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Gender and Culture in OVC Programming Training Curriculum

New Partners Initiative Technical Assistance (NuPITA) Project

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Overview

A. Purpose

The Gender and Culture Training curriculum is designed to increase the awareness and knowledge of staff who work with orphaned and vulnerable children (OVC). Through this training, program staff will be exposed to concepts and tools which are fundamental to carrying out gender and culturally sensitive programming. The curriculum is based upon an experiential learning design, encouraging trainers to draw upon their personal experiences when presenting material and encouraging participants to practice using these concepts through case studies, discussions, and reflection. They will also learn how to apply these concepts to their program activities and organization as a whole. The training culminates with the preparation of an action plan to strengthen gender and culturally sensitive programming within the organization.

B. Learning Objectives

By the end of this training participants will have:

- Been introduced to key gender concepts
- Analyzed gender constructs that affect OVC care
- Explored how to integrate gender perspectives into OVC care
- Reflected on how to apply a gender analysis to programs and organizations
- Been exposed to the minimum considerations for integrating gender in OVC programming and discussed how these considerations apply to their work
- Identified some cultural dimensions that affect OVC care
- Been exposed to and discussed considerations for culturally sensitive HIV programming
- Created an action plan to strengthen gender and culturally sensitive programming

C. Audience

To be effective, this training should be conducted with staff who work in different departments of the organization, including social workers, teachers, house managers, senior management team, administrators and program officers.

D. Curriculum Overview

The training first establishes the baseline of participant knowledge and assumptions concerning gender and culture through a gender quiz and then helps participants build a foundation of concepts and tools that they can then apply to programming issues. The first part, Sessions 1–5, establishes a common foundation of knowledge regarding gender concepts and offers participants the opportunity to apply these concepts through activities such as the activity calendar and the Child Status Indicators (CSI) mapping exercise. The second part, Sessions 6–9, includes a case study and several small group exercises where participants bring their experience to discussions about the specific gendered vulnerabilities of girls and boys, the layers of support that exist for OVC, and the ways in which gender sensitivity applies not only directly to program beneficiaries, but also to the program staff and partners. The third part, Sessions 10 and 11, focuses on the interplay of gender and culture in OVC and HIV and AIDS programming and requires participants to apply what they have learned to their current work environment by creating an individual and group action plan.

E. Facilitators

The gender and culture training requires two facilitators with knowledge and experience training in gender and cultural issues and awareness how they impact OVC. They also must have strong group facilitation skills. The ratio of facilitators to attendees should be approximately 1:10 plus three volunteers. These volunteers are participants who volunteer at the start of the training to perform the following roles: time keeper, welfare officer (assists with coordinating meal times, checking on tea and food preparation and timing), and an energy observer (observes if people are dozing off or not participating and advises lead facilitator on participants' needs for energizers, a break, etc., and may lead energizers themselves). Facilitators should review the entire workshop, PowerPoint slides, and handouts prior to implementing this training. Facilitators should also adapt particular sessions and handouts to the social and cultural context in which they are teaching so that the examples are familiar and relevant to participants. They should also be prepared to offer practical examples and stories to help participants grasp concepts.

F. Preparation

Facilitators will write up a short description of the workshop to be included in invitations and make sure that the venue is appropriately set up for the number of participants, as well for AV equipment. Facilitators organize participant packets, test the AV equipment, and write key notes and prompts on the flipcharts according to the facilitator's guide for each session. They should also prepare certificates of attendance, if necessary, for participants.

G. Participant Materials

Each workshop participant should receive a packet containing key materials for their use during and post training which includes the following:

- The workshop agenda
- The workshop learning objectives
- Worksheets and handouts

Session Guide

Session I: Introduction and Objectives

Objectives

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

- Recognize everyone's name and position
- Describe the objectives of the training and the schedule

Overview

Topics	Format	Timing
1. Welcome, brief overview of the training, and introduction to facilitators	Plenary presentation	5 min
2. Introduction of participants	Pairs	5 min
3. Activity	Pairs	5 min
4. Participants' expectations and concerns	Plenary discussion	5 min
5. Overview of workshop objectives and program	Plenary presentation	5 min
6. Introduce action planning worksheets	Plenary presentation	5 min
		Total: 30 min

Materials

- Prepare participant folders with overall course schedule, course objectives, case study and supplementary materials
- Flipchart and color markers
- One card or piece of paper, per participant, for listing expectations
- Overhead or LCD projector
- Handout I.1
- Slides I.1-I.3

Facilitator's Notes to Session I

1. Welcome to the workshop

The facilitator should welcome everyone and explain that the workshop has been designed to provide an orientation for staff, both program and administrative staff, on recognizing issues of gender and culture that affect OVC programming, integrating gender, and culture within their organization (present Slide 1.1 at this time or, if no projector is available, guide them through their workshop folders). They will be exposed to a range of concepts involving gender and culture, and will have opportunities to put this knowledge into practice through a case study and a series of discussions on how to apply gender mainstreaming to their programming with OVC.

2. Introduction to facilitators

The facilitators should introduce themselves by name, job title, and experience in the area of interest.

3. Introduction to participants

Most likely the participants will be from the same organization. Participants are requested to sit with someone they do not work with on a daily basis. Each pair is asked to discuss the following questions and then share their answers with the large group to one of the questions for each partner:

- What excites you about your work?
- What upsets you about your work?
- What scares you about your work?
- What is something new you've learned?
- What is the most daring thing you have done?

Facilitator then project Slide 1.2. Each pair is asked to discuss how many triangles they see. Different respondents are then asked to stand together based upon how many triangles they see. How many people saw 1, 2, 3, 4, 5, 6, 7, 8, or 9 triangles? Write the numbers on the flipchart and ask those who saw a particular number to highlight it on the flipchart. Identify the majority response and "declare" them winners. Then point out that there are actually nine triangles. If the majority was not nine, call back the prizes. Ask participants what would have happened if we went with the majority. Note that, like their differing perceptions of the triangle, gender is also a social construction. Gender constructions vary among communities and change over time.

4. Participants' expectations and concerns

The main purpose of this activity is to assess the alignment of participants' expectations with the workshop objectives as well as address their concerns. This is done by asking participants to write down on a card or piece of paper what they intend to accomplish by participating in the workshop and to list their concerns.

5. Workshop objectives and overview of program

The facilitator then reads out the expectations while presenting Slide I.3; the *workshop objectives*, and discusses how they match or don't match with participants' expectations. Tell participants that they will find a copy of the *workshop objectives* in their folders. Refer participants to the *workshop program* in their folders and briefly take them through the day's agenda.

6. Action planning sheets

Hand out the action planning template (Handout I.1) to individual participants. Explain to participants that as they listen to the workshop sessions they may identify problems or actions that they want to address or implement. They should use the action plan sheet to note these problems or actions as they come to mind. Have participants review the action plan and explain how it works. In column one, "issue," they should list the issue or problem. In column two, "action" should be listed as a clear and direct statement such as, "conduct gender mapping exercise in districts X, Y, and Z." The facilitators will explain in more detail in the last session how to complete the full action plan and there will be time to add issues or actions. Encourage participants to use the framework during sessions to note only issues and actions that they want to write down so that the issues are not forgotten.

Session 2: Assessment and Reflection on Gender Assumptions

Objectives

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

- Assess pre-workshop gender assumptions through a gender quiz
- Identify examples of predominant gender perceptions in one's community

Overview

Topics	Format	Timing
1. Introduce the session	Plenary presentation	5 min
2. Activity: Gender quiz	Individual work	10 min
3. Facilitators assess results from gender quiz	Individual work	5 min
4. Discussion of community gender perceptions	Two groups split by gender	25 min
		Total: 45 min

Materials

- Flipchart and color markers
- Overhead or LCD projector
- Slide 2.1
- Handout 2.1

Facilitator's Notes to Session 2

I. Introduce the session and gender quiz

The facilitator introduces the importance of assessing a baseline of knowledge and assumptions regarding gender and gender roles. Participants are requested to individually complete a gender quiz¹ (Handout 2.1). The facilitator emphasizes that it is an anonymous quiz and participants should be as honest as possible. After completion, the facilitator quickly reviews the participants' quizzes before beginning the reflection exercise.

¹ The gender quiz was developed within a particular social and cultural context. It should be adapted as needed by trainers to provide examples of community-held gender norms that will be relevant to participants.

2. Reflection on gender statements

Facilitators request the participants to get up and divide into two groups, by gender. The facilitator projects Slide 2.1, Gender Constructs (Slide 2.1 is the same list as the gender quiz), on the screen and reads one statement at a time asking those who agree and or disagree to move to different locations. The individuals in the different locations share their views and get feedback from the other group. The facilitator concludes that there are no right or wrong gender norms—they are merely perceptions that depend on culture, community, time, and social class. The facilitator points out that if the norms result in mistreatment of one group of people and favor another, this amounts to inequality and inequity, which consequently affects society and children in particular.

Session 3: Individual Activity Calendars: Seeing Gender Roles in Action

Objectives

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

- Identify gender-based roles by filling out their own calendar of activities over a 24-hour time period.
- Recognize the gendered nature of daily tasks.

Overview

Topics	Format	Timing
1. Introduce the calendar and calendar guide ²	Plenary presentation	5 min
2. Activity: Individual activity calendar	Individual work	10 min
3. Facilitators' review calendars and create tally sheet to share with group	Plenary presentation	5 min
4. Review two calendars with the whole group	Plenary presentation	10 min
		Total: 30 min

Materials

- Flipchart and color markers
- Overhead or LCD projector
- Slides 3.1-3.2
- Handouts 3.1- 3.2

Facilitator's Notes to Session 3

I. Introduce the session and the individual activity calendars

Provide each participant with a personal calendar and a guide to the personal calendar (Handouts 3.1 and 3.2). Introduce the session explaining that the calendars offer a direct personal understanding of the gendered nature of activities. Walk them through how to fill it out using Slides 3.1 and 3.2. Ask each participant to complete a calendar for him or her based on his or her own life activities and schedule. They should fill out key activities for each time slot for each day of the week. Request that they complete the calendar as thoroughly and honestly as possible.

² The handout and slide "Guide to personal calendar" was developed within a particular social and cultural context. It should be adapted as needed by trainers to include activities that are relevant to participants.

2. Collect calendars and tally responses

After completion, facilitators collect the calendars and quickly create a tally sheet of who does what at what time.

3. Calendar review

Facilitator invites two individuals (one man and one woman) who would like to share what they do on a daily basis. They each talk through their daily activities, while the facilitator points out gender differences in activities.

Session 4: Defining Gender Concepts

Objectives

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

- Discuss key gender concepts
- Reflect on how these concepts relate to their work with OVC

Overview

Topics	Format	Timing
1. Introduce session	Plenary presentation	5 min
2. Review gender concepts	Plenary discussion	35 min
3. Activity: Gender integration continuum	Small groups	10 min
4. Connect gender concepts to OVC	Plenary discussion	10 min
		Total: 1 hour

Materials

- Flipchart and color markers (outline key concepts beforehand on chart using Slide 4.2)
- Overhead or LCD projector
- Slides 4.1-4.16
- Handout of Slides 4.2-4.16

Facilitator's Notes to Session 4

I. Introduction

This session involves learning some key concepts and relating these concepts to work with OVC. Begin by showing Slide 4.1 and ask participants how many circles they recognize? Are these symbols familiar? Which is which? Conclude by talking about how different sexes are part of the "same" whole. Show Slide 4.2 that lists the gender concepts to be covered and refer participants to the flipchart where all the concepts are written down.

2. Review key gender concepts

Go through Slides 4.3 and 4.4; reading the definitions and inviting participants to share their understanding of the concepts.

Show Slide 4.5 and ask participants questions that elicit their views on gender roles, such as:

What are the male gender roles that we know? (List on flipchart).

What are the female gender roles? (List on flipchart).

How are gender roles learnt? (List on flipchart).

Reinforce to participants that gender roles are learned from a variety of sources, such as family, school, church, peers, media, law, workplaces, etc. (Provide culturally relevant examples here.) These roles vary from one society to the other and are not static over time. As participants may have observed as part of their work or experienced directly, gender roles can be a cause of many conflicts in society and households. As an example, reflect on who the caregivers are for OVC. Children are predominantly looked after by women, irrespective of whether the woman is sick, old, or economically vulnerable. Are there male caregivers who can be encouraged to take on this role?

Show Slide 4.6 and check for comprehension by asking questions, such as:

What does it look like to be “manly” in your community? (List on flipchart)

How do boys learn to be manly? (List on flipchart)

What are the consequences for not being manly in this way? (List on flipchart)

How do these understandings of masculinity affect child care? (List on flipchart)

Show Slide 4.7 and ask participants questions that elicit their views on gender beliefs and values, such as:

How have you seen gender roles change in your lifetime? (List on flipchart)

What do you think has caused this change? (List on flipchart)

How does this affect relationships among different generations? (List on flipchart)

Reinforce to participants that gender roles are not created in isolation, but are measured against each other in particular social contexts that vary by culture, age, social class, and location (among others). Such values are not exclusive to individuals as institutions have a hand in this, such as the family, society, churches, religions, schools, workplaces, etc.

Show Slides 4.8 and 4.9, and check for comprehension. Do participants understand the relationship between equity and equality? Can they offer examples in their society of where men and women are or are not treated equally (i.e., property ownership, wages, valuing or not valuing unpaid work, access to schooling) and think of ways in which this could be shifted in the legal and informal spheres, emphasizing that equality is more than legal provision; it requires a shift in attitudes and an expansion in choices. (List on flipchart)

Show Slides 4.10 and 4.11 and ask participants to supply examples of where they see male participation and women’s empowerment in their programs and/or where there are opportunities to enhance such participation and empowerment. (List on flipchart)

Show Slide 4.12 and check in with participants as to what ideas are emerging as to how to integrate gender issues into their workplace? (List on flipchart)

3. Activity: The gender integration continuum

Review Slide 4.13 and tell participants that the gender integration continuum is a framework that categorizes approaches as to how they treat gender norms and inequalities in design, implementation, and evaluation of programs. In table groups, request the team to brainstorm ideas as to how each of the five approaches affects program delivery and beneficiaries, acknowledging that a program may combine approaches, such as: exploit and accommodate, accommodate and transform. The following definitions may help in guiding participants and concluding the discussion.

- **Gender Blind:** Characterized by the absence of any proactive consideration of the larger gender environment and specific gender roles affecting program beneficiaries. Such programs give no or little recognition of local gender differences, norms, and power relations that affect achievement of objectives.
- **Gender Aware:** Explicit recognition of local gender differences, norms, and relations and their importance to the outcome of a program. Such differences are considered in program design, implementation, and evaluation. The gender related outcomes are anticipated in advance. The awareness arises from analysis of such differences in order to address the equity issues. Gender awareness is a prerequisite for gender integration.
- **Exploitative:** This approach takes advantage of rigid gender norms and existing power imbalances to achieve program objectives. It is expeditious in the short run, but unsustainable as an approach, and in the long term results in harmful consequences that ultimately undermine results. It is an unethical approach for dealing with gender issues, because it reinforces unequal power relations.
- **Accommodating:** Adjusting to or compensating for gender differences, norms, and inequalities in program design, implementation, and evaluation **without deliberately challenging unequal power relations**. This approach does not address underlying structures that perpetuate gender inequalities. This may be a sensible approach when inequalities are deeply entrenched, given the intention of gradually shifting such inequalities.
- **Transformative:** This approach actively engages both men and women in examining norms that reinforce gender inequalities so as to attain program objectives. Such approaches encourage critical awareness of the gender roles and norms.

4. Additional concepts and connection to OVC programming

Show Slide 4.14 and check for comprehension by asking for examples of what a gender analysis might reveal about the different resources male and female caregivers possess in terms of caring for OVC. Show Slide 4.15 and ask participants how gender roles affect OVC care in their programs. How do they think harmful practices listed in the Slide could be addressed?

Review Slide 4.16 and ask participants if a gender audit has taken place within their organization.

Session 5: Child Status Indicators (CSI) Mapping Exercise

Objectives

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

- Describe the Child Status Indicators (CSI)
- Apply the CSI model by examining the relationship between gender issues and child status indicators

Overview

Topics	Format	Timing
1. Introduce the CSI	Plenary presentation	5 min
2. Activity: Mapping CSI and gender issues	Pair work	20 min
3. Debrief	Plenary discussion	5 min
		Total: 30 min

Materials

- Flipchart and color markers
- Overhead or LCD projector
- Slide 5.1-5.2
- Handout 5.1

Facilitator's Notes to Session 5

I. Introduction

The purpose of this session is to link gender roles to OVC care. Introduce the CSI model to participants by noting the following points: The CSI is an index developed by the US government to guide OVC programming. It is composed of six minimum core areas in which OVCs should be provided with care and support. For example, if we talk about education and psychosocial support, who are the predominant providers, and why is this the case?

Show Slide 5.1 and give participants Handout 5.1 and walk them through how to fill it out.

2. Mapping activity

Divide the participants into pairs and have them identify which of the key gender issues discussed affects which child status indicator.

3. Debrief

After completion, facilitators encourage one pair to share their results and ask other participants if they agree or disagree and why. Conclude with Slide 5.2.

Session 6: Case Study on Gender and OVC Care

Objectives

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

- Apply what they have learned about gender issues to a case study
- Use these concepts in dialogue with their peers

Overview

Topics	Format	Timing
1. Introduce the case study	Plenary presentation	5 min
2. Case study questions	Small group discussion of case study questions	20 min
3. Presentation of discussions	Plenary discussion	5 min
		Total: 30 min

Materials

- Flipchart and color markers
- Handout 6.1

Facilitator's Notes to Session 6

1. Introduce the case study and the process that will be used

Hand out the case study (Handout 6.1) to table groups. If the group you are working with is eight people or fewer, have them go through the case study together. If it is more than eight people, split the group in two. Ask the table groups to nominate a team leader and rapporteur. Start by having someone read the case study questions. This will help guide the group to look for key issues as they read through the study. Ask the group to take turns reading the case study. Check for understanding and see if there are any questions. Ask each group to address the discussion points and be ready to present their findings to the full group.

2. Present the table discussions in plenary

After completion, ask each rapporteur to present their group's main discussion points. Invite participants to share similar stories or cases.

Session 7: (Activity) Identifying Gendered Factors that Increase the Vulnerability of Children

Objectives

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

- Apply what they have learned about gender issues to OVC care
- Identify specific factors that affect boys and girls

Overview

Topics	Format	Timing
1. Introduce activity	Plenary presentation	5 min
2. Activity: Identify factors that increase vulnerability	Small group discussion	20 min
3. Presentation of findings	Plenary discussion	5 min
		Total: 30 min

Materials

- Flipchart and color markers
- Overhead or LCD projector
- Slides 7.1-7.2

Facilitator's Notes to Session 7

1. Introduce activity and objectives

In this session, participants will brainstorm in small groups some of the gender influenced factors that promote the vulnerability of children and then reflect on these factors with the full group (show Slide 7.1). Ask the participants to split into four groups: two groups will discuss factors affecting girls, and two groups will discuss factors affecting boys. The size and number of groups will depend on the total number of participants.

2. Sharing and reflection

Upon completion, bring the full group back together to share findings. Ask each group to list the factors they identified and record these on a flipchart as people share. Conclude session by showing Slide 7.2 and reflecting on factors that may have been overlooked.

Session 8: Layers of Support for Children

Objectives

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

- Identify the different layers of support for children
- Discuss how these layers of support relate to each other
- Identify ways in which these layers of support could be influenced to address gender imbalances in child care

Overview

Topics	Format	Timing
1. Introduce session	Plenary presentation	5 min
2. Brainstorm support layers	Plenary discussion	5 min
3. Discuss support layers	Small group work	10 min
4. Group presentation	Plenary discussion	10 min
		Total: 30 min

Materials

- Flipchart and color markers
- Overhead or LCD projector
- Slides 8.1

Facilitator's Notes to Session 8

I. Introduce activity and objectives

In this session, participants will first brainstorm in the full group some of the different types of support that children have available to them. The co-facilitator lists these on a flipchart (show Slide 8.1). If more than those that are presented on the slide are noted, suggest that for purposes of discussion, we address the four listed. Go through each of the four levels, checking for comprehension by asking participants for examples for each level:

- Caregiver/family/household
- Extended family structures
- Community level structures/organizations/groups/elders
- Local government and national structures/organizations/positions

2. Small-group activity

Divide the group into four small groups or tables, depending on numbers. Assign each small group one of the levels and have them discuss how these layers can be influenced to address gender imbalance in child care.

3. Full-group debrief

The groups do their summaries in a plenary.

Session 9: Gender Checklist

Objectives

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

- Discuss the gender checklist for different layers of support for children
- Critically analyze these minimum considerations for gender sensitivity and offer suggestions for additional considerations

Overview

Topics	Format	Timing
1. Introduce gender checklist	Plenary presentation	5 min
2. Analyze gender checklist	Small group work	15 min
3. Group presentation	Plenary discussion	10 min
		Total: 30 min

Materials

- Flipchart and color markers
- Handout 9.1

Facilitator's Notes to Session 9

1. Introduce gender checklist and objectives

In this session, participants are introduced to a gender checklist for different layers of support for children. Facilitators walk the whole group through the three parts of the checklist (Handout 9.1), making sure everyone understands.

2. Small-group activity

Divide the group into three small groups. Assign each small group one of the sections (OVC selection, Assessment of OVC Care Givers, and Assessment of Partners) and give them 15 minutes to analyze the statements, discuss the issues, and make recommendations for additions and changes.

3. Debrief

Invite the groups to make suggestions as to additions or changes and note these on the flipchart.

Session 10: Culture Concepts and Considerations for OVC Programming

Objectives

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

- Discuss definitions of culture
- Reflect on the importance of culture in OVC care and identify ways of integrating culture in OVC programming
- Discuss cultural considerations in HIV and AIDS programming

Overview

Topics	Format	Timing
1. Introduce session objectives	Plenary presentation	5 min
2. Brainstorm	Small group work	10 min
3. Group presentation	Plenary discussion	5 min
4. Review culture considerations	Plenary discussion	10 min
		Total: 30 min

Materials

- Flipchart and color markers
- Prepared flipcharts (activity 2)
- Handout 10.1

Facilitator’s Notes to Session 10

I. Introduce session

It is assumed that all participants come from organizations that provide OVC services and that the link between OVC and HIV and AIDS is clear. Almost all OVC services in Africa involve OVC who have been affected by HIV and AIDS in one way or another and almost all organizations already address these issues. In this session, participants will discuss definitions of culture; first brainstorming as a large group, then splitting into small groups to discuss their own definitions of culture and share ideas, and concluding with a full group discussion, making a clear link between cultural issues, OVC, and HIV and AIDS. Begin the session in plenary by inviting participants to define the term culture.

2. Small-group activity

Divide participants into small groups and ask them to address the following questions (write the questions on the flipchart beforehand):

- What constitutes culture?
- How is culture learnt?
- Why is it important to consider how culture is connected with OVC care?

3. Debrief and review of cultural considerations for OVC programming

In plenary, the groups present a summary of their discussion. The facilitator asks the other table group members to make additions, seeks clarification from participants through follow-up questions, and makes additions as appropriate. The facilitator then gives copies of Handout 10.1 (write the key headings on the flipchart: Relevance, Respect, Recognize, and Reflect). Have one participant from each small group each read one section out loud. After each section is read, check for clarification through posing the following questions:

- How do these considerations relate to their own experiences?
- Do they have any additional considerations to add to the list? (Note these on flipchart)

The focus of the session is to explore how cultural dynamics manifest themselves in caring for children who are vulnerable. Adapting a culturally sensitive approach to HIV and AIDS programming can truly make a difference. This is because culture is the way of life for a group of people. This way of life includes language, arts and sciences, thoughts, spirituality and beliefs, social and economic activities, symbols and taboos, value systems, and interactions. Culture defines the morals and customs that bind a people together.

Culture consists of both explicit and implicit patterns of behavior that are acquired and transmitted from person to person, from one generation to the next, and from one community to another. Therefore, culture is different from other elements of learning because it is passed on from one person to another. No formal classes are needed! Individual behaviors are strongly influenced by collective values and norms; a major factor in addressing a “life-based” health, social and development epidemic like HIV and AIDS.

Given the added value of working within a cultural context, organizations working on HIV and AIDS ought to place a strong focus on how their programs correlate with the cultures of their target populations. This can be done by periodically analyzing how program interventions interact with, support, and challenge cultural practices.

Session I I: Action Plan Steps and Evaluation

Objectives

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

- Individually generate an action plan
- Collectively prioritize three to four items from everyone’s action plans
- Reflect on the workshop in the full group

Overview

Topics	Format	Timing
1. Introduce action plans	Plenary presentation	5 min
2. Participant presentations	Plenary presentations	10 min
3. Prioritization of action steps	Plenary discussion	10 min
4. Reflections	Plenary discussion	10 min
5. Evaluation	Individual work	10 min
		Total: 45 min

Materials

- Flipchart and color markers
- Handout I I.1

Facilitator’s Notes to Session I I

I. Introduce action plans

In this session, participants will complete their action plan using an action planning sheet that was distributed during the first session (Handout I.1). Start by reviewing the action plan with participants again. Review the information about noting issues or actions. Then explain the other columns. For example, a responsible person should be designated in column 3. This is the person who will ensure that the action is carried out and completed. If you require support to conduct the action or activity, then you would note the type of support required in the column titled “TA Support Desired.” In the column titled “Priority Level” note, in the action plan, if the action is high (H) medium, (M) or low (L) priority. The priority level may be subjective; something that is important to your organization, or objective; something the donor will require you to report on. The last two columns provide space for you to set a date for following up on the status of the action step and to take note of the status of the action step.

As you complete your action plan, think about what advocacy actions, networking, or knowledge sharing you will require to effectively accomplish your actions. Advocacy may be required within the organization or outside the organization. For example, if some staff are not consistently working with communities to encourage education for girls, then you may need to advocate within your organization for this to become a priority. If the government will not register children in school without a father's signature, then you may have to advocate with the government to change national policies on school registration. Networking would include the organizations or government entities, with which you would have to link or coordinate to realize an action, and knowledge includes the information or understanding you would need to acquire or disseminate in order to effectively realize the action.

2. Participant presentations

Facilitator invites each of the participants to share the action items that they have noted on their sheets.

3. Prioritization of action steps

The facilitator asks the participants to discuss the different action plan steps and arrive at a consensus as to which three or four items should be prioritized.

4. Reflections

Ask participants to share an idea, new approach, or tool that they learned from the training.

5. Evaluation

Hand out a copy of the evaluation (Handout 11.1) to each participant and ask them to fill it out as honestly as possible, reminding them that the evaluations are anonymous.

6. Closure and certificates of participation

Thank participants for attending the session. Encourage them to put into practice what they have learned at the training and to remember that they have each other as resources and sounding boards as they work towards implementing the action steps.

Appendices

Appendix A: Agenda

Time	Session	Topic	Format
08:30-09:00 AM		Registration and tea	
09:00-09:30 AM	1	Introductions and objectives	Plenary
09:30-09:45 AM	2	Activity	Group work
09:45-10:15 AM		Activity	Group review and discussion
10:15-10:30 AM		Tea break	
10:30-10:45 AM	3	Activity	Group work
10:45-11:00 AM		Reflection on activity	Group review and discussion
11:00-11:45 PM	4	Defining gender concepts	Group review and discussion
11:45-12:00 PM		Activity	Group work
12:00-12:30 PM	5	Activity	Group work
12:30-01:00 PM	6	Case study	
01:00-02:00 PM		Lunch break	
02:00-02:30 PM	7	Activity	Group review and discussion
02:30-03:00 PM	8	Activity	Group work
03:00-03:30 PM	9	Review gender checklist	Group review and discussion
03:30-03:45 PM		Tea break	
03:45-04:00 PM	10	Defining culture concepts	Group work
04:00-04:15 PM		Review culture checklist	Group review and discussion
04:15-05:00 PM	11	Action steps, evaluation, and closure	Group review and discussion

Handout 2.1: Gender and Culture Training – Gender Quiz

	Issue	Yes	No
1	Boys are not at high risk for getting HIV compared with girls		
2	Children belong to men		
3	Women do not do heavy jobs		
4	Men cannot look after children		
5	Women are not aggressive		
6	Men are the providers for the family		
7	Women do not drink excessively		
8	Girls cannot inherit land		
9	Men do not show emotions in public		
10	Women are the ones who cook food at home		
11	Men can persevere through pain		
12	The oldest child determines how to share property among siblings upon their parents' death		
13	It is easier for men to remarry when widowed than women		

Handout 3.1: Individual Activity Calendar

	ACTIVITY						
Time ³	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4:00am							
5:00am							
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
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7:00pm							
8:00pm							
9:00pm							
10:00pm							
11:00pm							
12:00M							
1:00am							

³ Use the top of the hour for activities that may happen within the hour.

Handout 3.2: Guide to Individual Activity Calendar

Code	Activity⁴
1	Paid work
2	Unpaid house-based work
3	Child care
4	Personal grooming
5	Relaxation/ resting
6	Visiting family and friends
7	Spiritual related activities (like attending religious gatherings)
8	Sleeping
9	Personal learning (academic)
10	Personal learning (non-academic)
11	Caring for sick family members and/or friends
12	Other

⁴ Include travel/driving with the respective activity.

Handout 5.1:Applying Gender Analysis in OVC Programming

Indicator	Sex	Gender	Gender equity	Gender equality	Gender roles	Gender integration	Gender values	Male participation	Women empowerment	Masculinity	Gender analysis	Gender audit	Gender beliefs
Food security													
Nutrition & Growth													
Shelter													
Care													
Abuse and exploitation													
Legal protection													
Wellness													
Health care													
Emotional care													
Social behavior													
Performance													
Education and work													

Handout 6.1: Case Study – Gender and OVC Care

Mr. Kato and his wife Mrs. Kato have two beautiful children. The older child is named Martha and the younger child is named Fred. For some years, Mr. Kato worked in the market transporting produce and other merchandise on his bicycle for traders. Mrs. Kato stayed at home looking after the children and supporting the entire family.

As time passed, Mr. Kato and Mrs. Kato developed misunderstandings. Mrs. Kato accused Mr. Kato of having extramarital relationships. Much of the family income was diverted towards these relationships, to the extent that Mr. Kato could hardly support the family. He was always late on rent payments. The children were sent out of school now and again due to lack of school fees. When a family member fell sick, they could not afford the medical expenses.

Mrs. Kato finally decided to go back to her father's house. She indicated that she feared getting bad diseases from her husband. She left the two children with their father. At her father's house, she started cultivating crops on her father's land.

Mr. Kato could not properly care for the children on his own. As a result, he took Martha out of school permanently so that she would look after the home and do household chores such as cook food for the family and fetch water from the well.

Unfortunately, Mr. Kato started feeling unwell and could no longer go to work. He became many months behind on his rent. The landlord forced him and his children out of the house. Mr. Kato moved himself and his two children to his father's house, which was not far from where he was living. He then lost his job and became dependent on his siblings to look after him and his children.

Mr. Kato's family continued to support Fred through school. They said it was too late for Martha, who had already been out of school for two years.

Discussion

1. Read the story.
2. Identify gender related issues that are presented in the story.
3. How do the gender related issues affect Martha and Fred's well-being?

Handout 9.1: Checklist – Integrating Gender in OVC Programming

OVC Program Checklist

- Represent girls and boys equally in lists of beneficiaries for every type of activity
- Separate data gathered from all activities by gender
- Gather gender related information that may hinder achievement of goals for all program activities
- Identify existing gender norms and practices that may hinder program beneficiaries from accessing services
- Collect data regarding men and women's work in the households (and community) and base decisions on this data
- Involve both men and women in all levels of program implementation
- Identify potential mentors and role models for the children
- Identify assumptions that may hinder the program from making objective and equitable decisions

OVC Assessment Team Checklist

- The assessment teams show balanced gender representation
- The assessment teams have adequate knowledge about gender related issues
- The assessment teams observe and make notes on gender related details such as how many boys and girls are in a household
- The assessment teams find out in great details the gender related components that may affect the children (like education levels of hosts, psychosocial wellbeing, and economic capacity)
- The assessment teams observe the living environment at household level
- Where girls are involved, the assessment teams speak privately to them (with permission of the guardians) concerning special needs like access to sanitary towels
- The assessment teams watch out for signs of abuse among members of the household. If signs are present, assessment teams probe further and, if need be, follow up with neighbors
- The assessment teams find out if caregivers allow the children to interact with recommended mentors who can provide additional life skills, psychosocial support, and counseling

OVC Staff and Volunteer Checklist

- Both staff and volunteers have been sensitized on gender issues
- The staff are familiar with relevant policy documents regarding gender issues
- The staff are acquainted with national level legislations regarding gender issues (e.g., Domestic Relations Acts, FGM Acts, Child Rights Act, etc.)
- The potential partners have gender policies in place

Handout 10.1: Considerations for Culturally Sensitive HIV Programming

Relevance

- Use culturally relevant ideas, concepts, and symbols when designing and delivering programs.
- Use locally appropriate language, forms of expression and channels of communication.

Respect

- Show respect during IEC (information, education and communication) activities when discussing social practices, collective norms and values that are interconnected with the transmission and treatment of HIV and AIDS.⁵
- Recognize all kinds of leaders.⁶

Recognize

- Bring in local arts (music, dance, painting, etc.) when communicating information about sensitive public health issues like HIV and AIDS and seeking to influence behavior change.
- Take into account roles of men and women regarding sexuality and jointly explore how to address harmful ones (e.g. responsibility to negotiate for sex).
- Time interventions to accommodate the social and economic responsibilities of the target audience.
- Consider how to engage vulnerable sections of the community or sections of the community that may be considered less acceptable.⁷

Reflect

- Examine your own values and beliefs before implementing programs and offering services so that they are not fronted when interacting with program beneficiaries.

Identify, as appropriate, with the customs of your target audience so as to facilitate communication and mutual respect⁸. Encourage self-reflection among various actors and offer target beneficiaries an opportunity to re-evaluate popular practices and behaviors without discounting such practices.

⁵ Examples may include wife sharing, caring for the sick, initiation ceremonies for both girls and boys, including traditional male circumcision and female genital mutilation (FGM), attitudes about sexually transmitted infections, social ostracizing, subordinate role of women in some societies, early marriages for girls, belief in virgin cleansing and ritual sexual practices, social constructions related to morality, family values, property inheritance practices, gender-based choices for educating children, sexuality and fertility, attitudes towards contraception, etc. These cultural practices, values, and beliefs vary across cultures and social settings.

⁶ Examples include young and old, men and women, traditional leaders and traditional healers, patriarchs and matriarchs in families and communities, etc. These social statuses will differ by context.

⁷ Examples include the physically and mentally disabled, the speech-impaired, people with genetic disorders e.g. albinos, people with divergent sexual preferences and practices, people who exchange sex for material gifts, people living with HIV and AIDS, minority tribes and castes, the elderly, very young people, the poorest, etc.

⁸ Examples include dress code, eating habits, etc.

Handout 11.1: Gender and Culture Orientation Participant Evaluation Form

1. How useful was this training? Please circle the response that reflects your experience.

-Not Useful
-Somewhat Useful

-Useful
-Very Useful

2. What were your key expectations for the session? Do you feel they were met?

Expectation	Met or Not

3. Do you have any unanswered questions? If so, what are they?

4. List three things that you have learnt at this session that you will apply at your job:

5. What challenges do you anticipate in applying them?

6. What was the most important thing you learned about gender and culture integration in OVC care?

7. Please share any comments or recommendations.

Appendix C: Slides

Integrating Gender in OVC Care

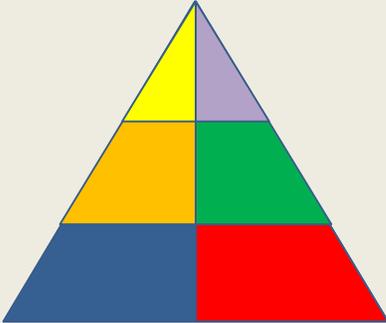
Slide 1.1

Gender Constructs

<p>1-Boys are not at high risk for getting HIV compared with girls</p> <p>2-Children belong to men</p> <p>3-Women do not do heavy jobs</p> <p>4-Men cannot look after children</p> <p>5-Women are not aggressive</p> <p>6-Men are the providers for the family</p> <p>7-Women do not drink excessively</p>	<p>8-Girls cannot inherit land</p> <p>9-Men do not show emotions in public</p> <p>10-Women are the ones who cook food at home</p> <p>11-Men can persevere through pain</p> <p>12-The oldest child determines how to share property among siblings upon their parents' death</p> <p>13-It is easier for men than women to remarry when widowed</p>
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Slide 2.1

How many triangles do you see?



Slide 1.2

Individual Activity Calendar

Time	Activity						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4:00am							
5:00am							
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
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2:00pm							
3:00pm							
4:00pm							
5:00pm							

Slide 3.1

Workshop Learning Objectives

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

- Demonstrate knowledge of gender concepts
- Identify gender aspects that affect OVC care
- Integrate gender perspectives into OVC care
- Identify cultural dimensions that affect OVC care
- Create an action plan for integrating gender and culture into OVC programs

Slide 1.3

Guide to Individual Activity Calendar

Code	Activity*
1	Paid work
2	Unpaid house-based work
3	Child care
4	Personal grooming
5	Relaxation/ resting
6	Visiting family and friends
7	Spiritual related activities (like attending religious gatherings)
8	Sleeping
9	Personal learning (academic)
10	Personal learning (non-academic)
11	Caring for sick family members and or friend
12	Other

*Include travel/ driving with the respective activity

Slide 3.2



Slide 4.1

Gender

- Refers to the relationship between and among sexes based on their relative roles
- Is socially learned
- Refers to the cultural differences between males and females
- Explains differences in economic, social, political, and cultural attributes and opportunities associated with being female and male
- Varies considerably across cultures
- Changes over time

Slide 4.4

Gender Concepts

- Sex
- Gender
- Gender roles
- Masculinity
- Gender beliefs & values
- Gender equity
- Gender equality
- Male participation
- Women empowerment
- Gender Integration
- Gender analysis
- Gender audit

Slide 4.2

Gender Roles

What are gender roles?

- Socially ascribed division of labor between men and women, girls and boys in households and society

How do we experience gender roles?

- Different values are attached to work done by men and women, girls and boys

How are gender roles connected to society?

- Roles mediate access to and control of resources as well as participation in decision making

Slide 4.5

Sex

- Refers to the biological differences between women and men
- Concerns women and men's physiology
- Varies little across cultures
- Generally remains fixed over time

Slide 4.3

Masculinity

- Multiple ways through which manhood is socially defined
- Power difference between specific versions of manhood

Slide 4.6

What are Gender Values & Beliefs?

- Socially constructed attitudes about how men and women should behave in a given society which are connected to gender norms
- Based on the relationship between sexes
- Hierarchical
- Change over time
- Context-specific
- Institutionally based

Slide 4.7

What is Male Participation?

- Including men's perspectives in program design (especially programs which address gender inequality)
- Positive portrayal of men and recognition of their relevance in programs

Slide 4.10

Gender Equity

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

Slide 4.8

Women's Empowerment and OVC

- Improving the status of women and girls enhances their decision-making capacity at all levels, especially as it relates to their sexuality and reproductive and sexual health
- Enhanced decision-making capacity can be extended to other social development areas like OVC

Slide 4.11

Gender Equality

- Formal or de jure equality: men and women have the same rights and are considered equal before the law
- Men and women have the same opportunities, including how they spend their time
- Contributions by men and women are equally valued
- Involves a shift in attitudes and an expansion in choices
- Equality should be claimed as well as conferred

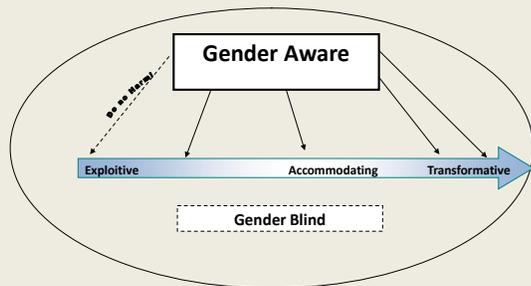
Slide 4.9

How to Integrate Gender into Programming

- Identify and address gender differences and inequalities during program design, implementation, monitoring and evaluation
- Use strategies that take into account predominant gender norms
- Compensate for gender based inequalities that create barriers in OVC care

Slide 4.12

The Gender Integration Continuum



Source: Interagency Gender Working Group (IGWG)

Slide 4.13

Gender Audit

A gender audit promotes organizational learning on gender issues. A gender audit will:

- Establish an organizational baseline for gender mainstreaming and integration
- Examine internal processes
- Identify critical challenges and gaps in gender mainstreaming and integration
- Recommend ways the organization and staff can address such gaps and challenges
- Monitor and assess relative progress made in gender mainstreaming and integration
- Document good practices towards attaining gender mainstreaming

Slide 4.16

What is Gender Analysis?

Identifying and assessing the following factors in a particular cultural context:

- Relationships between men and women, girls and boys
- Roles played by men and women, girls and boys in different situations
- Activities that are acceptable/not acceptable for men and women, girls and boys
- Resources men and women, girls and boys have access to and control over
- Norms that define the behavior of men and women, girls and boys
- Constraints that men and women, girls and boys might face

Slide 4.14

CSI: Applying Gender Analysis to OVC Programming

Indicator	Sex	Gender	Gender equity	Gender equality	Gender roles	Gender integration	Gender values	Male participation	Women empowerment	Masculinity	Gender analysis	Gender audit	Gender beliefs
Food security													
Nutrition & Growth													
Shelter													
Care													
Abuse and exploitation													
Legal protection													
Wellness													
Health care													
Emotional care													
Social behavior													
Performance													
Education and work													

Slide 5.1

Gender Analysis- Relevance to OVC Care & Programming

- Gender integration is now considered in approval for funding by most development institutions
- Gender analysis identifies gender issues that may compromise care, such as:
 - Women assuming a disproportionate burden of care for OVC may already be economically stressed
 - Elderly women caring for OVC may have outdated approaches to parenting, which could include female genital mutilation (FGM), early marriage, and discouraging girls from continuing school
 - Male care givers may exploit children under their care

Slide 4.15

Conclusion

- Gender norms directly impact on OVC care
- Gender is not a stand alone issue
- Gender should be applied in all community and social development program

Slide 5.1

Gender related factors that increase vulnerability of children

Boys

Girls

Slide 7.1

Action Planning

Gender integration as a goal requires a clear strategic plan, including:

- Advocacy
- Networking
- Knowledge management

Slide 11.1

Some Gender Related Factors that Increase Vulnerability of Children

Boys

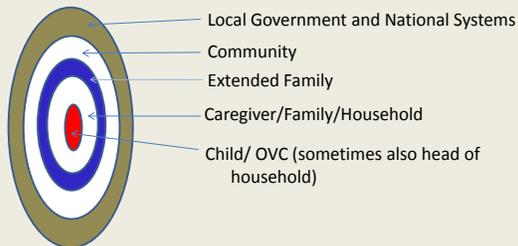
- Polygamy
- Multiple sexual partnerships (MSP)
- Control/lack of control of productive resources
- Gender roles & beliefs
- Masculinity

Girls

- Polygamy
- MSP
- Control/lack of control over productive resources
- Gender roles & beliefs
- Masculinity
- Female Genital Mutilation
- Intergenerational sex
- Early marriages
- Unintended pregnancies

Slide 7.2

Layers of Support for Children



Slide 8.1

