
10:00	**BREAK**

10:15 Work group to produce final list of Successful Practices
11:15 Plenary to share the lists
12:00 **LUNCH**
2:00 Ice-breaker
2:15 PCVs' and Counterparts' presentations
3:00 Participatory Community Methods by PTO
4:00 **COFFEE BREAK**
4:15 PTIPs (Project Plans and Progress Report) Discussion
5:00 Relax, explore the camp, football or volleyball
7:00 **DINNER**

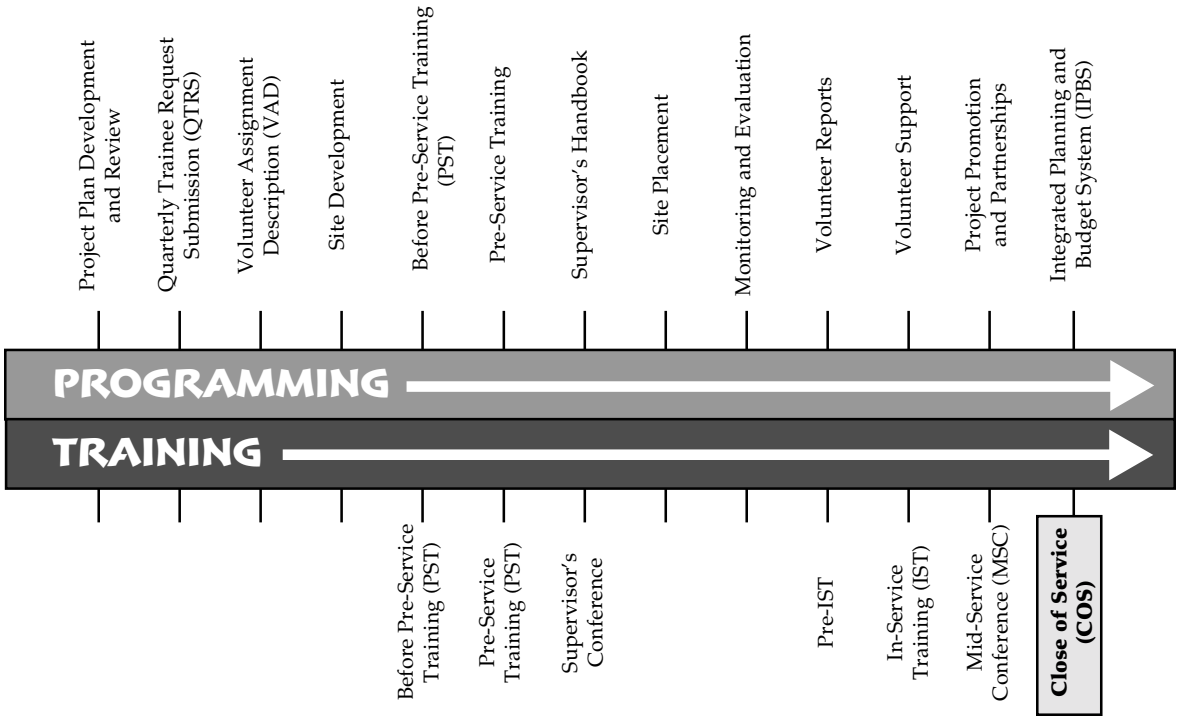
Day 2:

7:30 **BREAKFAST**
8:00 Ice-breaker
8:15 Revision of successful techniques of reading and writing
9:00 Debate
9:30 **BREAK**
9:45 Mathematics Manual Presentation by PCVs
11:00 Evaluation techniques for Mathematics
12:00 **LUNCH**
1:30 Environmental Education Activity: "Paths" (Walking through the forest)
2:30 Equal Education for girls and boys by PCV
3:00 Gender Environment Analysis
* Steps to conduct the analysis
* Comments about the possibilities of the process by Paraguayan Counterparts
4:00 **COFFEE BREAK**
4:15 Careers: Opportunities for girls and boys in Paraguay
5:15 Relax, sports, etc.
7:00 **DINNER**

Day 3

7:30 **BREAKFAST**
8:00 Review of the Early Elementary Education Project Plan
8:15 Plenary to share group work
* Achievements
* Recommendations
10:00 **BREAK**
10:15 One PCV at time will meet with APCD about his/her PTIP (Project Plans and Progress Report)
11:30 Workshop Evaluation
12:00 **LUNCH**
2:00 Departure

CLOSE OF SERVICE (COS)



OVERVIEW:

The Close of Service (COS) Conference is a time to help Volunteers reflect on their volunteer service, prepare to turn over projects that they have been working on to their counterparts or following Volunteers, and to help prepare them for their transition back home. Volunteers may want to continue their girls' education activities as part of their third goal activities – bringing their knowledge and experience working in the host-country back home.

IDEAS AND SUGGESTIONS:

The COS Conference is an opportunity to collect lessons learned and assess efforts of departing PCVs. During the COS Conference you might want to do some of the following:

1. Have PCVs assess their girls' education efforts by documenting successes and lessons learned;

2. Collect girls' education resource information and contacts from COSing PCVs to disseminate to other PCVs;

3. If possible, request interested COSing PCVs to keep their girls' education link with post by sending materials and ideas as well as continuing to collaborate with PCVs remaining at post;

4. Encourage these soon-to-be RPCVs to conduct Peace Corps' third goal activities in girls' education in their home communities.

5. Keep IRC files of graduate programs (i.e., PC Fellows) and career opportunities which emphasize girls' and women's issues in international development.

CONCLUSION

Trainers are key actors in the formation of development workers. Good training addresses a multiplicity of needs, attitudes, styles. It accommodates differences related to culture, class, gender, and other variables. By using participatory approaches, trainers can develop a more inclusive, comprehensive strategy for integrating girls' education into all phases of the Volunteer training cycle in order to help Volunteers be more effective in addressing girls' issues in the communities in which they work. Our thanks to all the Volunteer and staff trainers who submitted the foregoing sessions.

We hope this booklet gives trainers even more ideas for addressing variables related to girls and gender.

"...We had seven PCVs, five counterparts, thirty-six girls and seven university [young women] attend the [Eritrea regional Girls' Education] conference. For most of the girls involved, this was their first opportunity to travel outside of their towns or villages ... They were able to discuss sensitive topics and ask candid questions about health, education, and family. Throughout the conference, they formed a sense of solidarity working with girls from different parts of Eritrea. They were able to share ideas and come up with concrete solutions to challenging problems. When they returned to their sites, they shared the information they learned with their peers, gave presentations to their classmates and talked with family and community members about their experience... We are confident that [the conference] had a profound affect on the lives of the girls and all of those with whom they come in contact. We have had a lot of positive feedback from teachers, MOE officials, and students. We expect that the tradition will continue as there is a great interest on the part of PCVs, counterparts, students, and the MOE."

Two Education Volunteers, PC/Eritrea

NOTES

BOOKLET #4

ACTIVITIES THAT PROMOTE GIRLS' EDUCATION

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INTRODUCTION

Peace Corps Volunteers are engaged in over 100 education projects worldwide. Nearly 40 percent of Volunteers serve in formal education projects in schools while thousands more serve in the areas of health education, environmental education, and youth development. Peace Corps Volunteers in almost all projects and in nearly all countries participate in Women in Development (WID) committees and conduct activities which focus on the education of girls and women. By carefully assessing their communities and working closely with host-country supervisors, counterparts, community members, and the students themselves, Peace Corps Volunteers have an opportunity to promote girls' education in a manner sensitive to the communities in which they work. This booklet provides information on different types of activities which help encourage girls to go to school, succeed in their studies, and finish their education. With increased education, they can more positively effect their own children's health and education, contribute to their family's financial well-being, and have broader career opportunities for themselves.

This booklet has been organized into three different sections: (1) **Activities for the classroom and after school**, such as teachers' checklists and girls' clubs; (2) **How to Organize** events for girls such as essay contests, camps, and retreats; and (3) **Support and Sponsorship**, such as how to set up WID Committees and sources of scholarships and other broad-based support. Each section provides examples, guidelines, and explanations for how and why one might get involved with the suggested activities. The descriptions of activities in this booklet were submitted by Peace Corps Volunteers, Program Managers, and students from Peace Corps posts around the world — mostly from those with active WID Committees.

The selection of a particular activity should be a result of working with the girls to learn their needs, interests, and assets. The resources of the community, and the skills and availability of the PCVs and their counterparts, are also determining factors. Many of these activities grow out of, or are brought into, the school, thus linking schools and their communities.

In addition to grouping the activities, names of which posts are conducting them are provided so you may contact the posts for more specific information. While some activities may seem specific to a particular region, we believe all of these activities are valuable and adaptable to almost any cultural and educational context.

ACTIVITIES THAT PROMOTE GIRLS' EDUCATION

SCHOOL ACTIVITIES

Access to even a rudimentary level of schooling remains an obstacle for many of the world's marginalized children. Rural children, particularly girls, have often been the most underserved. Studies have shown that in comparison with boys, girls in many countries have a lower enrollment rate in schools, lower retention rates, and lower performance levels, especially in technical subjects such as math and science. Given women's vital role in the family, their education ensures a greater degree of transference to a nation's youth, and thus its future development. In this light, the long term benefits of girls' education are enormous. Seizing opportunities to promote initiatives that increase the access and quality of girls' schooling will have an enormous impact on future generations.

The content and methods of education that girls and boys receive need to be relevant to prepare them to be active and effective contributors in the development of their countries. Education should embrace the positive traditional and cultural practices within the communities whenever possible. Additionally, girls need to be encouraged to study all subjects so that they may be qualified to pursue careers in such areas as technology or management, if they choose.

Activities which are targeted to girls are not intended to discriminate against boys. Instead, they are intended to help parents, students, and teachers have greater awareness and understanding of the importance of girls' education, and ways that they can help girls to have the same opportunities that boys have. Many of the activities are aimed at improving education for all students by ensuring that girls as well as boys participate and succeed.

MAKING SCHOOL A COMFORTABLE ENVIRONMENT

Making the **school a more comfortable and encouraging environment** for girls is a challenge in many countries, as the story below indicates. The pointers that follow the story may assist teachers in creating such an environment.

THE STRUGGLE TO ACHIEVE A VOICE

At Gomoguru Secondary the conditions are exceedingly poor (a description which I'm certain fits all of our schools). To illustrate this, here is what my Form One class must face everyday: Two very broken desks—for the whole class of thirty-five students—broken windows, very few textbooks, no exercise books, no floor to speak of, no door to speak of, no chalkboard to speak of, and a teacher whose eyes must betray and reflect, unavoidably, daily, the misery witnessed in the lives of his students. This is especially true for those students seated on the ground, seated in the dirt, huddled in the corner, huddled in silence—in the back of the room.

Those students are always, and regrettably, the girls. Those students who ask, without asking, for us to believe in them so that they might believe in themselves.

So in response to this silent request, I decided to try to implement what I deemed a fair solution: on one day the boys would occupy the "privileged position", and on the next day, the girls got their turn. The students' responses: the girls hesitated to move even an inch from their corner, and the boys refused to do as much from their seats.

When the Associate Peace Corps Director for Education came out for a site visit, then, I felt it was high time for both the girls and the boys to hear, not only me talking about respect for girls (for their education and for their lives), but also to hear and to see a woman speaking on these subjects.

In the afternoon, Gladys, the Associate Director, and I and the girls and the boys all went outside and sat under a tree. For one hour Gladys talked, asking the girls what they wanted to be when they grew up. The girls' responses were quite telling: so many of them said they wanted to be her—this woman—although they admitted that they didn't know who she was or exactly what it was that she did. All they seemed to know, in all that they didn't say, was that here, standing before them, was a woman who had achieved something for herself. She clearly had respect for herself; she thought for herself; she spoke for herself. And they—these girls—could do all these things, too, have all these things, too, be all these things, too, if only they tried.

And the boys listened.

And I watched.

And Gladys spoke some more.

And when Gladys showed the students her business card, letting them know who she was and what exactly it was that she did, I caught the look in one of the girl's eyes. And this time it was not a look of misery, of desperation, but of hope. And deep down, in this girl's eyes, I could see her struggling for air. And deep down, I could see that no one wanted anything more than to be what she herself chose to be. And I though to myself: "Who should deny anyone something that he or she deeply yearned for? Who should deny anyone that right?"

And the next day in class, as this same young girl sat up front, in one of the two very broken desks, her voice betrayed and reflected that which I had been privileged enough to see in her eyes the day before. Trying to answer one of my questions, she spoke, so softly that I could barely hear her. So softly, almost imperceptibly. So softly.

But she found her voice.

And she spoke.

Daniel Crose, PCV Zimbabwe

REACHING FEMALE STUDENTS

1. Be sure to call on girls in your class at least as often as you call on boys. Try spot checking yourself a few days by recording the number of male and female students that you call on as you teach. Often even teachers who are very aware of gender issues in education still find themselves working more with boys. It's natural that the more self-confident students end up participating more, and in Tanzanian schools those students are usually boys. We don't wish to discourage those who are already enthusiastic, but we do want to make an effort to encourage those students (often girls) who seem to be ignored.

2. When doing group work, try to be sure there is more than one girl in each group so that they can support one another. You could even try separating students into all boy and all girl groups. If students pick their own groups, these situations are likely to work out on their own.

3. School notice boards can be a great place to present issues concerning girls' education. Let people know about the girls' club started at your school, put up your handmade poster, post student poems, anything to increase awareness and start some discussions.

4. Be aware of personal problems that your female students may be facing. Female day students, and often even boarding students, may have significantly more housework to do than boys would. Therefore, they have less time to spend studying. Try to find out if your female students are being held back by the burden of chores and see if there is any way that you can help them with their special needs.

5. If you have any type of school newspaper, use it! Try a school essay or creative writing contest. Put in encouraging messages or confidence building activities for all your students.

6. If you can manage the time, consider offering extra help sessions twice: one session for girls and one for boys. Girls may be embarrassed to ask and answer questions, to participate in a discussion, to show their intelligence while in a class with boys. Separate tutoring sessions may be a good way of encouraging all of your students and helping them to realize their own abilities and worth.

7. Try encouraging the teaching staff to put more girls in positions with responsibility (e.g. class monitor, prefect, and so on). Try speaking with those girls who do have those positions and encourage them to be good, strong role models.

PCVs, Tanzania

Sometimes, even with the best of intentions, one is not aware of some of the dynamics in the classroom. This check list and observation sheet can help teachers understand and reflect on gender patterns and behaviors during a lesson.

TEACHERS' CHECKLIST FOR ENCOURAGING GIRLS IN THE CLASSROOM

The following checklist was developed to help teachers create unbiased classrooms:

- ☐ Make an effort to call on girls as often as boys.
- ☐ Praise girls' achievement equally with boys.
- ☐ Provide the class with non-traditional role models whenever possible.
- ☐ Create a classroom environment where girls and boys can participate equally in discussions.
- ☐ Discourage girls from putting themselves down with remarks like "I'm stupid" or "Math is too hard for me."
- ☐ Make sure girls as well as boys understand directions and demonstrations.
- ☐ Use literature and textbooks that offer diverse and important female characters and people.
- ☐ Review written materials, including tests, for gender bias.
- ☐ If gender bias is present in written materials that cannot be corrected, provide other examples in class, if possible.
- ☐ Ensure that girls know what math, science, and technical courses are needed for particular careers.
- ☐ Encourage girls to participate in sports and other extra-curricular activities.

Adapted from *Action Guide for Girls' Education*, San Francisco Bay Area Girls' Education Network, BAGEN, 1995.

SAMPLE PROCESS OBSERVER WORKSHEET

YES	NO	
☐	☐	1. Is the aim of the lesson clear and relevant to all students?
☐	☐	2. Does the teacher use the blackboard clearly?
☐	☐	3. Do boys and girls participate actively in the lesson?
☐	☐	4. Does the teacher have boys and girls do a variety of activities?
☐	☐	5. Do boys and girls respond differently to the following types of activities?

Please describe how:

- ☐ Teacher lecture
- ☐ Pair work
  - ☐ Girls/Girls ☐ Girls/Boys ☐ Boys/Boys
- ☐ Group work – What types of groups?
- ☐ Individual work –

☐	☐	6. Are the stages of the lesson clear and its content relevant to all students? Explain.
☐	☐	7. If the teacher uses visual aids do they show girls and boys in comparable roles?
☐	☐	8. Does the teacher encourage students to ask questions?

Indicate the number and types of questions that boys and girls ask.

_____ Girls

_____ Boys

For group work, answer the following questions. Be careful to note any similarities or differences between boys' and girls' participation, reasons why, and suggestions.

1. Who contributes ideas?
2. Who encourages the participation of others?
3. Who checks for understanding?
4. Who gives direction to the work?
5. Who does not participate in the process?
6. What helped the group in completing the task?
7. What hindered the group in completing the task?
8. Who were the group leaders?
9. Who participated in classroom demonstrations?
10. How are male and female role models presented?

A workshop about gender roles in a rural school in Paraguay was organized by the director of the seven schools in the area and two Volunteers. Teachers from all of the primary schools attended. Based on a discussion of how parents teach gender roles through their selections of gifts for boys and girls, the educators then discussed how they themselves also form and reinforce gender role expectations in the schools. By school groups, the educators determined how they would change procedures at their schools to help to ensure equal opportunities for girls and boys. Some changes that were observed seven months later included games that girls and boys played together, school chores no longer assigned based on gender, and abandonment of the practice of forming lines based on gender when entering and leaving the school. The subject of gender roles, and equal opportunities for girls and boys is now often discussed during other workshops and meetings.

"My counterpart and I conducted a survey of the girls at our school. We asked the students about their responsibilities at home, their favorite classes, and the level of education they hope to achieve. We also asked about who is primarily responsible for school fees, and who offers the most support or encouragement at home. One mistake we made when compiling the questionnaire was forgetting to use a simple style of questioning. However, we were satisfied with the results and enjoyed reading through some questions with essay type responses. This allowed us to get important information to start working on girls' education projects."

PCV, The Gambia

A Guinea Math PCV staged a Role Reversal Week at school. During that week the boys cleaned the classroom and cooked.

CERTIFICATES AND AWARDS

PCVs from several countries present **Certificates of Achievement** for girls in their schools, recognizing those in good academic standing or who are outstanding in other ways. Two sample certificates from Peace Corps Guinea and The Gambia are below.

Journée Mondiale de la Femme
le 8 mars 1996

Certificat de Bon Travail

La Direction du collège/lycée de _____ félicite l'élève _____ classe de _____ pour ses bons efforts lors de la composition du premier semestre session 1995/1996.

L'interessée recoit une motion de satisfaction de la part de la direction et du corps professoral.

Le Proviseur

Le Directeur Prefectorial de L'Education

Le Censeur

- A **Guinea** TEFL PCV established **a student of the month** award in all of her classes based on attendance, participation, and grades, with emphasis on the first two. The prizes were used English books donated by the school. This award allowed female students and male students to be recognized for behaviors such as assertiveness and self discipline which may not always be reflected in their grades.

Guinea PCVs organized a *"Bring Your Sister to School Day."* Each girl who participated got a certificate.

Another way to encourage girls to continue in school is to engage their families. So, the Volunteers continually talk about this issue with their friends in the community. One PC/Nepal Volunteer took it a step further by inviting the village mothers to school. The event was called **"**Bring your Mother to School Day**."** The mothers arrived at school, were shown around, and a small ceremony was held. The importance of education was discussed with the women in hopes that they would also encourage their own children to attend school. At the end of the day, the mothers requested women's literacy classes and asked when they could come to the school again.

* See how to organize "Take Our Daughters To Work Day" variations in the How to Organize section.

AFTER-SCHOOL ACTIVITIES

Equity means getting a fair and just opportunity to make life choices, to participate, to achieve. Equality, in the sense of no difference between genders and among people(s), is not always possible or even desirable. The freedom, choice, and opportunity to be equal, however, are basic human rights for both women and men. Helping to organize girls' after-school activities is one way to start exploring issues of choice; choices in sports that they may want to play, in careers that they may want to follow, and choices even in their learning environment, such as all-girl tutoring sessions and other confidence-building opportunities.

Teachers can also help raise awareness and understanding about choices inherent in girls' education by exploring attitudes and values through essay contests, drama clubs, and academic competitions. The learnings from these extra-curricular activities can be shared locally in newsletters, or even across towns and countries through publications for girls and pen pal exchanges such as the Peace Corps World Wise Schools program.

ACADEMIC AND OTHER CLUBS

PCVs from several countries **set up office hours or study clubs for female students** so the girls have a safe place with electricity where they can meet or study outside of the home.

> **My department head and I conducted research on why female students drop out of school and wrote our findings in an article entitled "Obstacles to Females' Education: A Study at Debre Sina High School." We interviewed 20 teachers, 60 students, and three parents. We submitted it to the Zonal Office. It was used as a catalyst to start a girls' club. We invited a nurse from the health clinic to answer questions that students submitted. We also held meetings to discuss future needs, problems that arise and from whom to seek help if harassed by a teacher or someone outside of school.**
>
> PCV, Ethiopia

> **Every Thursday in the weekly study sessions after school the girls (about 50 or so) do their homework and have a private study session from an hour to one and a half hours. We invite the teachers of their choice—most often biology, chemistry, and math—to come. They move from one student (or group of students) to the next and answer questions. It's beautiful. The girls can see that some of the male teachers care about them and their education....**
>
> PCV, Ethiopia

Many PCVs and counterparts have **science, math, or English clubs** that are either for girls only or for both boys and girls with a special effort made to ensure the participation of girls. These clubs provide an excellent opportunity to work cooperatively on hands-on, relevant activities—learning approaches which have been shown to appeal to and benefit girls as well as boys.

In The Gambia, a PCV and two HCN counterparts organized a women in science club to encourage girls to enjoy and do better in science. The club meets after school and through its activities provides members the opportunity to work in a lab in a more girl-friendly atmosphere.

In The Gambia, PCVs set up drama clubs for girls. The plays they stage mainly address the need to send girls to school, population issues, and environmental issues. These plays are staged in rural and urban schools, communities, and training programs including Peace Corps PSTs and ISTs. They are well received; in The Gambia, drama is an important traditional vehicle for conveying sensitive messages.

Inter-school math/science competitions or fairs are organized in several countries. These events may be girls only or include both girls and boys. In mixed gender competitions, girls are encouraged and coached, if needed, to build their confidence to actively participate. Parents and local dignitaries are invited to the award ceremonies.

Debates on gender and girls' education topics have also been successful, with teachers, parents, and students equally enjoying them. Debates can increase awareness of the issues and means of addressing them. They also develop students thinking and communication skills.

"The debate club is the most popular club. It is actually the English club but the theme of debate has taken over. A colleague and I modeled a debate in the beginning. Since then we've had two official debates: "Marriage is better than being single" and "Life in the city is better than life in the countryside." Almost all students attended, even though school was closed that day."

PCV, Ethiopia

Several Volunteers in Tanzania and the Dominican Republic instituted Girl Guides clubs in their schools in collaboration with the national Girl Guides program. Girl Guides is similar to the U. S.-based Girl Scouts.

In Mali, a PCV and her counterpart organized a peer-counseling group for girls in grades seven through nine—a population which is at particular risk of quitting school due to family pressures, pregnancy, and low levels of motivation and support.

HOW TO STUDY BETTER
FROM PC/GABON

TIME

2 hours and 30 minutes

OBJECTIVE

By the end of the session, participants will be able to make their own personal study schedules and have a better understanding of how, when, and where to study effectively.

MATERIALS

- Flip chart
- Paper markers
- Notebooks

ACTIVITY

Introduce the session and explain its objectives to the participants. Start off with a role play of a female student trying to study but encountering various obstacles during her study time such as the following: kids playing, no light, family responsibilities, chores, no desk or table, or unavailability of food resources. **(10 mins.)**

Emphasize the obstacles the female student encounters, her feelings of frustration, her inability to effectively study, and the consequences.

After the role play, ask the participants what they thought. Is it realistic or unrealistic? Which parts and why? List them on flip chart paper. Then ask them if there are any other obstacles/problems that have not been mentioned. Add them to the list. **(20 mins.)**

Ask participants—one at a time—what methods they use and can be used in overcoming the listed obstacles. Have each girl explain each stated method and why it is effective. Ask a participant to help list them on the flip chart under appropriately titled sections "how, where, when, and other methods." **(30 mins.)**

Ask a participant to continue with the third section, "When to study." Make a flip chart sample "bad" schedule and post for participants to see. Ask participants to comment on why the schedule is not an effective time frame in which to study. Why? How could it change? **(10 mins.)**

Now have participants take out their notebooks. Find a place in the room where they can work quietly. Ask them to create their own personal study schedule. Explain that two participants will be chosen to present their schedules to the group. **(20 mins.)**

Have two participants present to the group. **(10 mins.)** Then ask participants for other suggestions on methods of studying. Example: create study groups, use flash cards, etc.

Wrap up. **(5 mins.)**

(continued)

DISCUSSION GUIDELINES

Discuss problems students have had with their teachers. Have they faced harassment? How did it make them feel? Does the relationship affect their grades? Discuss the consequences of having children before finishing school. Ask about the advantages of waiting to have children.

IDEAS FOR ACTION

Ask the principle to set up a designated study room for girls at the local school. Create a study group of fellow classmates. Develop a group study schedule.

HOW TO STUDY

Review lessons daily: Each day after school, reread what you have written during class. Underline the important ideas and facts. If you have the time and the means, rewrite your lessons. Reread your entire notebook, especially the parts you have underlined.

Assessing your comprehension: In order to see if you have understood the lesson, try to do the exercises. Note the questions that you have not been able to answer. After having reread the lesson that corresponds with the questions that you didn't understand, try to answer the questions again. Create your own questions yourself and answer them. Redo the exercises and the homework. Compare the results—you should do better the second time.

Where to study? Find a quiet place where there are not many distractions and where you can study comfortably. Be sure that there is plenty of light. If there is not electricity in the house, you can ask the school to open a classroom after school where the students can study. If you have a library in your town, you can go there.

When to study? Identify a period of time during which you can study each day, either in the morning or the evening. Create a schedule of your routines and set aside time for studying. While you are studying, if you feel very tired, take a small nap for ten minutes—not more—to refresh yourself.

"The Girls' Education seminars went very well. They were motivating and inspirational, but more importantly, eye opening. I learned a lot about a young women's adolescent struggles through their eyes, words, and actions. They shared their hopes and dreams with us through skits, stories, and poems. It was absolutely incredible. The young women are such an untapped resource. They have many ideas about WID and their role. Out of a PACA exercise, new project ideas were thought of for WID/girls' education — mentoring primary school girls, leadership conferences, and small business development ideas, to name a few. They also expressed, in their evaluations and thank you letters, how they hope other young women could benefit from the seminars next year. I am confident that the information [provided in the workshop] is spreading and other young women are benefiting."

PVC, Gabon

SPORTS

Sometimes girls have fewer opportunities than boys to engage in team and competitive sports. Girls and boys benefit from sports-related activities for their physical development and development of teamwork and leadership skills. Some Volunteers have started **girls sports clubs and competitions** to provide girls with more opportunities to engage in team and competitive sports.

In The Gambia, several Volunteers have set up girls sports clubs for football, volleyball, and basketball, sports which were not readily embraced by girls in the country before. School-based and regional competitions are organized and the trend is gaining momentum. Prizes are awarded at the end of these matches, and girls' self esteem is positively affected by these experiences.

Three PCVs in Honduras have set up girls' basketball teams and are training six female teachers in coaching rules and regulations so the basketball league will continue. The team sport is building team dynamics between the girls and the teachers, as well as increasing the girls' self-esteem.

MENTORING, ROLE MODEL, AND CAREER ACTIVITIES

A number of posts have PCVs and counterparts who undertake **mentoring and role modeling activities.** The goals of these activities often include:

- encouraging and assisting girls to stay in school;
- encouraging and assisting girls to pursue personal roles and adult careers of interest to them;
- developing practical life skills including communication, leadership, and decision making skills;
- expanding the horizons of participants by exposing them to different experiences, opportunities, and role models;
- having girls develop personal action plans.

These activities are carried out in numerous formats ranging from a class lesson to a career day to a series of afternoon seminars to one-, or multi-, day workshops either at school or another location. All of these activities involve host-country women as resources, role models, mentors, and facilitators. Countries that conduct career related activities such as these include Kyrgyzstan, Madagascar, Botswana, Zimbabwe, The Gambia, Uzbekistan, Ethiopia, Romania, Eritrea, Gabon, and Guinea.

In November of my first year, Miss W. became my co-teacher. She was a recent graduate of secondary school. At first she was quiet and shy. She seemed apprehensive to teach. Knowing that she was only seventeen and right out of school, I let her observe me for the first term and part of the second term. She taught a chapter on solids during the second term. We worked on lesson plans, lesson delivery, and evaluation of students. A few times she even taught the lesson to me before school. By the end of the school year, our roles had evened out, with each of us teaching half of the time and observing the other half. In the two years I have worked with Miss W. I have seen her grow from a quiet bashful girl to an assertive, hard working, confident teacher. One of my greatest rewards as a Peace Corps Volunteer is seeing this transformation.

PCV, Antigua

A Uganda PCV has worked during the past year with a group of local council members, primary school headteachers, and parents to hold a two-day event providing role models for girls. Starting with a survey of reasons why girls drop out of school and continuing now with frequent planning meetings, the process of planning the event has begun a dialogue among leaders, school officials, and parents that will not likely end after the event. The subject of girls' education is now an acceptable topic of community and sub-county-wide discussion.

A Role-model Day was held for 700 girls in Uganda. As their professional role models tended to be teachers, the major feature of the day was other female leaders: members of local Councils, inspectors of schools and journalists. Of great interest to the girls was the role model's educational history, particularly if she had attended university. For many girls, this day was the first time in their lives that anyone bothered to ask them what they aspired to be.

The PC/Zimbabwe WID committee conducted a **workshop for rural girls** who don't have the same exposure to opportunities as urban girls. Participants included school girls, PCVs and their counterparts, and urban professional women. The event was held in the capital. Upon returning to their rural schools, the girls disseminated information to their school mates through drama and speeches. PC/Botswana has also held a similar conference.

University teaching PCVs in Guinea organized a Career Day and "Soiree de Sensibilisation" for 35 female university students, 15 high school girls, and 15 professional women.

COMMUNITY AND GLOBAL OUTREACH

Given the range of people's awareness of and attitudes to girls' education, Volunteers and their counterparts may identify creative ways to address awareness and attitudes at local, national, and global levels. Below are a few examples.

A Guinea Volunteer established a sister-school relationship with a U.S. high school in which joint collaboration resulted in, among other things, a Guinean high school yearbook.

Several posts have connected their female students with other female students in their countries of service and around the world through a variety of means including **pen pal programs** and through the Peace Corps **World Wise Schools** program.

In Guinea, a PCV collaborated with a local Guinean radio station to record and broadcast essays on why schooling is important to girls.

Some clubs and activities provide important outreach into the community: they make the content of school more relevant and provide important information to those not in school.

In Sri Lanka, a teacher has founded an environmental club with her female students. These students learn about environmentally safe farming practices through hands-on experiences. They then visit area farmers to educate the farmers about these practices.

In Jamaica, PCVs support the Savanna-La-Mar Women's Center which offers classes in remedial reading, writing, and math, as well as job and life skills training to girls who have been forced to drop out of school due to pregnancy. PCVs have been working as tutors and are exploring other ways they might assist this center.

INTERNATIONAL WOMEN'S DAY

International Women's Day, celebrated on March 8th of each year, provides a unique opportunity to highlight the importance of educating girls, provides encouragement to girls, and increases awareness, interest, and activity around the education of girls. Such events are held in Fiji, Gabon, Mali, The Gambia, Guinea, Peace Corps posts in Eastern and Central Europe, and numerous other countries. Suggestions on how to plan an event (in the next section) may be helpful in working on International Women's Day activities.

PCVs, counterparts, and their schools and communities can plan a host of different types of activities including:

- a women's education theme parade through the town;
- women's town meeting with speeches by prominent women on topics such as the importance of educating girls, important local and national women, or the role of women;
- poster and essay contests focusing on issues of importance to girls and women;

- soccer games, running races, or other sports competitions featuring girls and women;
- plays and dances with question and answer breaks as well as poetry or essay recitals;
- certificate presentations for girls who are outstanding in some way;
- a conference, seminar, or workshop focusing on girls' education.

> **The Young Women's Club organized a successful celebration of International Women's Day where they invited various women from the community to celebrate with them and share their personal experiences and give advice. One could see a true bond forming—many of the women expressed interest in continuing communication with the female students and some wanted to financially sponsor needy girls!**
>
> PCV, **Ethiopia**

HOW TO ORGANIZE....

A GIRLS' EDUCATION EVENT

Many Volunteers and APCDs worldwide organize activities and events with their counterparts in order to promote and support girls' education. These events can take a variety of forms: conferences, camps, education panels, workshops, or essay contests, to name a few. The following points have been submitted by **PC Tanzania** as general guidelines to help in organizing a girls' education activity. You may want to refer to the WID Gender and Development materials for ideas on how to work with groups to identify needs, meeting places, and meeting times using participatory analysis (PACA) tools.

1. Needs assessment

Who: The first step is to find out if there are already groups established that are working with girls to promote and support their education. Ask local school officials, teachers, parent teacher associations, health workers, religious organizations, government organizations, and girls themselves.

What and why: Once you've established a group of people to work with, find out what are some areas of concern around issues in girls' lives. What do the girls like about school? What don't they like about school? What do they wish were different about school? Do all girls go to school? Why or why not? What do they hope to do when they finish school? What are they doing to prepare for what they want to do after they finish school? What do they do in their free time? Do they have any specific health issues? How do they treat these health issues?

Asking questions such as the ones above can help you and your group start to identify possible issues and what type of event can be most beneficial for them. In this booklet, you will find many different examples of different types of events.

2. Planning

In your planning meetings, make sure that people who are interested and committed are involved. Sometimes, Volunteers can be more effective in helping others take ownership of the event by taking the role of facilitator rather than the leader of the meetings. Make sure that women are represented, and that someone is there who can assist in informing the community of the event you are planning. Decide in advance who will run the meeting, and plan your agenda in advance. A sample meeting agenda is on page 21.

3. With the group, or with key members of the group, brainstorm a detailed plan of what needs to be done to prepare for the event. Will refreshments be needed? Who needs to be notified? How should the place be reserved, and what needs to be done to do it? What materials will be needed and how will they be obtained? Assign a person or group of people to be responsible for each task/area that needs to be worked on.

4. Set-up a follow-up meeting to make sure the work is getting done—be specific with a date, time, and location.

5. Once the group has decided on the what they would like to do, and where and when they would like to do it, inform all groups, associations, etc. Volunteers have often found that it is best to have people who are tied into these groups announce it to them, i.e. have someone respected who attends the Mosque announce the event at Friday prayer.

6. Hold the event. See other examples in this booklet for the variety of activities that Peace Corps Volunteers and their counterparts have hosted worldwide.

7. Evaluate the event and the work that led up to it so that the group can identify what worked and what didn't, and so that the group can start to monitor the impact of the activity. Lessons learned from the event can be applied to planning of future events.

8. Celebrate. Events such as these can have a profound impact on girls' lives, on shaping their hopes and dreams and expectations.

9. Plan follow–up to the event. Possible follow–up activities to continue to support and promote girls' education include setting up girls' clubs, wellness clubs, newsletters, pen pals, teachers' associations, and many more.

SAMPLE GIRLS' EDUCATION EVENT PLANNING MEETING AGENDA

A) Explain the purpose of the meeting.

B) Have people introduce themselves.

C) Review some of the information gathered about girls in the community, and their needs. Maybe have some girls present to explain this themselves.

D) Open the meeting for the groups' reactions and ideas for what type of event to hold.

E) Decide on the event.

F) Create a list of issues that need to be discussed to make the event happen:

- **Date:** When should the event be held? The group may want to use the Daily Activities Tool or the Calendar Tool of the PACA manual to help determine the most opportune time to hold the event. For example, holding the event during school vacation may enable more girls to attend.

- **Location:** Where should the event(s) be held? Where are such events usually held? What location would enhance participation of girls? Of community members? For example, if female teachers will participate, they may be constrained from attending if they are required to spend a night away from their families. In such instances, local meeting places that are easy to get to are preferable.

- **Procedure:** What needs to be done to prepare for the event? Who will do what? Are women and men equally involved?

- **Speakers**: Who needs to be invited? Who has knowledge or insight into the proposed topic? Who might be an appropriate role model for the girls? What resources are available in the immediate community? Who else might be willing to participate as a guest speaker?

- **Guests:** Who should be invited to attend or participate in the event? What officials or representatives should be invited as well? Are there any female officials who could attend?

ESSAY CONTESTS AND PUBLICATIONS

Many countries have **essay contests**. The goals of these essay contests include increasing awareness of gender and girls' education issues, developing strategies to address them, as well as promoting critical, analytical, and creative thinking and writing skills in English or the host–country language. Essay topics have included a day in the life of a girl student, the importance of educating girls, and women who are role models to girls today. Most often these contests are open to boys and girls. Best essayists may receive a certificate, a prize, recognition in the local media, or be invited to attend a special event or activity. The Baltics, Czech Republic, Poland, Romania, Malawi, Ethiopia, Tanzania, Senegal, and Guinea are among the countries where PCVs and their counterparts hold essay contests.

An essay contest on girls and women was organized by members of the International Women's Network, Peace Corps Volunteers, and English teachers from 19 towns and villages from all over the **Czech Republic.** Two-hundred and nine students (35 male students, 174 female students) from 45 towns and villages participated in the contest by writing an essay in English that addressed topics on girls and women. This essay contest was sponsored by several public and private organizations: Royal Netherlands Embassy; Rank Xerox; Philips; GLOBE bookstore; Cokoladovny Praha; Levi Strauss; The Prague Post; Oxford University Press; RD System; Gymnasium Vlasim. Students were asked to choose one of the topics below and write an essay in English.

Topics:

1) There have been many heroines in both Czech history and mythology. Which of these heroines has meant the most to you? In your essay describe her life— what did she do to become a heroine? What difficulties did she have to overcome? Why is she important to you today.

2) Think about one woman you admire and respect in today's world who would be a good role model for young people. She does not have to be famous, but tell about her life, what you respect and admire about her, why she is different than other role models, and how she has influenced your life.

3) The role of women in every society is different. In some countries women have better roles and in some societies their situation is much worse. Compare life for the typical Czech woman to the life of women in two countries, one where you think life is better and one where you think life is worse.

Participants:
209 students: 35 male, 174 female
from 45 towns and villages throughout the Czech Republic

In 1997 the second annual writing contest on women took place in 19 different regions throughout **Latvia.** Close to 300 high school and university students competed. It was organized by the Latvian Center for Human Rights and Ethnic Studies (LCHRES) and the Peace Corps Gender and Development (GAD) Committee. In order to prepare students for writing on such a topic, a gender-specific curriculum was created and distributed to each of the participating regions.

The goals of the contest were:

1) to increase awareness of gender among Latvian students;

2) to promote critical, analytical, and creative thinking and writing skills; and

3) to emphasize the importance of English language skills in a competitive environment.

The judging was conducted in the capital by the president of the Latvian Association of Teachers of English, a representative of LCHRES, the wife of the U.S. Ambassador, and representatives of several U.S. agencies.

The overall contest winner received a $100.00 gift certificate for English language materials. First place winners in each of the levels (tenth, eleventh, and twelfth grades, and university) received gift certificates; second place winners, dictionaries; and third place winners, a year subscription to the English language weekly newspaper *Baltic Times*.

The overall winner read her essay to all of the winners, their parents, their English teachers, and other guests invited to the award ceremony which was held at the U.S. Ambassador's residence.

Next year, LCHRES will be the sole organizer for the contest. Founded in 1993, LCHRES seeks to promote human rights in Latvia by researching relevant issues and sharing its findings. The issue of gender and equality in Latvian society is one focus of LCHRES.

In Guinea, PCVs are working with female students to develop a girls' magazine of artwork, poetry, and essays that will contain contributions from girls in all regions of the country.

The WID Office and Education sector in Washington distributed ***New Moon* magazine** to all posts through the In-country Resource Center (IRC). A magazine for girls 8-14 years old, it has articles, letters, surveys, and activities that teachers can adapt for classroom use, or use in reading clubs or other related extra-curricular clubs.

The publishers are interested in receiving letters, stories, poems, or other written contributions from girls around the world. Last year, a Volunteer serving in Poland shared this magazine with her students. One of the girls wrote back to the magazine, and her letter was published in a subsequent edition. The 10-year-old daughter of the PC/Baltics WID Coordinator also was published in *New Moon*.

Through this magazine, Volunteers working with girls in many different settings may be able to encourage the art of writing by providing their students a real audience through the opportunity to have their letters or essays published. The result could be a significant increase in girls' motivation to study and use English. By using this magazine, students may better understand the importance of learning English as a tool for connecting with other peoples. It will enable girls from many corners of the world to learn about how women and girls just like them live, study, and grow up.

> **"My best female student, who is also the best student in the class, is getting her autobiographical story published in New Moon Magazine!"**
>
> PCV, Ethiopia

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A PCV and her colleague in Belize organized and trained youth from nine to 18-years-old to produce a newsletter "Children in Action." This newsletter features articles on children's ideas and opinions on various social and economic issues. It provides them with a forum to speak on issues that affect them.

CAMPS AND RETREATS

Peace Corps' grassroots approach to development at the community level brings Volunteers into contact with family life—a pivotal point for community development. Volunteers and counterparts may decide to devote time and resources to promoting girls' education beyond the scope of the traditional school context through special conferences or camps, held during holidays outside of school. These types of activities help girls to develop a support group of other girls, a network of resources, and a wealth of experiences that can help to sustain them throughout the duration of their school years.

A number of PCVs and counterparts in different countries conduct workshops or **retreats** on weekends, or **camps** for girls during school breaks. These events, while sharing similar goals to career-related activities, may focus more on personal growth and academic skills.

Goals for these events include:

- preparing girls to better meet the educational and life challenges that face them;
- encouraging and assisting girls to stay in school;
- developing talents and practical life skills including communication, leadership, and decision making skills;
- "expanding the horizons" of participants by exposing them to different experiences, opportunities, and role models.

Topics and activities can include;

- additional academic training in English, science, or mathematics;
- participation in sports, games, crafts, arts;
- development of study skills;
- exploration of educational, life, and career opportunities;
- participation in self-esteem building exercises;
- exploration of gender roles;
- development of practical life skills including leadership, decision making, and communication skills;
- developing and conducting presentations for peers, families, and communities;
- participation in community service activities;
- learning about personal health and local environment;
- development of physical abilities—"Outward Bound" type confidence building activities.

Implementation of these activities happen in a variety of formats, ranging from a few hours on a weekend day to the whole day. Some camps take place over a number of weeks and participants just spend several hours a day or week at the camp and the rest of the time engaging in their normal school break activities. Alternatively, these activities can be integrated into an after-school club. Camps, conferences, and retreats can be held at schools, other locations within the community, or at locations outside of the community. Posts with camps and retreats include Eritrea, Romania, Madagascar, Malawi, and Guinea.

Malawi PCVs organized a Girls' Retreat for Form Four girls from Mpherembe Distance Education Centre, where one is a teacher. They scheduled a Saturday morning with the girls at a site away from the school so that they would not feel as though they were still in class, and also to get them away from the boys so they would be more comfortable and open. This was an optional activity, and about twenty girls participated. Two education and one parks Volunteer were the facilitators, leading discussions on topics such as relationships (family, friends, romantic), peer pressure, leadership, and communication skills. All topics were chosen by the girls participating, and the sessions included lots of interactive activities. One Volunteer wrote, "The girls were excited about the idea of having a special day just for them. Afterwards, they all expressed how much they enjoyed the sessions, and they had a great desire to have another retreat. They were disappointed when we were unable to repeat the event during the next term." The Volunteers plan to continue with the retreats next school year, and hope to hold one for each form class. They encourage other PCVs to try similar programs in their areas. They are easy to plan and very valuable to the participants.

"The best way to teach a language is to find a challenging topic and discuss it using the target language. I hoped to provide a space for these talks at the Amir Temur **English Summer Camp,** where 300 students and 50 teachers from across **Uzbekistan** participated with 30 Peace Corps Volunteers. I titled the class **"Women's and Girls' Issues in Uzbekistan,"** and it was structured to encourage the students to talk as much as possible. The goal of each small group discussion was to challenge the young women and men to think about the forces changing Uzbekistan: for instance, independence from the Soviet Union, growth of Islam, development of a market economy, and democratic rhetoric. Then they were asked to consider how these changes will affect their own lives and those of their mothers, sisters, and future wives. (I offered separate, similar discussions for the local teachers.) The class began with a discussion of work, both inside and outside the home. The students quickly realized the differences in the responsibilities of their mothers and fathers, and I asked them to give reasons why these differences exist. Next, we talked about the societal changes witnessed by the students since independence. From this general discussion, we moved to the more specific changes in women's lives. Subsequently, we read together an article from the June 3, 1995, *Los*

Angeles Times entitled "Taking an Eager Step Back to Islam." The article argues that Uzbekistan's new Islamic traditionalism may have negative effects for women's independence and self-determination. The students compared the journalist's observations to their own. Finally, I asked the students how our conversation might influence their futures as women and men who will live with them. While learning new vocabulary, the students struggled to think critically about the future of the country they will inherit. Jamshed suggested that women should speak openly together about their problems and difficulties. Alisher said he would talk with his future wife and share the work of the house. Umeda declared she would go home and talk with her father about the class to ensure that she would not be forced to marry a man she did not love. The students are the experts on their lives and their country. I was often surprised by their revelations, insightful comments, hopes, and fears. It is my hope that our discussions were only the beginning of their thinking about the women who hold half of Uzbekistan's future.

PCV/Uzbekistan

CONFERENCE FOR GIRLS ON GIRLS

A **conference** for "Girls on Girls" was led by a Volunteer from PC/Eritrea and her counterpart . For most of the girls involved, this was their first opportunity to travel outside of their towns or villages, and for all the girls, it was their first experience participating in a girls' conference. The girls gained an enormous amount of empowerment from being in an all-girls environment, talking about issues related to their lives. They were able to discuss sensitive topics and ask candid questions about health, education, and family. When they returned to their sites, they shared the information they learned with their peers, gave presentations to their classmates, and talked with family and community members about their experience. It is difficult to comment on the full impact of the conference as it so recently took place. However, we are confident that it had a profound affect on the lives of the girls and all of those with whom they come in contact. The communities of the participants were aware of the conference and are still talking about its success. We have had a lot of positive feedback from teachers, MOE officials, and students. We expect that the tradition will continue as there is a great interest on the part of PCVs, counterparts, students, and the MOE.

All of the organizers agreed that it was better to have the conferences at a regional level at this stage in the country's development. We were able to include a larger number of girls and counterparts. The conferences were also tailored to the different regions and ethnic groups represented therein. If a national conference does take place, we recommend not having it in Asmara and changing the location every year. It would be best if the organizers could find an isolated compound located somewhere central to ensure the girls' safety and so that they are focused on the conference. We also suggest that the conference be held during the February break to allow ample time for travel and conference sessions. This will alleviate problems with getting permission for the girls to miss days of school and it will ensure that the weather will be moderate. This means that the planning should begin during the summer, if possible.

GIRLS ON GIRLS CONFERENCE AGENDA

DAY ONE

Arrival and Registration

General Introduction of Conference

Ice breakers and getting to know you

DAY TWO

Breakfast

Session One: Family – Recognizing and valuing what the girls do at home

Break

Session Two: Health – Identifying girls' major health concerns and strategies to deal with them

Guest Speaker – Reproductive health, nutrition, hygiene

Lunch

Session Three: Education and Future – Why go to school?

Work Stations: health issues
at the pharmacy
at the market
reference books
nutrition

Challenges in School

- University women talking about themselves and challenges faced in school and getting into university.
- Panel of professional women talking about their work and challenges they faced in getting where they are.

Girls work individually and in small groups on what they want to do after school, brainstorm obstacles they might face, and brainstorm possible solutions.

Closing remarks by panelists

Free time

Dinner

Dance

DAY THREE

Breakfast

Closing Ceremony

JAZZ CHANT

I am a girl.
What do you do?
I wash clothes.
We do too.

She is a girl.
What does she do?
She fetches water.
We do too.

They are girls.
What do they do?
They take care of children.
We do too.

We are girls.
What do we do?
All these things
And we go to school too!

Eritrea

CAMP GLOW

In Romania, young women continue to need opportunities for self–development and expression, which they do not receive in the traditional school setting. *Camp GLOW II (Girls Leading Our World)* was the second annual girls' leadership camp organized by PCVs to address this need in a friendly and non-threatening environment. Six PCVs, representing all three sectors, prepared materials about self-esteem, stereotypes, attitudes, values, career/life planning, decision making, goal setting, and assertiveness. The core of the material had been used at the original camp, but this year PCVs supplemented it with additional activities and information from their area of specialty. For example, the PCVs from the business sector brought more activities regarding decision making. Twenty-nine girls (ages 11–17) from four different cities and two Romanian women attended the camp, which took place from August 16–22 in Retezat National Park.

Each morning the girls attended sessions on the above topics. The participants were divided into two groups (elementary and secondary) and each day different adults facilitated the discussions and activities related to that day's topic. There was one special group of four young women who had attended Camp GLOW I. Together with the only PCV who was also at the original camp, they prepared a manual in Romanian, based on these materials, to be used in the civic education curriculum at their school.

(continued)

Another goal of Camp GLOW II was to offer the participants an adult female role-model, and to provide them with time to get to know that person, in the hopes that in the future they would remain in contact and the adult would continue to be a source of support and encouragement for the girl. Subsequently, the participants were also in mentor groups consisting of three to four girls of different ages and from different cities with one adult (PCV or Romanian). Together with their mentor, they participated in activities such as an environmental scavenger hunt, hikes, jewelry making, face painting, tie-dying, and a variety of other team building activities. Also, one day of the camp was spent on a very challenging 40 km hike during which the participants glowed like never before.

The young women who participated in Camp GLOW II not only benefited from the session discussions and activities, but also from the intensive "English speaking" environment and the opportunities they had to meet and make friends with girls from around the country. They learned alongside Romanian women and American PCVs who could serve as role models.

AGENDA FOR CAMP GLOW

MONDAY:

Getting to know one another

1. Introductions
2. Go over schedule
3. Find someone who...

Team Building

1. Handout and discussion: Teams vs Groups
2. Trust walk: blind-folded pairs of students
3. People you need: draw circles, see how they interconnect
4. Following instructions: handout
5. Baranga: card game
6. Attitudes survey: handout
7. Tower building

Project activities

1. Group consensus: working together
2. Goal setting: handout
3. Introduction of the project
4. Group work to begin discussion on project

TUESDAY:

Self-esteem

1. Go through pamphlet included in manual
2. Checklist in handout
3. "Happiness" word find
4. Color in "Level of Happiness" and note why you are on that level

(continued)

5. Do "Me Mobile"
6. Set a plan to make a change about the way you think about yourself

Personality types

1. Type A, Type B worksheet
2. Discuss the differences between personality types
3. Learning styles

Time management

1. Brainstorm activities we do every day/week
2. Which of these do we actually do? How much time do these activities take?
3. Organize tasks and write how much time they take: handout
4. Write a weekly sample schedule: handout
5. Tips for time management

Project development

Work time

WEDNESDAY:

Role of women/role models

1. Pictures of women: describe their personalities. Are they a role model? Why or why not? Who do you admire? Why?
2. Positive/negative features of role models
3. Who are your own personal role models? Why?

Body language

1. Focusing exercise: in teachers' manual
2. Worksheet (groups)
3. Ideas to counter negative images
4. Weight
   Exercise 3 times a week/minimum of 20 minutes
   Eat a lot of fruits, vegetables, grains
   Know your target weight

Friends

1. Brainstorm: what makes a friend?
2. Problems we have with friends
3. Read "friendship quiz"
4. Read some quotes from manual and comment/discuss
5. Write a letter to themselves that they'd like to receive from a friend

THURSDAY:

Family relationships

1. Issues we have with our friends: brainstorm
2. Role play: handout
3. Questions and discussion from the role play
4. Write a new dialogue using willingness to communicate

(continued)

5. Ways to open conversation with parents
6. Read selected paragraphs from the manual
7. Thank you letter to parents

Sexuality

1. The kiss: what are they thinking?
2. Cultural expectations between men and women
3. Opposite sex friends
4. Being in love
5. Making decisions about sex: influences and pressures
6. Saying "no"
7. Discussion with the gynecologist

Project time

1. Put final touches on the project
2. Questions and answers

FRIDAY:

Values

1. Individually complete the "Values Survey" from the manual
2. Together go over what the values survey means and what careers go with those particular values
3. Writing long term goals

Panel discussion

1. An open dialogue with professional women in different stages in their lives
2. Questions and answers

Projects

1. Present the group projects and discussion
2. Are they realizable? realistic?

Evaluation

Complete written evaluations anonymously

"This camp made me realize what I am. In this camp I met myself, so now I know me better; in this way I feel more better knowing my future and my past and myself. This camp showed me the difference between the woman and man. I've seen what kind of people I am and how is my soul like."

Romanian girl

"TAKE YOUR DAUGHTER TO WORK DAY" VARIATIONS

There are many variations of this type of day and they require more or less organizing and financing depending on the plan. The suggestions below are drawn from several sources, including the Ms. Foundation for Women in New York. Choose whatever ideas fit your plan. The WID Office in PC Washington may be able to provide more help.

PLANNING QUESTIONS

- Where will girls come from (towns, rural areas) and where will they visit?
- How will girls be selected? How long will it take to complete the process?
- How many girls can be accommodated?
- How will the hosting female workers be selected?
- How will the girls be transported? How many adult chaperones are needed?
- How long they will stay: only during the day, an overnight?
- What will the program be on the day (or two days) of the event?
- What supplies and materials are required/desired (such as written materials for participants and hosts, invitations to any special events, name tags, certificates, t-shirts or other memorabilia, lessons for classrooms, and so on)?
- What other expenses are anticipated (telephone calls, letters, postage, meeting expenses, transportation, meals, overnights, among others)?
- Where is funding available? How long in advance must fund-raising begin?
- How many people are needed for the planning and organizing committee? Can older girls help plan the event for younger ones, thus learning other skills?

WHO NEEDS TO BE INVOLVED?

The girls, their parents, and their female hosts need to be involved. However, others could benefit from being involved, such as the girls' teachers and classmates (including the boys), their community, and the community which they are visiting. Below is a list of potential ways various people or groups might be included, and the types of preparation they may need.

GIRLS

- Age levels acceptable for program
- Selection process: essays? school work?

- Preparatory discussions:
  - work, roles of women
  - preconceived concepts: write what they think it will be like beforehand
  - explore their dreams, skills, talents
- Preparation for the day:
  - practice interviewing
  - practice introducing and talking about themselves, their family, school, and community
  - appropriate dress, handmade card or gift for hostess, logistics
  - receive any materials: letters, notebook, and so on
  - expectations for sharing upon their return

PARENTS

- Individual or group meeting to inform or assure them about:
  - educational value
  - adult supervision, safety
  - time table and logistics
  - what daughter is to wear, take
  - preparation they can assist with (see list of discussion topics under Girls, above)
- Include some as chaperones, as appropriate
- Encourage follow-up when girls return home:
  - discuss what their daughter did, learned
  - write a thank you letter to their mentor, keep in touch
- Encourage families to support the educational and career aspirations of both boys and girls

MENTORS

- Explain purpose of day, expectations of them (amount of time, types of activities, whether it includes overnight)
- Preparation they can do: be prepared to talk about own aspirations, education, challenges, and strategies to overcome them
- Suggestions for what they can do with girls at their work place (observing/interviewing them and others, doing small tasks, observing a meeting, panel or discussion with other women at work, tour of the facility, present them with a memento [letter on company letterhead, certificate, sample pay check for day's work], etc.)

SCHOOL

- Obtain permission for girls to be absent
- Encourage them to integrate experience into curriculum for all students, both boys and girls:
  - exploring dreams, skills, interests—relating them to types of jobs and educational levels

learning how to present themselves: who they are, about their family and community

how to interview someone about their work

male- and female-designated careers: why? panel presentations

assign all students to interview someone about their work; have them present their reports along with the girls who were selected for the special project

COMMUNITY

- Create a local program if selected girls must travel to other cities
- Involve the community in whatever ways possible:

  work in coalition with groups within the community (for funding, for hosting girls, for providing needed materials or speakers for the classroom)

  hold a town meeting

  involve friends and relatives of the students

  have students identify role models

  target and include girls from diverse backgrounds

  alert all schools, if not already involved

  work with the media

  compile a fact sheet on women in the local work force

  involve the business community

For "Take our Daughters to Work Day" in Madagascar, rural girls were brought into a larger town to visit upper schools, get a better understanding of future educational and life opportunities, and to encourage them to stay in school. PC Cameroon, Romania, the Dominican Republic, Ethiopia, and others have conducted similar events.

The Dominican Republic's WID Committee combined Take Our Daughters to Work with International Women's Day. Thirty high school-aged girls from all over the country were paired with professional Dominican hosts who offered their homes and offices in an effort to help the young women learn about and reflect upon personal and professional goals. For many of the young women, just making the trip to the nation's capital was an exercise in independence and a test of self-reliance. The hosts, many of whom also grew up in rural areas and still battled the common problems of women, such as lack of educational opportunities and overwhelming gender discrimination, shared messages of hope and encouragement. The host group represented a wide spectrum of professional expertise. Each girl spent two nights with her host, and shadowed her at work for half a day. PCVs, the girls, and their hosts gathered in the afternoon for city-planned activities of song, dance, speakers, and pizza. Sessions included time for the girls to share and process their experiences, make concrete plans toward reaching their personal and professional goals, as well as plan how to share their experiences with their peers when they returned home.

GIRLS' MENTOR CONFERENCE WORKSHOP

This workshop follows a day and night when girls spend time with a variety of professional **Ethiopian** women. The workshop provides an opportunity for the girls to exchange their experiences and apply what they have learned.

8:00 am	Opening speaker
8:30 am	Share experiences
10:00 am	Break
10:20 am	Guest speakers, question and answer
12:00 noon	Lunch
1:30 pm	Group problem solving*
2:30 pm	Processing the exercise; discussion
3:00 pm	Break
3:20 pm	Action plan by school and zone**
4:30 pm	Closing speech and certificates
5:00 pm	Tour of the university

* This activity includes (1) the girls discussing various challenges that female students face in school and/or at home; (2) working in groups of four students to discuss the roots of a specific critical incident and identifying solutions; and (3) presenting the problem and solutions to the group as a whole.

** This activity takes the mentoring experience and workshop activities to the next step: What happens after the conference? The girls first pair with a student from their school to answer questions about short-term future plans after returning to their schools. Then the girls meet by zone to write goals for sharing their mentor experience with their school and/or community. They also write an action plan of ways they can help to support female students in their schools.

SUPPORT AND PARTNERSHIPS

WID/GAD COMMITTEES

Establishing a WID/GAD committee can be one means of channeling PCV and counterpart energy into girl's education and providing structure to girls' education efforts. An active committee helps 'set the tone,' keeps a focus and momentum on girls' activities, and shares the workload of girls' education initiatives.

The annual WID talent show took **Nepal** by storm this past holiday season. Peace Corps Volunteers, staff, and other local organizations performed in front of their peers. Musicians, singers, dancers, and even a puppet show took the stage to offer approximately two hours of entertainment. A slide show offered a glimpse into the lives of Nepali women. Girls from local orphanages helped in decorating the theater, and also danced in traditional clothing during the show. "Captivating !!" is what the critics said. "Enriching" is what the performers expressed. During intermission, WID calendars, WID T-shirts, and concessions were available to purchase. The sale of these items along with the price of the tickets help in funding scholarships for Nepali girls and also in funding projects initiated by Peace Corps Volunteers to help the women and children of Nepal.

INFORMATION ON ESTABLISHING A WID COMMITTEE

There are no definitive rules for how Peace Corps Women in Development Committees are structured and function as the realities and needs of each country are different. There are guidelines, in the form of questions, for those interested in establishing a WID Committee.

WHAT KINDS OF ACTIVITIES SHOULD THE COMMITTEE TAKE ON?

1. What are the needs of the host–country women, as they perceive them?
2. What are the roles which host–country women play in Peace Corps projects?
3. Are there gender differences which present constraints to their participation and are there opportunities for greater participation because of other gender variables?
4. How can you build issues of sustainability into your planning process, given the ever-changing Volunteer population?

WID committees in some countries carry out on-going activities; others focus on one major event a year.

Peace Corps posts build Volunteer awareness of issues related to host–country women's lives in many ways: by integrating information about women into pre-service training, by accompanying host-country women going about their daily routines, by working with Volunteers in their projects to identify women's roles and increase their participation. Volunteers are assisted in receiving technical advice and support for meeting women's needs.

WHO SHOULD BE ON THE WID COMMITTEE?

1. Representation can be geographic, by project, or completely unstructured. What are the implications for open membership, including the predominance of Volunteers from one project or geographic group or Pre-Service Training group?
2. Will any of these factors affect sustainability of effort and impact?
3. How many members is "enough" and how many is "too many," so that all involved have meaningful work to do?
4. Will there be a Peace Corps staff person working with the Committee, providing continuity and offering increased opportunity for integration of WID activities into the Peace Corps program in your country?

The WID Coordinator is the host–country Peace Corps Medical Officer (PCMO) in some places, and often she/he is an Associate Peace Corps Director who is a programming officer for one of the sectors. In a few cases, the Peace Corps Director has been the WID Coordinator. In other cases, the Cross-cultural Coordinator or office staff members serve this function.

Some countries have on-going efforts which the WID Committee carries out, no matter who is on the WID Committee. Girls' scholarships are an example. In other countries, the current WID Committee determines the projects.

WHAT RESOURCES ARE AVAILABLE?

Look to what is available locally first.

1. Are there local agencies which could help support activities? Are they doing things that a WID committee might also plan, with which the Committee might collaborate rather than duplicate or undermine?
2. Are there international organizations or groups which might wish to cooperate with a WID Committee? Such groups range from diplomatic spouse associations to foundations who often look for worthy efforts to sponsor.
3. Are there development agencies from the international community that might be called on? Many countries have development agencies; the UN may have one or more as well. There are private development agencies working with health, environment, and other technical areas, who may have information and funding.
4. What women's groups are there in country?

The WID Office in Washington has limited and restricted funding. The most sustainable projects develop local funding sources.

It is important for WID Committees to work with their Peace Corps Country Director or his or her designate to make sure that WID is a part of the overall Peace Corps program direction and goals. That is the key to sustainable impact over time.

What follows is an example from **PC/Baltics** of an integrated WID Committee strategy outlining its relationship to the overall Peace Corps program in those countries.

PEACE CORPS
of the United States

Amerikas Savienoto Valstu
MIERA KORPUSS

US PEACE CORPS
Women in Development/Gender and Development

CONCEPTS:
Because women have, more often than men, been left out of the development process, a special effort often needs to be made so that women as well as men participate in and benefit from development. This effort has become known as "Women in Development" in the early 1970s. WID does not mean leaving men out; it means ensuring that women are included. Both men and women need to become aware of how they are shaped by society in order to change these relationships. What used to be defined as women in development (WID) has opened up to a gender and development (GAD) focus and this transition has been acknowledged consistently during WID meetings. Gender differences are differences in males' and females' roles in society. Minimizing differences in project and program impacts between men and women can bring about more balanced participation and benefit by both sexes. Gender-neutral approaches assume equal opportunities and benefits, without questioning whether a person's gender contains or favors his/her access to resources and participation in decision-making.

GOAL:
Integration of women into the economical, political and social development of their own communities and countries through Peace Corps projects and programs.

OBJECTIVES:
- To provide additional options for women and to educate women about possible options.
- To encourage the participation of women in each phase — project initiation, leadership, and decision making — of all Peace Corps projects.
- To create projects and opportunities devoted to meeting the special needs of host country national women and girls.

IMPLEMENTATION:
- Increase Volunteer awareness of WID issues and promote information sharing among Volunteers.
- Encourage Volunteers to include WID components in all activities and to create special projects devoted to WID objectives.
- Increase skills of Host Country Nationals by designing special seminars to meet the identifies needs of women and girls.
- Integrate and strengthen a WID component during training and Peace Corps conferences.
- Work with staff to ensure programming includes a WID priority.
- Network with women's groups nationally and internationally.

PROJECTS:
Peace Corps WID/GAD program is closely connected with "Small Enterprise Development" and "Teaching English as a Foreign Language" programs. To integrate women into the economical, political and social development Peace Corps Volunteers and WID/GAD Baltics Committee members are focused on the following gender equality educational projects:
- GAD Conference on Business and Teaching Skills
- Annual Writing Contest on Women
- Take a Child to Work Day
- Career Day
- WID/GAD Workshop

If you would like to receive more detail information about US Peace Corps WID/GAD program activities please do not hesitate to contact:

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US PEACE CORPS BALTICS

Women in Development/Gender and Development
(Project Description)

GAD Conference on Business and Teaching Skills

This will be a two-day workshop which will address the problem that business professionals, entrepreneurs, trainers and teachers from different regions in Latvia who lack the knowledge and skills necessary to identify and resolve gender inequality at workplaces and classrooms. The objective of the activity is to discuss GAD techniques that participants can apply to new and existing business, training, and educational projects impacting all the members of their local communities. The workshop will be a forum to share ideas and to develop strategies that support increased gender equality in learning and work environments. Baltic's rapid free-market development into a western-style democracy demands greater grass-roots awareness and action about gender relations to strengthen its economic growth. The expected outcomes of the activity are:

- an increased understanding of gender issues affecting business and small enterprise develop ment in the Baltics as discussed by Peace Corps, municipal, business and NGO representatives;
- practical tools for defining communities to support effective development, implementation and evaluation of gender-sensitive programs and projects;
- follow-up consultations and support from PCVs, staff and other resources to ensure awareness and applicability of GAD-based project development through Estonia/Latvia/Lithuania.

Gender Analysis:

59% of Estonian co-workers/co-teachers are female
79.3% of Latvian co-workers/co-teachers are female
98% of Lithuanian TEFLs' co-teachers, and 55.6% of SEDs' co-workers are female

Annual Writing Contest on Women

The first writing contest on women was held in Hungary in 1993. It was begun as a secondary project for a Peace Corps Volunteer who organized the contest in Hungary for secondary school and university students who have not studies in an English speaking country for more than three months. As the contest was a huge success in both 1993 and 1994, it is expanding to include other Eastern European countries. The first Annual Writing Contest on Women in Latvia was held in 1995. The outcomes of the contest are the following:

- to increase the awareness of gender issues in the Baltics;
- to promote critical, analytical and creative thinking and writing skills through encouraging individuality;
- to emphasize the importance of English language skills in a competitive environment;
- to transfer organizing and planning skills to host country nationals enabling an independent committee to form for the purpose of organizing future contests on an annual basis.

Training in the Work with Adolescents

Centralization, essential for all post-soviet countries, resulted in the lack of the good professionals in the psychological/social work with adolescents, not only in the large, but also in the rural regions. The problems arising as a result of the interaction between adults and adolescents increased lately. The traditional problems are alcoholism, violence, criminal offense, etc. Adolescents become more active (especially, in the economic field), and they are not satisfied with teachers' and adults' attitude. The gap between generations is too big, which increases the danger for the social stability and democratic evolution of the society. Trained personnel would be able to teach participants more independently improve relationships with adolescents in the regions.

Self-Esteem Building

One of the most common reasons for the low level of private enterprise in Latvia is the fear of a failure and the lack of initiative as a consequence. Surely, in the former Soviet Union it was common — personal initiative was forbidden. Professionals will start the program of training leaders, who will be able to help other people in the community to mobilize their activity resources by improving self-esteem.

Take a Child to Work Day

Such event could be highly interesting and useful not only for children of different age, but also for their parents and other adults of the community. It will be possible to introduce 'new generation' with current situation in the job market structure, and let them think about potential future possibilities.

SCHOLARSHIPS AND OTHER SUPPORT

A number of posts have **scholarship programs** as part of their activities to improve girls' education. **PC/Gabon** has the oldest continuous program, having sponsored a scholarship program for female secondary school students since 1989. The program is run in collaboration with the Association of Gabonese Women, who are in the process of assuming the full responsibility for the scholarship program. Funds are raised through sales of t-shirts, talent shows, and enrollment fees for Peace Corps' pre-service training practice school. Other countries with scholarship programs include PC Nepal, Senegal, Cote d'Ivoire, Togo, Chad and Cameroon.

In The Gambia, a batik project has been set up in a school to help foster community and school links. The funds raised provide scholarships for girls to continue their school careers and are accounted for both by the school and community. Although a PCV helped organize the project, her counterpart and the community have continued her efforts long after she COSed.

CONCLUSION

Girls' education does not take place solely in the classroom. Getting girls to school involves working with the parents and community to obtain their support. Keeping girls in school involves creating a safe environment in the school and the classroom that values the girls' participation and provides them the same opportunities for success that boys enjoy. In the Peace Corps, comprehensive girls' education also includes self-esteem building activities, community projects involving female teachers and mothers, including male PCVs and counterparts in WID committees, learning together, having fun, inspiring hope.

> ***"I learned a lot of new things. First, I speak English now better than before this camp. I also learned how to take care of me when my parents aren't near me. I learned how to make important decisions and how to choose my friends.***
>
> ***I learned a lot of interesting things about myself, too. I found out some parts of myself which I didn't know that they are in my heart, in my mind. I also found out what kind of person I am and what are my real feelings now. So, I like the adventure and I also like to help others. It's normal, isn't it? Because I want to become a doctor. Now when I write all these I'm so sadly because, although I am near my family, I'm thinking to that camp which was surrounded by those mountains."***
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> From 14 year old girl who participated in Camp GLOW organized by PC/Romania

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