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USAID/ZAMBIA GENDER ASSESSMENT AND EDUCATION STRATEGY WORKSHOP PROCEEDINGS

MAY 23-27, 2005



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EQUATE: ACHIEVING EQUALITY IN EDUCATION

EQUATE is a three-year contract awarded by the USAID Office of Women in Development to Management Systems International (MSI), who implement the project in partnership with Michigan State University. This task order contract, under the Gender Matters IQC, assists field missions in strengthening their capacity to institute gender-equitable practices and policies in basic education activities.

The project aims to:

- Develop a conceptual framework for articulating approaches to achieve gender equality in basic education in consultation with Field Missions, USAID/Washington staff, and other stakeholders;
- Provide technical assistance that is tailored to meet the needs of Field Missions and USAID/Washington staff;
- Develop practical tools and deliver demand-driven training and technical assistance to enhance the ability of operating units to design, implement, monitor and evaluate projects contributing to gender equality in basic education, as a means of improving people's attainment of a basic education, especially girls.

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DISCLAIMER

The views expressed in this publication do not necessarily reflect the views or the policies of USAID/Zambia, the United States Agency for International Development or the United States Government.

ACKNOWLEDGMENTS

This report summarizes the proceedings of a gender assessment and education strategy workshop held in Lusaka, Zambia during a four-day period between May 23-27, 2005.

The workshop was conducted for USAID/Zambia by Management Systems International (MSI), Washington, D.C., with support from EQUATE, a task order of the USAID Office of Women in Development, Education Sector Program. The workshop was conducted by a six-member assessment and strategy team comprised of (in alphabetical order) Larry Beyna, Roy Kalinda, Lyn Messner, Frances Molinaro, Christina Rawley, and Harriet Sianjibu-Miyato.

EQUATE wishes to thank the participants of the workshop, whose contributions have advanced the knowledge and understanding of the status and possibilities for achieving gender equality, and to USAID/Zambia and implementing partners, the GRZ Ministry staff and non-governmental organizations for wholehearted participation in the workshop. Special thanks go to the youths, teachers, principals, and parents who participated in the assessment. We thank Frances Molinaro for use of the photos on the cover page.

ACRONYMS

BESSIP	Basic Education Sub-Sector Investment Programme
CHANGES	Communities Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in Schools
CSMC	Community Sensitization and Mobilization Campaign
EBS	Educational Broadcasting Services
Ed*Assist	Educational Automated Statistical Information
EMIS	Education Management Information System
EQUATE	USAID EGAT/WID Task Order for Achieving Equality in Education
EQUIP2	Educational Quality Improvement Program
GFP	Gender Focal Point
GIDD	Gender in Development Division
GRZ	Government of the Republic of Zambia
HIV/AIDS	Human Immuno-Deficiency Virus/Acquired Immuno-Deficiency Syndrome
IRI	Interactive Radio Instruction
MOE	Ministry of Education
NGO	Non-Governmental Organization
NGP	National Gender Policy
OVC	Orphans and other Vulnerable Children
PAGE	Programme for the Advancement of Girls' Education
PTA	Parent-Teacher Association
PLA	Participatory Learning and Action
PRA	Participatory Reflective Assessment
QUESTT	Quality Education Services Through Technology
SHN	School Health and Nutrition
TTC	Teacher Training College
UPE	Universal Primary Education
USAID	United States Agency for International Development

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INTRODUCTION

This report presents the proceedings of the USAID Gender and Education Workshop held in Lusaka, Zambia during a four-day period between May 23-27, 2005. The workshop is the second part of a two-staged effort to improve USAID education programming which began with an assessment of the status of gender equality in Zambian education. The purpose of the workshop was for USAID/Zambia, the Zambian Ministry of Education, implementing partners, and NGO's working with community schools to explore new ways and approaches that consider gender dynamics in education planning and programming.

CONTEXT AND OVERVIEW OF ASSESSMENT FINDINGS

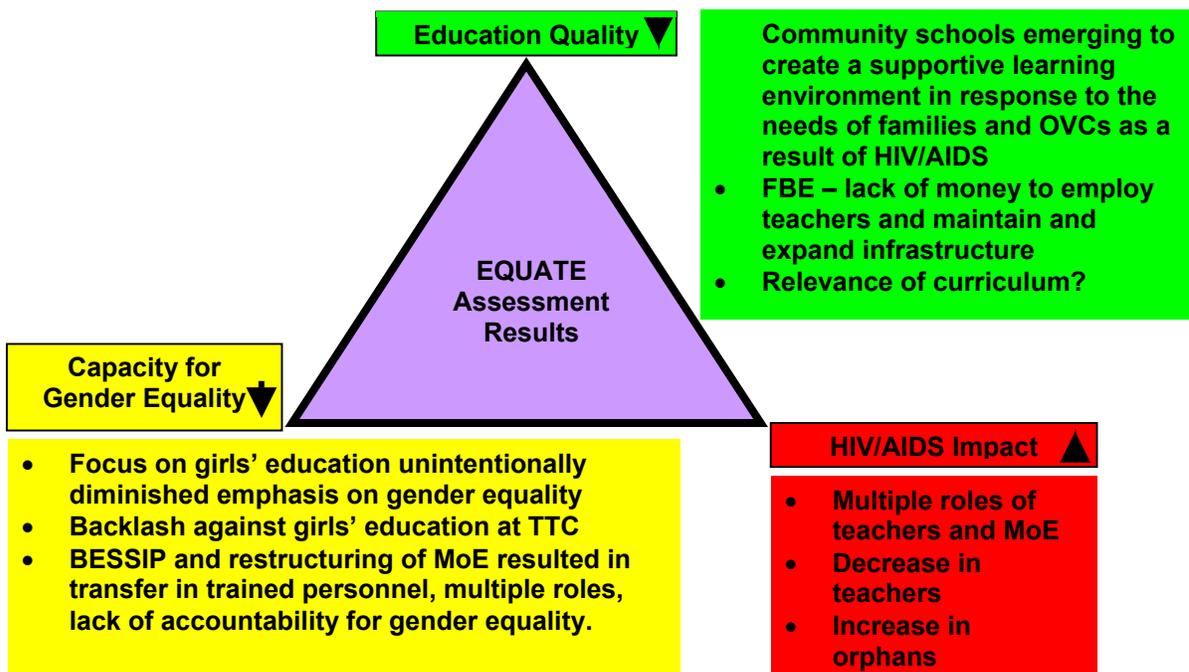
“How can improved gender planning result in better education programs?”

The assessment's purpose was to provide technical leadership to help chart the USAID/Zambia Education Office's gender integration strategy under USAID/Zambia's new Country Strategy (2004-2010). Assessment findings were used to help USAID/Zambia improve educational access and quality for Zambian students, especially boy and girl orphans and vulnerable children in current and future education programming.

USAID/Zambia's education officers posed the question, *“How can improved gender planning result in better education programs?”* to guide the effort conducted by the USAID/WID Office's EQUATE project team to assess the status of gender equality in education in Zambia. This guiding question led to the following hypothesis, “A better understanding of male-female dynamics can improve education programming.” The assumptions underlying this hypothesis explored the linkages between education quality and gender equality: “Gender roles and how they are perpetuated is, to a large extent, symptomatic of a deeper problem about the quality of education. Progress in improving the quality and relevance of education will create more incentives, particularly for poor communities, to positively alter gender biases in the long term.” (See Scope of Work in Annex 1)

The assessment results revealed that since 1999 the overall quality of education in Zambia has decreased, the impact of the HIV/AIDS epidemic on the education sector has increased, and the capacity for gender equality in education has decreased (see Figure 1 below). The Equate Assessment (a separate report in preparation) describes in detail each of these areas – education quality, impact of HIV/AIDS, gender capacity in sections IV, V, and VI.

FIGURE I: OVERVIEW OF EQUATE ASSESSMENT RESULTS



Based on the assessment results, USAID Zambia requested that EQUATE design and facilitate a strategy workshop in order to improve capacity in programming to achieve gender equality in education. The workshop provided participants with practical steps to address the current issues in Zambian communities that prohibit all children's accesses to and participation in education.

WORKSHOP OBJECTIVES AND METHODOLOGY

The objectives of the workshop were to:

- Form a collective understanding of gender integration and gender equality and its implications for effective basic education;
- Increase knowledge and skills in gender assessment—including using some basic assessment tools applying the results of the recent EQUATE assessment;
- Increase capacity to think, plan, and act strategically about integrating gender into basic education programs; and
- Develop means of assessing progress in achieving meaningful results in gender-sensitive activities and programs.

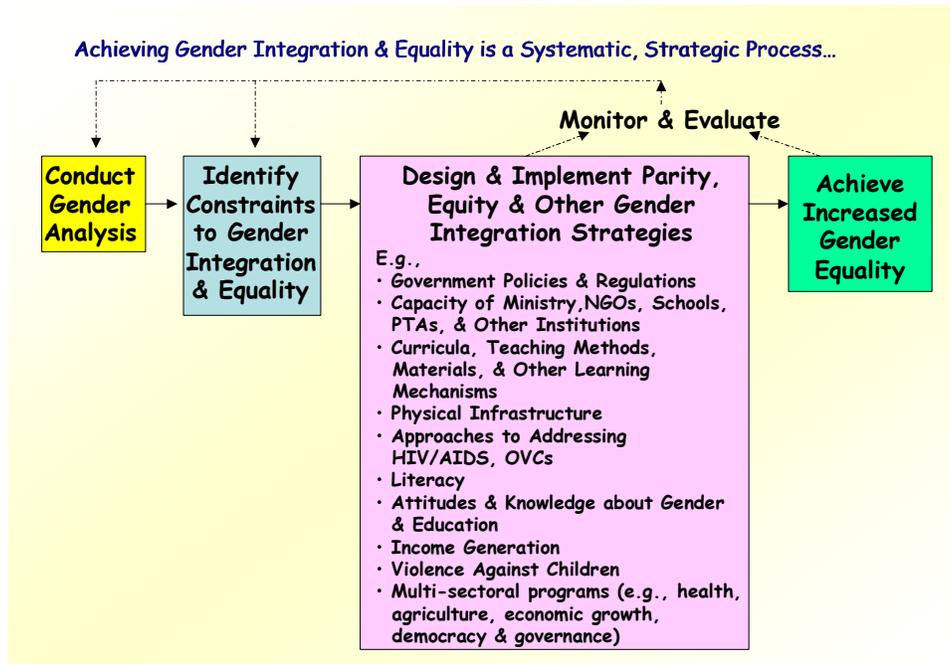
Participatory learning and action (PLA) was the overall approach used to lead participants through the strategizing process and provided new methodologies and tools for participants to use in their own work. The PLA approach focuses on three areas: behaviors and attitudes, methods, and sharing (see Section II below). These areas are common to many different ways of conducting research for program assessment, design, implementation and evaluation. This workshop used Participatory Reflective Assessment (PRA), which involves collective examination and assessment of an activity or program by stakeholders and beneficiaries. Participatory evaluation is people-centered whereby project stakeholders and beneficiaries are key actors of the evaluation process rather than objects of the evaluation. Participatory evaluations are reflective, action-oriented and seek to build capacity by: (1) providing stakeholders and beneficiaries with the opportunity to reflect on a project's progress and obstacles; (2) generating knowledge that informs

practice and can lead to corrective actions; and (3) providing beneficiaries and stakeholders with the tools to transform their environment. (USAID PRA Notes, 1997)

STRUCTURE OF THE WORKSHOP

The EQUATE team worked with workshop participants to develop a workshop that involved four steps, as shown in Figure 2 below.

FIGURE 2: WORKSHOP STRUCTURE



The workshop structure was designed to: (1) introduce participants to systematically integrate gender into assessment activities; (2) identify constraints to and implications of achieving equality; (3) design and implement action plans for equity and other gender integration strategies; and (4) monitor and evaluate using participatory methods.

SUMMARY OF SESSIONS

The workshop consisted of 17 sessions combining theory with practice as summarized below. The complete workshop schedule is presented in Annex 2.

Opening Session – Welcome and Opening Remarks by USAID, Participants, and Facilitators

Session 1: If We Had True “Gender Integration” and “Gender Equality” in Basic Education, What Would It Look Like? – Brainstorm and Discussion

Session 2: What Are the Forces Pushing for and Hindering Change Toward Integrating Gender in Basic Education and Achieving Gender Equality? – Force Field Analysis

Session 3: What Are the Dimensions of Gender Equality in Education? – Brief Lecture and Discussion

Session 4: Briefing and review of tools for field assessment: Classroom Observation, Focus Group Procedures and VIPP cards, Key Informant Interviews

Session 5: Group Planning for visits to Garden Open Community School and Ngwelele Primary School

Session 6: Field Visit to Zambian Schools

Session 7: Preparation of Findings: Teamwork, Analysis, Reports, and Discussion

Session 8: Gallery Walk – Recap Findings from the Site Visits

Session 9: What Are We Doing Now in Our Basic Education Strategy and Programs? – Brief Presentations from USAID’s Implementing Partners and Group Discussion

Session 10: What Does the Recent EQUATE Assessment Tell Us about Gender Integration and Equality? -- Brief Presentation and Group Discussion

Session 11: Where Do Our Programs and Projects Fit on the “Gender Continuum?” -- Presentation, Group Work and Discussion

Session 12: The Bigger Picture. How does everything fit together?

Session 13: How Can We Re-Strategize Current Projects to Increase Gender Integration and Equality? – Small Group Exercise, Reports and Discussion

Session 14: Introduction to Monitoring and Evaluation – Lecture and Q&A

Session 15: How Will We Monitor and Evaluate Our Progress in Integrating Gender and Achieving Gender Equality? –Small Group Exercise

Session 16: What Do We Need to Do in Order to Implement Our Gender-Integration Strategies? Developing Action Plans -- Small Group Exercise

Session 17: What Guidance for Gender Integration Programming Can We Offer? – Brief Presentation of the Roadmap and ADS Guidelines and Group Discussion

Closing Session: Closing remarks, workshop evaluation and certificate awards

WORKSHOP PARTICIPANTS

There were 26 participants in the workshop, representing USAID (5) and implementing partner organizations, GRZ (MOE and GIDD), and community school NGOs. See Annex 3 for a complete list of participants.

FACILITATORS

A team of six facilitators conducted the workshop. They are listed in alphabetical order: Larry Beyna, Roy Kalinda, Lyn Messner, Harriet Sianjibu Miyato, Frances Molinaro and Christina Rawley. Facilitator's Bios and schedule is included in Annexes 4 and 5.

ORGANIZATION OF THE REPORT

This report is structured in four sections. Section 1 summarizes (1) the introduction to a gender framework and participatory learning and action techniques used in conducting an assessment during field site visits to two basic schools, and (2) findings of the assessment activities. Section 2 summarizes action plans and an M&E framework prepared in response to the assessment findings. Section 3 presents the results of the workshop evaluation and Section 4 presents a summary of lessons learned and recommendations.

SECTION I

INTRODUCTION AND APPLICATION OF GENDER FRAMEWORK AND PARTICIPATORY ASSESSMENT TOOLS

INTRODUCTION

The objectives of days 1 and 2 of the workshop were:

- Define the situation with respect to gender integration and gender equality in basic education in Zambia
- Review several tools useful for assessing gender equality
- Conduct field visit to collect information to validate/elaborate on situation analysis
- Apply assessment tools in a real setting
- Prepare, share and discuss findings from the field visit

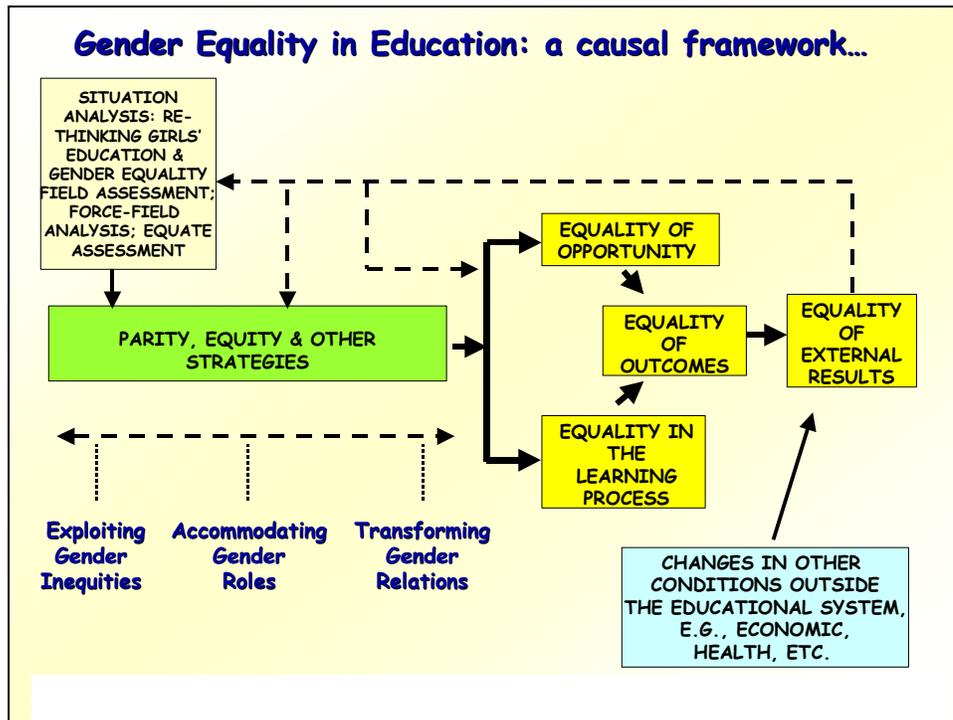
The workshop introduced participants to approaches to achieving gender equality through action frameworks. Participants discussed and assessed these action frameworks using Participatory Learning and Action (PLA) techniques. Workshop content introduced particular aspects of theory and practice in the use of PLA with specific reference to conducting practical research and information gathering useful for assessment, program design, and monitoring and evaluation at many levels of the education system.

I.1 GENDER FRAMEWORK

A causal framework was introduced by EQUATE, which was discussed, and adapted according to stakeholder feedback. The final product is illustrated below in Figure 3.

The causal framework includes four dimensions of equality. *Equality of opportunity* means that girls and boys are offered equitable chances to access and participate in school. *Equality in the learning process* entails that girls and boys receive equitable treatment and attention in school. *Equality of outcomes* means that girls and boys enjoy equitable opportunities to achieve in school. The fourth dimension, *equality of external results*, means that men and women with similar qualifications not only enjoy equitable chances to participate in social, political and economic life, but also are equally rewarded.

FIGURE 3: GENDER EQUALITY IN EDUCATION: A CAUSAL FRAMEWORK



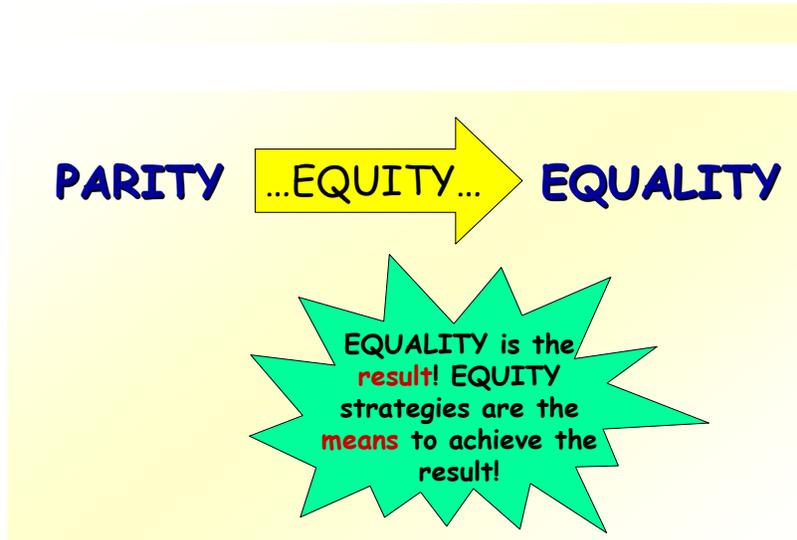
1.2 PARITY TO EQUALITY CONTINUUM

Achieving equality between the sexes is a process that starts by allowing girls access to schools. Equity strategies move along a continuum with the goal of achieving gender equality in education outcomes and, in the long term, gender equality of external results in the larger society. Gender parity is achieved when the same proportion of boys and girls, relative to their respective age groups, enter the education system and participate in it different cycles. Achieving gender parity is a first step in the continuum of equity measures towards achieving gender equality.

Gender equity is the process of being fair to women/girls and men/boys. Equity measures aim to compensate for disadvantage and ensure that both girls and boys have the opportunity to fully access, participate, and benefit from education. Examples of equity measures include bursaries for girls to offset opportunity costs of schooling; teacher training to increase student participation and reduce gender bias; curriculum revision to free lessons and books of negative stereotypes of girls and boys.

As shown in Figure 4, equality is the result, equity strategies are the means to achieve the result.

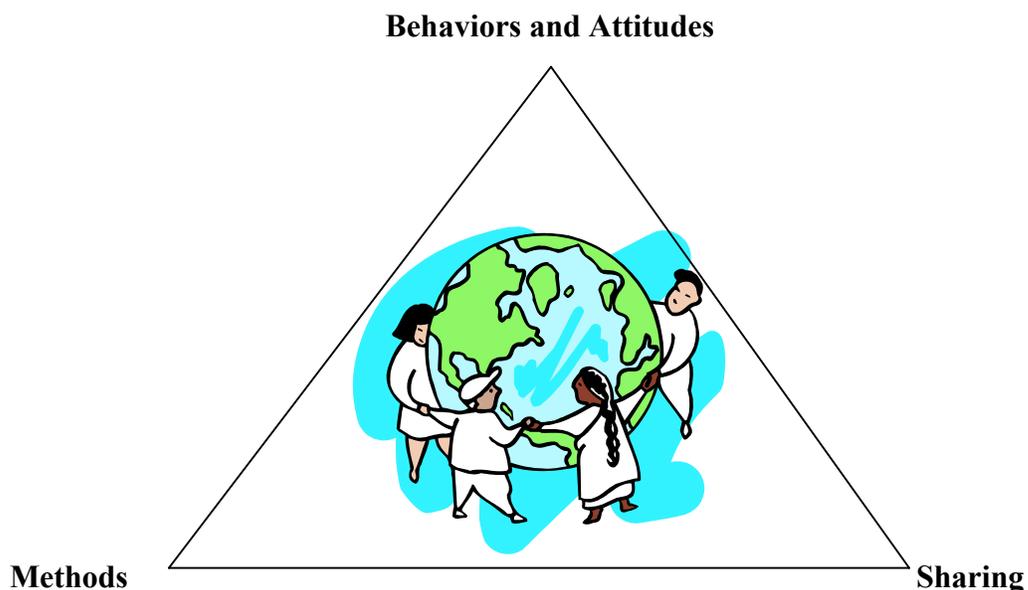
FIGURE 4: PARITY TO EQUALITY CONTINUUM



I.3 FUNDAMENTALS OF PARTICIPATORY APPROACHES USED IN THE WORKSHOP

The EQUATE team introduced workshop participants to the fundamental principles of Participatory Learning and Action (PLA) as a process that enables participants to (1) analyze their needs, (2) identify strategies to addressing their needs, and (3) develop a plan of action. The fundamentals of PLA are visualized in Figure 5 below as a triangle including behaviors and attitudes, methods, and sharing.

FIGURE 5: FUNDAMENTALS OF PLA



1.3.1 Behavior and Attitudes are at the top of the triangle because having open minds, being flexible, and subscribing to democratic principles are key to successfully facilitating participation. The kinds of behaviors and attitudes necessary for successful participatory facilitation include:

- Role Reversal – Applying a “reversal of learning approach” in which local knowledge and expertise is valued. Facilitators and stakeholder groups, including representatives of GRZ, USAID and implementing partners, teachers and students learn from and with each other.
- Progressive learning – Practicing flexible, exploratory, interactive, and inventive facilitation styles to support different learning styles.
- Keeping things simple – Not being more complicated than what is needed through simple, carefully organized sessions and tools.
- Seeking diversity- Making sure that all participants are actively engaged in the assessment and strategy process (i.e. students, parents, teachers, planners, implementers).
- Triangulation – Using several techniques, methods, or perspectives from different stakeholder groups (for example by sex, MoES, USAID and implementing partners, community schools) to cross check information on challenges, needs, and/or strategies/solutions.
- Self-critical awareness- Individual and group stakeholders examine their own behavior to improve the quality of education through participation.

1.3.2 Sharing of information and experiences is a key element of PLA and took place on several levels, occurring among and between facilitators and participants, stakeholder groups in the workshop, and also in the field during conversational interviews at school sites with community members, parents, teachers, and children.

1.3.3 Methods and tools from a variety of participatory approaches were used to generate interaction and group consensus. Participants used PLA tools to gather and analyze information they collected at school site visits in the field.

1.4 PLA TOOLS

PLA uses a wide range of qualitative tools and techniques – over 30 in number. Because many of the tools are visual, they can be used by many groups of different ages, learning styles, and educational backgrounds, including those who are illiterate or low-literate. Many of these tools are aids to group discussions and can be very useful in establishing which resources are important to different community groups. For example, men might focus on the roadways to a school, while women might focus on latrines and sanitation. The EQUATE team introduced participants to a few carefully selected diagramming tools practical for assessing needs, monitoring and evaluating results. Tools included use of VIPP cards, matrices, and classroom observation tools.

1.4.1 VIPP Cards

VIPP means “Visualization in Participatory Programs” and it is a participant- centered approach to project and program assessment and planning. Based on a philosophy of trusting in the capacities and creativity of various stakeholder groups, it combines techniques of visualization with methods for interactive information discussions.

- Each participant is a resource person and every resource person is a participant
- Every idea counts
- Conflicts should be visualized and dealt with at an appropriate time.
- Uncomfortable feelings must be dealt with promptly.
- Use VIPP as a learning process for making people more tolerant and receptive to other opinions.

At the core of the VIPP methodology is the use of a large number of multi-colored paper cards of different shapes and sizes on which participants express their main ideas in large enough letters or diagrams to be seen by the whole group. Using a whole-to-part system of analysis, generated ideas are analyzed and categorized in an accepted and contextually relevant framework.

1.4.2 Matrices

Community stakeholders use matrices to assess any set of items against another set of items. For example, types of resources (books, pencils, water, latrines) are cross referenced against access or quality of education by sex. Another example are aspirations for children juxtaposed against and how these aspirations could be met. The PLA moderators draw a simple matrix by creating a grid with two columns and as many rows as there are issues

1.4.3 Classroom Observation Tool

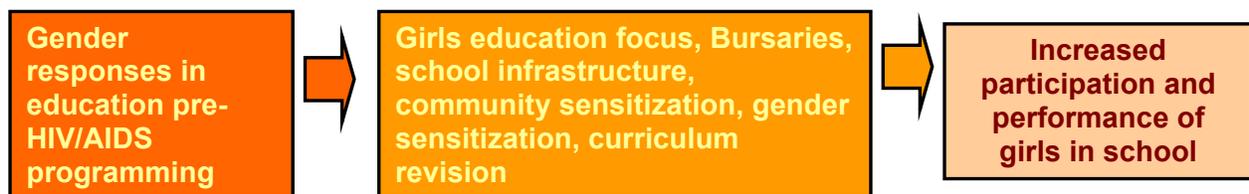
The basic principle in the use of each of these tools is that the people working with them have the expertise to name their own concerns and establish their own categories. The EQUATE team reminded participants that the point of using these tools is to encourage stakeholders – teachers, children, parents, MOE and USAID planners and policy makers – to present their own perception of a given situation. It is good practice to cross-check this with another method and compare the results. If they differ, try to find out why.

I.5 ASSESSING THE STATUS OF GENDER EQUALITY IN ZAMBIAN SCHOOLS

With the gender framework and participatory methods in hand, workshop participants went to the field to put new tools to use in two schools - one government and one community school - to confirm and expand the findings of the EQUATE assessment, as illustrated in Figure 1, Section 1 above.

Assessment findings showed that gender interventions in education over the last decade have focused on reducing gender disparity in access to education. Overall, interventions have had the expected result of increasing girls' participation in the school system.

**FIGURE 6: GENDER RESPONSES TO EDUCATION PROGRAMMING
(PRE-HIV/AIDS PROGRAMMING)**



Driven by an access agenda, the approach has not paid sufficient attention to 'quality of education'. Furthermore, the HIV/AIDS pandemic has accelerated the decline in the quality of education, dramatically reducing the quality of teacher-pupil contact time, particularly for orphans and vulnerable children (OVC). OVC's learning environments are compromised by stress in and out of school; they are often sexually harassed and exploited and have a poor supply of school requisites. Many OVC have moved out of the public school system and entered community schools which are perceived to provide 'OVC-friendly' learning conditions.

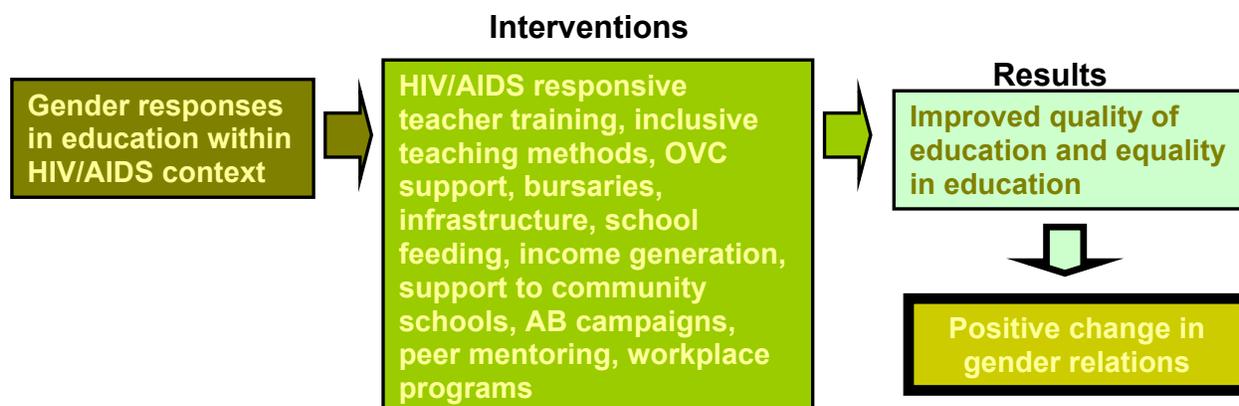
The assessment findings showed that the current situation requires a range of sex and gender interventions particularly designed to promote relevant and quality education and a need for a shift from the disproportionate focus on pragmatic girls' education interventions to include more qualitative gender transformative interventions.

Another illustration (Figure 7 below) prepared in the workshop suggests a number of interventions required, particularly under the changed circumstances, to promote four critical dimensions of gender equality in education: equality of opportunity, equality in the learning process, equality of outcomes and equality of external results.

For communities, HIV/AIDS has forced a drastic shift in household expenditure from education to health as families take care of sick family members. A distressing finding from the assessment is that many HIV/AIDS orphans, particularly girls, are abused in their foster homes. Some community members interviewed also indicated that orphans who were presumed to be HIV/AIDS positive were not sent to school by guardians because they were expected to die anyway.

Findings showed that the challenge of responding to sex and gender needs in education requires factoring in, among other issues; the stress and abuse that children experience in and out of school, HIV/AIDS and the constraints it puts on teaching and learning, and the rising opportunity cost of schooling.

FIGURE 7: RESPONSE TO SHIFTING GENDER NEEDS IN EDUCATION WITHIN THE CONTEXT OF HIV/AIDS



Many children have left the school system to engage in income generating activities to support households. For this group, the gender dimension of ‘equality of opportunity’ requires providing education tailored to respond to the difficult circumstances they are faced with. Beyond the school settings, adult literacy interventions are critical in promoting the four dimensions of gender equality because they are empowering and are also critical in augmenting the learning support system for children.

Participants agreed that the response to these findings must be based on a shift from from ‘parity’ and ‘equity’ as goals to ‘gender equality’ as the ultimate objective. Accordingly, equity strategies are the means to achieve gender equality. Critical attention to quality of education as a gender programming consideration is central to this focus. Improved education quality responds to a variety of critical needs, including promoting positive gender dynamics, family participation in schooling, economic empowerment for poor citizens and health improvements. A concluding statement made at the workshop was that gender roles and how they are perpetuated is symptomatic of a deeper problem about the quality of education.

Reflecting on the method and techniques used in the assessment, workshop participants found that conducting a gender analysis was not a complicated exercise. Using the Participatory Reflective Assessment (PRA) methods, participants collected very useful information in a short period of time. Simple tools used in the assessment included classroom observations and focus group discussions using VIPP cards, which allowed participants to rapidly collect information important to improving quality education, especially important within the context of the HIV/AIDS pandemic. As one participant phrased it, “From the known you can find new things!”

SECTION 2

RESPONSE TO ASSESSMENT: ACTION PLANS AND MONITORING & EVALUATION FRAMEWORK

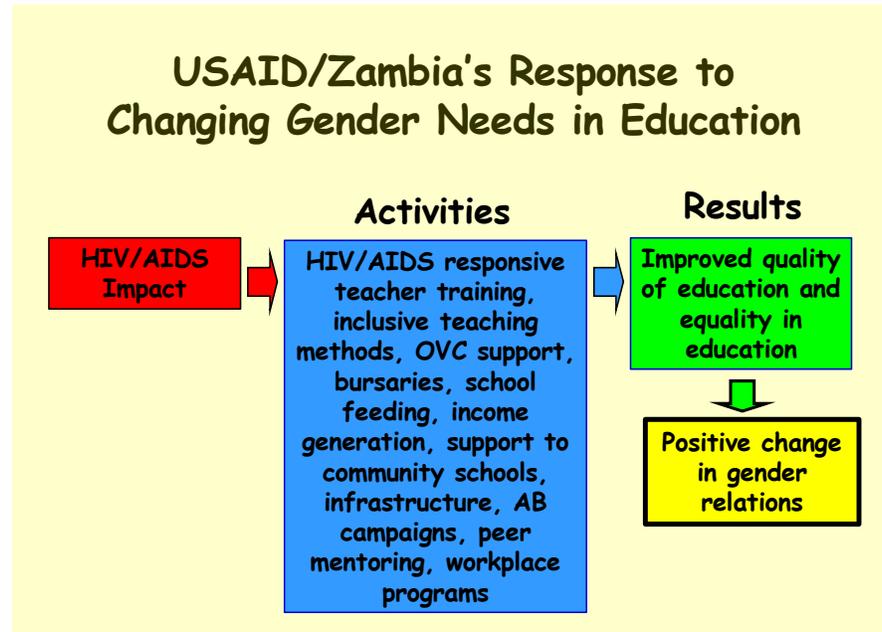
The objectives of days 3 and 4 of the workshop were to:

- Review the recent EQUATE assessment findings in light of the challenges and opportunities identified by participants and the findings from the field visit
- Analyze the findings from strategic points of view
- Review existing USAID programs with respect to a strategic model for achieving gender integration and equality;
- Determine how existing programs and activities can be enhanced/supplemented in order to achieve greater gender integration and equality and develop detailed action and implementation plans for integrating gender into USAID's and its implementing partners' basic education activities;
- Develop detailed action and implementation plans for integrating gender into USAID's and its Implementing Partners' basic education activities
- Develop an M&E framework for assessing the progress and impact of USAID's projects with respect to integrating gender and achieving gender equality.

2.1 USAID RESPONSE TO CHANGING GENDER NEEDS IN EDUCATION

Participants reflected on their current programs and projects and re-strategized ways to go beyond equity strategies and move toward gender equality through improved quality education within the context of the HIV/AIDS pandemic. Participants cross-referenced their projects with a gender analysis checklist for building gender equality into education project design and implementation. Strategies are summarized below.

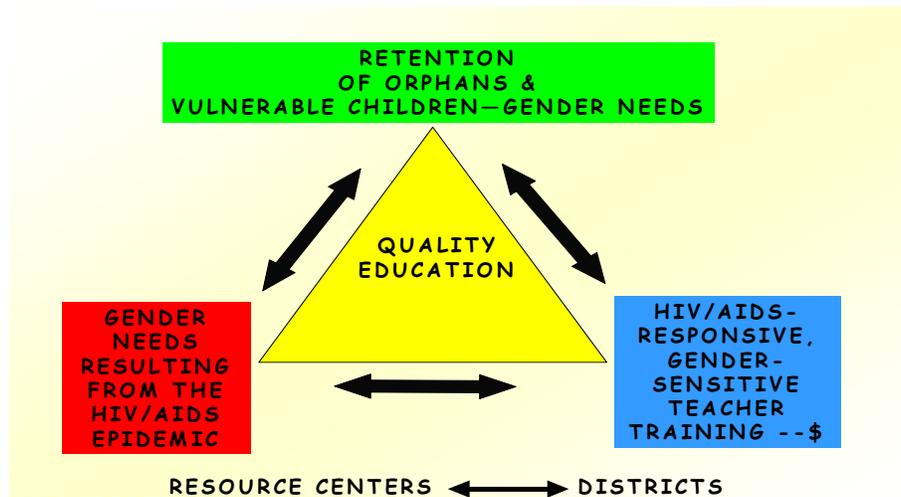
FIGURE 8: USAID/ZAMBIA'S RESPONSE TO CHANGING GENDER NEEDS IN EDUCATION



The USAID Education Team's new vision incorporates HIV/AIDS, education, and changing gender roles into the scope of programming. The pandemic has shifted the focus of activities to address HIV/AIDS responsive teacher training, inclusive teaching methods, OVC support bursaries, school feeding, income generation, community school support, infrastructure, AB campaigns, peer mentoring, and workplace programs.

Visualized outcomes of this kind of programming are improved quality of education, equality in education, and a positive change in gender relations. USAID determined program funding sources, determined an action plan schedule, and created a system to measure the impact of its programming.

FIGURE 9: USAID/ZAMBIA EDUCATION QUALITY TRIANGLE



2.2 USAID IMPLEMENTING PARTNERS

2.2.1 EQUIP II

The EQUIP II's action plan's objectives addressed gender issues by targeting actions in the contexts of HIV/AIDS, integrated information management, policy and research, and institutional development. A time-referenced work-plan was created which detailed actions and delegated tasks. Specific actions are to:

- Include questions related to absenteeism by reason to the annual school census questionnaire.
- Complete analysis of baseline survey.
- Liaise with MoE partners and USAID to develop secondary data collection (ED-Data Survey) with plans
- Work to evaluate existing data applicability to gender issues plans
- Modification made to Ed. Assist to produce gender relevant information with gender relevant reports

2.2.2 CHANGES

The CHANGES team created a table, which juxtaposed actions with dates, resources needed, and parties responsible. Activities which incorporated gender equality in education included strategic planning, school, health and nutrition activities, school environment interventions, bursary distributions, psychosocial counseling and guidance, and the MOE. The CHANGES team wrote indicators sensitive to the sex and gender needs of Zambian students. Team members developed qualifications and an index to score how well a school responds to its students' sex and gender needs.

2.2.3 QUESTT

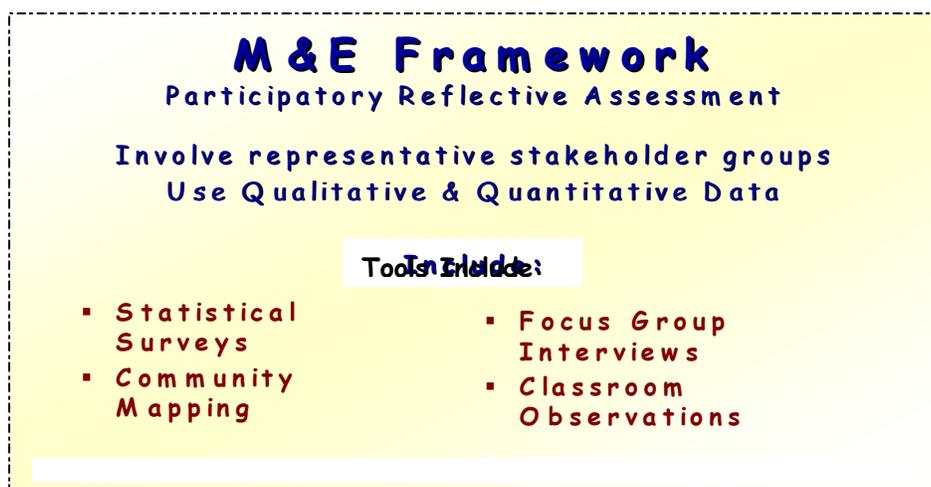
QUESTT's objective and action plan integrated gender equality into learning processes. They created an action plan timeline to improve teachers' instruction techniques. These techniques include gender bias free teaching and sensitivity to students' sex and gender needs.

2.3 MONITORING AND EVALUATION FRAMEWORK

The monitoring and evaluation framework designed in the workshop includes a participatory approach to gathering quantitative and qualitative data using a variety of tools, as shown in Figure 10.

Monitoring and evaluation of good gender programming has been characterized by a strong reliance on sex disaggregated data which has been important in capturing results of equity measures to achieve parity. However, as stakeholders identified the need to create and monitor equity interventions to improve the quality of education, M&E plans also need to measure important qualitative results that are transformative with respect to women and men, boys and girls.

FIGURE 10: M&E FRAMEWORK



- Quantitative indicators track numbers that can measure, for example, an amount, ratio, percentage, proportion, average score, rating, weighted or non-weighted index.
- Qualitative indicators document observations or representative case descriptions that capture gender roles, dynamics, relations, and transformative characteristics of improved quality of education.

An expanded use of PRA approaches in the monitoring and evaluation process is defined by consultation and collaboration between donors and implementing NGOs working with the community and education project beneficiaries in schools and classrooms. It is a process that builds and promotes ownership and investment in the project at several different levels, nationally and internationally, by district and in the local education communities. Community involvement from the very beginning can ensure that a project evolves around gender needs.

2.3.1 Overarching Indicator

The percentage of all children in USAID-supported Basic Education Programs at “Critical Drop-out Vulnerability Point” who stay in school to the next grade/level.

For example, Critical Drop-out Vulnerability Points are Grade 6 for Government Schools and Level 3 or Grade 5 for Community Schools.

2.3.2 M&E Tools

USAID implementing partners will track the percentage of all children in USAID-supported basic education programs in the “Critical Drop-out Vulnerability Year” who stay in school to the next grade/level. Total percentages disaggregated by sex; District; BE program, for example government, community schools, interactive radio; OVCs vs. non-OVC children, as illustrated below.

FIGURE 11: GOVERNMENT SCHOOL COMPARISON BY COHORT AND YEAR OF PROGRAM

E.g., For Government Schools ...

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5
1	(# completing Gr. 6 at end of yr.) / (# entering Gr. 6 at start of yr.)	Possible follow-up research to see if they continue through Gr. 7 & beyond			
2		(# completing Gr. 6 at end of yr.) / (# entering Gr. 6 at start of yr.)			
3			(# completing Gr. 6 at end of yr.) / (# entering Gr. 6 at start of yr.)		
4				(# completing Gr. 6 at end of yr.) / (# entering Gr. 6 at start of yr.)	
5					(# completing Gr. 6 at end of yr.) / (# entering Gr. 6 at start of yr.)

Disaggregated by district, OVCs vs. Others, Sex

Qualitative data can be gathered using an appropriate combination of participatory tools to identify changing factors affecting student attendance in USAID basic education programs. (See Annex 8 for examples of participatory tools) By keeping track of vulnerable students’ attendance rates along with data on their opinions, values, and experiences at key stages throughout the project cycle, education programmers can identify and address issues relating to student school attrition, such as school related sex and gender needs of OVC, HIV/AIDS responsive gender sensitive teacher training, and sex and gender needs resulting from the HIV/AIDS epidemic.

SECTION 3

PARTICIPANT FEEDBACK AND EVALUATION

3.1 INTRODUCTION

Participants gave feedback during daily reflections and in a final written evaluation. The methodology of feedback and results of the final evaluation are presented below.

Daily Reflection - Eyes and Ears

Elected participants gave daily reflections and reports to present workshop observations. An ear to report presented what was said, and an eye to report accounted what was visually seen, both during workshop sessions and during informal side discussions.

Written Final Evaluation

Participants completed a questionnaire for written evaluation at the end of the workshop. The questionnaire was designed to elicit information about the extent to which the workshop met participants' needs and about the workshop's quality. Participants rated their responses on a scale of 0-4. Response ratings were averaged and given a score from 0-4. (See Annex I for Evaluation Questionnaire).

3.2 RESULTS OF THE FINAL EVALUATION

3.2.1 Overview

While the workshop had as many as 20-26 participants at a given time, at the end only 14 participants completed an evaluation. For all but three of the rating questions, all 14 participants provided a rating.

The workshop had four main objectives:

1. To develop a collective understanding of a meaningful concept of gender to improve the quality and relevance of education in the context of the HIV/AIDS crisis
2. To increase knowledge and skills in gender assessment – including use of basic assessment tools
3. To increase capacity to think, plan, and act strategically about integrating gender into basic education programs to improve quality and relevance
4. To develop means of assessing progress in achieving meaningful results in education activities and programs

Eighty-five percent of the applicants believed strongly that the workshop achieved its objectives, and that the design and process of the workshop helped in achieving them.

All participants greatly appreciated the workshop materials (tools, readings, CD etc.) and believed that they were extremely useful in helping the workshop to accomplish its objectives.

The following workshop segments received the highest ratings. On a scale of 0-4, the aggregate score for each segment was 3.0 or higher.

- Small group work on Developing Gender Sensitive Indicators – Score 3.6
- Small group work on Developing Action Plans – Score 3.3
- Presentation and discussion of the Continuum: Exploiting Gender Inequities, Accommodating Gender Roles, and Transforming Gender Relations – Score 3.3

- Small group work in Re-Strategizing Programs and Projects to Increase Gender Integration and Equality – Score 3.1
- Presentation and discussion about the Four Dimensions of Gender Equality in Education (Equality of Opportunity, Equality in the Learning Process, Equality of Outcomes, and Equality of External Results) – Score 3.0

Participants appreciated workshop segments that met their needs by providing practical tools, frameworks, and methods for programming. Many commented on the usefulness of programming tools such as gender sensitive indicators, monitoring and evaluation methods, and action planning. A widely appreciated tool was the “Roadmap” which identifies key places to integrate gender equality in education measures within the USAID program cycle.

Participants appreciated the interactive and participatory nature of the workshop. Many gleaned trainee centered facilitation skills and expressed their enthusiasm for a new training style. Its organic process enabled objectives, findings, and strategies to be specific to and representative of many dimensions of Zambian education needs. An exciting result was the refinement of a conceptual framework that defined four dimensions of gender equality in education. This framework describes Zambia explicit approaches for mainstreaming gender equitable policies and practices in education institutions. Participants were able to understand the concept of gender within an HIV/AIDS and OVC context and plan appropriate education interventions.

The field site visit and the analysis of its findings were appreciated as well. With a new perspective on gender in schools, seasoned education programmers saw teaching, learning, and school administration in a new light. This new vision enabled proactive strategies grounded in the realities of Zambian Community Schools.

Many participants appreciated the opportunity to meet with USAID staff, implementing partners, and other Zambian education stakeholders. This enabled them to determine what is being done in terms of gender in education programming, to evaluate lessons learned, discuss best practices and develop synergies. Several expressed a desire to have more senior level decision making MOE and Equity and Gender Department government officials attend the training to help drive some of the ideas and plans generated forward in state education policy.

Several participants complained that time was a factor in assimilating concepts and completing objectives. Some mentioned that a lot of information was packed into sessions, and consequently there wasn't enough time to grasp some concepts.

Another complained that sessions were too long and did not take into account participants' personal lives.

3.2.2 Summary of Questions and Responses I

Feedback, comments and suggestions regarding the workshop objectives, design, process and/or materials:

- The workshop objectives were in line with the content and activities conducted and lessons and exercise given, including the field trip. Very in-depth and useful information. (3)
- Knowledge and practical skills were very rich and will enhance my personal facilitation skills. Will definitely help me in my HIV/AIDS programming work. (2)

¹ Numbers in parenthesis indicate number of respondents who expressed the same thought, concern, or comment.

- Needed a little more time to follow-up on salient issues arising from exercises; need to find way to move participants to a deeper level on gender.
- The process should have involved lesson learning as a build-up to further programming.
- I would have loved to learn how to analyze findings of a research activity.
- Linkages between sessions sometimes were not very clear—demonstration of the framework to the discussions was not enough if compared to materials offloaded.
- Develop more tools and encourage more group work on given presentations.
- All presentations were professionally done.
- You didn't have enough time to deliver your objectives.

Comments and suggestions regarding any of the workshop sessions:

- Some sessions were unnecessarily longer than they should have been. In a workshop for adults, time should be considered. Time of closing daily proceedings were beyond time expected, e.g., 1700 hours, consequently transport back home in late evening was not easy. (3)
- The periods were rather short to fully assimilate all lessons and concepts (2)
- Icebreakers to freshen the minds would have been appreciated. (2)
- The report back was a little confusing in the way some participants were reporting their findings. An analysis of the data would have added value to the information collected. EQUATE assessment findings were presented in a biased manner—negative. I wish we had spent more time on the details of the EQUATE assessment. (2)
- Dimensions of Gender Equality in Education was helpful in moving our thinking to beyond number balancing and presentation. This motivated team to think more about planning to include gender in project systems.
- I felt that the session on monitoring and evaluation was very useful and was happy to learn on other monitoring tools and indicators.
- I enjoyed the efforts of drawing of the implementation plan.
- I found Monday's gender integration pulled up short of truly addressing the issue and people's opinions.
- Action plans should have presented a more synergized programming among partners.

What did you like best about the workshop?

- Developing Action Plan; Program/Project Roadmap with ideas of Gender Integration helped to bring into focus the practicalities of gender integration in education (6)
- Fieldwork and field visit (5)
- Sharing work and experiences in what each organization is doing regarding USAID's extent in education and gender programming was very good. (3)
- Power Point presentations were very professional and all presenters were very good and clear in their presentations. There was no dull moment. Keep it up!
- The presentation on gender-sensitive indicators clarified a number of concepts and processes. (3)
- Monday's brainstorming session, force-field analysis
- Steps to follow when taking stock of research works, i.e., how to treat data from the start to the end.
- I also liked the use of the various tools used. The gallery walk was another dimension of looking at the different organisations' work.
- I liked the facilitation skills of the facilitators at every level of the workshop, be it at school visit sites which facilitated directed and useful discussions and resolution in “ ____ (?) Participation?”

- Four dimensions of Gender Equality in Education;.
- Activities geared toward our projects.
- The facilitation was good and the experience of the facilitators was extensive.

What did you like least about the workshop?

- Any session in lecture format.
- Lack of comprehensive analysis in the EQUATE Assessment.
- For an adult education, it was too packed for assimilation of all the good points by some participants.
- Facilitator time should be segmented, i.e., head facilitator and co-facilitator. One who is an anchor.
- Starting and knocking off times—it was tiring to stay all that time. (3)
- One or two presentations were not clear, not as practical to Education and Gender programming.
- This assessment could have been given yesterday—to cut on time.
- EQUATE Assessment findings and Continuum, which I did not fully understand.
- The proximity to people’s offices resulted in divided attention.
- Nearly everything. Transport reimbursement.
- Too few energizers (2)

What additional suggestions can you offer for true future gender and education strategy workshops of this type?

- Invite more people in decision-making positions i.e., Permanent Secretaries, Director of Ministry of Education should be involved to help drive some of the ideas and information generated forward. (3)
- It is better to have such a workshop outside Lusaka for more concentration and not worrying about office work. (2)
- Just enough time for each session but brief, say, start at 8:30, end 17:00 so that participants have time to breathe. It must be “decongested” in terms of schedule
- Coordination and networking strategies developed alongside plans of actions.
- To have more of such workshops in future.
- Develop themes to the framework from what the participants were discussing.
- Let people develop their own common understanding by talking things out. Highlight issues under debate in gender circles and inform us of the questions that are unanswered.

If this workshop were offered again in Lusaka, would you encourage your colleagues working in basic education development to attend?

All participants said “YES” and none said “NO”

Do you have any additional comments?

- We focused a lot on the whats—what to teach, what to plan, what to evaluate—but we needed more hows—how to improve gender sensitivity, how to change things.
- Thank you for organizing this workshop. It has broadened our/my understanding of gender and equity and USAID Road Map and Project Development and Implementation.
- To borrow from Christina’s phrase, the workshop “enriched and enlarged” my capacity and knowledge about gender integration in education. The combination of four female and two male facilitators was fantastic.
- All in all, the workshop has been very helpful in re-thinking the current project activities. What we thought were general initiatives in project planning, most now are based on gender.
- Great workshop. Very educative and practical!
- Yes, the workshop content demanded a lot of expertise from participants, which either stakeholders or facilitators of the workshop could have acknowledged in some way.
- Facilitators were very good at encouraging participation from workshop participants. Made the workshop interesting without being too boring!!
- Add some icebreakers.
- A good module but which requires more time than allotted.
- This was a great effort to revitalize gender in education. Good to see that the EQUATE team was responsive and flexible. Great job!
- This training workshop should be extended to the senior officers who are in the decision-making positions in government, especially MOE. I would have loved if more MOE officers invited to this workshop. One officer only was very limiting. Someone from Equity and Gender Department should have also attended this workshop. MAY GOD BLESS YOU ALL!!

SECTION 4

SUMMARY AND RECOMMENDATIONS

Education stakeholders completed the gender assessment and strategy workshop with renewed commitment to achieve improved quality of education programs and the integration of gender to address issues critical to achieving results, especially within the context of the HIV/AIDS pandemic.

In general, participants appreciated the PLA approach, and new ways to think about gender assessment, program design, and monitoring and evaluation. The findings of the assessment conducted by the workshop participants confirmed and expanded findings of the EQUATE assessment. Assessment findings show that gender interventions in education over the last decade have mainly focused on reducing gender disparity in access to education. While interventions have primarily had the expected result of increasing girls' participation in the school system, as this approach has mainly been driven by an access agenda, there has not been sufficient attention paid to 'quality of education' within a gender programming consideration.

The assessment findings show that the quality of education in the public school system in Zambia has been declining. HIV/AIDS has added a complex and deleterious dynamic on the already weak education system. HIV/AIDS induced pressures on the education system include teacher absenteeism, due both to illness and also caring for sick family members, a high number of teacher deaths, and the rapid increase in orphans.

For communities, HIV/AIDS has forced a drastic shift in household expenditure from education to health as families take care of sick family members. A distressing finding from the assessment is that many HIV/AIDS orphans, particularly girls, are abused in their foster homes. Some community members interviewed also indicated that orphans who were presumed to be HIV/AIDS positive were not sent to school by guardians because they were expected to die anyway. Community schools have helped to ease the costs of providing education for OVC. In fact, children interviewed at one community school indicated that not only did their school provide a better education, but also they were mentally at peace in a school setting where they did not stand out because of not wearing shoes, uniforms or good clothes.

These findings show that the challenge of responding to sex and gender needs in education requires factoring in, among other issues; the stress and abuse that children experience in and out of school, HIV/AIDS and the constraints it puts on teaching and learning, and the rising opportunity cost of schooling. Many children have left the school system to engage in income generating activities to support households. For this group, the gender dimension of 'equality of opportunity' requires providing education tailored to respond to the difficult circumstances they are faced with. In response to these findings, the workshop assessment proposed a shift in approach to gender programming in education from 'parity' and 'equity' as goals to 'gender equality' as the ultimate objective. Accordingly, equity strategies are the means to achieve gender equality. Central to this shift in focus is a critical attention to quality of education as a gender programming consideration. Improved education quality responds to a variety of critical needs including promoting positive gender dynamics, family participation in schooling, economic empowerment for poor citizens and health improvements. Gender roles and how they are perpetuated is symptomatic of a deeper problem about the quality of education. Progress in improving the quality and relevance of education will create more positive incentives to increase participation in school and alter gender roles, particularly among the poor, in the long term.

Progress in promoting this shift in focus requires collecting good information. The assessment demonstrated that gender analysis does not need to be a complicated, lengthy, or costly exercise. With

guidance in the use of PLA techniques, participants in the assessment collected very useful information in a short period of time. Simple tools used in the assessment included classroom observations and focused group discussions. These simple data collection methods are critical in developing good gender sensitive indicators. Good gender programming has been comprised of a strong reliance on sex disaggregated data without sufficient attention to qualitative data. With this in mind, workshop participants put their minds to preparing action plans for their programs using gender sensitive indicators to measure important qualitative results with respect to women and men, boys and girls to achieve gender equality in education within the context of the HIV/AIDS pandemic. Finally, a monitoring and evaluation framework was developed which includes the use of quantitative and qualitative techniques. As follow up, action plans should be reviewed and refined with particular concern for M&E designs to fully capture qualitative results of programs according to the dynamics of change among gender, education and HIV/AIDS components.

ANNEX I

SCOPE OF WORK

EQUATE: Achieving Equality in Education

GEW-I-01-02-0002I

TITLE: Achieving Gender Equality in USAID/Zambia Programming Activity Plan

INSTITUTION: Management Systems International (MSI)

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Background, Goals, and Objectives

USAID/Zambia recognizes the need to improve the quality of education by improving gender programming and meeting the educational needs of OVCs within the context of HIV/AIDS. USAID, therefore, plans to assess the status of gender equitable education interventions in Zambia and conduct a strategy workshop with mission education staff, MoE, and partners to chart a way forward in developing education programs aimed at achieving gender equality in education. The outcome of these two activities is expected to improve USAID's current and future programming in education.

Although many donors are working on gender issues in basic education, the last comprehensive assessment in Zambia, which was published in 1999 (Kelly, 1999) using 1997 data, focused clearly on the needs of girls. Since then the HIV/AIDS pandemic has forced the development community to reconsider the way in which it addresses gender needs in the education system. This assessment and strategy workshop will provide information on the current state of the education sector in Zambia with respect to gender equality, quality of education and the impact of HIV/AIDS.

Specifically, USAID requires an assessment of the current status of gender equality in the education sector, with analysis of sub-sector activities: teachers and teacher training, curriculum and materials development, education management, and the government's role in promoting gender equality. The assessment will be guided by a fresh look at gender that takes into account the dynamics of relationships between and among girls and boys, men and women that perpetuate inequities and consider gender equality both from a rights-based and quality of education perspectives. Overall, the general question guiding this exercise is: how could improved gender planning result in better education programs?

The assessment will be used in developing a follow-on workshop for the staff of USAID, implementing partners and MoE to integrate findings in current programming.

Purpose

Thus, the purposes of this activity are to conduct:

- An assessment to provide information and analysis to USAID for its development of future strategies and activities to achieve gender equality in the basic education sector;
- A strategy workshop to identify entry points for integration of gender equality activities in the mission's basic education assistance portfolio.

Scope of Work

The Equate team will produce (1) an assessment report and (2) a strategy workshop, (3) a monitoring tool. The assessment report will highlight key analyses and findings, provide basic information, and recommendations to be used to design and conduct a strategy workshop.

The scope of work is presented in more detail in Attachment A.

Schedule, Activities, and Deliverables

DATES	ACTIVITIES and DELIVERABLES
Assessment	
April 11-15, 2005	<ul style="list-style-type: none"> • Collect and review available documents (USAID, UNICEF, World Bank, etc.) • Make preliminary contacts in Zambia to prepare for arrival • Make travel arrangements • Consultants and senior staff consult on work plan and logistics
April 16-17	<ul style="list-style-type: none"> • Travel to Zambia
April 18-23	<ul style="list-style-type: none"> • Team Briefing • Meet with local USAID/Zambia staff; get acquainted interviews • Hire local assistance • Obtain necessary local authorization and endorsement • Confirm advisory group • Plan and conduct stakeholder meeting
April 25-29	<ul style="list-style-type: none"> • Data gathering - field site visits
April 30-May 4	<ul style="list-style-type: none"> • Analysis of data
May 5	<ul style="list-style-type: none"> • Stakeholder meeting to discuss preliminary findings
May 6	<ul style="list-style-type: none"> • Mission debrief • Team debriefing and planning for finalizing report
May 7-8	<ul style="list-style-type: none"> • Team departure from Zambia
May 20	<ul style="list-style-type: none"> • Draft assessment due COB by electronic transfer
May 31	<ul style="list-style-type: none"> • Comments due from Mission
June 10	<ul style="list-style-type: none"> • Final report due COB by electronic transfer
Strategy Workshop	
May 9-13	<ul style="list-style-type: none"> • Preliminary preparations for workshop based on preliminary findings of assessment
May 14-15:	<ul style="list-style-type: none"> • Workshop team travel and arrival in country
May 16-21	<ul style="list-style-type: none"> • In-country workshop preparation
May 23-27	<ul style="list-style-type: none"> • Conduct strategy workshop

DATES	ACTIVITIES and DELIVERABLES
May 28-30	<ul style="list-style-type: none"> Write workshop report
June 1	<ul style="list-style-type: none"> Mission Debrief

Team Composition

MSI proposes the following team members for the task of conducting the assessment and the strategy workshop. Key consultant resumes are provided as Attachment B.

Team Composition: Assessment and Strategy Workshop

NAME	POSITION TITLE	FOCUS
Consultants for Assessment		
S. Miske	Sr. Technical Advisor	Team Leader MoE Institutional Capability; Curriculum
R. Kalinda	Sr. Technical Advisor	Education Policy and Management
L. Messner	R&D Associate	HIV/AIDS Associate Team Leader
FSNS (TBD)	Gender and Education Experts	Gender Assessment Community Schools
Consultants for Strategy Workshop		
L. Beyna	Sr. Technical Advisor	Monitoring and Evaluation
L. Messner	Training Specialist	Associate Team Leader
EQUATE Staff: Assessment and Strategy Workshop		
C. Rawley	Sr. Technical Advisor	Assessment Research Methodology; Workshop Design and Facilitation
F. Molinaro	Gender Specialist	Workshop Management and Facilitation
A. Schneller	Manager and Teacher	Assessment Team Coordination; Teacher Training

ANNEX I.I SCOPE OF WORK: USAID/ZAMBIA GENDER ASSESSMENT

This statement of work is intended to provide technical leadership on gender matters to USAID staff and project implementers, and the Ministry of Education to help chart the Education Office's gender integration strategy under USAID/Zambia's new Country Strategy (2004-2010).

Background, Goals, and Objectives

USAID/Zambia recognizes the need to improve the quality of education by improving gender programming and meeting the educational needs of OVCs within the context of HIV/AIDS. USAID, therefore, plans to assess the status of gender equitable education in Zambia and conduct a strategy workshop with mission education staff, MoE, and partners. The outcome of these two activities is expected to improve USAID's current and future programming in education.

Although many donors are working on gender issues in basic education, the last comprehensive assessment in Zambia, which was published in 1999 (Kelly, 1999) using 1997 data, focused clearly on the needs of girls. Since then the HIV/AIDS pandemic has forced the development community to reconsider the way in which it addresses gender needs in the education system. This assessment and strategy workshop will provide information on the current state of the education sector in Zambia with respect to gender equality and the impact of HIV/AIDS.

Specifically, USAID requires an assessment of the current status of gender equality in the education sector, with analysis of sub-sector activities: teachers and teacher training, curriculum and materials development, education management, and the government's role in promoting gender equality. Further, the assessment will be guided by a fresh look at gender that takes into account the dynamics of relationships between and among girls and boys, men and women that perpetuates inequities and considers gender equality from a rights-based perspective. The expectation is that the literature review would be rigorous in terms of forging this fresh look.

Accordingly, and as a result of the identification survey conducted in August/September 2004 and subsequent discussions with the USAID/Zambia education team, (1) a framework was developed as shown in Figure 1 below, and (2) activities were identified which would lead to preparing a gender strategy for carrying out Mission programming in education, as presented in sections I and II of the SOW below.

Examples of the Institutional level include legal requirements, rules and policies (e.g. a gender policy). The political level includes parliamentary decision making.

I.A. Assessment. In order to develop a strategy to address gender issues in education, basic information is needed which is not currently available.

Methodology: Identify the information which is needed, and the questions to be asked in the information-gathering. Interview a selected group of MoE officials, international donors, NGOs and private voluntary organizations; (PVOs). This is not envisioned as an in-depth study, but rather a rapid assessment and compilation of information for the purposes of developing the USAID gender in education strategy. Gather information on education sub-sectors, including teachers and teacher training, curriculum and materials design. Identify and describe key issues that have emerged in the last decade, such as HIV/AIDs, that need to be considered in current education programming.

I.B Design and conduct a strategy workshop. In order to improve capacities in programming to achieve gender equality in education, training is needed that provides staff of USAID, implementing partners and the MoE with practical steps to address the current issues in Zambian communities that prohibit participation of all children.

Methodology: Using the results of the assessment, consult with USAID, implementing partner organizations, and MoE to determine appropriate outline and schedule for the workshop.

II. DELIVERABLES

II. A Assessment Report

The contractor will produce an assessment report for the Mission that covers the topics indicated below. The report will highlight key analyses and findings, provide basic information, and direct the Mission staff to sources of more detailed information. It will compile and synthesize information already available in Zambia to provide a comprehensive, in depth overview of the status of gender equality in the country. The report will also contain a section on implications for the Mission, which are based on the report's findings.

The report will be 40-50 pages in length. Though directed primarily to USAID staff involved in programming decisions, the Contractor will keep in mind that reports will be shared with other stakeholders.

In order to draft the report, the contractor will first draw upon existing documentation. It will supplement these with information, perspectives, and opinions offered by key informants in the sector. As needed, the contractor will visit schools, educational institutions, NGOs, and government offices. The contractor assumes that, because government, NGOs, and many donors are active in basic education, documented information will be available and that primary sources will be needed to corroborate views expressed in documents and to update some quantitative data. The contractor will not conduct rigorous research studies or explore untapped areas of potential activity, except to identify them and suggest the advisability of USAID's further consideration.

EQUATE will brief the Education office of USAID/Zambia and others interested in the mission on the content of the report and the process of drafting the report. The briefing session will coincide with the delivery of sub-sector chapters of the report. The briefing on the final draft of the report will take place

before the contractors depart from Zambia, thus, before the report has been delivered. The contractor will also be available for one or two additional briefings to USAID, when due notice is given.

The assessment will be conducted within a three-pronged framework of access, quality and rights-based education. In order to provide an overview of classroom practices, school environment, and teacher behaviour and attitudes which are important factors in influencing equal educational outcomes, sections of the report will review (1) teachers and teacher training (formal and non-formal) and (2) curriculum and textbooks. Other sections will include (3) working with government agencies, and (4) implications for current USAID programming. The effects of HIV/AIDS will be integrated within each section.

The following outline illustrates the kinds of questions that the report will address in assessing the current status of gender equality and how it has changed since the last 1999 report.

II.A.1 Overview Questions

What are the unique gender equality issues and cultural challenges, which distinguish Zambian realities?

- What gender equality issues and approaches have already been, or are currently being, undertaken in Zambia? What were or are the results?
- How are these gender equality issues reflected in the basic education context of Zambia?
- What are the lessons learned from gender equality interventions in other countries that have potential relevance for Zambia?
- What are the promising strategies and methods for addressing problems and issues of gender equality within the Zambian basic education setting?
- What additional equality needs and issues characterize basic education?
- What are the gaps in availability and/or reliability of information?

Particular questions to be addressed in the subsectors include the following.

II.A.2 Working with government agencies to achieve gender equality in education

- How is the government basic education system organized?
- How does Government view its relationship with NGOs and donors in the delivery of basic education?
- What are the key considerations in working with government agencies in the delivery of basic education?
- Which donors are working directly with government programs? What are their experiences and lessons?
- What is the status of and potential for donor collaboration and coordination on basic education?
- What is the potential for donors to leverage significant change and improvement in the basic education system?
- What are the gaps in availability and/or reliability of information?

II.A.3 Teachers and Teacher Training – Teachers and teacher training are powerful influences affecting the achievement of gender equality in education, and they are also affected by gender inequality in the education system and in the communities. This section of the report will ask questions such as:

- What is being done in preservice education relating to gender in education, HIV/AIDS, and other areas in which gender is an important component?
- What is the status of teachers in basic education?
- What is the status of teacher/community relations?
- How are teacher competencies defined and minimum requirements established for employment of teachers?

- How are teachers trained (pre-service and in-service) and where are they trained?
- What is the relationship between universities and teacher training?
- What are the issues of access related to teacher training?
- How are teacher competencies measured at the completion of teacher training?
- What are the strengths, weaknesses and challenges in teacher education?
- What are current approaches and systems for monitoring teacher performance and quality instruction? What are the gaps and needs?
- What are teacher attendance issues?
- How is teacher supervision conducted? What are the critical issues?
- What is the status of donor direction and support for improvement of teacher training?
- What are the gaps in availability and/or reliability of information?

II.A.4 School curriculum and materials at the primary level – School curriculum and materials are designed to support the teaching-learning environment and can contain subtle and/or obvious messages that either support the status quo or challenge the status quo in ways that may be inappropriate. This section of the report will ask:

- What is the gender content in curriculum and teaching materials?
- What are the strengths, weaknesses and challenges in curriculum design and implementation with respect to gender integration?
- What are the gaps and needs?
- What is the quality of the curriculum?
- Does the curriculum address needs of learners?
- What are the gaps in availability?

II.A.5 Implications for USAID current programming

- What is the summary of needs, risks, opportunities and comparative advantage for USAID in achieving gender equality in basic education: (a summary matrix)?
- Where is USAID programming in gender and education located within the context of other MoE, donor, and NGO initiatives.
- How do the information gaps identified suggest opportunities for leadership by USAID/Zambia?
- What are suggested key criteria for decision making in selecting an entry point and strategy in basic education?
- What are several strategic options for working in basic education with reasonable outcomes given current programming commitments?
- What are some “out-of-the-box” ideas for project activities which USAID might consider for investment?

II.A.6 Stakeholder meetings - On the basis of the information collected, stakeholder meetings will be held to examine the data and discuss which issues are most important. The outcome of these activities will contribute to the assessment and strategy workshop to develop gender-based strategies in education programming.

Methodology: The stakeholder meetings are to be conducted using participatory learning and action approaches and include case studies and or exercises to plan, involve, discuss and confirm findings at the first two stages of the situation analysis. Three stakeholder meetings will be held to:

- Preliminary meeting in April 2005 to plan approach of situation analysis
- Discuss and confirm preliminary findings
- Discuss and confirm final document; prioritize gender strategy options.

II.B USAID Gender Strategy Workshop

The purpose of this workshop will be to develop a gender strategy for USAID education programs. Participants can include USAID/Zambia education officers, Ministry officials and staff, and implementing partners in the design of a gender-responsive plan of action. To accomplish this, we will use:

- Practical tools to support implementers and partners in designing, implementing, monitoring and evaluating gender in basic education programs;
- Establish a baseline and end-line for assessing the extent to which the application of gender-equitable interventions in USAID/Zambia-funded basic education activities have increased gender equality;
- Develop gender integration guidance criterion for policy, project and program formulation to assist implementers and partners in carrying out gender-sensitive basic education programs within new program directions;
- Strengthen the mission's programming vis-à-vis HIV/AIDS.

Methodology: The training workshop is to be conducted using participatory learning and action approaches and include case studies and/or exercises based on the Zambian experience.

ANNEX 2

GENDER AND EDUCATION STRATEGY WORKSHOP SCHEDULE

Day 1, Monday, May 23

Objectives for the Day:

- Define the situation with respect to gender integration and gender equality in basic education in Zambia
- Review several tools for gender assessment
- Plan for Day 2 field visit to collect information to validate/elaborate on the situation analysis

7:45 am	<i>Coffee and Settling In</i>
8:00 am	Welcome and Introductions
8:30 am	Hopes and Fears
8:45 am	Workshop Approach, Logistics and Norms
9:15 am	Where do we stand?
9:45 am	Session 1: If We Had True “Gender Integration” and “Gender Equality” in Basic Education, What Would It Look Like? – Brainstorm and Discussion
10:30 am	Coffee Break
10:45 am	Session 2: Small Group Discussion – Gender Equality in Education
11:15 am	Session 2 continued: What Are the Forces Pushing for and Hindering Change Toward Integrating Gender in Basic Education and Achieving Gender Equality? – Force Field Analysis - Small Group Exercise and Discussion
12:30 pm	<i>Lunch</i>
1:30 pm	Session 3: What Are the Dimensions of Gender Equality in Education? – Brief Lecturette and Discussion
2:00pm	Session 4: How Can We Get Ready for the Field Visit? – Team Planning Session Briefing and review of tools: Classroom Observation, Focus Group Procedures and VIPP cards, Key Informant Interviews
4:00 pm	Coffee Break
4:15 pm	Session 4 (continued) – Review of Tools
4:45 pm	Session 5: Group Planning for visits to Garden Open Community School and Ngwelele Primary School
5:15 pm	Feedback on Day 1
5:30 pm	Adjourn for the Day

Day 2, Tuesday, May 24

Objectives for the Day:

- Conduct field visit to collect information to validate/elaborate on yesterday's situation analysis
- Apply assessment tools in a real setting
- Prepare, share and discuss findings from the field visit

7:30 am

Coffee and Settling In

8:00 am

Session 6: Field Visit to Zambian Schools

1:30 pm

Lunch

2:30 pm

Session 7: What Did We Learn in the Field? – Team, Analysis, Reports, and Discussion

4:00 pm

Coffee Break

4:15 pm

Session 7 (continued) – Teams Report Findings and Gallery Walk

6:00 pm

Feedback on Day 2

6:15 pm

Reception: Drinks and Hors d'oeuvres

(Please read the brief homework assignment during the holiday tomorrow.)

Day 3, Thursday, May 26

Objectives for the Day:

- Review the recent EQUATE assessment findings in light of the challenges and opportunities identified by participants and the findings from the field visit
- Analyze the findings from strategic points of view
- Review existing programs with respect to a strategic model for achieving gender integration and equality
- Determine how existing programs and activities can be enhanced/supplemented in order to achieve greater gender integration and equality
- Develop detailed action and implementation plans for integrating gender into USAID's and its Implementing Partners' basic education activities

7:45 am	<i>Coffee and Settling In</i>
8:00 am	Collect Feedback for Days 1 and 2
8:15 am	Session 8: Gallery Walk – Recap Findings from the Site Visits
8:30 am	Session 9: What Are We Doing Now in Our Basic Education Strategy and Programs? – Brief Presentations from USAID's Implementing Partners and Group Discussion
9:30 am	Session 10: What Does the Recent EQUATE Assessment Tell Us about Gender Integration and Equality? -- Brief Presentation and Group Discussion
10:15 am	Coffee Break
10:30 am	Session 11: Where Do Our Programs and Projects Fit on the “Gender Continuum?” -- Presentation, Group Work and Discussion
12:00 am	Session 12: The Bigger Picture. How does everything fit together?
12:30 pm	<i>Lunch</i>
1:30 pm	<i>Report on Feedback from the eye and the ear</i>
1:45 am	Session 13: How Can We Re-Strategize Current Projects to Increase Gender Integration and Equality? – Small Group Exercise, Reports and Discussion
3:30 pm	Coffee Break
3:45 pm	Session 13 (continued)
4:30 pm	Session 14: <i>Introduction to Monitoring and Evaluation – Lecturette and Q&A</i>
5:15 pm	Feedback on Day 3
5:30 pm	Adjourn for the Day

Day 4, Friday, May 27

Objectives for the Day:

- Complete and discuss detailed action and implementation plans for integrating gender into the basic education projects of USAID's partners
- Develop an M&E framework for assessing the progress and impact of USAID's projects with respect to integrating gender and achieving gender equality
- Identify approaches and issues in implementing a gender-integrated project (i.e. focus on "achieving" in USAID's program operations cycle)
- Review what we have done in the workshop and plan next steps
- Evaluate the workshop

7:45 am	<i>Coffee and Settling In</i>
8:00 am	Review of Monitoring and Evaluation
8:15 am	Session 15: How Will We Monitor and Evaluate Our Progress in Integrating Gender and Achieving Gender Equality? –Small Group Exercise
10:30 am	Coffee Break
10:45 am	Session 16: What Do We Need to Do in Order to Implement Our Gender-Integration Strategies? Developing Action Plans -- Small Group Exercise
12:30 pm	<i>Lunch</i>
1:30 pm	Session 15 (continued)
2:00 pm	Session 17: Gallery Walk – Review of Group Work
3:15 pm	Coffee Break
3:30 pm	Session 18: What Guidance for Gender Integration Programming Can We Offer? – Brief Presentation of the Roadmap and ADS Guidelines and Group Discussion
4:00 pm	Workshop Assessment
4:30 pm	<i>Workshop Closure – Award Certificates</i>
5:30 pm	Adjourn

ANNEX 3

GENDER AND EDUCATION STRATEGY WORKSHOP PARTICIPANTS

Name	Organization	Position	Email Address
Cory Heyman	EQUIP2/MOE	Senior Technical Advisor	cheyman@moe.gov.zm
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Dennis Lembani	ZCSS	Program Officer	denislembani@yahoo.co.uk
Ineke van de Pol	Netherlands Embassy	First Secretary	
Mutaka Life	ZOCS	Education Advisor	
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Hilda S. Kateka	ZOCS	Microfinance Officer	hskateka@yahoo.co.uk
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Roy Kalinda	University of Zambia	Lecturer	roykalinda@yahoo.co.uk
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Larry Beyna	MSI	Senior Associate	lbeyna@msi-inc.com
Frances Molinaro	MSI/EQUATE	Gender Specialist	fmolinaro@msi-inc.com
Christina Rawley	MSI/EQUATE	Technical Director	crawley@msi-inc.com
Lyn Messner	EQUATE	EQUATE Associate	lynmessner@msn.com
Rick Henning	USAID	Education Advisor	fhenning@usaid.gov
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Chilumba Nalwambi	MOE	Technical Advisor HIV/AIDS	cnalwamba@moe.gov.zm

ANNEX 4

FACILITATORS' BIOS

EQUATE Gender Assessment and Strategy Workshop Team, May 23, 2005

(Presented in alphabetical order)

Larry Beyna, MSI Sr. Technical Advisor, has over 25 years' experience as a program management and evaluation trainer and consultant in both the public and private sectors. Mr. Beyna's work has included training and program design assignments with both for-profit and non-profit organizations; program performance monitoring and evaluation; project and program management; team building and team management; and organizational and process reengineering, especially in health, education, and social services. Larry has a graduate degree from Syracuse University, Syracuse, New York.

Roy Kalinda, a Zambian national, has an extensive background in gender in education and development policy, impact assessment, and education policy and management. He lectures in the gender studies department and has served as Assistant Dean in the School of Humanities and Social Sciences at the University of Zambia. He has also worked with USAID, SIDA, NORAD, WFP, and various Zambian ministries. Roy holds a graduate degree from the Institute of Development Studies, Sussex University in England.

Lyn Messner has twelve years experience in gender-sensitive programming, project planning and assessment, and training design and facilitation in over 70 countries. She has developed, implemented, and managed organizational strategies for gender mainstreaming in NGOs and governmental organizations, including MOEs. Lyn has provided direct technical assistance in program development, assessment, and training in agriculture, environment, education, health and HIV/AIDS. Lyn holds a graduate degree in Development Anthropology from George Washington University, Washington, D.C.

Frances Molinaro serves as Gender Specialist for the EQUATE Project at MSI. She has 5 years experience designing and facilitating gender training courses. Previously she worked as a gender consultant for the Inter-American Development Bank's Women in Development Unit, has consulted for the World Bank and World Links, and has co-chaired the Society for International Development's Women in Development Workgroup since 2002. Frances holds graduate degrees from London School of Economics and George Washington University, Washington, D.C.

Christina Rawley, EQUATE Project Director, has over 20 years experience in education planning and policy and international development, with a focus on participatory learning and action (PLA) methodologies working with communities, NGOs and MOEs in all regions of the world. Christina has held technical advisory positions in USAID with the Office of Women in Development and in the Asia-Near East Bureau. She holds graduate degrees in education planning and policy making from Harvard University, Cambridge, MA.

Harriet M. Sianjibu-Miyato, a Zambian national, is internationally recognized as a leader in the development of community schools, beginning with her work as Senior Inspector of Schools in MOE with UNICEF and continuing through to her current position as Coordinator of Zambia Open Community Schools (ZOCS), an organization which builds its approach on enhanced educational opportunities for orphans and vulnerable children and increased community capacity to provide opportunities for OVCs, especially girls. Harriet holds a graduate degree in education from Deakin University, Melbourne-Australia.

ANNEX 5

FACILITATORS' SCHEDULES

May 15-June 1, 2005

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May 15 Arrival of Beyna, Molinaro, Rawley	16 Mission Briefing Team Meeting to plan schedule	17 Design Workshop in Collaboration w/USAID	18 Design Workshop in Collaboration w/USAID	19 Arrival of Messner Material presentation	20 Prepare materials	21 Finalize and print materials
22 Review materials	23 Gender and Assessment	24 Field Site Data Collection & Analysis	25 National Holiday	26 Present Findings M&E Plans	27 Action Plans	28 Team Debrief
29 Free Day	30 Memorial Day Prepare Report for Mission Debrief	31 Mission Debrief	June 1 Team Departure			

**Shaded areas are workshop dates.*

ANNEX 6

WORKSHOP EVALUATION RESULTS

Gender and Education Strategy Workshop Lusaka, Zambia May 23-27, 2005

The following is a copy of the workshop evaluation form, which includes the data from participants' ratings and comments. While the workshop had as many as 20-25 participants at a given time, at the end only 14 participants completed an evaluation. For all but three of the rating questions below, all 14 participants provided a rating. For the three exceptions, 13 participants provided a rating. Using the following scores for the ratings, we calculated an average rating for each item.

“Not at All” or “Not at All Useful” =	0
“To a Little Extent” or “Only a Little Useful” =	1
“To Some Extent” or “Somewhat Useful” =	2
“To a Great Extent” or “Very Useful” =	3
“To a Very Great Extent” or “Extremely Useful” =	4

We would appreciate your assessment of this workshop, so that we can make improvements for future workshops of this type. Please answer all the questions below and return your completed assessment to the facilitators. Thank you.

<i>For the following questions, please put a check mark in the box to the right that best represents your opinion.</i>	Not at All 0	To a Little Extent 1	To Some Extent 2	To a Great Extent 3	To a Very Great Extent 4	Average Rating (N = number of participants who gave a rating)
Were the workshop objectives relevant to your needs? (The objectives are listed below.*)	<i>N = 0</i>	N = 0	N = 2	N = 5	N = 6	3.3 (N = 13)
Overall, to what extent do you think we achieved the workshop objectives?	<i>N = 0</i>	N = 0	N = 2	N = 11	N = 1	2.9 (N = 14)
Overall, did the design and process of the workshop help us achieve the workshop objectives?	<i>N = 0</i>	N = 0	N = 3	N = 8	N = 3	3.0 (N = 14)
Did the design and process of the workshop encourage participant involvement?	<i>N = 0</i>	N = 0	N = 3	N = 7	N = 4	3.1 (N = 14)
	Not at All 0	To a Little Extent 1	To Some Extent 2	To a Great Extent 3	To a Very Great Extent 4	Average Rating (N = number of participants who gave a rating)

How useful were the workshop materials (tools, readings, CD, etc.) in helping accomplish the objectives?	<i>N</i> = 0	N = 0	N = 0	N = 9	N = 5	3.4 (N = 14)
* The workshop had four main objectives: (1) To develop a collective understanding of a meaningful concept of gender to improve the quality and relevance of education in the context of the HIV/AIDS crisis; (2) To increase knowledge and skills in gender assessment—including use of basic assessment tools; (3) To increase capacity to think, plan, and act strategically about integrating gender into basic education programs to improve quality and relevance; and (4) To develop means of assessing progress in achieving meaningful results in education activities and programs.						
Please provide here any specific comments or suggestions you have regarding the workshop objectives, design, process and/or materials:						
<ul style="list-style-type: none"> • Needed a little more time to follow-up on salient issues arising from exercises; need to find way to move participants to a deeper level on gender. • The process should have involved lesson learning as a build-up to further programming. • The workshop objectives were in line with the lessons and exercise given, including the field trip. • Knowledge and practical skills were very rich and will enhance my personal facilitation skills. • I would have loved to learn how to analyse findings of a research activity. • The workshop objectives were very relevant to the content and activities conducted. Very in-depth and useful information. Will definitely help me in my HIV/AIDS programming work. • Linkages between sessions sometimes were not very clear—demonstration of the framework to the discussions was not enough if compared to materials offloaded. • Develop more tools and encourage more group work on given presentations. • All presentations were professionally done. The field trip was good. • The workshop objectives are O.K. • You didn't have enough time to deliver your objectives. 						
<i>Please rate each of the workshop segments in terms of its <u>usefulness</u> to you in achieving the workshop objectives.</i>	Not at All Useful 0	Only a Little Useful 1	Some-what Useful 2	Very Useful 3	Extreme-ly Useful 4	Average Rating (N = number of participants who gave a rating)
Monday's Brainstorm and Discussion: If We Had True "<u>Gender Integration</u>" and "<u>Gender Equality</u>" in Basic Education, What Would It Look Like?	<i>N</i> = 1	N = 1	N = 0	N = 8	N = 4	2.9 (N = 14)
Monday's <u>Force-Field Analysis</u>: What Are the Forces Pushing for and Hindering Change Toward Integrating Gender in Basic Education and Achieving Gender Equality?	<i>N</i> = 1	N = 1	N = 2	N = 5	N = 5	2.9 (N = 14)
Monday's Presentation and Discussion about the <u>Four Dimensions of Gender Equality in Education—Equality of Opportunity, in the Learning Process, of Outcomes and of External Results</u>	<i>N</i> = 1	N = 0	N = 2	N = 6	N = 5	3.0 (N = 14)
The <u>Gender Assessment Visit to Local Schools</u>: Monday's Preparation and Training in Assessment Tools, and Tuesday's Data Collection and Data Analysis	<i>N</i> = 0	N = 2	N = 2	N = 4	N = 5	2.9 (N = 13)

Thursday's Presentation and Discussion of the Recent <u>EQUATE Assessment Findings</u>	<i>N = 0</i>	N = 0	N = 8	N = 4	N = 1	2.5 (N = 13)
Thursday's Presentation and Discussion of the <u>Continuum</u>: Exploiting Gender Inequities, Accommodating Gender Roles, and Transforming Gender Relations	<i>N = 0</i>	N = 1	N = 1	N = 5	N = 7	3.3 (N = 14)
Thursday's Small Group Work in <u>Re-Strategizing Programs and Projects</u> to Increase Gender Integration and Equality	<i>N = 0</i>	N = 0	N = 2	N = 8	N = 4	3.1 (N = 14)
Thursday's Presentation and Friday's Small Group Work on Developing <u>Gender-Sensitive Indicators</u>	<i>N = 0</i>	N = 0	N = 1	N = 7	N = 6	3.6 (N = 14)
Friday's Small Group Work on Developing <u>Action Plans</u>	<i>N = 0</i>	N = 0	N = 2	N = 6	N = 6	3.3 (N = 14)
Friday's Presentation on the <u>Program/Project Roadmap</u> and <u>Ideas for Gender Integration Programming</u>	<i>N = 1</i>	N = 0	N = 3	N = 5	N = 5	2.9 (N = 14)
<p>Please provide here any specific comments or suggestions you have regarding any of the workshop sessions:</p> <ul style="list-style-type: none"> • Action plans should have presented a more synergized programming among partners. • The periods were rather short to fully assimilate all lessons, moreover no icebreakers to freshen the minds. • Some sessions were unnecessarily longer than they should have been. • I enjoyed the efforts of drawing of the implementation plan. • I would have loved a more lengthy discussion on the synergies that we could create among ourselves in achieving gender in education. • Dimensions of Gender Equality in Education was helpful in moving our thinking to beyond number balancing and presentation. This motivated team to think more about planning to include gender in project systems. • I felt that the session on monitoring and evaluation was very useful and was happy to learn on other monitoring tools and indicators. • The report back was a little confusing in the way some participants were reporting their findings. An analysis of the data would have added value to the information collected. EQUATE assessment findings were presented in a biased manner—negative. In a workshop for adults, time should be considered. • All the sessions were very useful. Only time of closing daily proceeding were beyond time expected, e.g., 1700 hours. The implication was on transport back home in late evening was not easy. • I found Monday's gender integration pulled up short of truly addressing the issue and people's opinions. • I wish we had spent more time reaching agreement on the concept of gender. I wish we had spent more time on the details of the EQUATE assessment findings and using them, combined with the experience of the participants and a review of current USAID sector objectives to chart the way forward. 						

What did you like best about the workshop?

- Sharing work and experiences in what each organization is doing. Power Point presentations were very professional and all presenters were very good and clear in their presentations. There was no dull moment. Keep it up!
- Fieldwork.
- The presentation on gender-sensitive indicators clarified a number of concepts and processes.
- Monday's brainstorming session, force-field analysis, field visit, indicators, action plans.
- The field visit, and developing the gender-sensitive indicators.
- The sharing of knowledge and experience as regarding USAID's extent in Education and Gender Programming was very good.
- Steps to follow when taking stock of research works, i.e., how to treat data from the start to the end.
- It helped to bring into focus the practicalities of gender integration in education.
- The fact that ___ (?) task could be used to re-think and explore Gender Integration.
- I liked the field trip and also looking at how gender can be integrated in many programs. I also liked the use of the various tools used. The gallery walk was another dimension of looking at the different organisations' work.
- I liked the facilitation skills of the facilitators at every level of the workshop, be it at school visit sites which facilitated directed and useful discussions and resolution in “___(?) Participation?”
- Four dimensions of Gender Equality in Education; field visit and developing Action Plan; Program/Project Roadmap with ideas of Gender Integration.
- Activities geared toward our projects.
- The facilitation was good and the experience of the facilitators was extensive.

What did you like least about the workshop?

- Any session in lecture format.
- Lack of comprehensive analysis in the EQUATE Assessment.
- For an adult education, it was too packed for assimilation of all the good points by some participants.
- Facilitator time should be segmented, i.e., head facilitator and co-facilitator. One who is an anchor.
- Starting and knocking off times—it was tiring to stay all that time.
- One or two presentations were not clear, not as practical to Education and Gender programming.
- The hours were too long—it got tedious and concentration levels began to run low. This assessment could have been given yesterday—to cut on time.
- EQUATE Assessment findings and Continuum, which I did not fully understand.
- The proximity to people's offices resulted in divided attention.
- N/A
- Nearly everything. Transport reimbursement.
- Too few energizers; we sat for two long.

What additional suggestions can you offer for future gender and education strategy workshops of this type?

- It is better to have such a workshop outside Lusaka for more concentration and not worrying about office work.
- To be away from Lusaka so that participants are not disturbed by “urgent” issues at the office.
- Just enough time for each session but brief, say, start at 8:30, end 17:00 so that participants have time to breathe.
- Coordination and networking strategies developed alongside plans of actions.
- To have more of such workshops in future.
- Invite more people in decision-making positions to help drive some of the ideas and information generated forward.
- Develop themes to the framework from what the participants were discussing.
- That people at decision-making point, i.e., Permanent Secretaries should be involved.
- It must be “decongested” in terms of schedule.
- Include some executives of higher ranks to Director of Ministry of Education, too.
- Let people develop their own common understanding by talking things out. Highlight issues under debate in gender circles and inform us of the questions that are unanswered.

If this workshop were offered again in Lusaka, would you encourage your colleagues working in basic education development to attend?

YES

NO If you said “no,” why not?

14 Participants said, “YES,” and none said “NO.”

Do you have any additional comments?

- We focused a lot on the whats—what to teach, what to plan, what to evaluate—but we needed more hows—how to improve gender sensitivity, how to change things.
- Thank you for organizing this workshop. It has broadened our/my understanding of gender and equity and USAID Road Map and Project Development and Implementation.
- To borrow from Christina’s phrase, the workshop “enriched and enlarged” my capacity and knowledge about gender integration in education. The combination of four female and two male facilitators was fantastic.
- All in all, the workshop has been very helpful in re-thinking the current project activities. What we thought were general initiatives in project planning, most now are based on gender.
- Great workshop. Very educative and practical!
- Yes, the workshop content demanded a lot of expertise from participants, which either stakeholders or facilitators of the workshop could have acknowledged in some way.
- Facilitators were very good at encouraging participation from workshop participants. Made the workshop interesting without being too boring!!
- Add some icebreakers.
- A good module but which requires more time than allotted.
- This was a great effort to revitalize gender in education. Good to see that the EQUATE team was responsive and flexible. Great job!
- This training workshop should be extended to the senior officers who are in the decision-making positions in government, especially MOE. I would have loved if more MOE officers invited to this workshop. One officer only was very limiting. Someone from Equity and Gender Department should have also attended this workshop. MAY GOD BLESS YOU ALL!!
- Thank you!

ANNEX 7

ACTION PLANS

7.1 EQUIP II

7.2 CHANGES

7.3 QUESTT

7.4 MINISTRY OF EDUCATION

7.5 USAID

ANNEX 7. I EQUIP II ACTION PLAN

WORK AREAS:

1. HIV/AIDS

Objectives:

- Increase knowledge and understanding of HIV/AIDS basic facts, myths, misconceptions and impact.
- To mitigate the impact of HIV and AIDS on the MoE workforce

2. Integrated Information Management

Objective:

- To facilitate the use of data to make and justify decision, which affect the delivery and effectiveness of education in Zambia

3. Policy and Research

Objective:

- To enable the MoE to make decisions based on empirical data to enhance the quality of education delivery in Zambia

4. Institutional Development

Objective:

- To improve policy formulation, planning and management through sufficient and motivated human resources, which is provisionally managed

WORK AREA #2 – DATA SHOULD:

- Provide valid information
- Be up-to-date
- Be relevant – useful for planning and decision-making
- Be accessible to all
- Be reliable
- Provide info utilized in strategic planning and decision-making processes
- Be applicable to decision-makers
- Be mainstreamed into day-to-day activities
- Result in capable, competent staff
- Help decision-makers in improving the delivery of education, effective operation of MoE, and human resource management
- Be analyzed by MoE planners and decision-makers at all levels: zone heads, district heads, provincial heads, line ministries, stakeholders, ...
- Effect institutional development, organizational development, delivery of quality education
- Affect needs of the education sector

For this to happen, the information system must cast a larger net. The following gaps in tools were identified.

GAPS IN TOOLS

Annual School Census:

- # of girls/boys dropouts by pregnancy, lack of \$, OVC, child-headed households, responsibilities at home, sexual abuse (in school, at home), stigma associated with HIV/AIDS, psychosocial issues re: HIV/AIDS
- Role of food in attendance/absenteeism
- Infection rates among MoE staff
- Gender parity report
- Relevant, sensitive, child-friendly instruction [assess effectiveness of current training]
- Gender analysis of available data and used [policy/research decisions] – need for secondary surveys

Ed. Assist:

- Does not disseminate data relevant to gender-specific needs and HIV and AIDS

Policy/Research:

- Need a tool for evaluation of available data in terms of gender and HIV/AIDS needs and implications

ACTIVITIES TO ADDRESS GAPS

- Make recommendations to MoE based on data (e.g., TTC curriculum) to address gaps
- Information on sexual abuse by teachers, caregivers, relatives, peers, community members from alternative data collection sources, i.e., police reports, headmaster reports.
- Sensitization in gender and HIV/AIDS
- Monitoring absenteeism by reason [stigma and discrimination]
- Baseline surveys
- Articulate level of data that the tools refer to
- Secondary data collection at pupil level, e.g., food [PLA]

GENDER-SENSITIVE INDICATORS

1. # of dropouts by reason disaggregated
% Absenteeism by reason
2. % Prevalence of HIV in MoE disaggregated by sex
thru “baseline survey”
of staff participating in peer mentoring program
of MoE accessing VCT or ART disaggregated
3. # of teachers trained in applying interactive methodologies
Review of child-centered training methodology for gender sensitivity
of gender-related topics brought out during instruction
4. Evaluation of existing data sets to determine relevance to gender issues
5. Gender Parity Report
6. # of secondary qualitative data collection exercises to support annual census quantitative data.

WORKPLAN

Activity	Timeframe	Resources
1. Include questions related to absenteeism by reason to annual school census questionnaire	June and July	MoE Statistician
2. Complete analysis of baseline survey	June, July, August	
3. Liaise with MoE partners and USAID to develop secondary data collection (ED-Data Survey) with plans		Other partners and EQUIP II
4. Work to evaluate existing data applicability to gender issues	July	EQUIP II and MoE
5. Modification made to Ed. Assist to produce gender relevant information with gender relevant reports	September	EQUIP II

ANNEX 7.2
CHANGES ACTION PLAN
USAID GENDER AND EDUCATION STRATEGY WORKSHOP
MAY 27, 2005

Activity	June	July	August	Who	Resources Needed
Debriefing COP/Stakeholders	1 st week 2 nd week			SPC SHNT.O.	
Review and Strategic Planning	June	1 st week		EPC, SPC, CoP Stakeholders	Funds
Implementation of SHN Activities Deworming Feeding Micronutrient IEC Supply Package			August-December	Teachers/Health Workers/CDSS SHNTO Program Coordinators	Funds Transport Drugs Infrastructure
Gender Sensitive Environment Teachers attitudes Existence of PPS abuse by teachers & pupils <ul style="list-style-type: none"> • Training in psychosocial skills for teachers/peer educators • Management skills for school managers & PTA • Child centered teaching skills for teachers • Establishment of SAFE Club and YFC Corners 			August onward	Program Coordinators/ Resources Personnel	Funds IEC materials Training manuals Transport
Bursaries to OVCs especially girls Providing counseling and guidance			August onward	Implementing agency	Funds
MoE			August onward	Pr. Coord and Implementing P & Exter. Ev	Funds

CHANGES

Gender Sensitive Indicators

SHN

1. No. of teachers training in SHN drugs administration by sex
2. 2. No. of pupils dewormed (Girls and boys)
3. 3. No. of schools with school gardens
4. 4. No. of SHN IEC materials produced and distributed

Gender Sensitive Environment

1. No. of teachers and peer educators trained in gender sensitive psychosocial skills
2. No. of school managers/PTA trained in school management
3. No. of teachers trained in child centered skills by sex
4. No. of SAFE Clubs and YFCs established with sex-disaggregated membership

Bursaries to OVCs

Number of boy and girl OVCs provided with bursaries

Index of Gender Sensitive School Environment

Factor	Weight	Scoring				Total Score
		Poor	Fair	Good	Excellent	
Availability of H&N Services for Girls and Boys	30	7.5	15	22.5	30	7.5-30
Gender Sensitive Environment (Teachers' attitudes, existence of PPS abuse by T's & by Ps)	40	10	20	30	40	10-40
Bursaries for OVCs (Esp. Gs)	30	7.5	15	22.5	30	7.5-30
	100	Schools				25-100
		100 Schools				2500-10,000

Year 1: 2800

Year 2: 3500

Year 3: 3400

ANNEX 7.3
QUESTT EXPANDED OBJECTIVE AND ACTION PLAN

Objective: Teachers graduating from education colleges show “improved quality of teaching”	
Expansion: Define “improved quality of teaching” to include gender-sensitive techniques.	
1. Define training for TRCs	June 2005
2. Baseline a. train MOE observers b. conduct observations c. analyze data	July/August 2005
3. Deliver Training	September-November 2005
4. Assess impact	January 2006
5. Analyze data	February 2006

ANNEX 7.4 MOE ACTION PLAN

PROVISION OF BASIC EDUCATION (GRADES 1-9) USAID GENDER AND EDUCATION WORKSHOP MAY 27, 2005

1. Provide basic learning requisites ex-books, rulers, pens, pencils, rubbers, etc., enough for the whole year.
2. Provide microfinance support to vulnerable households to improve income, nutrition, and health in homes to enable children to go to school – a lesson learnt from community schools.
3. Set up monitoring teams (men and women/boys and girls) for monitoring microfinancing projects – source of funding – NGOs and cooperating partners
4. Strengthen existing loan facilities/incentives for teachers – the aim is to motivate teachers and improve quality of education.
5. Expand and rehabilitate school infrastructure and teachers houses, water and sanitation facilities – funding from government, cooperating partners, NGOs
6. Expand bursary schemes and support pupils in boarding schools including weekly boarding students
7. Strengthen the existing gender capacities through continued training, sensitization, provision of materials, recruitment and promotions, development of M&E systems at all levels.

MOE GENDER SENSITIVE INDICATORS

- 80% of the pupils' basic learning requisites provided to each girl and boy including OVCs;
- 70% of X houses in rural schools rehabilitated and fitted with solar panels
- 50% of rural houses with solar power allocated to female teachers
- 2:1 male to female teacher ratio in rural basic schools attained
- 100% of full basic schools provided with fully equipped laboratories
- 50:50 enrolment ratio for girls and boys in SMT at Grade 8 attained
- 3:4 ratio of sanitation facilities for boys and girls provided in every basic school
- 70% OV girls and 30% OV boys receive full cycle bursaries at upper basic
- 41 of the most rural districts provided with one secure weekly boarding structure for girls
- 50:50 progression for girls and boys from Grade 7 to 8 attained

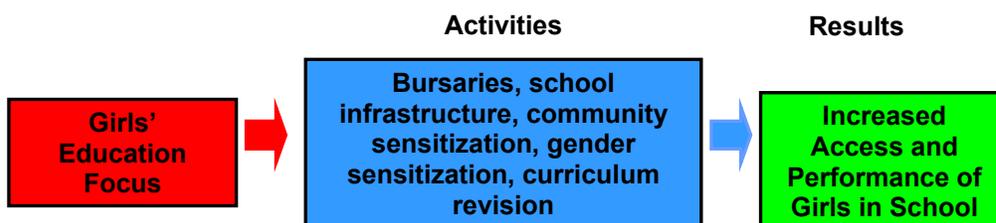
MOE IMPLEMENTATION PLAN

Activity	Time Frame	Implementer	Resource
Awarding of bursaries to 3000 OVCs @ a ratio of 1:9 boys to girls from grade 8-9	Jan-June 2006	FAWEZA CAMFED MOE	US\$ 380,000
Creation of SAFE clubs in 63 basic schools with FAWEZA bursaries	Feb-Dec 2006	FAWEZA	Human Resources Instructional Materials Transport
Training 63 school heads in gender and education management	Aug-Sep 2005	FAWEZA Consultants	Transport Finances, Training materials, Human resources

ANNEX 7.5 USAID ACTION PLAN FRAMEWORK AND SCHEDULE

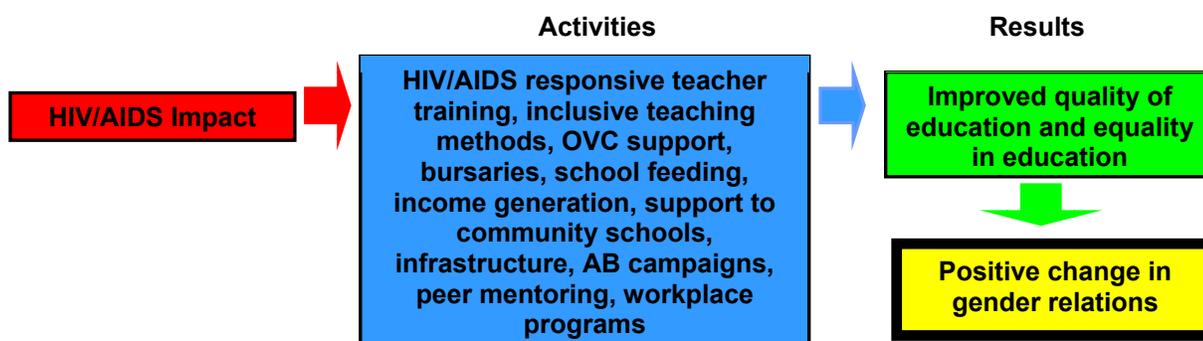
The previous focus of USAID/Zambia’s education programming was on achieving equal numbers of girls and boys in classrooms in order to increase girls’ access and performance in schools (see Figure 5). However, this focus on parity rather than equity and equality ignored the socio-cultural factors (e.g., gender and HIV/AIDS) that influence and affect the lives of girls and boys. As a result, many of girls’ and boys’ gender needs in regards to education were not analyzed and, therefore, not addressed by USAID/Zambia’s programs.

FIGURE 5: GENDER RESPONSES TO EDUCATION PROGRAMMING 1996-2005



HIV/AIDS has forced international development organizations, such as USAID, to reassess their programming strategies to better respond to the changing gender roles, relations, and needs resulting from the pandemic. In the education sector, HIV/AIDS has altered the desired result from a focus on girls to a positive change in gender relations through quality education and gender equality, with a special focus on orphans and vulnerable children (see Figure 6).

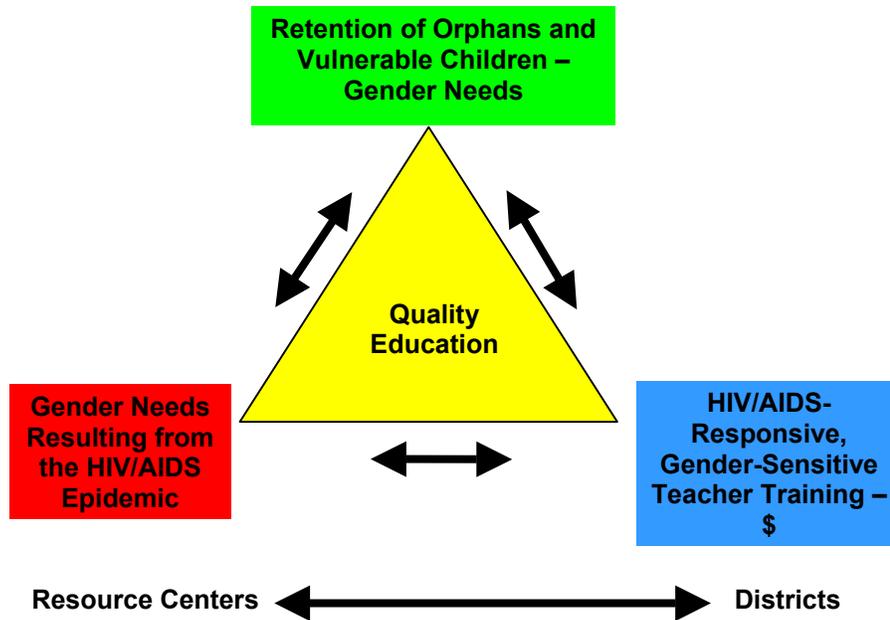
FIGURE 6: USAID/ZAMBIA’S RESPONSE TO CHANGING GENDER NEEDS IN EDUCATION



After developing a conceptual framework for rethinking education programming in Zambia, the Mission needed a strategy that reflected this framework. With the input of the MoE, NGOs, and its implementing partners, the education office reaffirmed quality education as their primary focus. Quality education was defined as education that is responsive to the gender needs of boys, girls, teachers, and households resulting from the HIV/AIDS epidemic. In order to achieve this, the Mission’s focus would be on OVC currently attending government schools, community schools, and participating in IRI. Impact of USAID

quality education programs would be measured by retention of OVC in these three learning environments. (see Figure 7 below)

FIGURE 7: USAID/ZAMBIA'S EDUCATION STRATEGY



Once the result was identified, USAID then assessed available funding that would have the greatest impact on OVC retention. USAID/Zambia was recently granted \$5.5 from PEPFAR (the President’s Emergency Plan for AIDS Relief) to invest in teacher training. These funds could be used to train teachers in HIV/AIDS-appropriate and responsive methodologies and approaches that have been modeled by the community schools.

By focusing on one of the needs identified by the assessment (retention of OVC), and then, “following the money,” the USAID/Zambia Education Office was able to develop a strategy that was fundable, met expressed needs of the community, and could be implemented from the community levels (via resource centers) to the district level.

ACTION PLAN SCHEDULE

Activities	June	July	August	September
Develop Scope of Work	X			
Contract Consultant		X		
Share Strategy with Partners			X	
Finalize Gender Strategy				X

ANNEX 8

PARTICIPATORY MONITORING AND EVALUATION TOOL PACKAGE

PARTICIPATORY GENDER ANALYSIS TOOLS FOR ASSESSMENT, MONITORING AND EVALUATION IN THE EDUCATION SECTOR

Gender analysis is not a specific technology. Rather, it is an approach for examining factors related to gender throughout the process of program development, from conceptualization, needs assessment, and design to implementation and evaluation. It is a way of looking at the world that brings into focus the activities and roles, access to and control over resources and decision-making power of women, men, girls and boys within the system under analysis. The purpose of gender analysis is to ensure that development projects and programs fully incorporate the participation and take into account the needs of men, women, girls and boys.

This sheet introduces a selection of tools for conducting a gender analysis in the education sector. It offers practical tools to enable observers to see the gender interactions that occur in the classroom, school and community environments. The Participatory Learning and Action (PLA) activities introduced allow researchers and stakeholders to identify patterns of instructional interactions, management procedures, student-to-student interactions and parental perceptions and attitudes that influence the school participation and achievement of boys and girls in differential ways.

TOOLS MODELED IN THIS WORKSHOP

Classroom Observations

Traditionally, classroom observations have been used for inspection to judge teachers. Another way of using classroom observations is to look for patterns of gender-related interactions and encourage reflection on teaching practice to foster improved teaching and learning. Structured classroom observations can help teachers identify effective teaching strategies to reduce gender bias, promote the equitable participation of girls and boys and address the diverse needs of all the learners. Classroom observation helps to identify specific factors in the classroom (teaching methodologies, relations between teachers and students, the use of space and the arrangement of the room, etc.) that may contribute to a low level of participation and achievement of all learners.

VIPP Cards

VIPP means “Visualization in Participatory Programs.” It is a people-centered approach to problem identification, decision-making and planning. The VIPP method involves the use of a large number of multi-colored cards of different shapes and sizes on which participants can express their main ideas for the whole group to see. Cards are collected and clustered (in a simple matrix, web diagram etc.) to reveal the different perspectives of group members. VIPP methodology can be used in focus group activities with parents, teachers, students and other community members to explore values and gather information about teaching and learning and other factors that influence the educational participation of boys and girls.

OTHER TOOLS

Activity Log

Some children may want to study but school timetables and calendars conflict with their duties. The 24-hour and Seasonal Calendars collect information about the kinds of activities that boys and girls engage in over a specific period of time. An activity log allows observers to count the frequency in which boys and girls are involved in different activities and determine how these activities affect school participation. Seasonal calendars help identify months of greatest difficulty and vulnerability in terms of, for example, student health, and seasonal planting and harvesting that affect access to and participation in school. Activity logs are useful for identifying the different kinds of work done by boys and girls and the gender-differentiated constraints to their participation in education.

Child Profile

The Child Profile is a tool to promote inclusive education. It helps identify potential problems students face inside and outside the classroom that impact the learning process, as well as identify children who are not coming to school and those that are at risk of dropping out. Results highlight the diversity of children in the community and help educators plan programs to overcome the factors that exclude girls and boys from participating in school. Results also provide information that enables teachers to adapt and improve their teaching practices to meet the specific needs of boys and girls.

Mapping Instruments

Maps are useful to both frame observations and serve as a recording instrument. They can be used to collect data about the physical environment of the school and the community in which a school is situated. Community mapping exercises can provide information that helps identify boys and girls who are not in school and the reasons why, as well as identify safety and security challenges confronted by boys and girls on their way to and from school. School mapping exercises can help identify factors that influence student learning and participation in school. Maps reveal information about the location of latrines, the security of the school compound, the location of sources of water, the condition and location of play areas, the condition and organization of classrooms and how these affect girls or boys differently.

Textbook and Curriculum Analysis

Textbook and curriculum analysis permits quantitative and qualitative data collection that reveals gender biases in instructional materials and the curriculum that limit students' personal development. It entails the revision and analysis of curricular materials – textbooks, instructional guides, etc. – in order to detect bias and stereotyping in words and images that may hinder gender equality. Curriculum developers, publishers, principals, individual teachers, and groups of teachers interested in improving equity and quality in education may use the tool to review the materials they commonly use.

SAMPLE TOOLS

The sample tools contained in this package do not represent an exhaustive toolkit. Rather, they serve as illustrative examples of approaches to be adapted, further developed and applied to a variety of settings for collecting gender-sensitive quantitative and qualitative data about students, schools and communities. By presenting these tools, we hope that users of this resource will gain experience in applying and adapting these and other participatory methodologies to serve their own needs.

The tools presented in this resource have been adapted from the following sources:

- *Child Health in the Community Training Guide*, WHO
- *Classroom Observation Tools*, Ray Chesterfield, IEQ for USAID
- *Classroom, School and Home Factors that Negatively Affect Girls Education in Malawi*, UNICEF
- *Girls' Participatory Learning Activities in the Classroom Environment (GirlsPLACE)*, Diane Van Belle-Prouty and Haddy Sey for USAID Africa Bureau
- *Integrated Participatory Approaches for Quality Learning (IPAQUAL) – Workshop Guide*, GroundWork Inc.
- *A Manual For Gender-Focused Field Diagnostic Studies*, IFAD
- *Toolkit for Assessing and Promoting Equity in the Classroom*, Creative Associates International

CLASSROOM OBSERVATIONS

CLASSROOM OBSERVATIONS

CLASSROOM OBSERVATION: CLASSROOM MAPPING INSTRUMENT

The objective of both methods of classroom observation using mapping and recording teacher/student interactions is to observe the teacher/student interactions and whether equitable levels of attention, participation, and encouragement are being given to girls and boys. The recommended amount of time for the classroom observations is a minimum of 30 minutes.

School Name: _____ Department: _____
District: _____ Teacher's Name: _____ Male: ___ Female: ___
Class level: _____ Duration of observation _____

Task I: Draw a map to show location of students and movement of teacher and exchanges.

(Use the white space at the bottom to draw the classroom map and record the interactions.) You can observe a complete lesson and continue to record interactions or this can be done within a limited time period for example spending only 30 minutes to observe and record.

Mapping legend: Describe the codes that will be used for the classroom mapping.

Example of coding: The following codes may be useful and others can be added depending on what the observer wants to monitor (i.e. not only boys versus girls, but also could indicate race, language, minority student, learner with disability, etc.)

G/B	Girl/boy
???	Teacher asks question
<input type="checkbox"/> G	Girl/Boy asks question (put a box around the letter "G")
-----	Teacher movement in the classroom
-> ->	Student movement in the classroom (i.e. pupil demonstrates in front of the classroom)
>>	Interaction between students (group work)
+/-	Teacher encourages/scolds student
*	Whole class response (choral response)

Task II. Summarize the interactions observed.

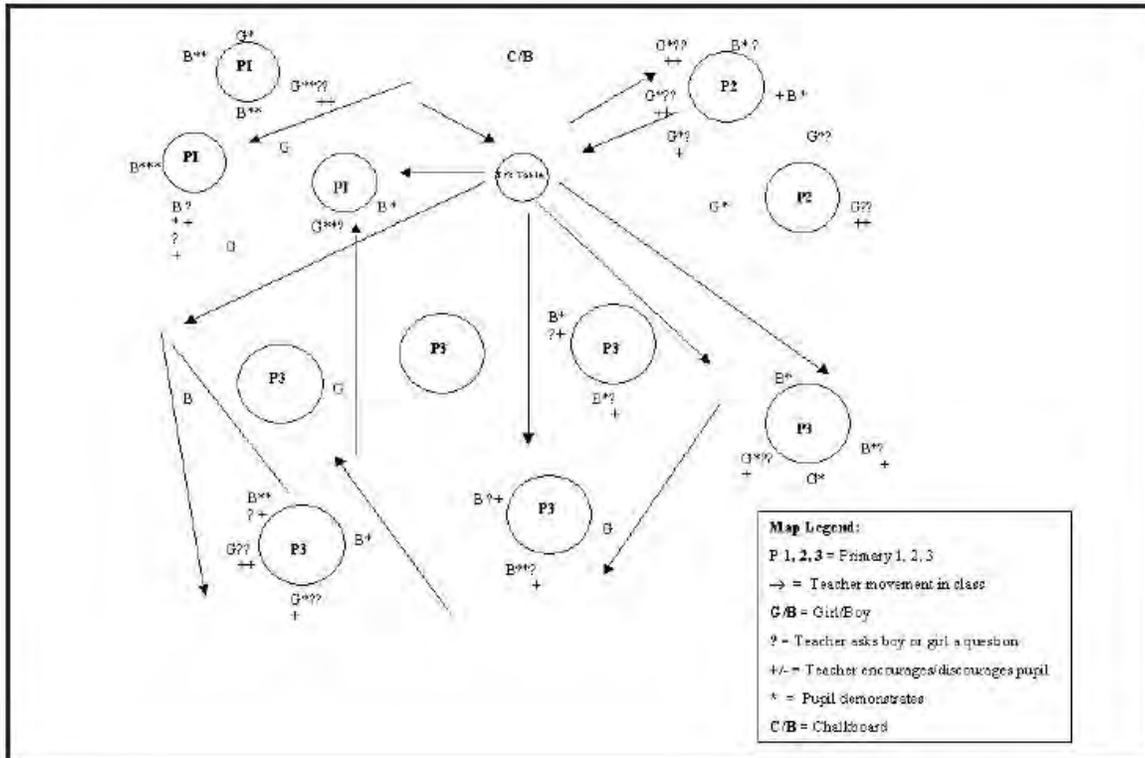
(e.g. out of the total number of girls in the classroom, how many times the teacher called on the girls and whether or not the feedback was positive, negative; out of the total number of boys in the classroom, how many times the teacher called on the boys and whether or not the feedback was positive, negative, etc.)

EXAMPLE OF THE CLASSROOM MAPPING INSTRUMENT APPLIED IN UGANDA

In countries where EIC has been implemented, teacher supervisors and educators in some cases are already familiar with the strategy of classroom mapping. In Peru, the EIC workshop facilitators said that this type of mapping strategy has been used with upper grade primary students who recorded observations of their own teachers' interactions. In South Africa, teachers who were introduced to the instruments for the first time eagerly utilized them to conduct peer observations and provide feedback to each other. These observations can raise awareness about student participation levels and discriminatory teaching practices.

In Uganda, teacher supervisors/mentors called Coordinating Center Tutors (CCTs), were trained in the use of the EIC classroom mapping instrument. They have incorporated this strategy into their daily practices in which they provide continuous monitoring, feedback, and support to teachers in a cluster of schools. During the results monitoring of the EIC Project in Uganda, best practices were collected from CCTs and teachers, who as a result of EIC training, are implementing strategies to promote equitable teaching and learning. Below is an example of a classroom mapping that was completed by a CCT during an observation in a multi-grade classroom in the Kalangala District. From this sketch of a classroom lesson, the observer can assess that there is active participation in this classroom because the teacher is asking questions and providing encouragement to the majority of the learners. Since the number of girls and boys is fairly even (17 girls/16 boys), it appears that the teacher is encouraging greater girls' participation because 17 questions were asked to girls compared to 9 questions directed at boys. The teacher is giving encouragement to all the pupils that he/she interacts with rather than discouragement.

Classroom Mapping Sample: Teacher/Student Interaction in a Multi-Grade Classroom



DESIGN AND APPLICATION OF THE CLASSROOM OBSERVATION INSTRUMENT

PART B TEACHER/LEARNER CLASSROOM INTERACTIONS

The teacher/learner classroom interactions tool helps to answer the question if teachers interact differently with boys and girls by quantifying interactions and measuring the type of responses. The instrument will help to determine whether all students receive the same kind of questioning, wait time and feedback from their teachers. As a teacher, one way to promote classroom equity is to master the skill of equitable facilitation. Different types of questioning and feedback either encourage or discourage participation and learning. It is important to note that facilitation techniques that encourage higher order thinking and student initiated questioning may be encouraged at a policy level, while not supported by local beliefs about what good teaching and classrooms look like. Fundamental beliefs must be examined in order to change teacher practice to improve equity. The teacher/learner classroom interactions tool provides a focus for discussion about these issues.

The tool can be used before or after the classroom mapping is completed; it is recommended not to use these two instruments simultaneously. Use the instrument to track a dozen or more interactions in the classroom. The exchanges may not necessarily be sequential because the observer may not have time to complete recording all of the information in the matrix for the first interaction before the teacher or pupil has initiated the next exchange. Analysis is required on the part of the observer to assess what level of question is being asked and what dynamics are occurring and therefore this may require a little more time.

Using the tool, the observer will answer the following questions and record the following information.

I. Who initiates the exchange and what level of questioning is being asked?

- Record who initiates the exchange whether it is the teacher, a girl or boy;
- Record whether the question asked of the learner is at the level of knowledge, analysis or evaluation. Analysis is required on the part of the observer therefore see the explanation below on how to categorize levels of questions.

Level of questioning of learners influences higher order thinking and participation

Teachers ask three types of questions to students – knowledge level, analysis level, and evaluation level. Students who are asked higher-level questions receive a better education.

The following three types of questions (Bloom’s Taxonomy) should be used in every discussion with an emphasis on analysis and evaluation. These types of questions are indicated on the teacher/student interactions tool under the column “level of question.”

1) Knowledge Level Questions

- Require students to recall facts
- Provide a common ground to prepare for higher-level questions
- Brainstorming is an example of a technique that might require recall
- Key words – “who, what, when, where, how?” “Describe...” “In your own words, tell...”
Example: “Name the parts of a plant.”
(*Should be classified as a low level question on the observation instrument)

2) Analysis Level Questions

- Relate ideas, compare pros and cons, explore assumptions, and promote logical thinking
- Key words – “Compare....” “Place in categories” “Outline” “Combine two ideas for a new whole.”

Example: “Compare this plant with that plant”

(*Indicated/classified as a high level question on the observation instrument)

3) Evaluation Level Questions

- Require students to move beyond the facts and analysis to develop their own judgments
- Require students to think and defend ideas based on facts, not emotions
- Key words – “What solutions would you suggest?” “Do you agree?” “What do you think about...?” “What do you think is the most important?”

Example: “Which of the three plants is better adapted for a hot, dry climate?”

(*Indicated/classified as a high level question on the observation instrument)

2. Who responds to the question being asked?

- Record whether a boy or girl responds; a small group of students, the whole class (choral response); the teacher (to a question initiated by a learner); or mark no response.

3. What type of feedback is given by the teacher?

- Record whether the feedback is positive (emphasizes form or substance or is enabling), negative (judgmental), or neutral. Analysis is required by the observer to be able to determine the type of feedback therefore see the insert below that describes how to classify feedback.

Feedback To Promote Learning, Self-esteem and Participation

The feedback educators give to learners’ work and responses in class affects their learning, positive self-esteem and participation in class. Some kinds of teacher feedback help students to learn and think. Other kinds of feedback cause children to be fearful and disengaged. Learners who receive feedback that enables them to learn from their mistakes and feedback related to the substance of their work are receiving a better education. Educators who give no response or negative feedback that is personal or judgmental are in effect giving children a lesser education.

Classroom ethnography research in the United States and Africa (Sadker, 1997; D. Prouty and H. Sey, 1998) documents a disparity in the kind of feedback teachers give boys compared to girls. Teachers can devise a system using seeds or small pebbles to verify the kinds of feedback they are giving to boys and girls. They can also ask a peer to watch them teach and tally the different types of feedback they give to girls and boys.

Categories of feedback are classified as follows on the teacher/pupil exchanges tool:

1) No feedback (neutral)

2) Judgmental (negative feedback)- “You haven’t done your homework again, you’d be better off in the market.”

3) Emphasizes form (positive feedback)- “Your handwriting is nice.” “Good work!”

4) Emphasizes substance (positive feedback)- “You listed several animals that no one else thought of.” “You solved that math problem in an unusual way.”

5) Enabling (positive feedback)- “I see one animal in your list that doesn’t fit, see if you can find it.” “Look carefully at your first paragraph and find the sentence that is not a complete sentence.”

4. What are the classroom dynamics like and do they create an enabling environment for learning?

- *Define and record the classroom dynamic that is reflected in the quality of the exchanges between the teacher and learner (i.e. if the teacher relates to the learner's experiences and knowledge, if the teacher requires the learner to reflect and go further in depth to provide an answer). Analysis is required by the observer to assess whether the teacher is effective in creating an enabling environment for learning. A teacher must be a good facilitator in order to teach effectively. The observer should consider the following effective facilitation techniques.*

Teacher Facilitation Technique:

A gender-sensitive teacher calls on girls and boys equally, asks the same levels of questions to boys and girls, and gives enabling feedback to both boys and girl. An excellent facilitator uses the following techniques that should be monitored for when conducting classroom observations:

1) Questioning

- Provokes thinking and engagement.
- Uses open-ended questions.
- Uses higher level questions that require thinking or reasoning.
- Uses follow-up questions, "Tell me more."
- Monitors the number and types of questions she/he is asking girls and boys, minorities, and those students perceived as more capable.
- Encourages students to ask their own questions.
- Finds out how many students agree or disagree with a point and asks them to defend their opinion.
- When a student doesn't answer, asks a simpler question, yes/no type, select from a choice, repeats the question, waits longer, or provides a cue to keep all students participating.

2) Wait Time

- Waits 3-5 seconds before calling on a student. 10-20 seconds are needed to answer higher-order questions.
- Knows that wait time results in more thoughtful responses.
- Knows that wait time encourages participation by more children.
- Knows that wait time surprises children and engages the entire class more than when teachers habitually acknowledge those who raise their hands quickly.

3) Encouragement

- Uses positive body language with all students.
- Creates safe environment for sharing ideas.
- Offers non-judgmental remarks.
- Uses the same responses for boys and girls.

4) Paraphrasing and Summarizing

- Reflects back and restates what the student says.
- Shows students that the teacher is really listening.
- Brings out clarity.
- Is useful in resolving conflicts or issues.
- Pulls information and facts together.

- Models how to organize information.
- Is a critical component of a good lesson.

Observations made that could not be recorded on the instrument can be commented on using the reverse side of the paper or in a separate notebook. After completing the observations, it is important to analyze and summarize the findings. It is helpful when first learning how to use the instrument to conduct observations in pairs in order to compare and discuss findings with another person. After analyzing the findings, if the observer is a teacher mentor/trainer, he/she should find an appropriate time to sit with the teacher and share their observations remembering that the feedback should promote collaborative problem solving rather than fault finding.

Teacher/Learner Classroom Interaction Tool

Name of the school: _____ District: _____ Region/department: _____

Name of the teacher: _____ Female: _____ Male: _____ Grade level: _____ Length of observation: _____

Exchanges	Initiator Asks Questions			Respondent				Reply		Teacher Feedback					Dynamics of effective classrooms				
	Teacher	Pupil		Teacher	Girl	Boy	Small Group	Whole Class	Verbal	Non-verbal	No feedback (Neutral)	Judgmental (negative)	Emphasizes form (positive)	Emphasizes substance (positive)	Enabling (positive)	Draws on Experiences and Knowledge	Allows time for Reflection	Probes for Deeper Understanding	Other
		Level of Question	High																
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			

Record Notes on Classroom Dynamics. Use the other side to write about the observations recorded and also to add ideas that could not be recorded in this matrix.

EXAMPLE OF THE TEACHER/LEARNER CLASSROOM INTERACTION INSTRUMENT APPLIED IN EL SALVADOR

This example was drawn from the baseline data study published by Alberto Barillas at FEPADE in El Salvador. (See Bibliography) The goal of this study is to develop an approximate diagnosis of gender equity in classroom practice in public schools. The ten schools that participated were selected among 34 schools proposed by the teacher trainers/pedagogy advisors that participated in the EIC workshops. Certain criteria were taken into account in the selection of these 10 schools: the location by region (urban or rural); identification of practices related to gender equity (positive or negative); and recommendations from the Department of Professional Development of the Ministry of Education.

The work was performed through interviews of the school directors from the selected schools followed by classroom observations. The procedure consisted in the following:

- Across the ten schools, grades one, three, six, and nine were selected for observation.
- In each school, a random selection was made of one section (in cases where there was more than one section in a grade level.)

From that section, one class session was observed. Then, one teacher was interviewed, and finally, two girls and two boys were chosen to be interviewed through a random selection.

The study mainly focuses on classroom instructional practices. This emphasis is based on the knowledge that the classroom is an environment in which communication and/or cultural interaction is developed and where discriminatory or negative social relations can be perpetuated or new ones developed.

Teacher practices were carefully analyzed through classroom observations and interviews with teachers in charge of the classes. The results of both efforts are shown below. In order to determine the participation level and evaluate the interaction between teachers and students, the researchers used many instruments, including the Classroom Observation Instrument. The findings below are an excerpt from the study and the conclusions and recommendations are not complete. (See the study for more detail.)

Findings

Asking questions in class

In general, the teachers ask most of the questions, which require a very low cognitive level of thinking from the students (yes/no answers, regurgitation of information, choral responses). Some questions are even answered by the teachers themselves.

During class, the number of questions asked by boys in comparison to girls is 3 to 1, a favorable relation for boys. Girls ask better questions of teachers, although these questions tend not to challenge the teachers. Usually, they are inquiries about procedures or directions related to homework assignments or practice exercises they need to do.

Asking questions in class is one of the most important topics related to the analysis of instructional practice. Therefore, teachers were observed and their opinion solicited regarding who asks the most challenging questions in class, teachers or students, girls or boys.

From the classroom observations conducted, (at least 40) it was revealed that between 1 and 71 questions were asked mainly by the teacher. Only about three of the questions required an average cognitive level from students. Boys asked between 1 and 19 questions (only one question required an average cognitive level on the part of the teacher). Girls asked between 1 and 6 questions that were all low cognitive level.

Categories of questions asked in the classroom include:

- (High cognitive level) Questions that stimulate some kind of reflection on what is learned: “What is a reading text? What is your opinion about what I read to you?” “What are your thoughts about it?” Given the context, these questions require thinking and the answers may be varied and do not need “to be exact”. With these types of questions, there is the possibility for students to build a hypothesis, and establish associations between previous and new knowledge. Also, there is the possibility to imagine, and even make mistakes occasionally.
- (Average cognitive level) Questions that have an assessment or evaluation purpose: “Who remembers what we learned yesterday?” “Could you tell me what you recall from the presentation I have just made?” These are questions that aim at determining if the students can regurgitate and recall what the teacher has previously explained.
- (Low cognitive level) Questions that serve as “vehicles” in class: “Did you understand?” “Can we go on?” Such questions have the purpose of simply obtaining “permission” from the students to continue teaching.

There were very few instances in which the first category of questions was asked and when posed, they generated limited responses on behalf of the students (both oral and content wise). It would seem that students are conditioned to a certain type of questioning followed by a limited response, that is short in its oral presentation and requiring a minimum intellectual effort. The proof is that each time a question requires higher order thinking and a richer oral construction, students simply give any answer (fast, simple, short).

Teacher: “What is a reading text?”

Student: “It means to read something.”

Answer given by a boy in sixth grade.

The majority of questions asked by teachers require a minimum level of thinking skills (questions that ask for choral responses, are inserted abruptly, lead to just one type of answer which is already insinuated within the question, etc.). As a result, students are not given the opportunity to learn how to think or generate personal opinions or queries.

According to fourteen teachers interviewed, they noted that the majority of questions are asked by girls during class. Thirteen teachers stated that boys asked more questions and eleven stated that they saw no difference as to which gender asks more questions. According to the observations in class conducted by the researchers, an average of 3 to 1 more boys than girls asked questions.

When queried who asks better questions in class, girls or boys, the answer varied as follows:

- 13 of the teachers said “girls”
- 9 of the teachers said “boys”
- 16 of the teachers saw no difference (both girls and boys equally).

In fact, girls ask fewer questions in class. According to observations, girls formulated the most relevant questions regarding class content, thus requiring a higher cognitive level. However, many of the questions girls ask are regarding directions about performing a task or exercise either in class or outside class.

Invitations or name-calling to participate in class according to gender

It was important to inquire about a variable that may reveal conscious or unconscious preferences on behalf of teachers. This variable deals with teacher invitations to students to participate by calling a

particular name or making a specific reference. For example: “Let’s see, Gustavo.....” “Luis, please, what would you say about?”

During class time, the teacher asked questions and mentioned a particular name. Out of a total of 15 classes, in 13 of them only names of boys were mentioned. In the 15 classes, the invitations made to boys occurred 3 to 17 times. In the girls’ case, they occurred from 1 to 12 times. The 15 cases are shown in the table below:

Invitations or name-calling to participate in class according to gender

Classes	Number of occasions boys are mentioned	Number of occasions girls are mentioned
1	17	1
2	6	2
3	6	2
4	6	12
5	4	0
6	5	3
7	3	1
8	4	1
9	4	1
10	6	2
11	6	2
12	3	1
13	0	5
14	7	2
15	11	6
Total	88	41

As it can be noted in the table above, there is a relation of approximately two to one (almost double), meaning that more boys than girls are called to participate in class. It is possible that teachers call more often on boys for disciplinary reasons. By mentioning their names, teachers make sure that they remain attentive, thus avoiding disruptive or unruly behavior. Along these same lines, since girls are traditionally “quieter” and “more responsible”, they do not need to be called on as often.

This data could serve as evidence that boys require more attention and time in class on the part of the teacher. However, the teachers’ decisions to engage boys more often than girls seems to occur at a subconscious level.

What is happening in the classroom? Has equity been achieved?

The data collected through the modest baseline study helps to identify certain tensions that constitute the backbone of gender equity practices in schools and classrooms.

Teaching practices seem to be the main obstacle to equity in the classroom. This approach analyses the traditional forms of teaching and the various limitations identified in the interactions between teacher and students.

Classrooms show a division of tasks in which teachers perform all the main activities: those that are intellectually engaging, that require higher cognitive levels, and more effort. That is, the students are not required to perform activities that require higher order thinking skills. Supposedly, students are the center of instructional activities and are the subjects of learning, but the teaching practices place students at a real disadvantage and do not allow access to the learning process mentioned above.

In such classrooms, students do not ask questions. It would seem that they have no cognitive interests and their oral participation is limited individually; students are content with giving choral answers of low intellectual level. Following this mode of instruction, learning outcomes are limited, mechanic, and

repetitive. As a result, there is hardly any chance to reach a level of reflection, critical thinking, and creative processes.

In these type of classrooms, children participate but on very unequal grounds. One of the most important differences is reflected by the fact that girls ask questions about procedures and very seldom about content related activities. On the other hand, teachers invite and call directly on boys to participate more often than girls. Finally, boys get more attention because they tend to cause more discipline problems.

Conclusions

The structure of the teaching and learning process seems to be the main obstacle to establishing equity in the classroom. In this case, both boys and girls were excluded from the opportunity to get a superior education because they could not participate in experiences that develop higher cognition and intellect. This occurs in a subtle way, and usually is not perceived by teachers, students, parents, or school directors.

Recommendations

It is important to encourage research on this subject in order to disseminate results widely, particularly among the school community. This information should be shared not only with Ministry of Education technical staff and university academics, but also with the school faculty and students' families. The dissemination of findings should not be limited for technical purposes, but should aim at developing and promoting critical reflection on gender practices in the classrooms and in schools. Those responsible for the development and dissemination of such information should aim to introduce this issue in community meetings. It will be difficult to achieve concrete results to improve equity in the classrooms in the short-term without the involvement of all possible sectors that may contribute to the discussions and actions including families and community members.

VIPP CARDS

VIPP Card Brainstorm

VIPP is a participatory process that uses cards of different sizes, colours and shapes to show linkages between ideas and areas of consensus and disagreement. For VIPP to be successful, follow the rules for writing cards.

VIPP cards can be used in plenary or small groups for participants to put down their responses to a question. The questions must be clear and unambiguous. By using cards, the responses can be organized logically and to show areas of consensus and disagreement. This method allows all participants the opportunity to express themselves, so that the quieter members in the group are able to contribute. The facilitator needs to analyze the cards and assess what they represent. Guide the discussion on any areas of disagreement to determine the underlying causes.

Rules for writing VIPP cards

- Write only one idea per card
- Write a maximum of three lines on each card
- Use key words
- Write large letters in both upper and lower case
- Write legibly
- Use different sizes, shapes and coloured cards to structure the results of discussions creatively
- Follow the colour code established by the facilitator for different categories of ideas

Rules for involving participants

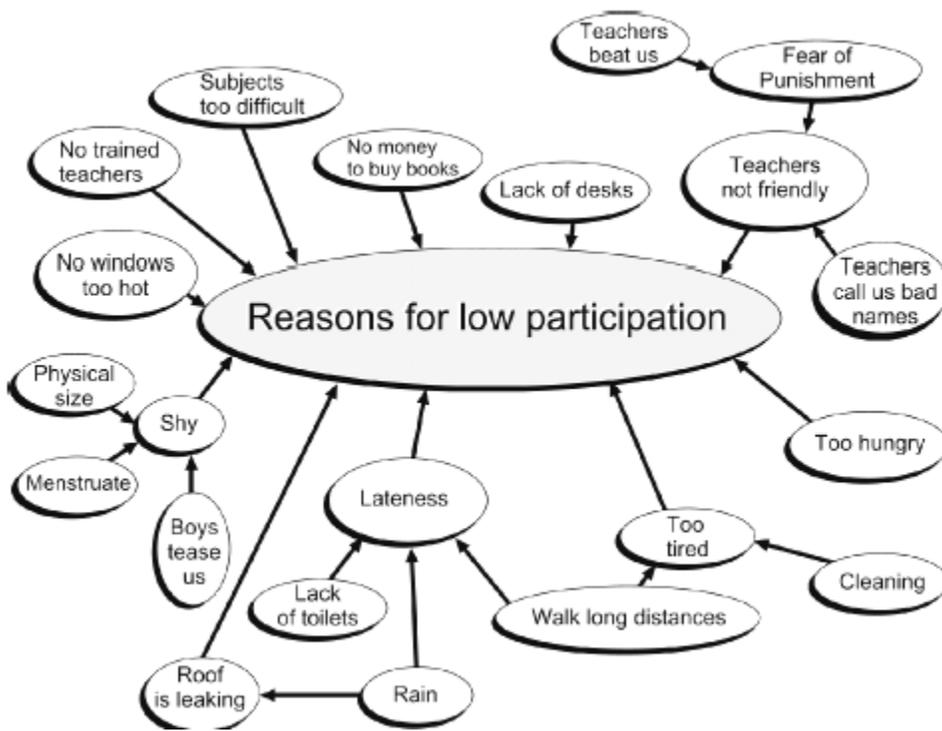
- Each participant is a resource person and every resource person is a participant
- Everyone helps everyone
- Every idea counts
- Conflicts should be dealt with at an appropriate time. Uncomfortable feelings must be dealt with promptly
- Use VIPP as a learning process for making people more tolerant and receptive to other opinions

The following sequence is recommended when using the VIPP method:

- Explain to the participants that you would like to use the VIPP method to generate a list of specific experiences, opinions or beliefs. Add that the experiences should be specific in order to be useful.
- Distribute the VIPP cards to participants.
- Discuss the rules for writing VIPP cards. Answer any questions participants may have about the VIPP method.
- Ask participants to work in groups and draw or write down the answers to the question posed.
- Ask each participant to share what he or she has written or drawn on the VIPP cards.
- Place the VIPP cards on a board (or a wall) where everybody can see them.
- As you direct the session, have another trainer help you group the cards to see the various categories that emerge. Use a matrix or a web as appropriate to categorize cards.
- Summarize the session.

Sample Results:

Question: What factors contribute to poor participation of girls and boys in school?



ACTIVITY LOG

ACTIVITY LOG

Seasonal Calendar Guide

The seasonal calendar shows the main activities problems and opportunities that occur throughout the annual cycle. It helps identify the months of greatest difficulty and vulnerability or other significant variances which have an impact on people's lives.

In this activity seasonal calendars will be used to summarize the following:

- Food availability in terms of the quantity and amounts consumed in order to identify periods of food scarcity, consumption of protein food and coping strategies. The impact of food availability on schooling will be explored, in particular the participation and attendance of boys and girls in school.
- Gender differentiated workloads and time spent completing tasks based on seasonal changes. The workloads will assist us to analyze the labour demands for women, men and children. For example, the differences in workloads of school boys and girls in school and their impact on attendance and performance will be determined.
- Income and expenditure patterns, how they vary throughout the year and the impact they have on schooling.
- Traditional and social activities/ceremonies in terms of occurrence throughout the year and the impact on schooling.

Procedure

- Divide the participants into groups e.g. men, women, school girls, school boys, out of school girls, out of school boys.
- The calendar should first of all be drawn on the ground using sticks, stones, leaves, seeds or any other locally available materials that can be used as symbols.
- Draw a 12 month, 18 month or seasonal (climatic) as appropriate. It need not start in January and should reflect the indigenous seasonal categories. Note: don't impose your calendar. In some cases non-monthly intervals are relevant for the indigenous calendars e.g. wet season and dry season, or planting, weeding and harvesting seasons.
- In each group one participant should be chosen to draw the chart and participants can take turns drawing to maintain the interest level and to ensure participation of all present.
- Ask probing questions to find out the different kinds of work that girls and boys do. Such as:
 - What kinds of work do you do during the rainy/dry seasons.
 - Identify periods when girls engage in different work from boys eg leisure, farm work selling produce, household chores etc
 - Identify impact of climate on education of girls/boys eg absenteeism eg road conditions, cold weather etc.
 - Identify traditional practices and their impact on education
 - Identify disease prevalence and its impact
- Obtain quantitative information qualitatively. For example, for labour demand: first determine the four busiest months by asking your informants a series of questions such as:
 - What is the busiest month?
 - What are you doing then?
 - What is the next busiest month?
 - What are you doing then?

An alternative method is to have participants use seeds, small fruits, stones or other small and seasonal uniform counters to quantify. Sticks can be broken in different lengths and used to indicate relative

magnitudes. In this way an entire seasonal calendar can be constructed with sticks, stones and seeds on the ground.

- Transfer chart to flip chart/paper. Combine all seasonal patterns into one diagram to show correlations between different variables and identify any problem or opportunity times within the year. Cross-check the and refine the chart seasonal calendar throughout the fieldwork. Watch out for seasonal and non-seasonal variations.

Sample Seasonal Calendars

Rainy Season Work Loads and Associated Activities

Target Group	Nov	Dec	Jan	Feb	March	April
Boys	• Digging	• transplanting	• Weeding • Applying fertilizer	• Weeding • Applying fertilizer	weeding	Harvesting
Girls						

Dry Season work Loads and Associated Activities

	May	June	July	Aug	Sep	October
Boys	Making ridges	Planting				
Girls	Initiation ceremonies Making ridges					

Problems of School Girls

Jan Feb March April May	May June July Aug Sept	Sept Oct Nov Dec
Lack of money	Food availability	Work loads
School fees	Diseases	High disease prevalence
Poor Infrastructure	Weather conditions	Food shortage
Dirty unpaved slippery roads	Work loads	
Girls are teased when they fall on ground	Time availability for ground play, rest etc is limited	
Weather conditions result into absenteeism		

CHILD PROFILE

Child Profile

EXAMPLE OF THE CHILD PROFILE INSTRUMENT APPLIED IN EL SALVADOR

This questionnaire is a sample written by an *Equity in the Classroom* facilitator, Mercedes Rodriguez Burgos, in El Salvador. It has been used on school visits. The teacher trainers who participated in EIC training are using the child profile instrument as a strategy to promote learner-centered education and students in the teacher education programs are using the child profiles in the classrooms where they are doing their practice teaching.

The questions included below provide examples of the kind of information that can be obtained about the student to identify what motivates the student in school and other factors either inside or outside the school that can impede the child's learning and achievement. Many more questions could be added to it, for example to investigate the child's health but these are only a few examples. The questions should be adapted according to the maturity level of the learner. Sensitive issues that an interviewer wants to investigate such as sexual violence in schools can be inquired about once the interviewer has won the student's trust. It is best not to begin with sensitive questions but to first ask questions that will allow the learner to open up to the interviewer. The interview will go more smoothly when the questions are interwoven as the child tells his/her own story.

Child profile interview guide

1. Personal Data

- What is your name?
- Do you have a nickname that you like?
- How old are you? When is your birthday?
- Where do you live?
- What grade are you in?

2. Self-Perception

- Describe yourself. What are you like?
- What are your strengths and your weaknesses?
- Do you have a personal trait that you would like to change?
- What is it?
- What do you want to be or what do you want to do when you grow up?
- What are your greatest hopes and wishes?
- What do you need to do in order to achieve what you hope for?
- What are the emotions you feel most often on a daily basis? How do you usually feel?

3. Family Data

- Who do you live with?
- What is your father's name (or guardian's)?
- How would you describe your father (or guardian)?
- What is your mother's name (or guardian's)?
- How would you describe your mother (or guardian)?
- What do your father, mother, and/or guardian do?
- How many brothers and sisters do you have?

4. School Experience

- What is the name of your school?
- Do you have any difficulties that prevent you from attending school?
- Do you like going to school? Why or why not?
- What changes would you like to see in your school?
- Do you have friends at school? Who are they?
- How do you get along with your teacher?
- When you make a mistake or you don't understand something, does your teacher help you?
- What do you like doing best in your class and at school?
- Do you have any problems in your class?
- Are you satisfied with your achievements as a student? Why?
- What do you need to improve?

5. Experience at home or in the community

- What is it that you like best at home?
- Do you have any problems at home? What are they?
- Is there something you are afraid of at home or in your neighborhood?
- Do you have somebody to help you do your homework? Who is it?
- What are your responsibilities or chores at home?
- Do you have free time to play at home or in the neighborhood?
- Do you like living at home or in your community?
- Is there something you would like to change in your community?

Mercedes Rodriguez Burgos applied the interview guide presented above with some children at a school in El Salvador. The profiles of a boy and a girl have been selected and included below. The facilitator interviewed the teachers where the interviews were conducted and where the tool had been applied. Teachers shared their feedback on the use of the instrument once the profiles were completed.

Profile of a boy from El Salvador

Antonio is a child from El Salvador. He is almost twelve years old and goes to a public school located in Antigua Cuscatlan. He is in sixth grade and describes himself as “a kind and understanding person.” He acknowledges that one of his strengths is his ability to play soccer that he has been practicing since he was five years old. Antonio says he feels good about himself and does not think there is any personal trait that he would like to change.

As a grown up, he would like to be a professional soccer player because “they get a lot of money just for playing.” One of his greatest wishes is that his father would go to the Evangelical church that the rest of the family belongs to. He also thinks that he needs to show more effort in order to achieve his goals; that is, practice more soccer and pray to God so that his father may accept going to church.

Antonio lives with his mother, father, and eighteen year-old brother with whom he gets along quite well despite the age difference. His father is an engineer and he describes him as a good person who helps them. His mother works in the store that has been set up in the same house in which they live. He describes his mother as an honest person.

As for his school, Antonio reveals that he likes it because “it is big and they teach him good things.” He maintains that he has many friends and that he gets along well with his classmates. As to his wish to change something at school, he would like “to have the basketball court changed into a soccer field.”

Regarding the relationship with his teachers, he states that he feels at ease with them and can ask questions when in doubt. He likes paying attention and participating in class. In general, he is satisfied with his achievements; however, he acknowledges that language arts are “hard for him.” He admits that he should work harder in that subject.

Among the responsibilities he has at home, he helps out at the store and cleans up. When he finishes his homework early, he has time to play soccer. But this does not occur everyday because he usually has a lot of homework. Antonio assures that he likes living at home and in his neighborhood and that there is nothing about them that causes him any concerns and everything appears all right.

Profile of a girl from El Salvador

Ana is a twelve year-old girl from El Salvador who is in seventh grade at a public school in Antigua Cuscatlan. She describes herself as somebody who is “happy, sometimes angry, and quite shy.” She identifies as one of her strengths her ability to get along well with most people. Some of the traits she would like to change about herself are to be less boring and shy. Ana would like to be a dentist or a “midwife”. She acknowledges that she needs to study and make efforts to achieve this goal. One of her greatest wishes is to “become an important person.”

Ana lives in a low-income community characterized by overcrowded living spaces and the lack of basic services. She lives at home with her mother, stepfather, grandmother, three aunts, her four-year-old brother, and eight year old sister. Her mother works in a small restaurant that sells “pupusas”, a Salvadoran food, and her stepfather works in a factory. Her grandmother and her two aunts work at home making tortillas. One of the problems that Ana acknowledges having at home is when the adults fight and do not talk to each other.

In the mornings, Ana is responsible for taking care of her younger siblings, which is why she attends school in the afternoons. She is responsible for preparing their food, making sure they do not hurt themselves, and that they do not go out in the street. Ana acknowledges that it is hard to get along well with her siblings; they do not all play games together. Besides taking care of her siblings, she is responsible for washing dishes, making the beds, cleaning, and doing some shopping.

As for her achievement at school, she says she is satisfied, although she admits she could “do better.” She maintains that some math concepts are difficult for her, so she needs to pay better attention in class. This is not always an easy task for her because she cannot concentrate due to the noise her classmates make. Regarding her relationship with her teachers, she points out that it is quite good. She feels she gets their support and they help her review subjects that she did not understand very well.

She likes her school because she has quite a few friends, both girls and boys. The school is big and she feels she is learning there. However, she would like to have space to play softball that is her favorite sport. She would also very much like for the toilets to be more hygienic. One of her aunts, the one who is unemployed, helps her with homework. Her mother cannot help her because she did not finish first grade herself.

Ana seldom goes out of her home. She assures that her mother doesn't like her playing outdoors because "there are many drug addicts in the alley where she lives." In spite of this, when her mother is at home, sometimes she goes out to play with a neighbor that is her same age.

The young girl assures that she likes living in her home and her neighborhood, though she wishes they would fix the wall in her house that was damaged during the last earthquake, and that they would install lighting in her neighborhood streets. Ana reveals that she often feels sad and disappointed which is why she remains silent for long periods of time. However, she doesn't quite manage to identify clearly what causes these feelings.

Some reflections made by a female and a male teacher regarding the Child Profile Tool

Both teachers who were interviewed agreed that the tool "does work". They revealed, independently, that the information in the Child Profile is useful, especially in certain situations. Some of these are mentioned below:

- It is important to be aware of children's birthdays in order to celebrate each one of them on their special day. This means a great deal to them and it is a motivating factor because "in many instances, they are not even celebrated at home." Based on this information, some activities such as collective birthday celebrations may be organized, "even if it were only every three months."
- Data obtained through the category Self-Perception, offers the following benefits: by getting to know the children better, the relationship between teacher and student may be more sensitive and trustful. This, in essence, helps improve the learning process and minimize inappropriate behavior. Likewise, it helps establish better relationships between girls and boys which results in an improvement in teamwork allowing the integration of both sexes in work groups, mixing boys and girls who are considered "more active" with those who are quieter and hard workers.
- The information obtained about self-perception also allows one to observe changes in the children's behavior and their emotions over time. These changes may be indicators that something is happening when there is evidence of sudden or abrupt changes. By knowing this, teachers can look for ways to help them and reinforce their good qualities.
- The category Family Data provides explanations for certain behaviors that are inappropriate for boys and girls. For example, "when they fall asleep in class, or show aggressive and rebellious behavior." Likewise, Family Data provides indicators on how to treat students knowing that boys and girls "achieve better academically when they are treated well." It is evident that a nurturing attitude helps motivate boys and girls at school.
- This data offers the opportunity to gain awareness of the type of work that many boys and girls do outside school. The fact that they work has a direct relationship with the lack of motivation and interest in school because they do not perceive an immediate benefit from attending school compared to the money they earn working. Teachers may develop strategies in order to motivate them not to drop out from school. This data also helps explain the reason why so many students do not complete homework.

- The category Family Data together with Home and Community Experience offer inputs for developing activities with the Parents' Association ("Escuela de Padres") to address problems and concerns the students may be having inside or outside school. This provides an opportunity for parents to examine the type of relationship they have with their sons and daughters and to reveal their "weaknesses as fathers or mothers." Also, parents are interested in talking about their problems in the community or neighborhood.
- Another benefit is that this data promotes equal treatment towards boys and girls on the part of the parents, especially in the division of household chores. Usually girls are overloaded with responsibilities at home, but this situation is improving through the Parents' Association ("Escuela de Padres"), where they are made aware of the fact that "girls and boys are equal, and therefore should both be treated equally."
- The item Home or Community Experience offers information related to how children live, specifically in relation to space and "free" time outside of school. This data helps explain the some students' behavior at school. For example, when children are restless in class or they like playing a great deal, it is due to the fact that at home or in their neighborhood, they do not have the opportunity, time, or space to play.
- The category about School Experience favors student-teacher relationships, helping students build trust with their teacher that allows them the confidence to ask their teachers for help when needed.
- Being aware of the areas in which children would like to change their school allows teachers and others to identify certain fears or insecurities they may have due to the school environment. Girls, for instance, feel "insecurity and embarrassment" because the restrooms are located adjacent to the boy's restrooms. Given this proximity, the boys tease and bother the girls while using the restroom. Frequently, girls ask female teachers to accompany them to the restrooms. Knowing this kind of information allows teachers to take action to correct the situation.

MAPPING INSTRUMENTS

Mapping Instruments

Activity: Transect Walk

Time: 40 minutes

A transect walk is an organized walk that students and teachers take through classrooms and the school compound. During the “walk” they observe, ask questions, listen, and identify problems. When the walk is completed, they discuss ways to address identified problems. The school environment and physical plant can be used to create a transect map. Factors identified that affect teaching and student learning should be highlighted to facilitate the discussion.

What information a transect walk can highlight:

- The layout of the school physical plant;
- The condition of the school; and
- Items that influence students learning and participation in school.

How to do a transect walk:

Steps

1. Create different kinds of groups of students to participate in the transect walk. Groups can be formed by gender, age, or by grade level. Limit groups to 6-8 students.
2. Walk around the school, observing, questioning, and discussing the conditions.
3. Draw a map of the things that were noted on the walk.

Materials needed:

- Papers, pencils, rulers, erasers

Using the information:

1. If there are no latrines, where do the girls go to use the bathroom? Is the area secure? What measures can be taken to make certain that girls are safe when they use the bathroom?
2. If there are latrines but there is an insufficient number or they are in poor, unsanitary condition, what do students use instead?
3. Do boys and girls use the same latrines? If so, what kinds of behaviors go on when the girls are using the latrines?
4. Are villagers allowed on the school compound? Are there men who hang around the school?
5. If there is no water, where do the students have to go to fetch water? Is the path secure?
6. If there are no security fences, what prevents outside distractions or outsiders from coming onto the school grounds? What prevents younger students from wandering off?
7. Are there differences in the condition of different classrooms? Do some classrooms have better materials/supplies, more chairs or desks?
8. Are the conditions of the school dangerous to the students, e.g, broken glass, dangling roofing sheets, choppy cement floors, snakes, or biting insects, etc?

Hints: Have more than one group take part in this activity and compare their maps. Interesting differences may emerge as probing questions are asked. Pick a time when the rest of the school is in session to do a transect walk. This helps avoid drawing a group of curious students, which can create distractions.

Example of a transect walk map:



Sample Observations

- Latrines are unsanitary – students, especially girls, prefer not to use them
- Girls walk to the well 3xs daily to fetch water
- The school compound is not secure – young village men hang around the school grounds to chat with girls and engage boys in work
- Boys and girls walk up to 5 miles from the village to the school

TEXTBOOK AND CURRICULUM ANALYSIS

Textbook and Curriculum Analysis

Textbook Analysis of Equity Instrument

Textbook / Subject: _____

Textbook / Level: _____

QUANTITATIVE ANALYSIS		
Section	Number of Girls or Women	Number of Boys or Men
Pages _____ to _____		

QUALITATIVE ANALYSIS		
Representation	Girls or Women Key Word(s) Describing Activity	Boys or Men Key Word(s) Describing Activity
Family role and relationship		
Professional activity		
Role Models		
Personal characteristics		
Cognitive ability and achievement		
Stereotyping language		

Example of the Instrument Applied in El Salvador

Textbook / Subject: Rights of the child and adolescents, module in civic education and human rights N 7. ED-UCA and IIDH

Textbook / Level: Middle School

QUANTITATIVE ANALYSIS		
Section	Number of Girls or Women	Number of Boys or Men
Pages 34 to 38	5	7

QUALITATIVE ANALYSIS		
Representation	Girls or Women Key Word(s) Describing Activity	Boys or Men Key Word(s) Describing Activity
Family role and relationship	<i>Housewife/caretaker</i>	<i>Provider/ Breadwinner</i>
Professional activity	<i>Invisibility</i>	<i>Leader</i>
Role Models	<i>Traditional</i>	<i>Traditional</i>
Personal characteristics	<i>Passive</i>	<i>Active</i>
Cognitive ability and achievement	<i>Invisibility</i>	<i>Traditional</i>
Stereotyping language	<i>Invisibility</i>	<i>Visible</i>

In El Salvador, a participant in the EIC training, Ana Maria Nafria, who develops education materials for the Ministry of Education and for the Central American University in San Salvador, applied the instrument to analyze materials produced by the University on human rights for children that are used by educators in middle schools. She also used the instrument to inform her own practice in the development of new curricular materials. Below is the analysis she completed.

1. Description of Material

- Title of material: “What is the International Convention on Children’s Rights?”
- Number of pages: 34-39 (Note: ideally a greater number of pages should have been reviewed)
- Type of material: didactic/teaching material

2. Analysis

The document was analyzed through the application of the EIC Textbook Analysis of Equity Instrument. The analysis of the document’s illustrations is presented below, followed by the study of the text’s linguistic content. At the end, there is a summary of the conclusions.

Analysis of the Illustrations

The pages analyzed contain three illustrations in which appear eleven people. Of these people, seven are men (one man, two boys, and four adolescents), and four are women (one woman, one girl, and two adolescents). These numbers represent a certain priority in portraying males. However, what calls ones attention is the following:



In the first picture, a woman is portrayed. She is a mother who is breast-feeding her baby while she watches over her other son. This depicts the stereotype of women in their role as mothers and caretakers of their children. In addition, this picture portrays a woman who appears to be of a lower status than the man in the next picture.



In the second picture, we see a father with his son and daughter leaving school. Here, the father represents the figure that takes care of tasks outside the home (bring children to school, look over their education, etc.). The man is depicted as an active person and appears to have better education than the woman in the previous illustration.



The third picture represents a group of students in a rally. It alludes to the rights of youth to think and act freely. In the group, only the front row of adolescents is well defined: three males and two females. But, in front of them, there is one young man who seems to be the leader of this protest. Consequently, the picture shows twice as many young men (4) than young women (2) and clearly depicts male prominence and leadership.

In conclusion, the pictures reflect stereotypes that need to be eliminated, since they maintain female adolescents in the background (both in number and in attitudes) compared to the male adolescents. The adult woman is portrayed as passive, dedicated to childcare. There is no sign of equity in the performance of domestic roles.

Analysis of Language Used

In order to analyze if there is gender equity in the language used in the text, that is, what is expressed through words not images, what was taken into account is stereotyping language. The assumption was that given the topic and content of the text (specifically the rights of children) that logically there would appear very little or no mention of professional activities, personal characteristics of each gender, or the various cognitive capacities of children. However, it was surprising to verify that in a text about children's rights so much stereotyping language would be used. That is, there were enough elements that could be assessed as sexist language despite efforts made by the publishing team to avoid it. The following was observed:

Out of 41 Articles that deal with the rights of children, in all of those using nouns and adjectives to designate people of one gender or another, only masculine forms of articles, nouns, pronouns and adjectives are employed when speaking in general terms. Below, the Articles are listed by number, following the sequential order in which they appear. (The examples follow grammatical rules in Spanish that do not translate into English, so the intended meaning is in parenthesis.)

- Article 25: "if the boy is..." (use of "el niño"/boy to imply child)
- Article 9: "separated from his fathers" (use of "los padres"/fathers to imply parents)
- Article 10: "both fathers" (use of "padres"/fathers to imply parents)
- Article 18 "both fathers" (use of "padres"/fathers to imply parents)
- Article 30: "for those boys that" (use of "los niños"/boys to imply children)
- Article 3: "the boy's interest may be..." (use of "el niño"/boy to imply child)
- Article 20: "the boy/girl" (only the masculine article was used "el")
- Article 35: "the sale of boys" (use of "los niños"/boys to imply children)
- Article 12: "matters that affect him" (masculine not feminine as well, "her")

In the rest of the articles, it is evident that an effort is made to avoid sexist language by using the form "niño/a" (boy/girl), but they forget to do likewise with the articles (feminine and masculine) that precede the noun: "el niño/a" and "los niños/as". The correct form would be: "el/la niño/a"; "los/las niños/as", or using parenthesis as in "los(as) niños(as)". (In English, inclusive language would utilize boy/girl and he/she.)

In summary, in at least 12 cases, only names in the masculine form appear when making reference to both genders; only once was girls ("las niñas") and childhood ("la niñez") properly mentioned.

All other references to people (in 22 cases) use the masculine article (“el, los” he/they) and have added the endings of feminine forms (/a, /as) to the noun (“el niño/a, el maestro/a”, etc.).

Based on the findings above, corrections should be made not only in the articles used when referring to children’s rights, but also in the rest of the text. The purpose is to avoid the use of words that refer only to males when speaking in general terms. An effort should be made to make language more inclusive.