

# Integrating Gender in the Six Steps of the Program Cycle

## **Time:**

Part 1: 1 hour

Part 2: 1 hour, 30 minutes

Part 3: 50 minutes

## **Activity Objectives:**

- Understand the six steps in the program cycle where gender can be integrated
- Practice integrating gender into the six steps of the program cycle.

## **Part 1: Understanding How to Integrate Gender Throughout the Program Cycle**

**Materials:** Flipchart printed with 6 steps of program cycle

1. Explain to the group that the IGWG Gender Integration manual outlines a process for integrating gender throughout the six steps of the program cycle. Display flipchart with the six steps:

1. Examine program objectives
2. Collect data on gender relations, roles, and identities
3. Analyze data for gender differences
4. Design program elements and activities to address gender issues
5. Develop and monitor indicators that measure gender-specific outcomes
6. Adjust design and activities based on M&E results

2. Tell the group that you are going to pull a volunteer from the group to offer their project as an example we can use to walk through this process, highlighting how we do each step.

**Facilitator Note:** *You will have already contacted the participant who is responsible for the project you chose as the example. Ask that person to volunteer their project and answer your questions during this activity.*

3. Elicit a statement of an objective from your volunteer. Write down the statement exactly the way it is stated by the volunteer in Step (column) 1 on the grid (Project Objectives, Intermediate Objectives, and Results). Ask the participants if they can think of way to incorporate gender into this statement.

4. If the response is positive, ask for an alternative statement. If participants do not respond, ask the original volunteer, what s/he hopes to see as a change or outcome as

a result of the program—what would s/he expect to see at the end of the project or program. Another way is to ask how they will know they have achieved the objective at the end of the project.

If they list a number of measurable outcomes, list them in Step (column) 5 on the grid (Indicators to Measure Success of Interventions) as potential indicators.

5. Next, ask participants what one would want to know from a gender perspective about these potential indicators, what types of data need to be collected, what we do know and what we do not know, for example sex-disaggregated information on clients. Write the responses in Step (column) 2 on the grid (Types of Data to Be Collected—What Do We Need to Know About Whom?)

6. Next ask the participants if they can think of any possible gender-based barriers and opportunities to achieving objectives and results. Record their responses in the third column. Point out that these are things we want to find out during the data collection.

7. Ask the participants what kind of interventions/activities might be necessary to address the gender-based constraints that were identified in column three. Record in column 4 (Interventions that Address Gender-Based Constraints).

8. Ask if the indicators have provided a clearer idea of what the project hopes to achieve. Based on the information recorded here, is there perhaps a sub-objective (intermediate result) that clarifies or specifies more clearly the original statement of the objective? Record any additional objective statement(s) that may be provided in column 5.

9. Ask participants if they have any questions about any of the steps and how we think about them. Point out that although the grid is laid out in a linear fashion, completing it is actually a circular process and is not done in the exact sequence of the steps all the time. Additionally, it is not necessary to fill out all the steps each time one goes through the process. Once one is able to develop a gender-integrated statement of the objective, it is easier to work through the grid in a more linear fashion.

## Part 2: Small Group Work

### Materials:

- Flipchart paper, markers
- Worksheet: Integrating Gender Throughout the Program Cycle

1. Ask the group to take out the project descriptions they were asked to prepare for the workshop. Divide the large group into four or five smaller groups, depending on the number of participants. Distribute the worksheet titled "Integrating Gender Throughout the Program Cycle." Provide the following instructions:

- Each person is to share their project with the members of their small group.

- Each group should choose one project from their members to use as the sample for this activity.
  - Based on the example shared earlier, use the project chosen by your group to complete the worksheet on integrating gender throughout the program cycle. Work through as many of the objectives as you can.
  - Choose someone to prepare a flipchart to be posted on the wall for a poster session later this afternoon. Choose someone else to present your group's results.
  - You will have 1 hour and 30 minutes for this activity.
2. Distribute flipchart paper and markers to the participants. During the activity, rotate through all of the groups periodically to answer questions and to ensure participants understand the assignment and are making progress working through the steps.

## Part 3: Poster Session and Debrief

1. Ask each group to tape their poster on the wall. Ensure that each poster has a representative who can explain the information recorded. Tell participants that they will have 30 minutes to hear overviews of projects. Allow three rounds of 10 minutes apiece. This will ensure that everyone gets to hear about three different projects.

**Facilitator Note:** *You may want to suggest that there be two representatives for each poster so the reps get to rotate to at least one other project.*

2. Debrief the activity by asking the following questions:

- Which steps were most challenging for you? Why?
- Which steps were less difficult? Why?
- Were there any surprises?
- Are there any missing steps? If so, what are they?
- For those whose projects were not used, do you think you will be able to apply this process to your project? If no, why not?
- What additional help do you feel you need?
- What benefits do you see in this process?
- Any additional comments? Questions?

3. Thank the participants for their hard work and energy. Tell them this can be a difficult process, but will get easier as they gain more experience. Also remind them that the IGWG has trainers and technical experts to help them with this process; they do not have to do it alone!