

District Capacity Building Project DISCAP

Guidelines for the Gender Audit of Training Programs

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Introduction

DISCAP's Training and Capacity Building Strategy prepared in 2003 included gender-specific training programs and a wide range of other programmes. These were aimed at enhancing the skills and knowledge of various stakeholder groups in areas ranging from high level policy development to more technical issues like water systems maintenance. Efforts were made during the design of each course to ensure that each individual training activity properly incorporated gender and was thus coherent with the overall Gender Strategy adopted by the Project. As the project is near to a close the time has now come to review DISCAP's training in order to gain a good understanding of the extent to which gender has been incorporated into some of the key courses. Gender-specific interventions are not sufficient to reduce gender inequalities. The way "mainstream" activities incorporate gender issues is an important indicator of organizational commitment towards more equitable development. That is why a gender audit of key training programs is such an important step before some of the DISCAP's courses become institutionalized.

1. Purpose and Content of this Tool

The general purpose of this tool is to help develop a qualitative appreciation of the extent to which gender considerations have been incorporated into the design, delivery and evaluation of the various courses developed within DISCAP and its partners. More specifically, this tool will guide the DISCAP team in identifying the strengths and areas needing improvement in each of the courses reviewed. Once piloted to assess DISCAP's courses, the tool can be improved and transferred to key organizational stakeholders to support their future efforts in the design, development and delivery of gender-sensitive courses.

This tool begins with a narrative section presenting the key issues to be addressed through the audit process, followed by a grid to be utilized to record the results of the audit. At last, a short section on methodology offers suggestions on how to proceed to carry the assessment. Two annexes complete the main document. Annex A contains guidelines to develop a short module addressing the gender issues pertaining to the theme of the course. Annex B is a short "Questions and Answers" note addressed to the course facilitators and designed to support their efforts to mainstream gender into course delivery.

2. Mainstreaming Gender into Training: Three Dimensions

The guidelines presented in this document address gender mainstreaming into courses under three dimensions: course content development, participants' attitude and behaviour and delivery of the course. First, it is important to assess the efforts made to ensure that the content of the course reflects the main gender issues related to its topic, and the extent to which such efforts

have contributed to the development of a gender-sensitive course. Second, as the attitude and behaviour of those attending the course are as important as the knowledge that they acquire, courses must be assessed for the way they address the development of gender-sensitive attitudes and behaviours of participants. Third, as the delivery of the course itself can have an impact on how gender issues are addressed, the guidelines contain a section aimed at assessing the delivery from two angles, the didactic and the logistical aspects of the course. More detail is presented below on each of the three dimensions to be assessed.

2.1 Course Development: Process and Content

Process for Developing the Course

It is useful to understand the context within which the course has been developed. If the course has been developed as part of broader curriculum or as a stand alone activity, the conditions under which it has been developed and structured will be different. However, it is key to know if the course has been developed by a team composed of both men and women and if those in charge of its development had some degree of gender awareness and knowledge. If the team did not have access to participants that were knowledgeable about gender, what efforts were made to access such expertise through outside sources?

Content of the Course

As the common objective of the various courses being assessed is to train the key staff of agencies responsible for the delivery of services to the population, the course participants must be made aware of the gender issues that are relevant to the topic of the course.

There are specific gender issues that pertain to any sector or topic. It is important to check if the course design incorporates an understanding of how the issue at hand affects or concerns men and women differently.

Three broad areas require attention under this theme. Each area is presented below along with some examples:

- Gender relations at household, organizational and community level: refers to the relationship between men and women in those three particular settings. We want to know about the respective roles and responsibilities of men and women in the functioning of the household, organization or community-based organization that they belong to. We are presenting below some examples:
 - Household relationships with respect to the payment of user fees, i.e. is it a male or a female responsibility?
 - What impact do gender relations have on the approach that DWST members have to utilize to reach out to households?

- What are the working relationships between male and female operators and the perceptions of communities and clients towards a male or a female operator or fee collector?
- Who is doing the management, maintenance, chairing of the committees, fee collection? Are these gender-related roles? Why?
- Access to and control over the resources: each sector of activity entails the use of resources by those who take part in it. There is a distinction between access and control: one can have access to something but this access might be controlled by others. Some examples of resources:
 - Health and hygiene education resources entail the use of supporting materials such as posters and leaflets and access to and control over transportation;
 - The management of water supply systems requires access to transportation and financial resources to repair breakdowns;
 - The volunteer management committees might need training to fully play their role. It is key to ensure that both men and women can take part in the training and that efforts are made to remove obstacles that might prevent a particular group (for e.g. women, youth) from accessing training available to others.
- Influencing Factors: factors influencing the way men and women experience the issue addressed through the course. These factors can be cultural, economic, political or religious. Some examples:
 - Cultural factors limiting men's involvement in their children's care;
 - Economic factors: who is responsible for paying the users fees? Is there a difference on who is paying the users fees depending on the type of payment required (annual, by the bucket etc)
 - Political factors: power issues within the community that seem to favour one group over another with respect to key decisions such as the use of the handpump;
 - Religious factors: any religious custom that has an impact on the relationships between men and women in areas that the course is concerned?

For the purpose of auditing technical and other courses that are not focusing exclusively on gender, the three above-mentioned topics must be addressed within the particular context of the course's topic. Thus, only the gender issues relevant to the issue addressed by the course will be incorporated. For more detail on how to incorporate gender issues into such courses please refer to Annex A of this document.

2.2 Participants' Behaviour

The trainees are likely to have to interact with the users of the services provided by their organization and colleagues from other departments or organizations. They should be

knowledgeable of gender equality issues that apply to their work and, more importantly, they must apply this knowledge through the adoption of gender-sensitive behaviour. For instance, participants must be aware that the fact that they are men or women influences their interactions with users. In that respect the training provided must directly address the gender-sensitive behaviour(s) that participants need to develop to effectively do their work and the participants' resistance to do so.

There are various ways through which a course can address the very sensitive aspect of participants' behaviour towards gender equality. The training might include an interactive process through which participants identify the appropriate interpersonal skills that are the basis of a gender-sensitive behaviour that is appropriate to their line of work. This part of the course must be handled very carefully by the facilitators as this is likely to trigger resistance and heated discussions among participants.

2.3 Course Delivery

The gender issues pertaining to the delivery of the course are addressed under three broad themes: facilitator's knowledge and attitude, didactic approach and courses' logistics.

Facilitators' Behaviour

The course facilitators are role models for participants and, in that respect, their behaviour is key in ensuring that messages about gender equality are transmitted correctly. A facilitator who is not comfortable with gender issues in his/her course is not going to be very convincing to his/her audience. It is the facilitator's responsibility to be knowledgeable about the course content, including gender issues. It can be very telling to realize that a facilitator has made efforts to master the course content but does not understand the particular gender issues involved in the course topic.

Once the facilitator is knowledgeable about the course content, his/her behaviour in delivering will have an impact on the effectiveness of his/her message. To illustrate what is meant we are presenting below some examples of gender sensitive behaviours:

- Facilitating equitable voice for all participants through attributing equal value to both men and women's contribution. This might require that the facilitator be aware that, in some settings, some groups have a harder time expressing themselves forcefully and might need a little help. For instance, when a group includes more men than women, it happens that women's attempts to speak are overlooked or simply ignored;
- Organizing small group work to facilitate participants' full contribution. This might require to have men and women form separate groups or group formation by the facilitator to ensure that groups include a mix of experience and expertise;

- Facilitators' behaviour and body language must demonstrate gender sensitivity and must avoid negative comments (for e.g. regards men's contribution to parenting), wandering eyes when a women speaks or body language that might be offensive to some of the participants.

Didactic Approach

The didactic approach for course delivery must be consistent with a commitment to gender equality. It includes the materials (are they gender-sensitive or do they reinforce stereotypes?) and the delivery methods (mix of group and individual work, way to conduct plenary sessions).

Course's Logistics

The course logistics must take into account the fact that some participants might have family responsibilities preventing them from attending the course as offered. Issues such as course schedule, location, residential arrangements, child care services if appropriate must be addressed.

3. The Tool

The grid presented below is intended to serve as a guide to assess the extent to which a particular course takes gender issues into consideration. The rating system has been designed to guide the assessor in the development of a *qualitative appreciation* of how gender considerations were incorporated into the course. The intent is not to attribute a "score" to each course. It is a matter of judgement to determine how best to incorporate gender into technical and other courses that are not gender-specific. The intent is to identify areas of strength and those needing improvement in order to reach a coherent integration of gender issues into the training activities. For each question presented in the grid the assessor can indicate the level of integration of gender concerns. If it is "low" or "average" it means that improvements are needed and it might be useful to offer suggestions as to how to improve the extent to which gender is taken into account in the course.

At last it is important to highlight the fact that not all questions will apply to all courses and that issues discussed and addressed must be directly relevant to the topic of the course. Here again, the assessor must exercise judgement.

Guidelines for the Gender Audit of Training Programs

Questions		Assessment		
		1. Low	2. Average	3. Sufficient
Content of the Course: How was the course developed (process)? How does the course incorporate sector-specific gender issues?	Were efforts made to document how the theme of this course is affecting men and women differently?			
	Was the course designed by a team composed of men and women?			
	How are gender relations at household, community or organizational level acknowledged and incorporated into the course? (You need to identify which level(s) is or are most appropriate to the theme of the course)			
	Do we know who has access to and control over the main resources involved in this area of work or in relation to the theme of the course?			
	If there are gender differences, is there an effort to help participants identify and understand the political, cultural, historical or any other factor that might have influenced the development of such differences?			
	Is the core message regarding gender issues coherent throughout the course?			
	Are there exercises, plenary sessions, group discussions planned to discuss sector-specific gender issues?			
	Other:			
Participants' Behaviour: How does the course address the need for participants to behave in a gender-sensitive way?	How does the course go about assessing the participants' basic gender knowledge?			
	How does the course incorporate the gender issues related to the participants' work with users or community groups?			
	Does the course clearly identify the gender-related knowledge, attitude and personal competencies that participants need to acquire in order to do their work effectively?			
	Does the course encourage participants to have a closer look at their personal attitude and behaviour with respect to gender differences?			
	Given the nature of the course and the implications of gender issues for the participants' work, how would you qualify the importance that this course is giving to a gender-sensitive behaviour on their part?			
	Is the course inviting participants to reflect on how they could be more gender-sensitive within their own organization?			
	Other:			

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Questions		Assessment		
		1. Low	2. Average	3. Sufficient
Course Delivery: Is the delivery of the course consistent with a gender-sensitive approach?	Are trainers knowledgeable about gender issues in general and about those pertaining to the course?			
	Does the organization responsible for course delivery put in place measures to ensure that facilitators will demonstrate gender sensitivity in the delivery of the course? This refers to both the facilitation style and the behaviour of the facilitator.			
	How are the gender-related issues presented in the course documents? Are the language, examples, pictures somewhat neutral or do they reinforce gender stereotypes?			
	Are the delivery methods taking into account the gender relations in the specific field of work covered by the training? (for eg. if it is a very technical course with a predominant number of men, the trainers might decide to have women work together in small groups)			
	Is the selection of participants taking into account some obstacles that participants (men or women) might face in attending the course?			
	What are the measures put into place to help them overcome these obstacles?			
	Does the evaluation of the course ask participants to assess their learning on gender issues?			
	Other:			

4. Methodology

It is suggested that multiple methods be utilized to collect the data for the assessment. Data might be collected from four main sources and through various methods. We are presenting below the suggested data sources and collection methods.

Data Sources	Collection Methods
Course design team	Short interviews to try to understand the process through which the course was developed and the efforts made to incorporate gender at the design stage
Course manuals (participants, facilitators) and hand outs	Analysis of those documents to identify references to gender and to get an overall picture of how it was incorporated
Course participants	Short interviews to understand how the gender aspects were delivered and their opinion on it
Users of services (if possible and appropriate)	This might be difficult but would be quite useful in the case of courses involving community workers or others who have to deal directly with the population. Talking a sample of service users might provide important insights on how to improve the courses in that respect.

Annex A – Guidelines to Mainstream Gender into Various Technical and Management Courses

The common objective of the courses being assessed with the gender audit tool is to train the key staff of agencies responsible for the delivery of services to the population. Thus, the course participants must be knowledgeable about gender issues that are relevant to the topic of the course. Each course must incorporate a short module addressing how the issue at hand affects or concerns men and women differently.

This short step-by-step guide is provided to facilitate the development of such a gender module to be incorporated into various courses.

Step 1: Gender-based Analysis

This first step will provide information on how the issues related to the course's theme affect men/boys, women/girls differently. Three broad areas require attention under this theme: gender relations, access to and control over resources and influencing factors. Each area is presented below along with some examples.

Gender relations at household, organizational and community level

This refers to the relationship between men and women in those three particular settings. We want to know about the respective roles and responsibilities of men and women in the functioning of the household, organization or community-based organization that they belong to. Questions to ask include:

- Who is doing what and under what circumstances?
- Is there a difference in the responsibilities of men and women?

We are providing some examples below:

- Household relationships with respect to the payment of user fees, i.e. is it a male or a female responsibility?
- Who should be responsible for hygiene education in the family? Is it perceived as a men's or women's role?
- What impact do gender relations have on the approach that District Water and Sanitation Team (DWST) members have to utilize to reach out to households?
- What are the working relationships between male and female operators and the perceptions of communities and clients towards a male or a female operator or fee collector?
- What are the gender relations that can impact on the community's capacity to fully mobilize for the sustainable management of water supplies?
- Who is doing the management, maintenance, chairing of the committees, fee collection? Are these gender-related roles? Why?

- If we are dealing with organizational issues: what are the positions occupied by men/women?

Access to and control over resources

Each sector of activity entails the use of resources by those who take part in it. The gender relations mentioned above involve the access to and control over some resources. You can use a certain type of resource but be unable to control the conditions for its use. Questions to ask include:

- What will be used?
- When?
- By whom?

We are providing some examples below:

- Who has access to supporting materials such as posters and leaflets for health and hygiene education? Who decides on how it is being used?
- Who decides when the community handpump is available?
- Who has access to and who decides on access and use of resources such as training, transportation etc..?
- Are there structural obstacles that prevent certain groups from accessing resources within the organization?

Influencing Factors

Several factors can influence the way men and women experience the issue at hand. The main question to ask here is: what are the aspects of peoples' lives and background that influence what you have identified above with respect to gender relations and access to and control over resources? These factors can be cultural, economic, political or religious. Some examples:

- Cultural factors limiting men's involvement in their children's care;
- Economic factors: who is responsible for paying the users fees? Is there a difference on who is paying the users fees depending on the type of payment required (annual, by the bucket etc)
- Political factors: power issues within the community that seem to favour one group over another with respect to key decisions such as the use of the handpump;
- Religious factors: any religious custom that has an impact on the relationships between men and women in areas that the course is concerned?

Step 2: Practical Needs or Strategic Interests

On the basis of the information collected in Step 1, the course design team can determine how to incorporate gender into the course. The first question to ask is how to balance the practical needs and the strategic interests of women. It is easier to address the issues in terms of practical needs (short term needs like money, shelter, health care). However, the strategic interests (refer to the relative status of men and women and can include legal rights, wages increases, better control over resources) of women are critical in ensuring that their status and condition within Ghanaian society can improve in a sustainable fashion.

After determining what are the practical needs and strategic interests of both men and women, the course team must determine how it is best to address it through the course so that the objective of *equality of results for men and women* is achieved.

Step 3: Incorporating Gender into the Course

It would not be appropriate to provide a template to incorporate gender into all the courses as the best way to do so will depend on each course topic. We are presenting below some key principles in designing the module and in ensuring that the rest of the course incorporates gender.

- Time allocated to the gender module: it will depend on the course duration, topic, and extent to which gender is a central part of the issues being discussed. Allow enough time for participants to discuss and understand the key concepts of gender-based analysis;
- Participants' knowledge must be solicited: the module must be as participatory as possible;
- Keep it simple: this is not a gender course and it is easier to present a limited number of key concepts focusing on the topic of the course than to aim for a program that will be too ambitious;
- Focus on the practical aspects: what can participants do to ensure that they behave in a gender-sensitive way?
- Other suggestions: invite a person who is knowledgeable about gender issues related to the topic of the course, ask participants to present their own experience and knowledge;

The rest of the course must be consistent with a gender-sensitive approach. For more guidance on that topic please refer to the audit tool prepared by DISCAP.

At the end of the course, the wrap up session and evaluation must discuss knowledge acquired on gender by participants and seek participants' comments on the usefulness of the gender session and on the way it was delivered.

Annex B – Gender Mainstreaming Questions and Answers Sheet

This *Questions and Answers Sheet* has been developed to help the course facilitators implement the course parts that focus on gender.

What if the participants tell me that gender has nothing to do with the topic of the course?

There are gender issues involved in any topic. This course will help participants to increase their competence and understanding on how issues in your sector impact differently on men and women will help improve your effectiveness. For e.g. if your job is to collect user fees, knowing who is responsible for paying it and the respective burden on men and women as regard user fees might make it easier for you to do your work and remain equitable to the users. Your knowledge of the gender relations should help in doing your work more fairly for the people you are serving.

I am not a gender specialist, how can I facilitate the gender module of this course?

Incorporating gender is part of becoming more effective and more involved in promoting equitable development practices.

The facilitator does not need to be a gender specialist but needs to be knowledgeable about the topic of the course of which gender issues are an integral part. For e.g. if the course is on hygiene education, it is important for you to know that men and women have different responsibilities within the household as regards this issue. How effective can your trainees be if they do not know the type of involvement of family members with respect to hygiene practices? Knowing about gender relations within the context of hygiene education will help incorporate the entire family's participation. This, hopefully, would contribute to better health outcomes and less burden on women.

What do I answer if participants ask to know more about gender equality concepts?

You can be prepared and have a list of key definitions ready for participants. You can also refer them to DISCAP's gender training manual.

If the questions are very detailed you can write them down and, if appropriate, say that you will get back to them later. If you choose to do that, make sure that you follow through with the promised answers and references.

The discussion should remain focused on how gender issues apply to the topic at hand.

What if participants show resistance and refuse to take part in the exercises or become angry during the plenary session?

It is best to try to avoid such situations and thus introducing the topic of gender carefully and clearly focused on gender issues related to the topic of the course might help. If a participant becomes angry make sure that he/she does not offend other people and set some limits to how long the discussion can go on. Very often, angry participants are male and they express fear of losing power, access to resources etc. One way to diffuse the resistance would be to refer back to the group, if you think that there are influential people that can contribute positively to the debate. Another way might be to listen to the participant and then to ask a question to him or the group about gender issues as it relates to their work. The objective is not to avoid the issue but to avoid unnecessary confrontation.

What do I say if somebody tells me that gender has nothing to do with Ghana, that it is a foreign concept?

You can say that Ghana has committed itself to eliminating the discrimination against women. Also, Ghana has a National Gender Policy and national commitments and gender equality is recognized by the Ghanaian government as a key element in overcoming poverty. It is true that the way foreign countries went about achieving gender equality might not apply to Ghana, but what is being discussed in the course is how to contribute to it within the context of Ghana.