IGWG

THE
GENDER INTEGRATION CONTINUUM

TRAINING SESSION USER'S GUIDE

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The Gender Integration Continuum Training Session User's Guide

The Gender Integration Continuum Training Session User's Guide is a tool to help new and experienced gender trainers plan, prepare for, and facilitate the Gender Integration Continuum training session. It includes a heavily scripted facilitator guide and helpful processing questions, suggestions, and trainer notes to ensure attainment of training objectives. It builds upon the training session that was developed by the USAID Bureau for Global Health's Interagency Gender Working Group (IGWG) in 2002. It should be used in tandem with the accompanying PowerPoint of 18 slides and the Project Scenarios Bank.

Key informant interviews conducted between May and July 2017 contributed greatly to the revisions included in this User's Guide. The methodology employed in these interviews and the list of key informants can be found in Appendices A and B.

Content of the User's Guide

The content of the User's Guide is as follows:

- Background—provides the rationale for the development and use of the Continuum, as well as the value-add of the Continuum
- Purpose of the User's Guide
- Audience for the Guide—Who Are the Users?
- Co-Facilitation of the Training Session
- Training Participants
- Sequencing the Training Session
- Timing for the Training Session
- Organization of the Facilitator Guide: Scripting, Key Questions, and Challenges
- Facilitator's Guide
- Appendices

Background

The Gender Integration Continuum has helped hundreds of international development professionals in the public, private, and nonprofit sectors understand the concept of gender relations (or roles and norms) and how they can impact the results of project activities. The IGWG has been promoting the use of the Gender Continuum as a framework to understand the various approaches along the Continuum for almost 15 years. The companion training module has been in use almost as long.

The gender roles and norms assigned at birth to girls and boys, and reinforced throughout their lives, have been recognized to play a critical role in reproductive health and development. Addressing the gender-based barriers to participation in development activities and building on positive gender norms and roles in the design and implementation of projects and programs has been proven to help achieve desired results.[1] The IGWG, supported by the USAID's Bureau for Global Health, has recognized this critical fact and has worked diligently to address it in the development of their programs and projects.

The IGWG's general objective is to identify tools that enable development practitioners to better understand how to integrate gender concepts within family planning/reproductive health (FP/RH) and other health programming. We hope that other sectors beyond health find this Continuum useful and adapt it to their own needs.

Beginning in the late 1990s, a search ensued for existing tools and frameworks that were practical and could translate and operationalize theory into practice. As part of this effort, starting in spring 2002 the IGWG training task force began using a Gender Continuum framework to crystallize, in a visual format, a range of approaches to gender integration programming. From its start, the Continuum was informed by prior and emerging gender analysis efforts that aimed to categorize different approaches to gender-integrated programming—and especially to distinguish elements of "transformative" programming.[2]

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1 Karen Hardee et al., *The 'So What?' Report: A Look at Whether Integrating A Gender Focus Into Programs Makes A Difference to Outcomes* (Washington, DC: Population Reference Bureau (PRB) for the Interagency Gender Working Group (IGWG), 2004).

2 The initial Gender Continuum, used in a spring 2002 training by the IGWG, was developed by Anne K. Eckman. In the fall of 2001, Eckman had created "A Continuum of Gender Approaches in Projects" and related facilitated training activities for use in gender training with a USAID-funded reproductive health program. Eckman's (2001/2002) continuum drew upon the frameworks of G.R. Gupta (2000), M.E. Greene (1999), and S.H. Longwe (1991). Shortly after the spring 2002 pilot, IGWG training taskforce co-chair, Mary Kincaid, devised the IGWG Gender Integration Continuum training approach of using short program case studies to anchor application of the continuum. At the same time, a collaborative effort among IGWG leadership, Michal Avni and Diana Prieto, along with Mary Kincaid and other IGWG task force members including Debbie Caro, Anne Eckman, Meg Greene, and others, also substantially refined the initial gender continuum categories and visual. For further detail on related core gender analysis frameworks, see "Gender, Sexuality, and HIV/AIDS: The What, The Why, and The How," Plenary Address at the XIII International AIDS Conference, Durban, South Africa, 2000; M.E. Greene, "The Benefits

It is important to note that the IGWG has continued to adapt the Continuum over the years, as the field of gender has evolved, and as experiences in training have increased. The IGWG actively sought feedback and carried out participatory discussions to revise the Continuum based on trainers' experiences, leading to the development of this Users' Guide.

Purpose of the User's Guide

The Gender Integration Continuum offers the participants a tangible way to explore integrating gender into their projects. As gender is sometimes seen as an abstract concept, or a concept that only applies to women, the Continuum helps to make the concepts of gender and gender integration more concrete. It is a useful visual framework and easy to understand, so participants can "see" what gender integration looks like in programming, across a spectrum of approaches, and how this affects women and men, girls and boys.

This User's Guide provides practical guidance on preparing for and facilitating the Gender Integration Continuum training session. It draws upon the original training session, and the findings from the key informant interviews. The revised training session incorporates useful directions and suggestions for facilitation. The facilitator's guide is now heavily scripted, with talking points, detailed directions for the activity and report-out, and probing questions to help process the learnings from the activity. It also includes facilitator notes embedded in the guide to give facilitators a "heads-up" on challenging questions/areas and to provide alternatives for classifications and conducting the activity. An expanded bank of project scenarios that facilitators can draw from to use during the small group practice activity are now included in the Project Scenarios Bank.

Audience for the Guide—Who Are the Users?

Users of this guide should have a background in gender integration and gender analysis of projects and programs. She or he should also have strong—or be working on strengthening—process facilitation skills. A background in understanding the sector-specific technical concerns of project scenarios presented would also be useful.

Co-Facilitation of the Training Session

If the facilitator is newer to the field of gender and development, and/or new to process facilitation, she or he should first observe a skilled facilitator conducting the session, then co-

of Involving Men in Reproductive Health," Paper presented at AWID and USAID, November 1999, cited in S.I. Cohen and M. Berger, *Partnering: A New Approach to Sexual and Reproductive Health—Technical Paper No. 3.*, New York: UNFPA, 2000; and S.H. Longwe, "Women's Empowerment Framework," (1991) in C. March, I. Smyth, and M. Mukhopadhyay, A *Guide to Gender-Analysis Frameworks* London: Oxfam Publishing, 1999.

facilitate with an experienced facilitator/gender practitioner for a few sessions before doing it alone. Working with a co-facilitator is useful as it helps to have more than one person up front supporting where and why a particular project reflects a certain approach. But be sure to always review the scenarios to be used in the training with your co-facilitator before the training to ensure you both agree with where the scenarios reside on the Continuum.

Training Participants

Participants of the training usually consist of USAID programmatic staff, Mission staff, the program/project staff of its cooperating agencies (CAs), and beneficiaries, partners, and or stakeholders of USAID-funded projects. Often the participants have not had previous experience or academic training in integrating gender in FP/RH/Maternal, Newborn, and Child Health (MNCH)/HIV/Nutrition/Gender-Based Violence (GBV) project activities.

Sequencing the Training Session

The training session for the Gender Integration Continuum is usually not a stand-alone session. It is highly recommended that if the participants have not had an introduction to gender, there are a minimum of two activities that should precede the Gender Integration Continuum session. First, after welcome, introductions, and housekeeping information are shared, the training begins with a Values Clarification exercise. For this, the IGWG recommends the "Vote With Your Feet" exercise. This simple, yet powerful, activity helps the participants to understand that their own experience with and beliefs on gender and values impact how they view and understand their projects. In addition, it may help them to acknowledge that even though they may be familiar with gender and the importance of gender-sensitive programming, some questions may still be difficult for them to work with. The design for this session is found on the IGWG website "**Vote With Your Feet**" and contains a bank of statements to use. This activity usually takes 45 minutes as the processing is lively and discussions are fruitful. During this timeframe, a skilled facilitator can process the results of four statements. A minimum of three statements is desirable for good discussion. Do not schedule less than 30 minutes if timing is tight, as the discussion will be cut short and the participants may feel rushed or dissatisfied with the activity as they did not have a chance to voice their opinion.

The "Vote With Your Feet" activity should be followed immediately with "**Gender and Related Terms**," also found on the IGWG website. Participants need to be able to understand and use a specific set of vocabulary during training. Terms such as "gender," "gender equity," and "empowerment" mean different things to different people. To move forward, and for the sake of dialogue throughout the workshop, there must be an agreement on the generally accepted definition of each term.

An activity on gender norms and roles or on barriers to gender integration can also be included after the terms activity and before the Gender Integration Continuum activity.

Some facilitators utilize EngenderHealth's activity "**Act Like a Man, Act Like a Woman**," which asks participants to identify gender norms and roles for women and men, and then think about the consequences for when they act/behave "outside of the box." This is a constructive activity to help the group define the gender norms and roles common in the participants' cultural context. It also works well in a multicultural group as the discussion will be rich and the norms, roles, and consequences identified may vary.

Timing for the Training Session

It is essential that sufficient time be allotted for conducting the training session. Highly recommended timeframes are noted below. Please note that the assumption here is that the "Vote With Your Feet," "Gender and Related Terms," and gender norms sessions are conducted BEFORE the Gender Integration Continuum session.

Introduction to the Continuum	20 Minutes Small Group Project
Scenario Activity and Processing	60 minutes
Application to Participants' Projects	45 minutes
Closing	10 minutes
Total Time:	**2 hours, 15 minutes**

Organization of the Facilitator Guide: Scripting, Key Questions, and Challenges

Compared with the original training design, the updated version included with this guide provides much more detail that is useful to both newer and seasoned facilitators of this session. First, it provides details for preparation, including pre-requisite sessions and information to share with participants before the training is conducted. The facilitator guide is highly scripted, meaning that it includes detailed talking points and explanations for both the didactic/lecturette portions, as well as processing the small group and individual activities.

Many additional probing questions for processing have been added and sequenced to help the facilitator draw the learnings from the participants. They are embedded in the Facilitator Guide. It is important to note that you do not have to ask every single question. Questions will flow more naturally as you process the participants' responses. And do note that a question not mentioned here may arise as a result of reflections from the participants. However, there is one caveat: The critical first question every facilitator should ask when processing the scenario activity is "Why did your group place your project scenario here on the Continuum?" It should be followed by "What information in the scenario helped you to determine where to place it on the Continuum?" Many, if not all, of the probing questions included in the guide will flow from the discussion.

Challenges that may occur during different sections of the training session are also addressed, with suggestions for how to address them at that point in the session. It is highly recommended that facilitators review the Facilitator Guide in its entirety and practice facilitating the session before the actual day of the training. This will ensure a higher comfort level with the material and ensure that you are reasonably ready for challenges that may occur.

The next section contains the revised, expanded Facilitator Guide and handouts. The appendices follow which provide more content on the key informant findings and additional resources on gender integration.

Facilitator's Guide for the Gender Integration Continuum Activity

Prerequisite Sessions:
- A Shared Vocabulary—"**Defining Gender and Related Terms**"
- Values Clarification Activity, e.g. "**Vote With Your Feet**"
- Gender Norms and Roles Activity, e.g. "**Act Like a Man, Act Like a Woman**"

Time: 2 hours, 15 minutes

Session Objectives:

By the end of the session, participants will be able to:
- Understand the continuum of gender as it relates to integrating gendered approaches in projects/activities.
- Understand the four approaches to gender integration in project/activities.
- Identify strategies to move a project along the Continuum towards a gender transformative approach.

Trainer Preparation [Do Ahead]:
1. **IMPORTANT** — Send an email to each participant asking her or him to bring a brief description of a project they are currently designing/managing to be used in the practice activity towards the end of the training session. The description should include objectives for the activity and any results so far.
2. Make one copy of Handout 1: Gender Integration Continuum (see p.18) for each participant. Laminate the handout if possible so it can be used as a job aid. If available, print color copies. Alternatively, provide markers for participants to add the appropriate colors to their black and white handout if desired.
3. Trainer Material 2: Using two to three sheets of flip chart paper taped together lengthwise, recreate the Gender Continuum arrow, an arrow that points right. Color the left side of the arrow red, the middle yellow, and the right side green.
4. Prepare Trainer Material 3 by printing out two sets of gender scenario cards per group of participants.
   - Ensure that you have at least one project scenario for each of the four categories of approaches: blind, exploitative, accommodating, and transformative.
   - Prepare each set of project scenario cards by printing the scenarios on a half-sheet of paper and gluing each scenario to a piece of color construction paper (ensure the color paper is showing). Ensure that each Scenario #1 is on the same color paper for each group, Scenario #2 is on a different color of paper, and repeat for the remaining scenarios. For example, the two copies of Scenario #1 are on blue paper, the two copies of Scenario #2 are on green paper, Scenario #3 is on yellow paper, and Scenario #4 is on red paper. **This will help you identify the project scenario and will be helpful if two groups place the same project scenario on different parts of the continuum.**

5. Prepare a flip chart or slide with the small group instructions for the scenario activity.
6. Prepare a flip chart or slide with the individual/small group instructions for the activity focusing on improving their own projects.

Materials

Equipment
- LCD Projector
- Laptop
- Flip chart and markers
- Masking tape

Handouts
- **Handout 1:** Gender Integration Continuum (printed in color if possible), page 18
- **Handout 2:** Definitions of the Approaches on the Gender Integration Continuum, page 19

Trainer Materials
- Trainer Material 1: PowerPoint (see separate file with 18 slides)
- Trainer Material 2: Gender Integration Continuum arrow on flip charts with each of the four approaches written on a separate large index card
- Trainer Material 3: Two sets of project scenario cards (stapled or glued to colored paper)
- Trainer Material 4: Project Scenario Answers

Session Design:

I. Welcome/Introductions/Objectives/Agenda

1. **Share** the objectives for the training session. **Display** ✂ SLIDE 2: Session Objectives (SLIDE 1 will be the title slide).

Facilitator Note: If this training session is part of a longer agenda for the day, then you do not need to do this first piece on welcome/introductions, etc.

II. Overview of the Gender Integration Continuum   30 minutes

1. **Explain** the following:
- We will begin understanding how taking gender norms and roles into consideration—or not—when designing project activities can impact our project outcomes.
- The IGWG has adopted a Continuum of how gender is approached in projects: On one end, we don't address gender at all, or gender norms and roles are exploited, which is harmful and promotes gender inequity. As one moves along the Continuum away from exploitative, one gradually moves towards actively trying to influence and promote equality between the genders.
- This Continuum is utilized by numerous international development organizations, bilateral donors, and NGOs around the world.
- The framework, synthesized from various efforts of gender and development professionals to differentiate among programming approaches to gender integration, categorizes four approaches by how they treat gender norms and inequities in the design, implementation, and evaluation of projects/programs.
- The Gender Integration Continuum is a tool for project designers and implementers to use in planning how to integrate gender into their programs/projects. Designers/ implementers can also use the Continuum to redesign or revise their project activities to be more gender equitable.
- Since our programs are first and foremost designed to reach a health goal, we know we're working towards a sector-specific (in our case Health) outcome, and that should be explicitly defined. At the same time, we emphasize that by addressing gender inequities and deep rooted/systemic causes of inequality, we build a stronger foundation to achieve sustainable health and development outcomes more broadly.
- We recognize that our health programs have the opportunity to affect positive gender equality outcomes. Hence, it is important to be explicit and intentional about that, which is why a program needs to clearly articulate what its goal is with regards to gender.
- By intentionally defining a desired goal for both health *and* gender, we recognize how these concepts overlap and, therefore, assess progress towards reaching both outcomes through monitoring and measuring those desired outcomes.

2. **Ask** the group if they have any questions so far.

3. **Display** flip chart with the Continuum, without the categories and **Display** ✂ SLIDE 3: Gender Blind. **Say** that the first category we will explore is Gender Blind. **Ask** the group if they've heard this term? If yes, what does it mean? **Generate** responses.

4. **Place** the Gender Blind card on the Continuum flip chart above the Continuum. **Display** ✂ SLIDE 4: Gender Blind definition and **explain** that:

> Gender blind policies and programs are designed without a prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. The project ignores gender considerations altogether.

5. **Ask** if someone has an example of a gender blind project? Generate responses. If no one does, share the example of an afterschool computer class or reading club open to all girls and boys.

6. Next, **show** ✂ SLIDE 5: Gender Aware. Ask the group if they have heard of this term. If yes, what does it mean? **Show** ✂ SLIDE 6: Gender Aware definition and share the following points:

> Gender aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

7. **Place** the Gender Aware card above the line on the Continuum flip chart and below Gender Blind. Explain the following:

- Gender Aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.
- There are different categories for being aware.

8. Next, **explain** that on one end of the Continuum is the category "gender exploitative." **Display** ✂ SLIDE 7: Gender Exploitative. Ask if anyone has an idea of what this means? Generate responses.

9. **Place** the Gender Exploitative card on the Continuum flip chart. **Display** ✂ SLIDE 8: Gender Exploitative definition and share the following:

Gender exploitative refers to policies and programs that intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run.

10. **Ask** if someone can share an example of a gender exploitative project or activity. Generate responses. **Display** ✂ SLIDE 9: Gender Exploitative Example and **share** the following example to help reinforce examples shared:

> "The goal of a social marketing campaign in a Latin American country was to increase condom sales. The campaign capitalized on social and cultural values that focus on male virility, sexual conquest, and control in order to sell condoms. It depicted macho men having multiple female partners and thus reinforced gender inequality."

11. **Ask** why is this "exploitative" and generate responses. Explain that the activity exploited current inequitable norms between men and women when negotiating condom use. It focused on the man being in control and dictating use of condoms. Also, it emphasized multiple sexual partners, which can endanger both women and men's sexual and reproductive health.

12. **Show** ✂ SLIDE 10: Gender Accommodating. Ask the group if someone can explain what this means. Generate responses.

13. **Place** the Gender Accommodating card on the Gender Continuum flip chart. **Show** ✂ SLIDE 11: Gender Accommodating definition and explain the following:

> These are policies and programs that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

14. **Ask** if someone can share an example of a gender accommodating project or activity. Generate responses. **Display** ✂ SLIDE 12: Share the following example to help reinforce examples shared:

> "A project in Asia had an objective of providing mobile phones and mobile reproductive health services to women who had limited mobility in their communities. These women had to have their husband's permission to leave their compound. This project helped women access services, without leaving the compound."

15. **Ask** "Why is this "gender accommodating"? Generate responses. **Explain** that the project "accommodated" gender norms by bringing the services and mobile phones to women, thereby increasing their access to the services. But it did not attempt to change the norms around women's mobility and need for permission from their husbands.

16. **Show** ✂ SLIDE 13: Gender Transformative. Ask the group if someone can explain or describe this approach. Generate responses.

17. **Place** the Gender Transformative card on the Gender Continuum flip chart. **Show** ✂ SLIDE 14: Gender Transformative definition and explain the following:

Gender Transformative policies and programs seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality

by: 1) fostering critical examination of inequalities and gender roles, norms, and dynamics; 2) recognizing and strengthening positive norms that support equality and an enabling environment; 3) promoting the relative position of women, girls, and marginalized groups; and 4) transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.

18. **Ask** if someone can share an example of a gender transformative project or activity. **Generate** responses. **Share** the following example to help reinforce examples shared. **Display** ✂ SLIDE 15: Gender Transformative Activity Example.

> "In Bolivia a municipal strategic planning process was proceeding with no participation from women. Project staff decided to conduct gender workshops for women and men before the start of the planning process in target municipalities, to create a space for public voice for women and to challenge norms about women's participation in public policy."

Ask why this is gender transformative. **Generate** responses. **Explain** that this intervention took gender norms and roles into account and actually attempted to change the power dynamics between women and men and give women a voice and a place at the policymaking table.
Ask the group if they have any questions or comments about the four categories. Generate responses.
• Need to explain the dual goals: both gender and development

Show ✂ SLIDE 16: Gender Integration Continuum, which is a replica of the handout. Tell participants to refer to this slide and the handout as they do the next practice activity. Distribute Handout 1: Gender Integration Continuum to each participant.

Show ✂ SLIDE 17: Final Note. Click through slide. Share with the group the following: Most importantly, program/policy planners and managers should follow two gender integration principles:
1) First, **under no circumstances should projects/activities adopt an exploitative approach** since one of the fundamental principles of development is to "do no harm."
2) Second, **the overall objective of gender integration is to move toward gender transformative programs/policies**, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.
3) Transition to the small group task.

III. Project Scenario Analysis Activity   60 minutes

Divide the group into eight small groups of four by counting off by fours.

Explain that you have four project examples, with two copies of each example.

Explain to the group that the project scenarios will be color-coded; two groups will be looking at scenario #1, two groups will be looking at scenario #2, two groups will be looking at scenario #3, and two groups will be looking at scenario #4.

Display flip chart and **give** the groups the following instructions:

a)   Read your project description and as a group, determine where the project fits on the Gender Continuum.

b)   When you have decided, tape the project description where your group agrees it belongs on the Continuum: blind, exploitative, accommodating, or transformative.

c)   Choose a presenter to report out your group's findings.

d)   You have 15 minutes for this activity.

Check with each group to ensure they understand the directions and are on staying on track and with their discussion. After 15 minutes, call time. Ensure that all groups have posted their project description on the Continuum where they believe it belongs. Clarify that the activity doesn't have to fall exactly under one of the categories; it's acceptable to have the activity fall somewhere between two categories on the Continuum. But the group will have to provide a justification regarding the placement.

After the groups have placed their project where they believe it belongs on the Continuum, **move** along the Continuum, asking a representative from each group to come up, read their project description, and explain why they decided on that particular placement along the Continuum. If groups with the same project descriptions placed the scenario on the same spot for the same reasons, the second group doesn't need to explain it again. They can say they agree for the same reasons or add any points the first group did not share.

For each project scenario, debrief the group's choice of approach by asking the following questions:

- Why did your group place it here?
- What elements/information in the scenario helped you determine where to place it on the Continuum?
- Did everyone in your group agree on placement?
- What elements generated the disagreement?
- What elements did everyone agree on?
- Was there any information missing or not clear that would have helped you determine where it resides on the Continuum?
- Did any of you extrapolate from what was in the project scenario description? Can you explain any assumptions you made?
- Did any of you think about the "intent" of the project when it was designed versus the actual outcome? Did this influence where your group decided to place the project? How?
- Do you (larger group) agree with where the project is placed? Why? Why not?
- If groups with the same scenario description didn't agree on where it belonged on the Continuum, ask the other group with the same project what they think.
- Do you think their argument has merit?
- (For blind, exploitative, and accommodating scenarios) What changes can you make to move this project towards transformative?
- Do any of you think your project description could have resided in more than one place? Why?

Ask the following questions after all of the scenarios have been discussed:
- Was this exercise easy? Difficult? Why?
- Were there any surprises?
- What do you think of your current projects and where they are on the continuum?
- How do you see yourself applying these concepts to your work?
- 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.)
- What does it mean to consider a dual goal of both a gender and health outcome for the activity? How does that change their perspective about the project?

- Any additional comments?

A. For groups that cannot agree on where a scenario should be placed, ask them to clearly state the rationale for why they chose a particular category. Ensure that you ask the larger group where they believe it should be placed and why. Ask groups to think about how the project can be more transformative. This sometimes helps a group understand which approach is illustrated.

B. Remember that the facilitator does not have to immediately respond with an answer. One of the tenets of adult learning theory states that adults bring knowledge and skills to a learning activity. Let the larger group answer and then you can provide input to help clarify.

C. Some participants are uncomfortable with ambiguity and want the "answer." They like black and white. Any of the gender accommodating examples can seem ambiguous to the participants. Though this can be challenging, processing these cases stimulate lively and helpful discussions. A key question to ask, which can help clarify, is "What would make this project move towards transformative?"

D. When you are facilitating this activity with a multicultural audience, the varying cultural contexts can have a big influence on participants' ability to see steps to transform projects. Some participants may believe it just isn't possible to work towards gender transformative outcomes. Again, ask the larger group to share their thoughts. Push them—gently—to identify steps to take, and then ask if this is possible in-country? If not, why not? What are the barriers? Then ask, what can they do to remove those barriers. It will be helpful to have some country or regional examples of gender transformative projects that were successful and what helped them to be successful.

E. If three groups have the same scenario, and each group puts in it a different place, this should be seen as an opportunity. Ask each group to identify the elements in the project scenario description which helped them make their decision. Ask the larger group to comment. When all voices are heard, you should explain why it belongs in a certain category. And again, asking how to make it more transformative, or to move it along the Continuum sometimes provides more clarity.

Share USAID's or your organization/company's thoughts on where these projects fall along the Continuum and why. Explain the following:

•   (As you can see) sometimes there will be differing views on where a project or activity resides on the Continuum.

•   The placement will depend on a variety of factors within the local context.

•   The same project can have different impacts in different communities or different situations depending on the cultural context.

•   Explain that the key is to pause and think about how an intervention may have unintended consequences and to consider all possible outcomes. Also, to always challenge yourself to think, how can this project/activity be moved towards more transformative? The Gender Integration Continuum also allows practitioners to revisit an activity, recognizing cultural shifts and new opportunities to "push the envelope" with regards to desired gender outcomes.

Ask the group if they have any further comments or questions.

Transition to individual project review.

IV. Review of Current Projects   **45 minutes**

1. **Tell** the group that now you're going to ask them to apply the Gender Integration Continuum to their own projects.

Facilitator Note: It's important at the end of the processing of the activity to move the group toward what to do next. Help them think about how to use this new knowledge and engage others in working toward gender transformative results.

2. **Ask** them to take out their own project plans/descriptions.

3. **Display** flip chart and share the following instructions:

    *   In your project team or individually, review your project and discuss and/or determine where it currently resides on the Continuum.
    *   Next, identify strategies for moving it along the Continuum toward being gender transformative.
    *   Take notes on strategies.
    *   You have 30 minutes for this activity.

4. **Rotate** to the different teams or individuals, checking in to see if they have questions and to ensure they stay on task.

5. After 30 minutes, **call** time. You will have 15 minutes for a few report-outs.

6. **Ask** for up to three participants to share their project summary, focusing on the following:

    *   Where they believe it resides on the continuum.
    *   Changes they can make, or steps they can take, to make the activity more gender transformative.

7. **Ask** the larger group for input or helpful suggestions after each report out.

Facilitator Note: Do not ask every participant to report-out on their activity. In the 15 minutes remaining, you can ask for up to three people to report out, depending on time.
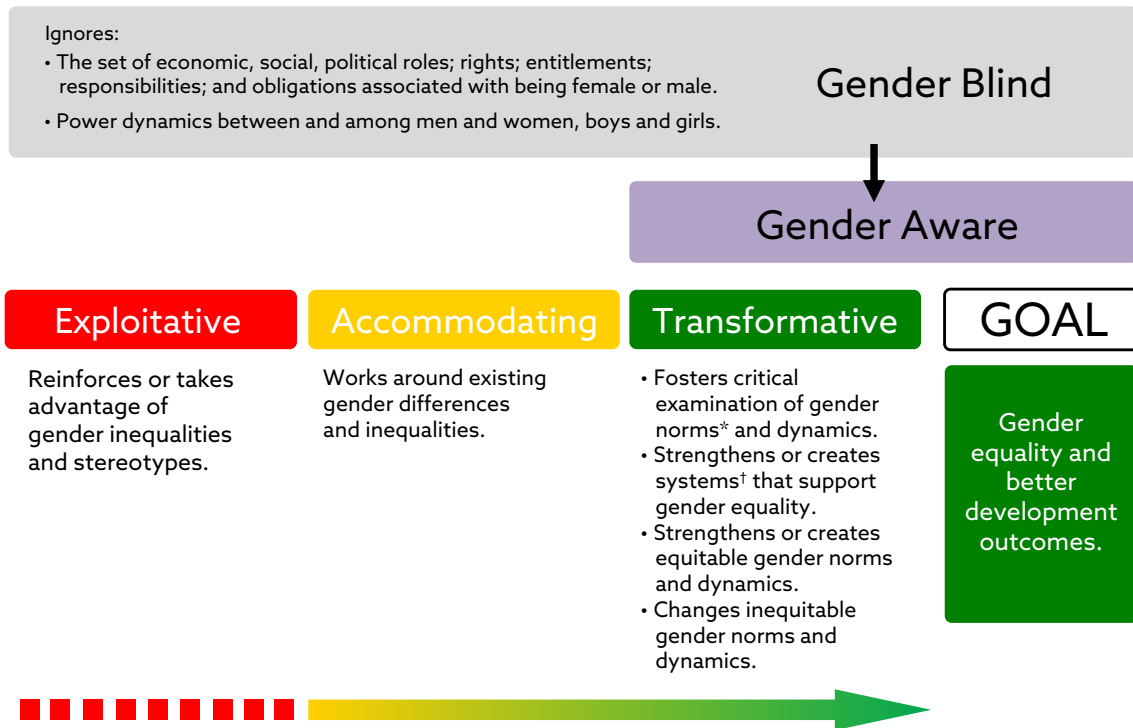
V.   Closing Session   5 minutes

1. **Ask** the participants to share one or two key learnings they gained from this training session.

2. **Generate** responses.

3. **Share** the following points in summary:

    • This Continuum can be used as a diagnostic tool or a planning framework. In either case, it reflects a two-tiered process of analysis that begins with determining whether interventions are "gender blind" or "gender aware," and then considers whether they are exploitative, accommodating, or transformative.
    • As a diagnostic tool, it can be used to assess if, and how well programmatic interventions are currently identifying, examining, and addressing gender considerations (as outlined in the above definitions), and to determine how to move along the Continuum toward more transformative gender programming.
    • As a planning framework, it can help determine how to move along the Continuum toward more transformative gender programming. In this context, it is important to emphasize that programmatic interventions should *always* aim to be "gender aware," and to move towards "transformative gender programming."
    • The most important consideration is to ensure that the program does not adopt an exploitative approach in keeping with the fundamental principle in development of DOING NO HARM. The tool attempts to reflect this visually, using the color red and the dotted line to highlight that while some interventions may be, or contain elements that are (intentionally or unintentionally) exploitative, the aim should always be to move them toward transformative approaches.
    • Gender blind interventions may be unintentionally exploitative or accommodating. They are much less likely to be transformative, as this approach presumes a proactive and intentional effort to promote gender equality.
    • The Continuum reflects a spectrum—a particular project may not fall neatly under one type of approach, and may include, for example, both accommodating and transformative elements.
    • Transformative elements can be integrated into ongoing projects, without having to start the project over.

4. **Thank** the group for their excellent participation and great energy.

Gender Integration Continuum

Ignores:
- The set of economic, social, political roles; rights; entitlements; responsibilities; and obligations associated with being female or male.
- Power dynamics between and among men and women, boys and girls.

Gender Blind

Gender Aware

Exploitative	Accommodating	Transformative	GOAL
Reinforces or takes advantage of gender inequalities and stereotypes.	Works around existing gender differences and inequalities.	• Fosters critical examination of gender norms* and dynamics. • Strengthens or creates systems† that support gender equality. • Strengthens or creates equitable gender norms and dynamics. • Changes inequitable gender norms and dynamics.	Gender equality and better development outcomes.

* Norms encompass attitudes and practices.
† A system consists of a set of interacting structures, practices, and relations.

Definitions of the Approaches on the Gender Integration Continuum

The terms "gender blind" and "gender aware" relate to the degree to which gender norms, relations, and inequalities are analyzed and explicitly addressed during design, implementation, and monitoring.

Gender Blind:
Gender blind policies and programs are designed without a prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. The project ignores gender considerations altogether.

Gender Aware:
Gender aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

Exploitative Gender Programming:
Gender exploitative policies and programs intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run.

Accommodating Gender Program:
These are policies and programs that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

Transformative Gender Programming:
Transformative policies and programs seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by:
1) fostering critical examination of inequalities and gender roles, norms, and dynamics;
2) recognizing and strengthening positive norms that support equality and an enabling environment; 3) promoting the relative position of women, girls, and marginalized groups; and 4) transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.

TRAINER MATERIAL:
Project Scenarios With Answers

1. Female Condom Promotion in South Africa: A pilot program was designed to increase the acceptability and use of the female condom in South Africa. Historically, female condoms have been promoted to women. After acknowledging that in the African context men dictate the terms of heterosexual encounters, the program decided to try an innovative approach: the promotion of the female condom to men by male peer promoters. This involved (1) male promoters demonstrating to men the use of the female condom; (2) explaining to them that self-protection and sexual pleasure are completely compatible with the use of the female condom especially when compared to currently available barrier alternatives; and (3) giving men female condoms to use with their female partners. Staff based their programmatic approach on research that found that "Men are preponderantly concerned with retaining control over the means of protection (while remaining) ambivalent about female controlled methods; they wanted their women to be protected from STDs including HIV but the threat of infection was seen as ensuring that women remained faithful." [Gender Exploitative]

2. Community-Based Delivery of Long-Acting Methods: The Ministry of Health (MoH) in Ethiopia wants to address the unmet need for contraception by expanding access to long-acting methods, including the implant (Implanon/Jadelle). To meet this need, the MoH is training community health extension workers, who already go door-to-door addressing a range of health issues (for example, water and sanitation, HIV, immunization, and family planning) to offer Implanon. Community health workers are being trained to provide information on Implanon (as part of their family planning counseling), screen women for medical eligibility criteria, and provide Implanon (in addition to condoms and contraceptive pills). [Gender Accommodating]

3. Mass Media to Reach Youth and RH in Nicaragua: A Nicaraguan NGO produced a popular TV soap opera ("telenovela") to introduce a range of social and health issues into public debate, such as pregnancy prevention, HIV, gender-based violence, and discrimination against the physically disabled. Since the soap opera was particularly popular with youth, it presented the opportunity to address and challenge traditional gender roles. A storyline in the telenovela followed a young couple as they fell in love, and through their discussions about intimacy, contraception, and sexually transmitted infections. The male character in the couple was sensitive and caring towards his female partner, and they engaged in open communication about sexuality and family planning. In another episode, the young woman was raped. The telenovela then dealt with the aftermath of sexual violence, including its effects on intimacy and women's legal rights in Nicaragua. [Gender Transformative]

4. Campaign to Increase Male Involvement in Zimbabwe: In an effort to increase contraceptive use and male involvement in Zimbabwe, a family planning project initiated a communication campaign promoting the importance of men's participation in family planning decisionmaking. Messages relied on sports images and metaphors, such as

"Play the game right, once you are in control, it's easy to be a winner," and "It is your choice." The campaign increased the use of contraceptive methods. When evaluating impact, the project asked male respondents whether ideally they, their partners, or both members of the couple should be responsible for making family planning decisions. The evaluation found that: "Whereas men were far more likely to believe that they should take an active role in family planning matters after the campaign, they did not necessarily accept the concepts of joint decisionmaking. Men apparently misinterpreted the campaign messages to mean that family planning decisions should be made by men alone." [Gender Exploitative]

5. Youth Roles in Care and Support for People Living With HIV/AIDS (PLWHA): In Zambia, one project has sought to involve young people in the care and support of PLWHA. This project carried out formative research to assess young people's interest and to explore the gender dimensions of care. The assessment explored what caregiving tasks male and female youth feel more comfortable and able to carry-out, as well as what tasks PLWHA themselves would prefer to have male or female youth carry out. Based on this research, the project adopted an approach that takes account of gender sensitivities as well as the reality on the ground. "We have not really tried to change gender norms as such, but have tried to create awareness about the important contribution that trained [youth] caregivers can make to community care." [Gender Accommodating]

6. HIV/AIDS Prevention in Thailand: This HIV/AIDS prevention project provided education, negotiation skills and free condoms to Sex Workers (SW) in Thailand. Although knowledge and skills among SWs increased, actual condom use remained low. After further discussions with the SWs, project managers realized that SWs weren't successful in using condoms because they did not have the power to insist on condom use with their clients. The project then shifted its approach and enlisted brothel owners as proponents of a "100% condom-use policy." Brothel owners, who did have power and authority, were able to insist that all clients use condoms. Since the vast majority of brothels in the project region participated in the project, it resulted in significant increases in safe-sex practices. [Gender Accommodating]

7. Female Genital Mutilation/Cutting (FGM/C) Prevention Program in Kenya: An FGM/C intervention in Kenya sought to reduce the incidence of harmful cutting. Project staff realized that legislating a law that would prohibit the practice would not address the cultural and social motivations of the community, and will likely result in driving the practice "underground." Instead, the project hired a medical anthropologist to work with the community. Through qualitative interviews with groups of women, men, and religious leaders, the project sought to understand the meaning and functions that the ritual provides to the community. Together with community members, the project staff adapted the FGM/C ritual by eliminating the harmful cutting but keeping the "healthy" cultural elements, such as seclusion of girls, dance, story-telling, gift-giving, health and hygiene education, etc. As a result, a new right-of-passage ritual has been created for girls called "circumcision with words," which has become accepted by the entire community. [Gender Transformative]

8. 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. [Gender Transformative]

9. Recognizing that contraceptive stock outs are a significant problem in delivering high quality and reliable services, the MoH in country X redoubled its efforts to improve its supply chain system. This involved a thorough assessment to better quantify and forecast commodity needs at the central, regional, and SDP levels. An electronic Logistics Management and Information System (eLMIS) was developed to capture more detailed information about the procurement, shipping, and issuing of commodities. The ministry agreed to hire more supply chain staff, and additional training was provided to all personnel in order to roll out the new system. But the MoH did not consider gender factors affecting staff training, for example, rolling out the training without checking current composition of staff, and which times, locations and format are optimal depending on the sex/gender make up of their eLMIS staff. There was no gender analysis of demand for commodities and of patterns of stock outs (for example, is emergency contraceptive readily available, or other methods that women can use clandestinely). [Gender Blind]

[Note to Trainers: more scenarios can be found in the User's Guide Scenario Bank at **www.igwg.org**]

Methodology—Key Informant Interviews

The IGWG continually maintains updated resources and training relevant to reproductive health (RH), family planning (FP), HIV/AIDS, maternal and neonatal and child health (MNCH), water, sanitation, and health (WASH), and nutrition. In 2017, USAID funded the PACE project to examine the use of the training session for the Gender Integration Continuum. Key informants were identified from within USAID and its cooperating agencies and a list of 14 questions were asked of each of the 18 key informants interviewed.

Interviews were conducted with key informants to ascertain if the Continuum was still in use, what the value add of the activity is, challenges of facilitation, and identification of key questions for processing the activity, as well as to gather additional project scenarios to share with the larger gender and reproductive health community. It also was used to ascertain the experience level of each informant vis à vis RH/FP/HIV/AIDS/MNCH/WASH/Nutrition/GBV and training facilitation. The interviews took place from May 2017 through July 2017 and were conducted by telephone and Skype. Each key informant was asked the same questions; the list of key informants and the interview questions can be found in Appendices B and C. The results were quite uniform. All of the key informants still use the Continuum and highly value the exercise. A number of them stated it was their "go-to exercise" to help project staff understand what gender integration is and what the various approaches look like when applied to project design and implementation principles.

And not surprisingly, the more experienced a facilitator was with gender integration, gender analysis, and process facilitation skills, the more comfortable they were with disagreement among the groups and the cultural context issues.

Key Findings

What Is the Value-Add of the Continuum?

The informants shared a number of reasons why they highly value the Continuum and the companion training session. First, the Continuum offers the participants a tangible way to explore integrating gender into their projects. As gender is sometimes seen as an abstract concept, or a concept that only applies to women, the Continuum helps to make the concepts of gender and gender integration more concrete. It is a useful framework, easy to understand, and visual so participants can "see" what gender integration looks like in programming, across a spectrum of approaches, and how this affects women and men, girls and boys.

The informants also spoke about the value of the exercise in which small groups review a project scenario and discuss where it lies on the Continuum. The group has the opportunity to participate in an analytic process, work as a team with conflicting dynamics at times, and

engage in a diversity of thinking. The activity gives the participants a reference point for framing the issues. The discussions that occur in the processing of the activity is where the "light bulbs go off" and the participants understand the concepts and how it relates to their own projects. Several informants noted that it really hits home if the training session has time allotted for the participants to analyze one of their current projects, taking time to determine where it resides on the Continuum, and then applying their new learning by identifying strategies to move the project along the Continuum toward gender transformative.

Challenges

One of the key challenges facilitators have faced when facilitating this training session is dealing with ambiguity in the project scenarios; some facilitators stated that they like the ambiguity and feel that it generates a richer, more useful discussion. They stated that as participants were challenged to defend their choices of where the project lay on the Continuum, it helped the group to think about which elements support gender equity, or not. Informants who stated that they were sometimes uncomfortable with the ambiguity, compensated by asking participants what they would change or add to the project activity to move it along the Continuum to be more gender accommodating or gender transformative.

Challenges can occur when the examples and exercises are not grounded in the participants' day-to-day work, including cultural context, or if the participants have an insufficient understanding of the terminology being used and the relational concepts of gender. A caveat to this is that a number of the more experienced informants stated that they like to use general or global project examples as many of their participants enjoy seeing examples from all over the world, in sectors different from their own, as these participants liked to think a little bit "out of the box."

A number of informants stated that cultural context can pose a challenge, but that facilitators should not ignore or steer away from it. Facilitators need to challenge, diplomatically, resistance to reforming gender norms and roles to achieve project and gender equity outcomes. Providing examples of projects, such as Tostan, that achieved successful and sustainable gender norm change is useful in these situations. This is especially helpful when you have a training participant who is adamant that change cannot occur in their country or cultural context.

Sometimes a group will see "exploitative" as a positive approach because it can help achieve the desired health outcomes of the project. For example, an activity in a South American country capitalized on the cultural norm that promotes a man having multiple sexual partners by stressing the use of various types of condoms with all of his partners. This approach exploited his role as a virile, "macho man," and the norm of having multiple sexual partners. The practice of having multiple partners has inherent health risks and does not involve female partners in the decisionmaking process. It is important to stress that we should not be exploiting stereotypes to achieve goals, as this will reinforce inequities and in the long run will not create sustainable behavior change.

It is important to schedule sufficient time for the training activity. Informants stated that when they were limited to one hour for the activity, they did not have enough time to fully process the activity and they were unable to have the group review their own projects for application of the learnings. They stated that the training "sticks" when there is sufficient time to process the activity, they can check for understanding of the concepts, and have the group practice application to their projects.

Another point related to timing—when the language of facilitation is not the group's first language, the processing of the small group activities requires additional time to ensure the group understands the concepts.

Two key informants shared that they prefer to conduct gender analysis training first, and then follow with the gender integration session. Both of these key informants have decades of experience with gender integration and conducting gender analyses. They felt that a discussion around power, one of the key domains in gender analysis, discussed before the Continuum helped participants understand the Continuum more easily. This sequencing is recommended only if you are a highly-experienced gender analysis practitioner and facilitator.

And finally, facilitators should be sure to include a very brief discussion or talking point related to what they can do in that moment in time related to their projects. Informants indicated that it is important to help participants to think about when it is okay to focus on gender accommodation; in some country/cultural contexts, this is all one can do at that time. The key is to encourage the participants to focus on making revisions to their project activities to move it along the Gender Integration Continuum toward accommodating and transformative.

Surprises

The key informants were asked if they experienced any surprises when facilitating the Continuum activity. A common surprise was when the group identifies an exploitative activity as transformative, for example "Real men use condoms." Some informants were surprised at how honest participants can be; admitting that they're not doing a good job in incorporating gender accommodating or transformative approaches in their project activities.

The lack of understanding of gender and the value of gender-based approaches among professional public health workers, especially within USAID, and more use of Continuum among collaborating organizations than within USAID, was also surprising to a number of informants.

List of Key Informants

- Sylvia Cabus, USAID
- Monique Widyono, Peace Corps
- Mary Ellen Duke, Consultant and former USAID Staff
- Debbie Caro, Cultural Practice
- Afeefa Abdur-Rahman, USAID
- Mary Kincaid, Iris Group
- Diana Santillan, EnCompass
- Constance Newman, IntraHealth
- Anne Eckman, Consultant, Iris Group
- Doris Bartel, CARE
- Fabio Verano, International Refugee Commission (IRC)
- Lisa Mwaikambo, Johns Hopkins University (JHU)
- Niyati Shah, USAID
- Jane Brown, JHU
- Amelia Peltz, USAID
- Joy Cunningham
- Omar Robles, Women's Refugee Commission (WRC) International
- Julie Hanson-Swanson, USAID (scenarios only)

Questionnaire for Key Informants

- What is your position with_____?

- How many years have you been working in FP/RH/HIV/Nutrition/MNCH/WASH?

- How long have you been facilitating training?

- How many times have you facilitated a training session/workshop which included the Gender Integration Continuum? Where? With which audience(s)?

- In your experience, what's the value added of this exercise? What works best about it?

- In your experience, what is most challenging about this exercise? What has a tendency "not to work"?

- Can you recall any challenges you faced when facilitating this session? What were they? How did you resolve them? Who was the audience?

- What are the key questions you asked when processing the activity asking the group to place scenarios on the Continuum? What were your responses?

- Can you give me an example of when the group disagreed with where a project was placed on the Continuum? How did you resolve this? Can you provide me with the scenario in question? Who was the audience?

- Were there any surprises to the session? Anything that caught you off-guard?

- Can you please provide me with the project descriptions you used during the training session? Blind, exploitative, accommodating, and transformative. Which examples/case studies are your "go-to" scenarios and why?

- Where in your training do you usually use this exercise (what comes before, and what comes after)?

- What suggestions do you have for the User's Guide?

- Who should the audience be for the User's Guide?

Additional Resources

- Carol Boender et al., *The "So What?" Report: A Look at Whether Integrating a Gender Focus Into Programs Makes a Difference to Outcomes* (Washington, DC: Population Reference Bureau (PRB) for the Interagency Gender Working Group (IGWG), 2004).
- Elizabeth Rottach, Sidney R. Schuler, and Karen Hardee, *Gender Perspectives Improve Reproductive Health Outcomes: New Evidence* (Washington, DC: PRB for the IGWG, 2009).
- Margaret E. Greene and Andrew Levack, *Synchronizing Gender Strategies: A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations* (Washington, DC: PRB for the IGWG, 2010).