



2 days

Integrating Gender into Reproductive Health and HIV Programs

Facilitator Guide



IGWG

Workshop Objectives:

By the end of this workshop, participants will be able to:

- ✓ Define gender and related concepts;
- ✓ Understand the continuum of gender as it relates to integration in projects;
- ✓ Understand and apply the six domains of gender;
- ✓ Apply a process for gender analysis;
- ✓ Understand the principles and elements common to projects that successfully integrated gender;
- ✓ Understand the six steps in the program cycle where gender can be integrated;
- ✓ Practice integrating gender into the six steps of the program cycle.

Preworkshop Preparation

- 1.** Prepare flip charts.
- 2.** Make copies of handouts for each participant.
- 3.** Notify participants that they must prepare a description of one of their projects, providing the objectives, a one to two page description, the indicators, the implementing partners, and the funder. It should be sent to you two weeks prior to the date of the workshop. Once you have the descriptions, choose one that provides the most relevant information that you can use as an example for walking participants through integrating gender in the six steps of the program cycle. Call the participant who submitted the project you chose, and brief them on how you will use the project as an example and what questions you will ask them.



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Materials Needed

Flipcharts/newsprint and markers

Index Cards

Printed Newsprint/Flipcharts:

Introductions Questions

Objectives

Agenda

Definitions of Gender Terms

Principles

Elements

6 Steps of Integrating Gender Throughout the Program Cycle—one on each sheet. Arrange them contiguously on wall before workshop.

Facilitator sheet: “Vote With Your Feet” Statements

PowerPoint Presentations: Gender Domains

USAID ADS Requirements

Handouts:

St. Vincent and the Grenadines Case Study

Worksheet for St. Vincent Case Study Part 1

Worksheet for St. Vincent Case Study Part 2

Project Examples for Continuum Exercise

Worksheet for Program Cycle Small Group Work

Copies of the IGWG Gender Integration Manual for all Participants



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Agenda		
Day 1:		
I.	Welcome /Introductions/Agenda	60 minutes
II.	“Vote With Your Feet”	45 minutes
Break 15 minutes		
III.	Defining Gender and Related Terms	60 minutes
Lunch 60 minutes		
IV.	Gender Framework Domains	2 hours, 15 minutes
Break 15 minutes		
V.	Gender Continuum	60 minutes
VI.	Questions/Reading Assignment/Wrap-up Day One	15 minutes
Day 2:		
I.	Welcome/Recap Day One/Day Two Agenda	20 minutes
II.	Gender in USAID’s Automated Directive System (ADS)	60 minutes
Break 15 minutes		
III.	Overview of Principles and Elements	40 minutes
IV.	Integrating Gender Throughout the Program Cycle	
	a. Review of the Six Steps and Example	60 minutes
Lunch 60 minutes		
	b. Small Group Work	90 minutes
Break 15 minutes		
	c. Poster Session	30 minutes
V.	Questions/Wrap-up Day Two/Evaluation	30 minutes



Integrating Gender into Reproductive Health and HIV Programs

Day 1: Welcome, Introductions, Review of Agenda and Objectives



Welcome and Introductions

 40 minutes

Materials
Prepared Newsprint: Introductions questions.

Welcome (5 minutes)

1. Welcome the group to the workshop. Explain that the IGWG is committed to providing training and information critical to understanding how gender impacts our work in reproductive health. Say that the focus of this workshop will be introducing a process for integrating gender into Reproductive Health and HIV programs.
2. Introduce yourself and explain your role over the next day and a half. Have any other facilitators introduce themselves as well and explain their role during the workshop.

Introductions (35 minutes)

1. Divide the group into pairs and ask them to find out the following about each other:



- Name;
- Where they work;
- What programs/projects they're responsible for;
- Experience with gender in development;
- ONE expectation for this workshop.

Have this information posted on newsprint. Allow 10 minutes for this exercise.

2. After 10 minutes, ask the pairs to BRIEFLY introduce each other to the larger group. Record their expectations on newsprint for use during the review of the agenda. As participants are introduced, note any similarities in experience or unique experiences.



Integrating Gender into Reproductive Health and HIV Programs

Day 1: Review of Agenda and Objectives



Review of Workshop Objectives and Agenda

 20 minutes

Materials
Newsprint printed with objectives and agenda

1. Review the workshop objectives and agenda, displaying newsprint listing both. Direct participants to follow with their own copy in their folder. Link participant expectations mentioned in the introductions to the objectives and activities in the workshop. Any expectations that do not fall within the scope of the workshop should be written on newsprint marked “Parking Lot.” Explain that you will talk to IGWG staff about expectations mentioned here that aren’t addressed, and where the participant may find information on the topic.
2. Ask participants if they have any questions on the objectives and agenda for the workshop.

Transition to Vote With Your Feet

Explain to the participants that next they are going to participate in a fun exercise that will get them up and moving around.



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“Vote With Your Feet”

Activity 1: “Vote With Your Feet”

 45 minutes

Materials:
Facilitator’s list of statements

1. Ask the group to stand in the center of the room. Explain that you are going to read out a statement. Tell the participants to step to the right if they agree with the statement, or step to the left if they disagree. People must take a side; no one is allowed to stay in the middle of the room. Assure participants that there is no “right” or “wrong” response.
2. Call out the first statement. Repeat it to ensure everyone heard it. After everyone chooses whether they agree or not, ask 2 or 3 participants from each side to explain why they voted the way they did.
3. Facilitate a brief discussion on their reasons. Read up to 5 statements. Ask participants after the discussion if anyone wants to change their minds and move to the other side of the room.
4. Debrief the activity by explaining the following take-home messages:

- Even though we may be familiar with gender and the importance of gender-sensitive programming, some questions are still difficult for us to work with.
- Our own experience with and beliefs about gender can have an impact on how we view and understand our projects/programs.
- We need to keep this in mind as we ask staff and project beneficiaries to work with gender issues.

Break 15 minutes

Transition to Defining Gender

Tell participants that next we are going to explore how we define gender and related concepts.



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Defining Gender and Related Concepts

Defining Gender and Related Concepts

 1 hour

Materials

Large index cards;

Tape;

Newsprint printed with gender definitions.

1. Distribute large index cards to each participant. Tell them to take 2 to 3 minutes and write down a word or phrase that they think of when they hear the word “gender.” When they are done, ask them to tape the cards up on the wall.
2. Using the words and phrases they wrote on the index cards, define gender using the IGWG’s definition, adding additional information if necessary. Take the cards with the relevant words and phrases and group them on one side of the wall. The cards that contain words and phrases that do not apply to the definition of gender should be placed on the other side.
3. Display the newsprint with the IGWG’s definition of gender. Explain to the group that gender is defined in many different ways, as displayed by their words, but for our purposes today, we are going to use the IGWG definition:



Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female or male vary among cultures and changes over time.

4. Next, facilitate a brief discussion defining the following related terms for the group. First, ask the group how they would define the term, then display the terms and their related definitions. Be sure to use the words/phrases they shared at the beginning of the activity if applicable.



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Defining Gender and Related Concepts



Gender Equity is the process of being fair to women and men. To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. Gender equity strategies are used to eventually gain gender equality. Equity is the means; equality is the result.

Sex refers to the biological differences between women and men. Sex differences are concerned with women and men's physiology.

Gender Equality permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources and the benefits from development results.

Gender Integration means taking into account both the differences and the inequalities between women and men in program planning, implementation and evaluation. The roles of women and men and their relative power affect who does what in carrying out an activity and who benefits.

5. Ask group if they have any further questions and/or comments.

Lunch 60 minutes



Integrating Gender into Reproductive Health and HIV Programs



Gender Framework Domains for Gender Analysis

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Six Domains PowerPoint Presentation

 45 minutes

Materials:
Six Domains PowerPoint

1. Explain to participants that we are not expecting them to be gender experts by the end of this workshop, but they will be able to identify when they need technical assistance from a gender expert. Next we are going to share concepts that they need to “keep in their heads” to help them think about how gender affects our projects and how to use these concepts to analyze if and how gender is incorporated in projects.
2. Tell the participants that this next piece, looking at the six domains of gender, is one way to do a gender analysis. This framework helps you in the collection and organization of information pertaining to gender differences. The six domains are:

1. Access
2. Knowledge, Beliefs, and Perceptions
3. Practices and Participation
4. Space and Time
5. Legal Rights and Status
6. The Balance of Power and Decision-making

3. Proceed with PowerPoint presentation on the Six Domains for Structuring a Gender Analysis. Use the talking points that are provided on the notes pages. The presentation should be interactive in nature, asking participants their thoughts on what we mean by each domain before proceeding with describing it. At the end of each domain, ask participants if they have any questions.



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Gender Framework Domains for Gender Analysis

Activity: Case Study and Small Group Work on Six Domains: Part 1

 30 minutes

Materials:

St. Vincent & the Grenadines Islands Case Study

Table #1: Gender Analysis Framework

1. Divide the group into six small groups, assigning each group one of the six domains. Distribute the St. Vincent & the Grenadines Islands Case Study and Table #1: Gender Analysis Framework. Give the groups the following instructions:

- 1) Read the case study silently to yourself.
- 2) As a group, choose one of the objectives listed in the case study and write it at the top of your worksheet.
- 3) For your group's assigned domain, complete the worksheet as a group, identifying:
 - a) the information and issues on gender identified in the case study; and
 - b) the information on gender you think is missingand formulate questions based on what you think is missing.
- 4) You have 15 minutes for this activity.

2. After the 15 minutes are up, take 15 minutes and ask each group to briefly report-out their findings. If groups did not identify all of the gender information and issues, or did not provide enough questions, ask the larger group if they can add anything. If not, you can provide what is missing. Ask for final questions before moving on to part two.



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Gender Framework Domains for Gender Analysis

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Activity: Small Group Work Part Two: Gender Constraints and Opportunities

 60 minutes

Materials:

Worksheet #2

1. Explain that you want them to remain in their small groups for part two of this exercise. Distribute Table 2: Gender Constraints and Opportunities for Project Planning. Provide the following instructions:

1. Take the information that you identified in part one of this exercise and try to analyze the implications of that information using the categories in Table 2. Again, do this only for the domain assigned to your group. Remember, you are still using the St. Vincent case study.
2. You have 30 minutes to complete this exercise.
3. Choose someone in your group to briefly report out your results.

Break 15 minutes

2. After the break, take 30 minutes to have each group report-out briefly on their findings, working through each of the categories for each of the six domains. After the report-outs, debrief the activity by asking the participants how this exercise relates to their own projects and programs. Ask for final questions before transitioning to the next exercise.

Transition: Tell the participants that next we are going to look at some project examples that may or may not have successfully integrated gender in their activities and objectives.



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Gender Continuum

Gender Continuum

 1 hour

Materials
Newsprint printed with gender continuum.
Continuum case studies

1. Explain that we've been exploring the importance of understanding how gender can impact our project outcomes. The IGWG has identified a continuum of how gender is approached in projects: on one end it is harmful and promotes gender inequity, and it gradually moves towards actively trying to influence equality between the genders. The IGWG uses four categories on the continuum. Display newsprint with the con-


t i n u u m
the cate-
gories:

- **Blind:** Projects that **do not attempt to address gender.**
- **Exploitative:** Projects that **exploit gender inequalities** and stereotypes in pursuit of health and demographic outcomes.
- **Accommodating:** Projects that **accommodate gender differences** in pursuit of health and demographic outcomes.
- **Transformative:** Projects that seek to **transform gender relations** to promote equity as a means to reach health outcomes.

and

The goal of a social marketing campaign in LAC was to increase condom sales. The campaign capitalized on social and cultural values that focus on male virility, sexual conquest and control. It depicted macho men having multiple female partners and thus reinforced gender inequality. This intervention is considered to be “gender exploitative.”

2. Briefly review the following examples to illustrate these categories:

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Gender Continuum

On the other hand, a social marketing campaign in Tanzania had a similar goal: to increase condom sales. Project designers realized that in Tanzania, only a small percentage of condom sales were to women. Training indicated that women were having a hard time initiating condom use. Therefore, one of its posters explicitly showed a woman at a bar talking to a male partner and insisting that he use a condom. This intervention thus “took gender into account,” and actually attempted to change power dynamics between women and men. It introduced a visual role model to women: they too can initiate condom use, and they can insist on its use! This is considered to be a “gender transformative” intervention.

3. Tell the participants that next they will have an opportunity to look at a project description and determine where it falls on the continuum.
4. Do the following:

- 1) Divide the large group into an even number of triads (sets of 3). Depending on the size of the group, you may want to do pairs.
- 2) Explain that you have four to six project examples (depending on the size of the group), with two copies of each example.
- 3) Give two sets of triads the same project description. Project descriptions will be color-coded. All in all, 2 triads will be looking at project #1, 2 triads will be looking at project #2, 2 triads will be looking at project #3, etc. (numbers of pairs/triads depends on the size of the group).
- 4) Tell the triads/pairs to read their project description and as a triad/pair, determine where the project fits on the gender continuum. When they have decided, they should tape their description where they believe it belongs on the continuum: neutral, exploitative, accommodating, or transformative.
- 5) Tell group they have 15 minutes for this activity.

Facilitator Note: You will want to have at least one project description for each category.

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Gender Continuum

4. After the triads/pairs have placed their project where they believe it belongs on the continuum, moving across the continuum, ask a representative from each triad to come up and read their project description and explain why they decided it belonged on that spot on the continuum. If the triads with the same project descriptions placed it on the same spot for the same reasons, the second triad doesn't need to explain it again. They can say they agree for the same reasons.
5. Debrief the activity by asking the following questions:

- Do others agree with placement of the different projects?
- If triads with the same project description didn't agree on where it belonged on the continuum, ask the larger group what they think.
- Was this exercise easy? Difficult? Why?
- What in the project description helped you determine where it needed to be placed?
- Do any of you think your project description could have fallen under more than one category along the continuum?
- Were there any surprises?
- What do you think of your current projects and where they lie on the continuum?
- What is the "take home" message from this exercise? (It's a missed opportunity if we do not build gender into our projects. If we do not build it in, it can have a negative effect or unintended consequences.)
- Any additional comments?

Share the IGWG's thoughts on where these projects reside on the continuum.

- If there was a big difference between what the IGWG thought and a triad(s) thought, ask them why they think there is a difference.
- Make a point to discuss unintended consequences. Projects are planned with various intentions, but planners must always anticipate outcomes related to gender.

End the discussion by reminding the participants that we should always be working towards developing gender transformative projects.



Integrating Gender into Reproductive Health and HIV Programs

Final Questions, Homework Assignment, and Wrap-up of Day One



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Final Questions, Homework Assignment, and Wrap-up of Day One

 15 minutes

Materials

“A Manual for Integrating Gender into Reproductive Health and HIV Programs: From Commitment to Action.”

1. Ask the participants if they have any final questions or comments.
2. Distribute “A Manual for Integrating Gender into Reproductive Health and HIV Programs: From Commitment to Action.” Tell the participants that their homework assignment is to read chapter 4 in the manual, which begins on page 17.
3. Thank the group for their energy and participation and remind them of the starting time for the next day.

Integrating Gender into Reproductive Health and HIV Programs

Day 2: Welcome Back; Gender in USAID's Automated Directive System (ADS)



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Welcome Back, Recap of Day One and Review Day Two Agenda

 20 minutes

1. Welcome the group back, ask if there are any announcements from the group and share any of your own.
2. Ask the group to share the key concepts and key learnings from day one. Generate responses and record on newsprint. Post newsprint on the wall. Ask the group if they have any lingering questions.
3. Ask the group to refer to their agendas in their folders and review the agenda for day two. Ask if there are any questions.

Transition

Explain that next we are going to review USAID's commitment and requirements for gender.

Gender in USAID's Automated Directive System (ADS)

 60 minutes

Materials

ADS PowerPoint presentation

1. Tell the group that USAID has collected mounting evidence which illustrates that by addressing gender, we can achieve program objectives. The directives also tell us that we must address gender in all of our projects. It's like a "carrot and stick" approach.
2. Deliver the ADS PowerPoint presentation. Use the talking points that are provided on the notes pages. The presentation should be interactive in nature, where possible. Stop periodically and ask if there are any questions; especially with strict and/or challenging concepts.

Facilitator Note: You MUST familiarize yourself with the ADS before facilitating this piece. This section usually generates many questions and the facilitator needs to be able to answer them in order for the participants to understand how important this is. Any of the IGWG training core team members can provide assistance.

3. Ask if there are any final questions.

Transition

Before moving into integration of gender into the program cycle, we are going to look briefly at principles and elements that are common to projects that have done a good job at integrating gender.



Integrating Gender into Reproductive Health and HIV Programs

Overview of Principles and Elements



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Overview of Principles and Elements

 40 minutes

Materials

Newsprint printed with 5 principles and 8 elements.

1. Explain to participants that in preparing the manual upon which this training is based, the IGWG did an exhaustive review of FP/RH/HIV projects. In addition to looking at whether or not the projects integrated gender and to what extent, they found commonalities in the designs of the projects that were successful in integrating gender. These commonalities have been divided into principles and elements.
2. Display newsprints with the five principles on one and the eight elements on another:



Principles:

1. Working through local partnerships;
2. Supporting diversity and respect;
3. Fostering accountability;
4. Promoting respect for the rights of individuals and groups;
5. Empowering women, men, youth, and communities.



Elements:

1. Specific gender equity/equality objectives and indicators for measuring success;
2. Equitable participation and involvement at all levels;
3. Fostering equitable relationships;
4. Advocacy;
5. Coalition building;
6. Multisectoral linkages;
7. Community support for informed individual choice;
8. Institutional commitment to gender integration.



Integrating Gender into Reproductive Health and HIV Programs

Overview of Principles and Elements



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3. Briefly review each of the principles, asking the participants how they think it relates to successful gender integration. Do the same for the elements. Ask the participants to share their own examples of how any of these have been illustrated in a project that successfully integrated gender.

Transition

Incorporating a gender perspective in programs/projects involves a series of steps that are both sequential and iterative. We are going to provide an example illustrating these steps in detail in this next section.

Integrating Gender into Reproductive Health and HIV Programs

Integrating Gender Throughout the Program Cycle



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Activity: Understanding How to Integrate Gender in the Six Steps of the Program Cycle

 1 hour, 15 minutes

Materials

Flipchart printed with 6 steps of program cycle.

1. Explain to the group that the 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

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.

2. 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.
 - 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.

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Integrating Gender Throughout the Program Cycle



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- 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.
3. 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?)
 4. 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.
 5. 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.
 6. 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.
 7. 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.

Lunch 60 minutes



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Integrating Gender Throughout the Program Cycle; Small Group Activity

Activity: Small Group Work on Projects

 1 hour, 45 minutes (includes break)

Materials

Newsprint;

Worksheet: Integrating Gender Throughout the Program Cycle

Markers.

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 45 minutes for this activity, including a break.

2. Distribute newsprint 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.



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Poster Session Activity; Debrief

Activity: Poster Session

 30 minutes

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 a piece. 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.

Debrief, Final Questions

 20 minutes

1. 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?

2. 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!



Integrating Gender into Reproductive Health and HIV Programs



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Close and Evaluations

Close and Evaluation

 10 minutes

Materials

Evaluation sheets

1. Ask if there are any final comments and questions. Thank the participants for their excellent participation over the last two days and their energy.
2. Distribute the evaluations. Tell the participants that their input is critical to ensuring that we meet our objectives and they find the knowledge and skills useful. Ask them to complete the evaluation now and turn it in as they leave. Remind them that they do not have to put their name on it.