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M edical
Rehabilitation

GENDER INCLUSIVE DEVELOPMENT

TEAM Laos

World Education Laos TEAM Capacity Building Approach

As well as providing funding to 15 local and international organizations to develop and strengthen the disability and rehabilitation sector in Laos, the World Education USAID-LWVF funded TEAM project works with sub-recipients to strengthen their ability to manage grants and to efficiently implement their projects. WEL-TEAM conducts an *Organizational Assessment* of all applicants for TEAM funding to look at their capacity in grants management, financial management, human resources, activity implementation, and monitoring and evaluation. If the organization is approved for funding, WEL-TEAM staff works with the organization to discuss the outcomes of the assessment, including both organizational strengths and areas for improvement. TEAM and the organization then work together to create a *capacity-building plan* with specific, measurable objectives. Most of the capacity-building relates to the organization's ability to successfully implement the project activities and manage the sub-award, but if there are specific areas that the organization has identified as priorities, these are included if possible.

Capacity-building is one of the core components of the TEAM project, and inputs by World Education take many forms. One approach is individual coaching, where a TEAM staff member who has the required expertise will work closely with one or several members of an organization regularly over a longer period of time, to discuss a specific issue, either by phone, email or in person, or a combination of those methods. Other times WEL-TEAM organizes formal trainings for all sub-recipients. So far, TEAM has conducted trainings on USAID Regulations, World Education TEAM Finance Procedures, and Monitoring and Evaluation. In addition, some trainings are provided on an optional basis, allowing the sub-recipient to choose topics which are most relevant or needed for their organization. So far, TEAM has offered trainings on Curriculum Development, Psychosocial Support, Training of Trainers (ToT), Project Cycle Management (PCM), and Gender Inclusion. TEAM encourages sub-recipients to send an appropriate staff member to the training, and all trainings are open to any staff member as relevant, not just project staff who are funded by TEAM. All WEL-TEAM trainings are participatory, reflective and allow as much time as possible for 'learning by doing' and practical application of skills and knowledge.

TEAM recognize the importance of reflection, goal setting, and the long-term, regular follow up needed for effective capacity building. Examples of how TEAM promoted these values are:

- Many WEL-TEAM trainings are followed up by practical sessions conducted by the trainer or TEAM staff with each sub-recipient individually or in small groups to allow opportunities for the organization to apply and practice what they learn in the training to their own situation with guidance and feedback
- Video sessions are used in the ToT training practice session to allow the participants to view themselves delivering a training as a tool for self-reflection and self-assessment
- Participants in trainings set SMART goals at the end of the sessions for future action which are followed up by the organization's management, the trainers and/or TEAM staff
- Capacity building plans with individual sub-recipients are followed up on monthly in some cases to assess and reflect on progress of specific observable behaviors to measure capacity over a long period of time

These participant handbooks were used in 8 trainings for TEAM sub-recipients, and are available in print on request from WEL TEAM (bernard_franck@la.worlded.org), or online at <https://sites.google.com/site/teamlaopdr/capacity-building>

Currently available:

1. USAID Rules and Regulation for TEAM
2. TEAM Finance Processes and Regulations
- 3.1 Introduction to Monitoring and Evaluation
- 3.2 TEAM M&E Monitoring Tools.
4. Curriculum and Training Design
5. Introduction to Psychosocial Impairments
6. Training of Trainers (TOT)
7. Project Cycle Management (PCM)
8. Gender Inclusive Development

Under development and available soon:

9. What to Know about Disabling Conditions
10. Understanding impairment and disability in line with UNCRPD, ICF and World Report on Disability
11. Optimizing functioning of persons with impairments by using diversified assistive technology
12. Case Management in Disability Inclusion

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Introductions and Expectations

The World Education Laos TEAM project is a USAID-funded project that intends to develop and strengthen the disability and physical and rehabilitation medicine sectors in Laos. The goal of the TEAM project is to enable people with disabilities, especially women and girls to attain and maintain maximum independence to fully and equally participate in all aspects of life. The four components of the TEAM project are (i) Training, (ii) Economic Empowerment, (iii) Assistive Technology and (iv) Medical & Physical Rehabilitation.

Through delivering sub-grants to several national or international organizations, World Education Laos manages the overall grant from USAID and coordinates the achievement of different targets in each of the four components. World Education Laos ensures capacity-building in grant management and technical support to sub-grantees.

One of the main focuses of TEAM project is the inclusion of women and girls. This is apparent in the overall goal and vision of the project, as well as the project design. Many sub-recipient partners do not have experience specifically promoting the inclusion of women and girls into their projects or addressing the specific needs of women and girls with impairments. Disability and gender are both barriers to many people receiving services and participating fully in the community.

As such, World Education will provide a short training for all sub-recipient partner organizations, and for World Education TEAM staff, on gender inclusive development. It is essential that the World Education TEAM project and its sub-recipients are equipped with the necessary knowledge and skills to ensure gender inclusion in their programming, particularly focusing on the inclusion of women and girls with impairments. Staff at both World Education Laos and TEAM partners need to be more gender aware and gender inclusive, beyond simply having a gender balance in the project activities.

This handbook was designed to be used as an accompanying resource for Gender Inclusive Development training for TEAM sub-recipients delivered by Gender Development Association (GDA). GDA is a Non-Profit Association (NPA) formed out of the previous Gender and Development Group in July 2012. In collaboration with the Lao Women's Union, International Organizations and donors, GDA works for more awareness, joint action, information, knowledge and expertise on gender mainstreaming and gender based discrimination.

By the end of the training, the TEAM sub-recipients will have a clear understanding of:

- What "gender inclusive development" means and why it is important
- The context, both internationally and in Laos, of gender-based violence, discrimination, and the effects of gender norms on service providers and beneficiaries
- Some of the unique needs of women and girls, especially women and girls with impairments
- How gender inclusive development is possible specifically in Laos
- What issues and concerns they can consider when developing and implementing projects to ensure that they are gender inclusive
- Tangible techniques that they can employ in their own projects to improve inclusion of women and girls as project beneficiaries

The majority of explanations and examples contained in this guide are valid for all kinds of projects, independently of donors. The Handbook is intended to be used as a take-home resource for participants and their respective organizations as they design and implement their current and future projects. Participants are encouraged to share this tool with other members of their organization.

Session 1: Women's rights and gender equality

INPUT 1: Introduction to Gender, CEDAW and policies related to women's rights [\(PPP-INPUT 1.1\)](#)

What is Gender?

The term **gender** refers to the social differences between females and males throughout the life cycle. The social differences are learned in different circumstances and conditions. Though deeply rooted in every culture, these social differences and social roles are changeable over time and have wide variations both within and between cultures. "Gender" determines the roles, power and resources for females and males in any culture. Historically, attention to gender relations has been driven by the need to address women's needs and circumstances, since women typically tend to be more disadvantaged than men.

Hypothesis about gender: For many people, the term "gender" seems to suggest specific issues.

- Some think of gender as being about women only
- Others consider it to be related to reproductive health matters, or
- gender-based violence (GBV)

The confusion about the terminology and some individual and institutional resistance has resulted in ad hoc analysis and action, limiting the wide spectrum of influences and inter-connections between gender and the essential multi-sectoral approach. Some members of the civil society argue that addressing gender inequality in programming is similar to "social engineering" and goes against cultural norms in different societies.

People conducting gender analysis point out that what is considered to be the "cultural norm" may, in another sense, refer to the strong, disguised desire by men to retain certain benefits. Women, on the other hand, may have a different perspective on issues as opposed to men when it comes to their own needs and rights.

Sex refers to:

- The biological classification of women and men.
- Sex is in-born and natural.
- Sex is unchangeable.
- It refers to visible differences in genitalia and related differences in procreative function.

Gender refers to:

- The social classification of women and men into "masculine" and "feminine."
- Gender is socio-cultural, and it is socially constructed.
- Gender is not biological, so it is changeable.
- It refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities.

Legal frameworks protecting and promoting women's rights

(PPP-INPUT 1.2)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)

CEDAW was adopted by the United Nations General Assembly in 1979 but became an international treaty in 1981. Lao PDR ratified the convention in 1983. The convention commits Lao PDR to implementing various principles to ensure equal opportunities between women and men to avoid discrimination against the former.

The Cairo Program of Action International Conference on Population and Development, ICPD (1994)

At the ICPD in Cairo, countries agreed that population and development are inextricably linked, and that empowering women and meeting people's needs for education and health, including reproductive health, is necessary for both individual advancement and balanced development. Advancing gender equality, eliminating violence against women and ensuring women's ability to control their own fertility were acknowledged as cornerstones of population and development policies.

The Beijing Platform for Action (1995)

The Beijing Platform for Action aims to further women's empowerment and emphasize the importance of women in society as key contributors to the economy and combating poverty, as well as the critical role they play within the family, community and workplace. It includes a discussion of the close relation between poverty and environmental degradation, and how these impact women and children more directly than men — the "feminization of poverty".

The Millennium Development Goals (MDGs) (2000)

At the 2000 Millennium Summit, the international community adopted the Millennium Declaration, committing itself to a global project designed to definitively reduce the many aspects of extreme poverty. The eight MDGs, with specific targets related to the Millennium Declaration to be achieved by 2015, are as follows:

1. Eradicating poverty and hunger in the world,
2. Achieving universal primary education,
3. **Strengthening gender equality,**
4. Reducing child mortality,
5. Improving maternal health,
6. Combating HIV/AIDS, malaria and other diseases,
7. Ensuring environmental sustainability,
8. Developing a global partnership for development.
9. **Reduce the impact of UXO for Lao PDR**

Post-2015 and the Sustainable Development Goals (SDG)

Post 2015, the Lao government adopted the Sustainable Development Goals (SDG), committing to these goals to complete specific targets and indicators as indicated below. The 17th and 18th goals specific to Lao PDR and to be achieved by 2030 are the following:

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
- 5. Gender equality**
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnership for the goals
- 18. Reduced impact of UXO**

Session 2: Understanding gender inclusive development implementation, including situation analysis and activity design in action

Gender analysis

INPUT: **PPP-INPUT 1.3**

What is gender analysis?

Gender analysis is a methodology for collecting and processing information about gender, or in other words, about the activities of men and women in a certain project site.

What should we analyse in regards to gender?

Gender analysis considers the following aspects:

1. Sex-disaggregated data
2. Division of labour and gender roles
3. Access
4. Control
5. Need

Sex-disaggregated data

Entails specific data that figures both men and women in the same table or diagram.

Sex-disaggregated data is useful for:

1. Monitoring certain issues/situations
2. Monitoring of change
3. Measuring the progress of women and men
4. Identifying problems for women and men
5. Designing a plan to solve each situation appropriately

Gender roles

Gender roles and behaviors are learned in a given society, community, or other social group and entail which activities, tasks, and responsibilities are perceived as “feminine” and “masculine.” Gender roles vary considerably across settings and also change over time. The following factors can shape and change gender roles:

- Age
- Class
- Race
- Ethnicity
- Religion and other ideologies
- Geographical environment
- Economic environment
- Political environment

Gender-based division and valuation of labor

The term gender-based division of labor refers to the fact that, generally, women and men are assigned different work roles in and by society. These roles tend to be extremely discriminatory in nature. Despite social and cultural differences, women tend to dominate the category of unpaid domestic work. Furthermore, the discrimination in the home is carried to the public sphere, where work requiring skills typically stereotyped as “female characteristics” has been less valued. Gender stereotyping in the labor force and the education system has resulted in a significant number of women remaining in menial, low-skilled, low-status and poorly paid jobs, while men tend to concentrate in higher-status and better-paid jobs.

However, the solution is not for women and men to swap jobs, or for women to adopt male characteristics to the detriment of their natural biological life cycles. Rather, the solution is that both women and men achieve equal opportunities in education, training and types of work in order to make an equal valuation of their contribution to the household economy and, in consequence, to national development. This has to include men’s increased work in the domestic sphere, such as undertaking tasks for the household and caring for its members.

The value of women’s unpaid work needs to be critically addressed. Equally important is to examine how traditional family structures strongly uphold patriarchal values, norms and traditions, which define the men’s role as the primary bread winner of the family, and restricts women’s role as mothers, wives, daughters and primary care givers in the family without recognizing their other labor values (i.e. household work, community work). Without this recognition, women’s contribution inside the home will remain valueless.

Gender planning recognizes that in most societies, low-income women have a triple role — women undertake *reproductive, productive, and community managing* activities, while men primarily undertake *productive* and *community politics* activities.

➤ **Reproductive role**

The reproductive role refers to childbearing/rearing responsibilities done by women that are required to guarantee the maintenance and reproduction of the labor force. It includes not only biological reproduction but also the care and maintenance of the current work force (male partners and working children) and the future work force (infants and school-going children).

➤ **Productive role**

The productive role refers to work done by both women and men for payment. It includes both market production, which has an exchange-value, and subsistence/ home production, which has an actual use-value. For women in agricultural production, this includes work as farmers and wage workers.

➤ **Community managing role**

The community managing role entails activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in “free” time.

➤ **Community politics role**

The community politics role refers to activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.

➤ **Multiple roles**

Both men and women play multiple roles. The major difference, however, is that:

- Men typically play their roles individually, focusing on a single productive role, while
- Women must usually play their roles simultaneously, balancing the demands of each within their limited time constraints

Access

Access means the ability to use, but not to take key decisions over, critical productive resources such as land, animals, machinery etc.

- Livelihood survival: food, clothes, accommodation and treatment
- Natural resources: land, water, forest etc;
- Education: vocational training and skills;
- Information: listening, knowing and learning through media;
- Employment
- Capital, credit and income;
- Agriculture tools;
- Technologies;
- Infrastructure facility: road, school, hospital, clean water, electricity, market, telephone and transportation;
- Status, position, decision making;

Women and men have different opportunities to use those facilities.

Control

Control means the ability to take the key decisions regarding the use (e.g. give permission to use) and disposal of assets (e.g. to sell it).

Need

It refers to things necessary for livelihood which can be separated into two categories as below:

Practical Gender Needs

Practical Gender Needs are related to immediate needs of living, such as food, drinking water, and medical care. These needs can be fulfilled by providing inputs (such as food, installation of wells, and establishment of clinics, etc.). Although the situation of women may be improved by meeting their practical gender needs, this alone cannot be sufficient to change existing gender roles and social relationships between men and women.

Strategic Gender Needs

Strategic gender needs arise from women's subordinate position and gender bias, such as lack of resources and education, and inability to avert poverty and resist violence. Although these strategic gender needs are commonly experienced by many women, women may not be aware of their

disadvantaged position nor their potential powers to bring about change. To meet these strategic gender needs, it is necessary to encompass social and political reforms through the empowerment of women. These measures are seen as relatively long-term objectives.

Practical needs	Strategic Needs
Are unique to particular women, according to the roles assigned to them in the gender division of labor in their society	May be viewed as being relevant to all women (e.g. all women experience some inequality relative to men, but the degree varies by class, race, religion, age, etc.)
Relate to daily needs: food, housing, income, health, children, safety	Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc.
Are easily identifiable by women	Are not always identifiable by women (e.g. women may be unaware of the basis of disadvantage or the potential for change)
Can be addressed by providing specific inputs: food, hand pumps, clinics, etc.	Can be addressed by consciousness-raising, increasing self-confidence, providing education, strengthening women's organizations, fostering political mobilization, etc.
Addressing practical needs	Addressing strategic gender interests
Tends to involve women as beneficiaries and perhaps as participants	Involves women as agents or enables women to become agents
Can improve the condition of women's lives	Can improve the position of women in society
Generally, does not alter traditional roles and relationships	Can empower women and transform gender relations and attitudes

Session 3: Gender Mainstreaming in your program/project

What is gender mainstreaming?

INPUT: [\(PPP-INPUT 2.2\)](#)

Gender mainstreaming refers to:

- Ideas and practices that determine the content and direction of development
- Mainstream ideas and practices that determine who gets what for resource allocation
- Programs that must contribute towards the creation of greater gender equality
- A space for both women and men to exist equally and peacefully
- An equal share in the benefits and outcomes of all activities for both men and women

Additional points for consideration

- Whatever we do, we think. Before action, always think – then you'll see the results. If your result is not positive, then think again. Change your actions, and the result will also change. We need to compare the results before and after thinking, and learn from it. All thinking should involve gender.
- There are two levels for gender mainstreaming – the organization level and project level. Only when we gender mainstream an organization can a project also be gender mainstreamed.
- In the assumptions of project log frames, gender should be included as a risk, because the unequal sharing of resources can block a project's success. In this kind of situation, some organizations organize gender awareness trainings in order to reduce the risk. One agency from Myanmar has a good example: when women start receiving small loans, it's done by women, but when the loan amounts become larger, men control it. Women earn income, but it doesn't make them empowered. Sometimes, when women earn money and their confidence increases, conflict arises.
- Sometimes, women are too ashamed to go to court (to access justice). Providing access to justice does not mean you have a gender mainstreamed project. Hence, providing gender awareness training to a community is very important. Gender training with meaningful assessment is necessary.
- Making assumptions about gender is very important to justify the process of project implementation. Assumption and risk are for your safety. Good assumptions come from strong data analysis.

4 Steps of Gender Mainstreaming

- **Step 1: Design**
 - **Sex Disaggregated Data (SDD)**: As we are going to mainstream gender, data needs to be sex disaggregated.
 - **Gender-analyzed Information**: Information must be analyzed from the gender perspective.

- **Step 2: Planning**

Planning can also be referred to as proposal writing or project design. We propose our ideas to the donor to fund us, and we believe in our ideas. In the proposal, we have **upward and downward accountability**. We are accountable to the ones who trust us, even though they do not know us. At the same time, we have to be accountable to the community. This is called downward accountability, because the money is the community's money. To mainstream gender in this stage, we must have the following:

- 1) women and men together in planning
- 2) gender considered in the log frame

- **Step 3: Implementation (Indicators)**

Proposal writing is usually done in a team. Sometimes, the person who writes the proposal has never been to the community and therefore does not know what's happening on the ground.

It is important to have a space for the community to share ideas, including complaints they may have. The more we get the community involved, the more impact we can expect. In this stage, it is important to make sure both women and men participate in every step of project implementation in terms of gender mainstreaming.

Indicators: Gender indicators talk about gender. Gender sensitive indicators bring gender sense.

- **Step 4: Organizational capacity building**

This is the heart of the process. It is important to have organizational capacity rather than individual capacity. There can be two types of staff in an organization: technical support and program support. Office / admin staff (supply system) is also very important.

Participation and levels of participation

INPUT: [\(PPP-INPUT 2.1\)](#)

Participation means to involve women and men in all aspects of the project process, such as brainstorming, expressing ideas, and asking questions. It is essential that women contribute their thoughts and experiences in every step of participation.

- ❖ Participatory planning process (thinking together)
- ❖ Participatory implementation (designing and implementing together)
- ❖ Participatory decision making (collective decision making)
- ❖ Participatory monitoring and evaluation (collective accountability)
- ❖ Equal benefit sharing (sharing benefits together)

8 levels of participation

In order to encourage female participation, we need to understand the levels of participation. In the development context, we must recognize social and structural obstacles to women's participation in development work and identify appropriate solutions for women and men in the development context.

The comprehensive approach promotes participation in 8 levels:

1. Participation in receiving support

People are asked to attend a session and are provided with information. However, this is a low level of participation as information is received from one side only.

2. Participation in providing information

Participants answer questions from a researcher. After information gathering, they are not informed or there is no follow up.

3. Participation in discussion and consultation

Participants are asked to join a consultation, and the facilitator listens to the answers of all participants. An external technical expert identifies problems and solutions and reports to the community, and then revises according to input/comments from participants.

4. Participation/contribution of community into the project

Participants contribute some resources such as labor, revenue or other support to the project. As such, there is an increased sense of ownership by the community of the project. However, this is not always the case, and sometimes community members do not continue the new technique.

5. Participation with the objective to serve people

People are grouped by outsiders (for example a project), so people are grouped to reach the project goal. This group may belong to the project, but they may become independent afterward.

6. Interactive participation

People are involved in analysis, planning and organizing group activities at their level, or are strengthening existing organizations. There are also various approaches, techniques, and systems of learning. The group has the capacity to make decision themselves. The group is able to maintain structure and sustainable implementation as a group.

7. Participation for self-independent

People participate voluntarily and contribute to changing the system from the inside, instead of always depending on outsiders. They are able to network outside in order to ask for support for their needs only, such as capital, material and technical advice, but they remain in control of their resources. This consequence may change the inequality of benefit sharing and the power to make decisions.

8. Participation and advocacy as an agent of change

This is highest level of participation. Community members are able to influence within communities to change things to be better for themselves.

Session 4: Understanding gender inclusive development and analysis issues including identifying activities for intervention

INPUT: Presentation/provide instruction and introduction about the gender balance tree analysis tool

Gender Balance Tree

Inequalities between women and men within households are a key cause of imbalances and inefficiencies in the household tree which makes them fail. Often women and men do not work equally, leading to inefficient division of labor inputs to the tree. Women and men may not benefit equally in the fruits, and unproductive expenditures may cause the tree to fall over. The household tree's trunk is often made to bend one way or the other because of inequalities in asset ownership and decision-making. This means everyone goes their own way without caring about the other, and the whole tree becomes weak.

It is important that the forces acting on each side of the trunk are equal to help it grow straight, and to also help the flow of goodness from roots to branches – instead of the tree being blown this way and that by power inequalities, and maybe even uprooted altogether. Even if fertilizer is given to the roots, if this is done on one side only (e.g. training or inputs only for the men, or if the forces acting on the tree are not made equal), then the tree will just grow faster on one side and may fall over even faster.

Aims of the Gender Balance Tree

The gender balance tree is a powerful way of consolidating into one tool information often collected by other gender tools, such as an access/control profile and a time schedule.

Everyone goes away with their own individual analysis of their own reality, not a stereotyped view. In terms of challenging “culture”, it is often the progressive exceptions rather than assumed averages that can show the most constructive ways forward. And it is credible quantification of the serious imbalances by participants themselves, rather than vague estimates of what people already know, that can convince community leaders to act. The tool does not stop at analysis. It also focuses on identifying immediate and longer term action commitments participants can make to improve the gender balance and increase household wellbeing through a more efficient division of labor, more productive expenditure, more equal distribution of ownership and decision-making.

In this catalyst phase, the aim is awareness-raising and identification of five change strategies that can be monitored. The tool is designed for households with one or more members of both sexes (spouses, parents, children e.g. even where sons and daughters are not working for an income they are often unequally involved in housework).

For this purpose, and for the majority of participants, it has to be kept simple and focused on change in relationships between women and men. For suggestions on how to adapt it for polygamous households and single-headed households, see the facilitation notes below.

Aims for Participants:

- Identify who contributes most work to the household: women or men;
- Identify who spends most for the household: women or men;
- Identify who benefits most from household income: women or men;

- Identify inequalities in ownership and decision-making;
- Decide whether the household tree is balanced;
- Decide priority areas for improving the gender balance of the tree so it can stand up straight and bear richer fruit equally for women and men;
- See which households “break the gender norms” as a basis for change.

Aims for Organizations:

- Investigate different household structures, including incidence of polygamy and female-headed households as input for the social empowerment map;
- Clarify and quantify broad gender inequalities in work contribution, control over income and expenditure to avoid relying on gender stereotypes;
- Get an overview of the types of strategies which women and men see as ways forward to balance the tree;
- See which households ‘break the gender norms’ as a basis for change;
- Start to think about the types of services which might be needed to complement individual actions and group sharing.

Step 1: Trunk: who is in the household?

Draw two lines in the middle of the paper for the trunk. Then, put symbols for each household member on either side inside the trunk. Working women (including co-wives living in the same family) should go on the left side of the trunk, working men on the other, with dependents in the middle to the side of their respective sex. Note: it is best not to color code by gender, or it gets confusing with the colors of the fruits.

Step 2: Roots: who contributes what work?

A. Draw two roots for women and two roots for men on the respective sides of the trunk in their respective colors. The central root is for joint activities, but the line is in the color for women/men.

B. On the outside root on each side, put the activities which people of that sex perform alone for themselves. Ring those which take most time in black as something you may want to change. Ring those which earn most income with a blue ring, the thickness indicating relative amount of income and something which you probably want to keep.

C. On the inside roots, put the activities which people of that sex perform alone for the family, i.e. housework following the same size and ring convention.

D. In the central root, put those activities which both women and men do, putting the symbol on the side of the sex who does most. Again, use the same size and ring convention.

Step 3: Branches: who gets what fruit?

A. Draw four branches corresponding to each root: women, men and the central trunk for joint household expenses.

B. On the outside branch on each side, draw symbols for personal expenditure that each sex makes for the male one. Ring the largest personal expenditures in black, with the thickest line for the largest expenses as something you want to change.

C. Household expenditure which only one person pays should be on the inside branch on each side. Ring the largest expenditures in black as something you want to change, with the thickest line for the largest expenses.

D. Put similarly ringed symbols for joint expenditures in the middle top branch, putting the symbol to the side of the sex who contributes the most. Ring necessary expenditures in blue but the largest expenditures in black as things you may want to keep.

Step 4: What is pushing the tree?

On their respective sides of the trunk, put symbols for:

A. The property which women and men own, e.g. who owns the land? Who owns the livestock? Who owns the house?

B. The types of decisions which women and men make – which decisions are made by women only, which by men only, and which made jointly? Or is one person the overall decision-maker, or do they always sit down together?

Step 5: Action: what do we want to change?

Does the tree balance? Are women doing most of the work with men owning most of the property, income, and expenditures? Put a symbol representing the degree of gender balance at the top of the trunk.

Ring in blue the things you like that help the tree to balance. These do not need to change.

How do you think you can make the tree balance better? Which tasks should be done jointly, which expenditures could be cut, and what property should be shared? Of the income-earning activities, can you increase income or decrease time? Identify 5 action commitments - things you want more of or less of to make the tree balance – tuber fruits on the roots, mango fruits on the branches or cocoa fruits on the stem. Mark these in green, or cross the original symbol with a black cross, and draw a new green symbol in the appropriate place. Unripe fruits which you want to change, turn red.

Gender Balance Tree: Some Issues from Experience

The Gender Balance Tree has proved effective at highlighting the frequency of gender imbalance whereby women do most of the work, but men control and spend most of the income. For women, the burden of unpaid household work and lack of control over income from their income-earning activities prevents them from increasing their economic efficiency, using income for productive investment or their own or household wellbeing. For both men and women, gendered norms of behavior and peer pressure (e.g. male alcoholism) may often prevent them from using income productively. Many men have been surprised to realize just how much work their wives do, and how much money they themselves waste which could be used productively to help their family. In such cases, the waste of money is disastrous for women and children; it leads to unhappiness and also violence in families, mainly but not only perpetrated by men on women and children.

It may be possible to more than double family income simply through addressing inefficiencies in division of labor and expenditure caused by gender inequalities. In a significant number of cases in all GALS processes so far, this realization has brought about changes in the men's behavior – more sharing of work and decision-making in households and changes in property rights – making both men and their families happier.

The tree also helps to look at the incidence of different household structures -- including polygamous and female-headed -- and division of labor and expenditure. The Gender Balance Tree does not look in detail at issues like differences between women in polygamous households or household members of the same sex, but for this group, it can be adapted as a work/expenditure tree with roots and branches for each adult. Intra-household relations are discussed in more detail in

the empowerment leadership map, and more detailed intra-household analysis of livelihoods is done in Phase 2. Where there are only members of one sex, the Gender Balance Tree can be replaced by a business or livelihoods tree to see which work can be made more efficient and which expenditures can be cut. Also, in the plenary, the situation of people in these households can be compared to that in mixed-sex households -- women are not necessarily worse off without a man, and men may do "women's work".

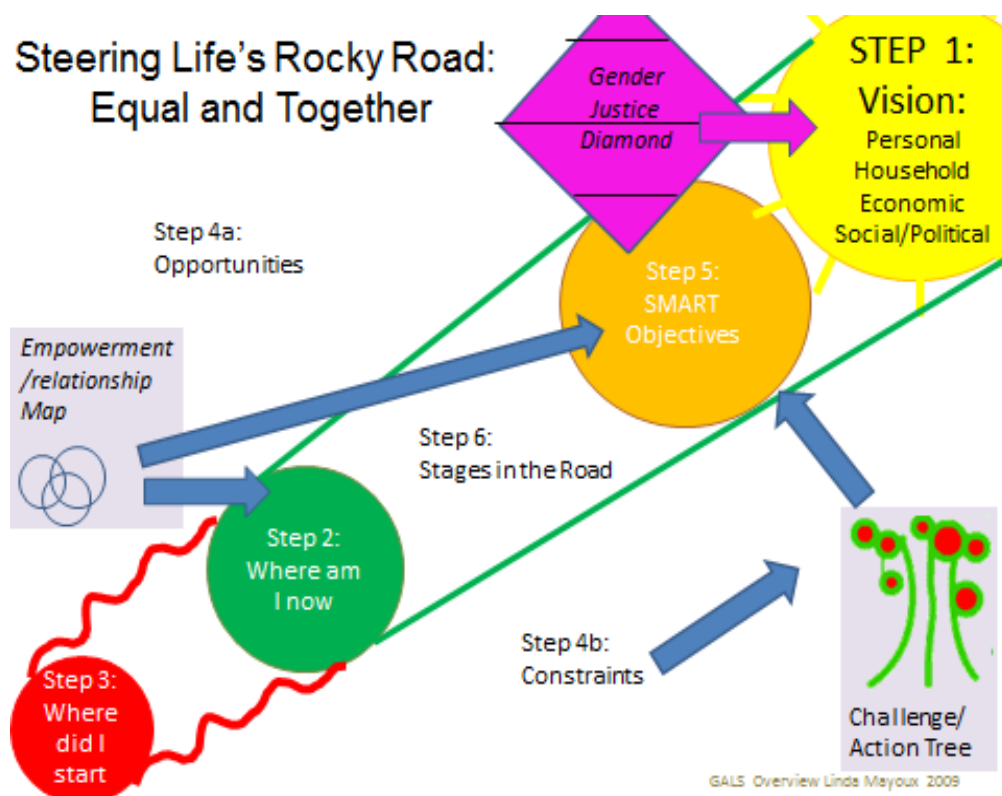
Session 5: Understanding women and girl's participation/inclusion by applying techniques and consideration

INPUT: Introduction and instruction to the Vision Journey tool (to be used during the coaching activity)

Additional documents

Vision Journey

For this first Vision Journey, you should choose the thing which is most important from your drawing in the soulmate exercise. This should also be something that you think you can achieve or make significant and visible progress towards in the timeframe of about 1 year or even shorter. Later, you can use the same tool over a longer timeframe or for other things. Once you have learned the basic principles and process, it is possible to move on to bigger and more ambitious dreams. For this first journey, though, start with something concrete and realistic so you can learn how to plan and track over time. You will start to have confidence that things can change and feel good about your journey.



Aims of the Vision Journey

The Vision Journey is the first stage towards the individual Multilane Highway. It produces a plan to help people work towards one realizable element of their vision from the soulmate visioning exercise -- often this is a small business, a house improvement or sending children to school -- as part of the longer term vision. It is first drawn separately, and then key elements are copied later as

the top road of the individual Multilane Highway in the diary. It provides a reference point and rationale for examining gender opportunities and constraints and the peer training necessary to achieve this vision in the subsequent tools.

Aims for participants

- Introduce the basic planning principles and steps
- Reinforce ideas of visioning, but also realistic targets with tracked actions and milestones
- Brainstorm and share as many opportunities and challenges as possible
- Introduce and reinforce a culture of planning, tracking and reflexive learning
- Reinforce basic drawing and analytical skills.

Aims for organizations

- Increase understanding of and respect for people's visions, current situation and how people themselves can plan strategies to achieve them;
- Increase understanding of opportunities and challenges and possible roles for the organization;
- Increase understanding of the similarities and differences in the above between women and men from different backgrounds and as individual people;
- Improve participatory skills of staff and communication with women and men in the communities with whom they work;
- Provide a basis to further reinforce questioning on ownership of assets and intra-household cooperation.

This Vision Journey Is the First Road...

A plan to start and move towards your dream. It is drawn on the next double page after your vision. Start in pencil, then color. Remember to put the date in the top left hand corner. And remember: THIS IS YOUR ROAD. Discuss and learn, but do not copy from others.

Step 1 first circle – future

Draw a large circle at the top right-hand corner of your page. This represents the future. It is a large circle at the top, because it is like a sun, and you are reaching for the sky. It is the vision which will inspire you to pick yourself up and continue to move forward if you fall and stumble on the rocks along the road.

Step 2 second circle - present and drafting the road

Draw a second large circle at the bottom left-hand corner of the flipchart. This represents the present situation.

Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top). The road is straight and upwards, because this is how you hope you will reach your vision.

In the bottom circle, draw how your current starting situation is for things in your vision, e.g. what type of house do you have now, and who owns it?

Step 3 - opportunities and constraints

On either side outside the road you will draw at least 10 opportunities at the top of the road – the things which will help you up if you fall down. The more opportunities you can think of, the easier it will be to advance. At least 10 constraints go under the road, because these are the things that can drag you down. It is important to foresee and avoid them if possible. The things which are most under your control are nearest the road. The things which you cannot control are furthest from the road.

Step 4 - target and milestones

Every journey starts with small steps. Your vision is a long-term dream. Now you need to plan how realistically, given the opportunities and challenges, you can start to move.

Draw a circle immediately next to the vision, and fill in how far you think you can get towards the vision in one year.

Then, put three or four circles at key points where you expect to have something to show as measurable milestones along the road. Leave space in between the circles -- that is where you will put the actions.

Step 5 - SMART milestones and action plan

Now you are ready to fill in your milestones -- in each circle, put in how far you need to get each time. Focus particularly on the first. Then, between each milestone, put in the actions needed to move from one to the next, revising the milestones and target if necessary.

You will then track your progress over time and adjust your drawing as needed to get as far as you can towards your vision.