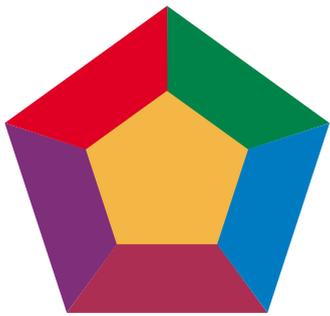


Draft framework
for a uniting
methodology toolkit:



A basket of tools for

Transforming the Education of Girls in Nigeria and Tanzania

Booklet Six
Working with
POLICY MAKERS



act!onaid



THE tubney
CHARITABLE TRUST

WORKING WITH POLICY MAKERS

Introduction

This booklet outlines activities that may be useful to the TEGINT partners in relation to any budget or advocacy related work as the project progresses.



ACTIVITIES

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SECTION A

WARM UP EXERCISES

These activities are intended to help participants to get to know each other and to feel confident and happy working together.

ACTIVITY: Introduction

Introduction:

- 1** Sit in a circle with the group, preferably on the ground. Everyone should be at the same level, including you. Thank everyone for coming. Enquire about latecomers or non-attendees.
 - 2** Ask each participant to recount something good that has happened to them since the last session if appropriate, or in the last few weeks.
 - 3** Review the last session if appropriate.
 - 4** Explain that you are going on to discuss important things in this session, but will start with a game.
-

ACTIVITY: Tugs of war and peace

Purpose: This exercise illustrates the benefits of everyone working together. It is an icebreaker and will help the participants overcome shyness and start talking to each other. Try to get everyone involved.

Materials required: length of strong rope, chalk.

Steps:

- 1** Divide the group into two teams. Ask the teams to stand facing each other holding opposite ends of the rope. Mark a line across the middle of your teams over which each team must try to pull the other.
- 2** When you have said "1,2,3, Go!" the teams should start pulling against each other. Let them continue until one team has fallen over the dividing line.
- 3** Next, ask everyone to sit in a circle. Tie the ends of the same strong rope together, and hand the circle of rope to the participants, so that they are all holding a piece of it.
- 4** Ask the participants to pull together on the rope so that they can help each other stand up.

Ideas for discussion: Ask the participants what this exercise illustrates to them. The idea is to show how, instead of people pulling on opposite ends – a tug of war, when only one team wins – we can change situations so that everyone is a winner, and everyone and feels good about the result. True, the tug of war might feel good for a moment for the victors – but how do the losers feel?

Adapted from Welbourn (1998), Exercise K1: Tugs of War and Peace.

SECTION B

UNDERSTANDING GENDER

By the end of this section the participants will have acquired some understanding of the concepts of gender and empowerment and their relationship to girls' education.

“People are born female or male, but learn to be girls and boys who grow up into men and women. They are taught what the appropriate behaviours and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity and determines gender roles.”

www.gender-budgets.org

ACTIVITY: Understanding gender

The term 'gender' can be confusing, and it is sometimes misunderstood as meaning the same as 'sex' or 'women's issues'. It is important for facilitators to clarify with all participants the concept of gender early on.

By the end of the session participants should be able to:

- define gender;
- explain the difference between sex and gender;
- understand the different ways in which roles and perceptions are influenced by prevailing social and cultural practices and attitudes.

Steps:

In small groups ask the participants to brainstorm the following questions:

- What are the physical differences between girls and boys / men and women?
- Do girls and boys / women and men do different jobs?
- Why?
- How do you feel about this?
- Are different things expected of you because you are a girl/woman or boy/man.
- Why?
- How do you feel about this?
- What do you understand by the term gender?
- What is the difference between sex and gender?

Ideas for discussion: After this discussion, the participants should come together to discuss their responses. If at this stage there is still some confusion, the facilitator should clearly explain the terms 'gender' and 'sex' and the difference between the two.

Adapted from ACFODE (2005), p.8.

SECTION B

UNDERSTANDING GENDER

ACTIVITY: Introductory activities

Purpose: In order to help the participants to understand the concepts of gender and empowerment, the teacher can use the following activities:

Ask the participants to:

- List and discuss the different roles men/women play in society. Students can also demonstrate by acting.
- Discuss whether the roles played by men can also be played by women and vice versa.

Ask the participants to:

- Make a list of the female and male leaders in their society.
- Discuss the differences between the female leaders and the male leaders.

As the participants are working through these activities, try to make a note of some of the main points of the discussions that you think should be explored in order to help the group challenge stereotypes or identify major issues that affect them.

Adapted from FAWE, (2005a), Unit 3: Gender Responsive Pedagogy.

SECTION B

UNDERSTANDING GENDER

ACTIVITY: Gender and expectations

Purpose: This is a thought provoking exercise how expectations on girls and boys, men and women are powerful in society, and often reinforce each other.

Materials required: pen and paper or flipchart and pens.

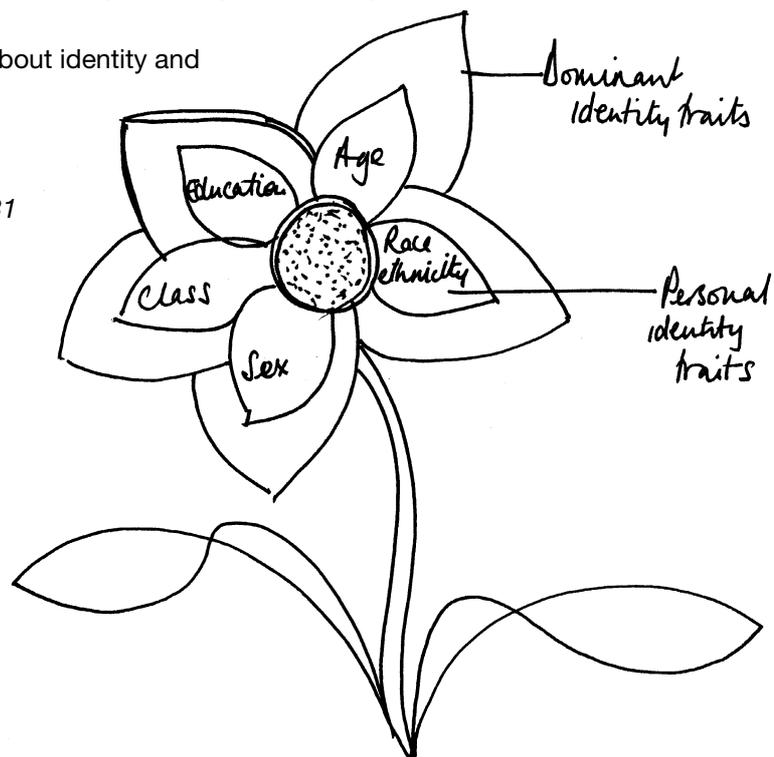
Steps:

- 1 In small groups ask participants to make a list of the differences of expectations on men and women in their society, in relation to behaviour, goals to aspire to and roles to perform. This can be done as a simple matrix with a column for women and one for men.
- 2 Once they have done this ask participants to consider the two columns. Which are more highly valued – the behaviour, goals and roles of boys or those of girls?
- 3 Now cut the list up so that each pair of attributes is a separate 'block' and spread the blocks on a big sheet of paper (or on the wall). With a pen (or pieces of string and pins) make the links between them.
- 4 Discuss the ways that these attributes and the values they carry reinforce each other.
- 5 Ask participants to use the Power Flower tool to map key elements of their own layered identity and relationship to power. Use the outer circle of petals to describe the characteristics of people that have the most power and privilege in their society. Label each petal. Now ask participants to consider their own characteristics in respect of each category. Note those on the inner circle of petals.

Ideas for discussion:

- How many of the personal characteristics are different from those of the most powerful and privileged in the society?
- Which characteristics cannot be changed?
- What does this say about participant's own power or potential for power?
- How can this influence their work?
- What does this exercise tell them about identity and power in general?

Adapted from ActionAid (2006), p.31



SECTION B

UNDERSTANDING GENDER

ACTIVITY: Analysis of gender issues

Purpose: By the end of this activity, participants will have a deeper understanding of gender issues and their place in everyone's lives.

Gender issues refer to differences in roles and relationships between men and women that result in unequal or different treatment. The most common gender issues involve the unequal distribution of resources, benefits, opportunities or decision-making powers. This is one of the major causes of poverty among women.

Although both men and women play a part in economic production and community organisation, it is usually women who single handedly carry the burden of child bearing, housekeeping, and caring for children and the elderly. Given their numerous roles, women usually have to work harder than men, and with fewer resources including money. All over the world, there is a growing awareness of the unequal burden that women carry – and the need to integrate gender issues into the sub county, district and national development plans and budgets.

Steps:

- 1** Divide the participants into three different groups representing the areas of health, agriculture and education. Ask each group to talk through the following:
 - List five gender issues in your area.
 - What are the causes of these gender issues?
 - What are the consequences of not addressing these gender issues?
 - What interventions should governments (sub county, district, national) put in place to address the above gender issues?
- 2** Allow 30 minutes for group work, and ask the participants to summarise their discussions to the whole group at the end.

SECTION B

UNDERSTANDING GENDER

ACTIVITY: Gender violence against girls

Purpose: Rape is crime that causes very emotional reactions in people. Some think that rape is impossible unless a woman really wants it to happen. When a rape survivor goes to the police station or to a court, she often finds that she has to prove that she did not provoke the rapist in some way. This activity challenges these attitudes.

Materials required: newspaper articles.

Steps:

- 1** Ask participants to work on their own, or with members of their group, over a few months collect newspaper articles on attacks against women or rapes.
- 2** When they have collected 5-6 articles, ask them look at them all together and consider these questions:
- 3** How do these experiences of women make you feel?
- 4** How is the survivor portrayed? And the rapist?
- 5** What myths/realities about rape do you think these portrayals represent?
- 6** What are some other common myths about rape?
- 7** What is reality?
- 8** What are the usual responses by different authorities in society (police, health providers, school officials, judges, etc)?

Adapted from Obondoh, Nandago and Otiende, 2005, p.26

SECTION C

IMPROVING SCHOOL MANAGEMENT

It is the responsibility of parents, SMCs and PTAs to design and implement management strategies that have the best interests of the school community, in particular girls, at heart. The exercises in this chapter are designed to assist them.

ACTIVITY: Decision-making

Purpose: This exercise will help to assess the extent of community involvement in school management and explore the potential for SMC imbuing the culture and learning.

By the end of this activity, participants/SMC members will be able to:

- Explain the four elements of decision-making;
- identify the different types of decisions made in school;
- identify stages in decision-making processes;
- determine the degree of consensus reached in a particular decision.

The four elements of decision-making:

Perceiving: a meeting is called because something has happened or a change is envisaged for the development of the school (in relation to TEGINT).

Embedding: how do we see the problem? Trying to understand the relationship to our function as SMC and to embed the change within our previous understanding. We gradually reflect and build a multi-faceted picture of the situation.

Concluding: gradually shared understanding leads to plans and actions. What will happen if...?

Acting: this is about time to take action and is about designing the actions as a result of the decisions (it is important to monitor any changes).

Materials required: flipcharts, makers and cards.

Steps:

- 1** As facilitator give an overview of the session by writing the activities to be covered and objectives on a flipchart.
- 2** Ask the different participants what their understanding is about decision-making and take feedback on the flipchart.
- 3** Present to the group an already prepared flipchart on the four elements of decision-making and explain each point with reference to participant's experience.

Ideas for discussion: Further discussion may continue in a plenary session.

Adapted from CSACEFA (2006), p.25.

SECTION C

IMPROVING SCHOOL MANAGEMENT

ACTIVITY: School management decisions

Purpose: This activity is designed to help school management work through a process to reach decisions in the context in which they work.

Materials required: flipchart paper, small cards and pens.

Steps:

- 1** Ask the participants to get into 2-3 groups.
- 2** In these groups ask them to write on small cards the different types of decisions made to better manage schools at community level and why?
- 3** Take all the decision cards and place each into one of the decision-making categories identified in the decision-making exercise. If there are any categories with less than two examples, ask participants to provide additional examples.
- 4** Within each category, rank the decisions by order of importance (most important, important and least important).
- 5** Create and apply symbols on each card to indicate rank and category.
- 6** Ask participants to identify persons responsible for implementing those decisions.
- 7** Ask participants which methods were employed to reach the above decisions and discuss any implications.

Ideas for discussion:

- Introduce the concept of consensus building as it relates to decision-making.
- Ask participants to brainstorm on their understanding and have them written on flip chart and discuss in plenary the advantages and disadvantages.
- Summarise the activity with the group and what they will take away from it.

Adapted from CSACEFA, 2006, p.26

SECTION C IMPROVING SCHOOL MANAGEMENT

ACTIVITY: An education system diagram

Purpose: This can be used to explore the roles and relationships of an SMC. A systems diagram is a way of understanding how organisations and individuals link, and the nature of their relationships.

Steps:

- 1** The first stage is to map out the range of people and institutions that have a link to education; this includes the statutory bodies, NGOs, teachers, community members and school pupils.
- 2** Building on this mapping the group could look at where information flows well in the system, what types of power relations exist, where there are opportunities for influence by SMCs, where there are constraints, etc.

Ideas for discussion:

- What other groups of people influence our school management and decision-making?
- Who has the power?
- What decisions are made in education?
- Which of these can and do we make?
- Who do we get information from?
- Who do we give information to?
- Where does the school get money?
- Who is involved in making school policy?
- Who decides what we do as an SMC?
- Do we have a legal role and responsibility?
- What is the relationship between the SMC and the wider community?
- Would we like anything to change? If so, how?
- How do we ensure that legal space is filled?
- Is the role we are given realistic?
- Do we have the skills to fulfil our role?
- Are we happy with the legal role, does it need to be changed?

Adapted from GCE, 2007, p.32

SECTION C

IMPROVING SCHOOL MANAGEMENT

ACTIVITY: Strategic advocacy and alliance building

Purpose: This activity is to deepen participants' understanding of advocacy and alliance building issues so that they will be able to promote women's participation and representation in SMCs and any governance positions.

By the end of the activity, participants will be better able to:

- Understand the concept of advocacy and its components.
- Explain the relevance of advocacy to development.
- Discuss the characteristic of advocacy.
- Outline key strategies for advocacy.
- Plan and role-play advocacy issues.

Materials required: flip charts/markers/cards (hand out of advocacy cycle)

Steps:

- 1** In small groups, ask the participants to discuss the following:
 - Define advocacy
 - What do we understand to be the goal of advocacy?
 - When do we apply advocacy
 - Who do we target?
- 2** Ask the participants/SMCs and PTA members to display their responses on the walls for comments and observations.

Ideas for discussion: Have a discussion and solicit a working definition of what advocacy is (or present a pre-prepared definition).

SECTION C IMPROVING SCHOOL MANAGEMENT

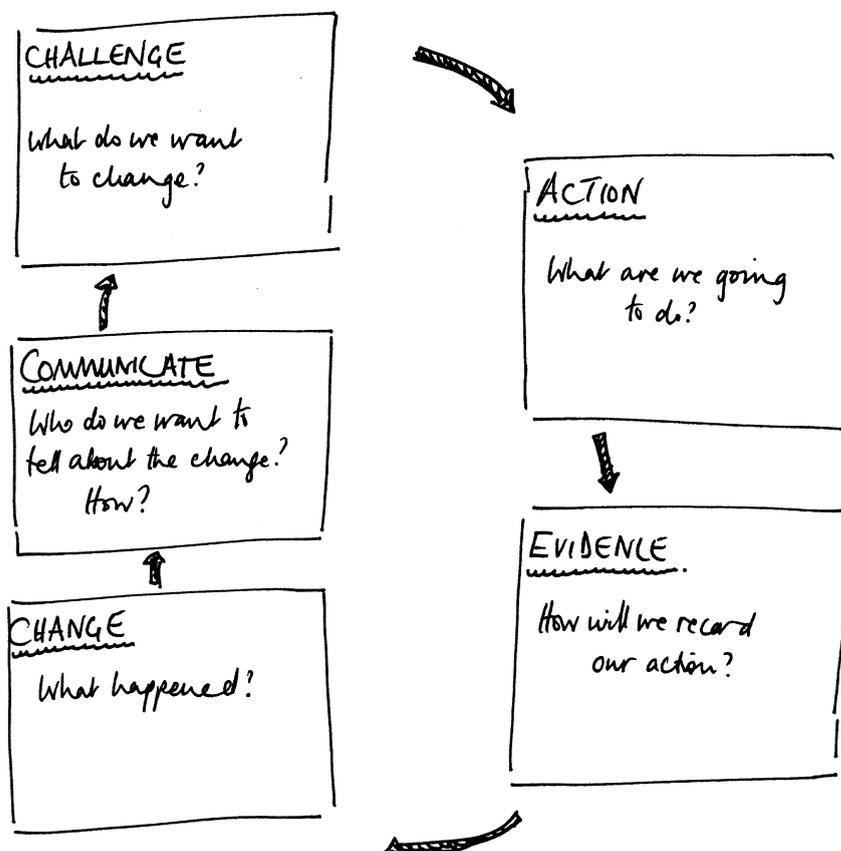
ACTIVITY: Action plan

An action plan is a tool for guiding the implementation of the activities suggested during the activities and discussions.

Steps to develop an action plan:

- 1 The facilitator obtains the list of problems identified.
- 2 The facilitator explains to the students what an action plan is.
- 3 The facilitator uses the action plan matrix (see illustration below) to show the students how to do an action plan.
- 4 The facilitator divides the participants into groups and assigns a problem to each group.
- 5 In their groups, the participants develop their action plan using the matrix.
- 6 Each group presents their action plan for discussion by the group.
- 7 A group is appointed to compile the individual group plans into an overall plan. The group should have a representative from all the different stakeholders involved in the activity.
- 8 The group brings together the action plans into a single action plan for the school.
- 9 The action plan is discussed with all the stakeholders and agreed upon.
- 10 Comments from the other stakeholders are incorporated and the action plan is finalised.
- 11 The participants share the action plan with all the other stakeholders. The facilitator should ensure that there are sufficient copies made of the action plan for everyone involved.

Adapted from FAWE (2005a), Unit 12: Action Plan.



SECTION C IMPROVING SCHOOL MANAGEMENT

ACTIVITY: Planning tree

Purpose: This uses the familiar shape of a tree to map out what actions need to be taken and in what order.

Materials required: paper and pens, blackboard and chalk, or locally available materials such as sticks and stones.

Steps:

- 1** Create the shape of a large tree in the middle of the floor, either by drawing it on several pieces of flip-chart paper stuck together, or using sticks and other materials.
- 2** Write or make a symbol for the action, and add it to the trunk.
- 3** Write or make symbols for goals and display these as fruit.
- 4** Tasks for achieving the goals are the branches, e.g. taking photos, writing a letter, designing materials, etc.
- 5** The resources needed should be displayed as the roots.
- 6** Leaves can be added with people's names on them, representing who does what.

Ideas for discussion:

- What are the tasks that need to be done?
- What order do the tasks need to be done in?
- Is it possible to do all of them?
- Which ones are most important?
- Who is going to do what?

Adapted from Global Action Schools, p.55.

SECTION C IMPROVING SCHOOL MANAGEMENT

ACTIVITY: The local government planning cycle

Purpose: By the end of the session participants will be able to:

- define policy;
- identify district/sub county policy priorities;
- identify the stages and actors in the district/sub county policy-making processes;
- identify opportunities and gaps for addressing gender issues in the policy making process.

In the past, technical officers and development agencies were usually responsible for the identification of community needs and projects. More recently emphasis has been put on bottom up planning. Emphasis is put on 'community demand driven projects' and effective participation by other members of civil society at all stages (identification, analysis, planning, implementation, management, monitoring, and evaluation) is therefore essential.

The process of identifying priorities determines whose needs are addressed. Understanding this process enables stakeholders to identify key entry points to advocate for gender sensitive policies – that is policies that address the needs of men and women, boys and girls and other marginalised groups. Monitoring should be an on going process from problem identification to evaluation. There is need to develop indicators as monitors, these show that something is being done. During evaluation reflection should be on the problems identified. The guiding questions should be "Does the result reflect what was needed?" What wasn't done well? How best can it be done in future?"

Steps:

- 1** Ask the participants what they understand by the word 'policy'.
- 2** Participants should work in small groups to give examples of policy priorities in their district/sub-county that they know.
- 3** Facilitator calls on a person who is familiar with the cycle to come up and demonstrate how the local governments generate their development plans (It is important here to highlight the timing for the different activities, different stakeholders involved, and their responsibilities).
- 4** The participants then identify opportunities and strategies for integrating gender issues in the planning process.
- 5** Facilitator wraps up session by giving a short talk on the local government planning cycle using the Local Government Planning flow chart.

Adapted from ACFODE (2005), p.13.

SECTION D

BUDGETING FOR SCHOOLS

ACTIVITY: Introducing budgets

Purpose: In most countries there will be laws that govern the accessibility of budgets. While SMCs in every country should have access to the school budget (budget management is likely to be one of their mandated roles) the levels of public accessibility may differ.

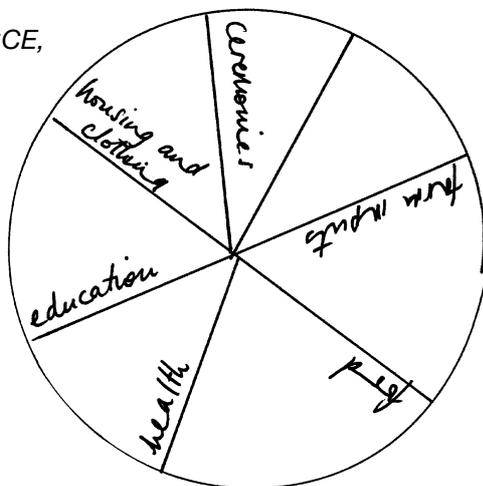
Steps:

A first stage of analysis is to understand where the income comes from and what is actually covered by the school budget.

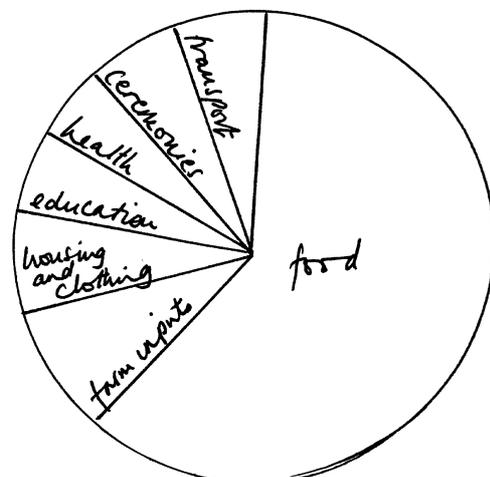
Ideas for discussion:

- How much is the total budget?
- What are the different sources of funding?
- Who contributes the most?
- What is the expenditure per pupil (i.e. total school budget/ no. of pupils)?
- What are the different types of expenditure, for example: teacher' salaries, books, schools, school maintenance, etc?
- What are the most important areas for expenditure?
- What is missing?
- How would you allocate the expenditure differently?
- A Pie Chart (See illustration below) could be constructed in order to compare the different levels of expenditure.
- Is the budget fair?
- Does it favour one specific group?
- How much would the school budget need to increase to allow all the Girls and/or boys in the area access to school?

Adapted from GCE,
2007, p.99



male



female

ACTIVITY: Analysing budgets

Purpose: This activity outlines the three ways to engage with budgets.

Budget analysis – understanding what is contained in the budget, the information that informs the budget, and the impact of the budget on different people.

Budget tracking – monitoring disbursements to see if they are timely and in accordance with allocations, and monitoring flows through the system from international to national to local level.

Budget influencing – producing alternative budgets, lobbying and campaigning to change budget allocations, offering alternative information.

A national government budget should ensure that everyone is able to access their human rights, which the government has a legal and moral obligation to deliver. It is vital to understand the different needs of those affected by all kinds of public institution budgets, for example, how a budget is likely to affect men and women differently, and boys and girls. This must be taken into consideration when planning and allocating the school's budget, as well as when monitoring and evaluating its impact.

Questions to ask about a budget:

- Who is involved in its production?
- Who approves it or controls it?
- Who monitors the budget?
- Who reports on it?
- Who is accountable for it?
- Where is the decision-making power?
- How much influence could you have on it?
- What choices are made producing this budget?
- Who contributes to/ benefits from it and how?
- Who knows about it? Is it accessible?
- What is a good use of resources?
- What is the worst use of resources?
- What would you change about it and why?
- Is it transparent or does it hide things?
- Should anything be confidential and why?
- How important is this budget to you?

Adapted from GCE, 2007, pp. 97- 101

ACTIVITY: Steps for school planning and budgeting

Purpose: This provides participants with a step-by-step method for creating a budget.

Materials required: paper and pens, blackboard and chalk, or locally available materials such as sticks and stones.

Steps:

- 1 Identification of needs:** The head teacher as secretary to the SMC should convene consultative meetings with all stakeholders in the area to help identify the felt needs. These meetings should examine the education situation in relation to gender issues and HIV in terms of Strengths/Weaknesses/Opportunities/Threats and the outlining possible ways of addressing these issues.
- 2 Prioritising or ranking the needs identified:** The head teacher should guide the SMC and other keen stakeholders in ranking these needs in order of priority. This should be based on goals and objectives as well as urgency and cost effectiveness
- 3 Preparing school development plans:** Once the needs have been identified and prioritised the head teacher should take it upon him/herself to sit together with a technical sub-committee selected by the SMC to draw an up to scale plan. The plan should include activities to be carried out, who will be doing them, timescale with clear indication of each step/cost implications and how they are going to be met/indicators of success, as well as expected outputs or targets. The steps to be followed must be spelt out explicitly
- 4 Organising the budget forum:** After finalising the cost plan this should be given to the different stakeholders for open or public forums for debate and feedback.
- 5 Implementation of plan:** The head teacher and sub committees of the SMC are expected to implement the plan and monitor the progress to keep it on track. Reviewing the plan and refining priorities is important as time goes on
- 6 Monitoring and evaluation of the process of executing the plans:** monitoring (see monitoring and evaluation) is a continuous process that is inbuilt in the implementation process in order to identify constraints and devise strategies to overcome them.

Adapted from Obondoh, Nandago and Otiende (2005), p.41.

ACTIVITY: Income and expenditure tree

Purpose: This activity is useful in analysing the income sources and expenditure channels and patterns of an individual, group or institution i.e. school. In school governance (or other) discussions, the income and expenditure tree could be used but the SMCs to critically reflect on their budgets, whether their income sources have grown or not g grown within a given period of time. Through the tree the participants can compare income to their expenditure and determine if they are efficient in their operations.

Materials required: flip chart and pens or locally available materials such as sticks and pebbles.

Steps:

- 1** Participants start by outlining all the income sources of the institution, and attempt to rank them according to significance. Already they will have shared the objectives of the session so after ranking they decide on the materials to use in representing the income on their tree on the ground.
- 2** Use the functions of the different parts of the tree i.e. roots for income. The significance of the source of income is depicted with the difference in the sizes of the roots i.e. the bigger the root the more significant that source is and possibly corresponds with the amounts.
- 3** Once all the income sources have been indicated (with either a local material or by drawing) the next thing is to put the branches to make it appear like a normal tree.
- 4** Participants will have to undergo the same process of identifying and listing the expenditures of the institution, following still the same process of listing them according to significance.
- 5** Branches of different sizes depicting the expenditure levels are displayed on the group and one by one and if applicable certain branches sub branches) should be also shown.
- 6** A trunk should be drawn to connect the roots to the branches and its relevance in the income and expenditure discussion will be defined as per the groups' own interpretations. The discussion that takes place during the construction of the tool is crucial.

Ideas for discussion: Time should be allocated for the group to analyse the tree they construct which can be facilitated by the use of a series of probing questions.

Adapted from Archer and Cottingham, 1996, p.131 and 135

ACTIVITY: Budgeting in districts

Purpose: By the end of this activity participants will be able to:

- define the term 'budget';
- describe the sub county/district budget cycle;
- explain key budget concepts.;
- list steps and key stakeholders in the sub county/district budget making process.

The annual budget of every local government is derived from its approved three-year development plan. Plans are therefore the means by which local government translates their development goals, objectives and strategies into actions for implementation. Plans describe activities to be implemented by a sub county/division covering a period of three years. If gender issues are missed out in the plan they may never be reflected in the budget. Weak and strong voices do not have equal say in budget decision-making; the stronger voices have their needs met first. In many cases the priorities of weaker voices can remain unmet while luxuries for stronger voices are catered for. It is very important therefore for equal participation by all stakeholders in the planning and eventually the budget making process. This will ensure that the needs of everybody are catered for.

Steps:

- 1** Ask participants what they understand by the term 'budget'.
- 2** Ask them to list the components of a budget.
- 3** Ask participants to describe the functions of the budget.
- 4** Call on a person who is familiar with the local level budgeting process to come up and demonstrate how the local governments generate their budgets. (Just like the policy process, it is important here to highlight the timing for the different activities, different stakeholders involved, and their responsibilities. Note key budget concepts as the participant highlights the budgeting process.
- 5** Ask participants to identify the key entry points for addressing gender issues in the budget cycle.
- 6** Summarise by giving a short lecture on what the local government budgeting process is using the flow chart, while emphasising the budget concepts at each stage.

SECTION D

BUDGETING FOR SCHOOLS

ACTIVITY: The household budgeting game

Purpose: This activity provides a fun way of learning about budgets by looking at the decisions made in household budgeting.

Materials required: pens and paper.

Steps:

- 1 The participants divide into three groups as outlined below.
- 2 Each group must decide which of the items fall into each of the three categories and give reasons:
Category 1 – Items that are always paid for/bought in your household.
Category 2 – Items that are sometimes paid for / bought in your household.
Category 3 – Items that are hardly ever get paid for/bought in your household.
- 3 After the group presentations the facilitator wraps in plenary with participants highlighting similarities and differences between household budgeting and their sub county/district budgeting process.

Monthly income 80,000/=

Man, 45 years, married primary Teacher (head)

Woman, 40 years, house wife with abreast feeding baby

Girl, 20 years, in secondary school (niece)

Girl, 12 years, (baby seater)

Boy, 13 years, in primary school (son)

Girl, 15 years, in secondary school

Woman, 60 years, sick

Girl, 4 years, at home

Monthly income 150,000/=

Single woman, 39 years, market vendor (head)

Man, 40 years, unemployed

Woman, 30 years, sick with a baby

Girl, 16 years, at school

Boy, 14 years, at school

Man, 69 years, blind at home

Boy, 8 years, at home (orphan)

Monthly income 50,000/=

Man, 50 years, rural farmer (head)

Woman, 49 years, housewife

Woman, 35 years, housewife with a baby

Man, 20 years, unemployed

Girl, 18 years, in secondary school

Disabled girl, 15 years, at home

Boy, 10 years, in primary school

Girl, 8 years, at schoolgirl

Man, 60 years, at home

Continued 

SECTION D

BUDGETING FOR SCHOOLS

Items to be bought

Clothes	Loan repayment to Centenary Bank	School uniforms	School books and pens
Entertainment	Graduated tax	Contribution to private insurance	Health Insurance
Cigarettes	Newspapers and books	Hire Purchase payments for fridge, TV etc.	Fixed deposit account
Alcohol	Car loan payments	P.A.Y.E (if it exists)	School fees
Hair Saloon	Rent	Cornflakes, sausages for kids	Doctor's fees medicine
Holiday	Electricity	Burial society fund	Transport money
University fees	Water	Women's savings group payment	House girl
Insurance	Basic food items like salt, posho etc.	Paraffin	Baby's milk

Adapted from ACFODE, 2005, p.16

SECTION E

GETTING ALL GIRLS INTO SCHOOL

The activities in this section should help participants to understand the reasons why many girls are still not in school and encourage them to advocate to make sure that all girls have access to quality education.

ACTIVITY: Who is out of school and why?

Purpose: In this activity a map is used to help participants analyse issues affecting access to school.

Materials required: paper, pens, string, tape and any locally available materials.

Steps:

- 1** Ask the group to lay out a plan of the village, starting with a neutral central point, such as a tree, well or meeting area. Roads, rivers and communal buildings should be put down first so that people can orient themselves. This creates the basic framework for the space.
- 2** the meanings for the symbols should be selected and agreed upon by the whole group. For example a stone could represent a house. Moveable objects are crucial as everyone needs to be able to go back, change and add elements as the map develops.
- 3** Participants should add their own houses and indicate the number of children in each house, their age and sex, and whether they are in school or not.

Ideas for discussion:

- How many families live in the area?
- What are the differences between these families? Are some richer than others, do they all come from the same caste or tribe?
- Are there differences according to where you live in the village?
- What jobs do children do at home?
- How many children are out of school?
- What are the reasons for keeping children out of school?
- Does the community see education as important?
- What do local people think about the school?
- How do children get to school?
- What is the school environment like for the different children?
- How many children are in school? How many are in each class?
- For how many years do children go to school?
- How does the school cope with children who have disabilities?
- What policies are in place for orphans and vulnerable children?

Adapted from Obondoh, Nandago and Otiende (2005), p.27.

SECTION E

GETTING ALL GIRLS INTO SCHOOL

ACTIVITY: Education matrix

Purpose: This is an illustration that can be constructed in a simple or complex way – though perhaps ideally a simple matrix (restricted to the participants in the circle) would be a prelude to later doing a more detailed matrix. It is designed to show how many people in the community have been through education.

Materials required: paper and pens.

Steps:

- 1 On a large piece of paper, map out a table, and along the top arrange column headings with the following age groups: 3-5, 6-10, 11-14, 15-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-100.
- 2 Another more detailed matrix may have year-by-year columns up to 15 years old.
- 3 Divide each age group into two columns, for male and female.
- 4 Now make row headings down the left hands side as follows: never been to school, lower primary; upper primary; lower secondary; upper secondary; college; university. The exact stages should reflect the local education system locally. For a more detailed survey you could even do it grade by grade.
- 5 Now ask each participant to consider their own household, and to go through the age groups. If they have a boy or girl in that age range, ask them to put a cross in the box in the appropriate row to show the grade of education they are now in. Once the matrix is completed, the marks in each box can be added up and numbers can be written down.

		No education	lower primary grades 1-3	upper primary grades 4-6	lower secondary grades 7-9	upper secondary grades 10-12	College Grade 13-14	University grades 15+
3-5	M	***						
	F	***						
6-10	M	***	***	***				
	F	***	***	***				
11-14	M	***	**	***	***			
	F	***	***	**	***			
15-19	M	***	**	*	***	*	*	
	F	***	*	*		*	*	
20-29	M	***						
	F	***						
30-39	M	***						
	F	***						
40-49	M	***						
	F	***						
50-59	M	***						
	F	***						
60-69	M	***						
	F	***						
70+	M	***						
	F	***						

Ideas for discussion:

- Do boys and girls progress through education equally?
- What sort of education did we receive as girls or boys? How has it changed?
- Is the education of girls as important as the education of boys?
- How much education should boys and girls have (to what grade)?

Adapted from Archer and Cottingham (1996), p.187.

SECTION E

GETTING ALL GIRLS INTO SCHOOL

ACTIVITY: Out of school problem tree

Purpose: The tree is a useful image to represent the causes and effects of a particular problem.

- The trunk usually represents the situation to be analysed;
- The roots represent the causes of the situation, events leading up to it, or things necessary for its existence;
- The branches are the consequences of the situation;
- Fruits or flowers may be added to represent possible solutions or actions.

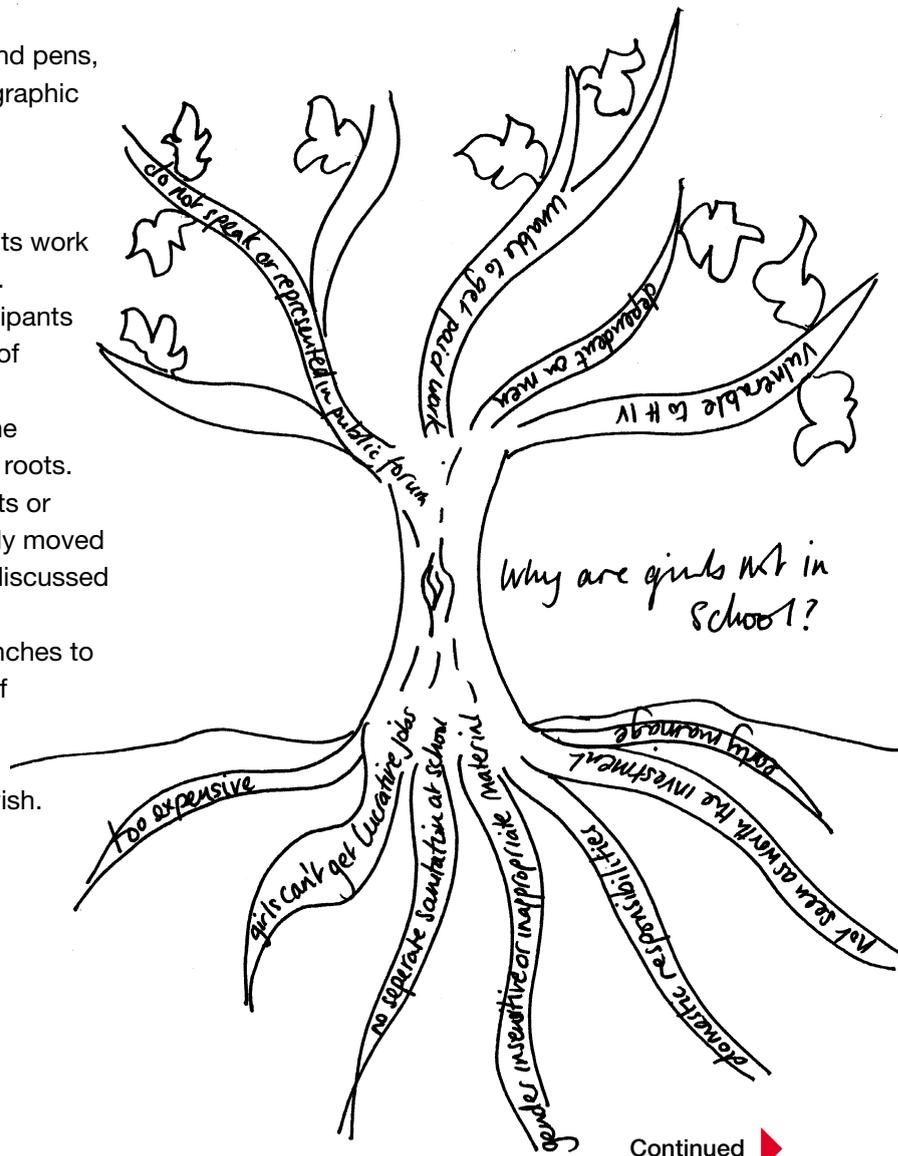
In this example, a tree is used to look at why girls are not in school and at the consequences of this.

An alternative to the problem tree could be a healthy tree, looking at the factors that enable girls and or boys to go to school and the advantages associated with school. The group could focus on how to move from the unhealthy to the healthy tree. When thinking through how to address the challenges it will be important to identify who is responsible for implementing the solution, and to develop strategies for involving the key stakeholders, holding them to account.

Materials required: paper and pens, or mud and sticks to create the graphic on the floor.

Steps:

- 1 In small groups the participants work together to construct the tree.
- 2 On the trunk of the tree participants write the problem - "girls out of school".
- 3 Participants may then write the causes of the problem on the roots. It is useful to use stick on roots or post-it notes that can be easily moved or removed as the ideas are discussed and negotiated.
- 4 Participants then use the branches to show the impact of the lack of access to school.
- 5 Participants may add additional elements as they wish.
- 6 Once the tree is complete participants may discuss the points and may alter the tree accordingly.



SECTION E

GETTING ALL GIRLS INTO SCHOOL

Ideas for discussion: There will inevitably be much discussion during the construction of the tree and when it's final form is agreed. Once the tree is complete participants may divide into groups to discuss ways of tackling the issues raised – other symbols (such as fruits or fertiliser) may be used to illustrate action points.

Ideas for action: The participants could develop action plans to secure girls' right to education. This might involve looking at how family-based discrimination prevents girls from attending school and developing systems to overcome this, including raising awareness in the family about the importance of education.

The participants might build their analysis into an awareness-raising tool and develop a drama to illustrate the conclusions of their discussion. They may seek the involvement of a range of local organisations including the school itself, local government, faith-based groups, women's groups, village development committees and discuss with them their role in tackling issues that prevent girls from accessing education. Moving beyond the local community, it can be empowering to link to other groups of girls – for solidarity, to share experiences and to amplify voice at the district and national levels for change.

Adapted from GCE (2007), pp. 71 & 223.

ACTIVITY: Analysis of education access

Purpose: Data and monitoring activities that the groups could use to discuss issues around gender and HIV as part of the TEGINT project. This process should enable participants to identify specific information to collect, and decide methodologies for collection, analysis, compilation and dissemination.

Steps:

Ask participants to start by reflecting on why they are collecting the information, and thereby clarify the aim of the project.

Explain to participants that as part of this exercise they will need to:

- Decide on their target audience.
- Identify specific messages or areas of interest.
- Think through how they will use the data – will they present it as evidence/use examples for discussion/track changes over time?

Further reflection on the following questions will help them decide any additional data to collect:

- What are the key issues in this debate?
- What education/gender/HIV specific information will be useful to collect?
- What other information will give insight into the issue?

Adapted from GCE (2007), p173.

Indicator selection:

Indicators give evidence that something has changed over time. They may measure inputs, outputs, outcomes and impacts or they may illustrate what is happening at a particular point of time. It is also possible to collect process indicators, which may look at

the quality of a particular event, who was involved, the extent of decision-making power etc. Indicators should be relatively easy to collect, relevant, well defined and measurable and give insight into a specific issue, in this instance, gender and girls' education.

It is important to help the participants to carefully think through how they will collect the information. You also need to consider how your presence might influence data collection, for example if you are interested in understanding classroom dynamics you will need to consider how your presence might impact on the process. Data can be collected using the following methods: PRA; Maps; Matrices; Rivers; Focus group discussions; observation and informal discussion

Adapted from GCE (2007), p176.

Continued 

SECTION E GETTING ALL GIRLS INTO SCHOOL

Indicators and data for education access

Area of interest	Indicator	Ways of collecting indicator	Ways of presenting data
Education materials	<ul style="list-style-type: none"> ■ No of classrooms ■ Class size and student teacher ratio ■ Teacher attendance ■ No. of grades ■ No. of girls and boys per desk ■ No. of girls and boys per text book ■ Sanitation facilities ■ Quality of school buildings 	<ul style="list-style-type: none"> ■ Collecting school data from head teacher ■ Interviews with girls and boys ■ Observation ■ School records 	<ul style="list-style-type: none"> ■ Statistical as numbers ■ Scoring out of 10 ■ If scoring is used a standard will need to be decided
Education process	<ul style="list-style-type: none"> ■ Level of teacher training ■ Curriculum content ■ Learning process used ■ Feedback given to girls and boys ■ Contact hours for girls and boys ■ Parent teacher evenings ■ In-service training – does it exist? ■ Is there a school inspection function? ■ Level of support from the DEO ■ Is the curriculum flexible, gendered? ■ Can it be adapted at local level? ■ Are local knowledge and skills used and valued in the schools ■ How is learning examined? ■ What are the success rates for examinations – girls and boys? 	<ul style="list-style-type: none"> ■ Questionnaires ■ Reviewing textbooks ■ Observation of classroom teaching 	<ul style="list-style-type: none"> ■ Subjective data so could be: <ul style="list-style-type: none"> – Ranking exercises – Quotes – Descriptions of processes – Quantitative data as tables
Education access	<ul style="list-style-type: none"> ■ No of girls and boys in school ■ Retention/completion rates for boys and girls ■ Transition rates (gender disaggregated) and access to secondary school ■ Availability of transport (safety of travel to school) ■ School feeding programmes ■ Costs of education ■ Language of instruction ■ Flexibility of school timetable 	<ul style="list-style-type: none"> ■ School records ■ Produce a door to door survey ■ PRA tools such as maps and matrices to create the data (See previous activities in the working with girls' section of this toolkit) ■ Education access and gender related issues are contextual so important to leave questions open ended 	<ul style="list-style-type: none"> ■ Statistics illustrating basic situation ■ Surveys or PRA could be presented statistically ■ Qualitative information could be used to illustrate specific points
Education management	<ul style="list-style-type: none"> ■ Existence of SMC ■ Support and training for SMC ■ School and community links ■ External support ■ Availability of school records ■ Availability of budget information ■ School councils, involvement of girls and boys and teachers ■ Level of accountability, clear processes ■ Existence of school reports 	<ul style="list-style-type: none"> ■ Observation ■ Questionnaires ■ Interviews with key stakeholders ■ SMC minutes 	<ul style="list-style-type: none"> ■ Indicators could be compiled as a report with illustrations and statistics where appropriate

168. Adapted from GCE, 2007, p.174

USEFUL HANDOUT

Practical stages in advocacy work

- 1 Analyse your organisation** A SWOT analysis of your organisation is one way of identifying issues to work on. Assess the Strengths, Weaknesses, Opportunities and Threats of developing advocacy work for your aims and mission.
- 2 Set your objectives** Identify and research the issue you will be working on. Set SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives for the short, medium and long term.
- 3 Analyse stakeholders** Identify all stakeholders. Who will be affected? Define targets, allies, adversaries and internal stakeholders. It is useful to break this large group down into smaller categories of like-minded people in order to recognise where participants fit into the campaign. Analyse the potential advantages and problems of working with those identified.
- 4 Prioritise key stakeholders** Once you've broken down the lists of stakeholders, rank the importance to you of each of the stakeholder groups. This will stop the list from looking like a daunting / impossible challenge and will help shape your work plan.
- 5 Build alliances** Bring more resources and support on board if needed.
- 6 Participatory planning** Involve participants in identifying the issues and planning the strategy. Assign roles or responsibilities to each stakeholder.
- 7 Identify your target audience** Who can make the changes laid out in your objectives?
- 8 Analyse the target** How do they make decisions? Who do they listen to?
- 9 Define your message** Decide what information you need. Do you need more research to prove your case to the target?
- 10 Identify media** Which media will be most useful in getting to your target? What 'spin' do you need to put on your story to get it in?

Who's involved?

Allies: People who are 'on your side' either because they will benefit directly from the changes you are trying to bring about, or because they want to help you bring about these changes as part of a broader movement.

Beneficiaries: People whose lives will be improved by the successful achievement of your advocacy goals. Individuals in this group could also be called 'allies' because they have a vested interest in seeing the end result but a beneficiary is often a more passive stakeholder than an ally.

Adversaries: People who are opposed to what you're trying to do. These people could become allies in time, with greater understanding of the issues, or could be standing in the way of what you're trying to do. Adversaries can become targets of your advocacy project if you are planning a series of activities to 'win them around'.

Stakeholders: People who have an interest in seeing the goals of the advocacy work being reached, or not.

Internal stakeholders: People within your own organisation or network or alliance who are actively collaborating on the design, management and execution of your project. They will not necessarily all be allies because some people within your own organisation will be sceptical about doing advocacy work at all, and reluctant to lend their time to it individuals in this group are usually people with whom you have regular contact need to be moving people between the boxes, i.e. turning adversaries into tools, allies into tools and tools into participants. People can be in more than one of these categories at any one time.

[www.bond.org.uk/pubs/guidance/
2.1howwhyadvocacy.pdf](http://www.bond.org.uk/pubs/guidance/2.1howwhyadvocacy.pdf)

USEFUL HANDOUT

Understanding gender

"Sex" refers to the biological and physiological characteristics that define men and women.

"Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

"Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

World Health Organisation

Some fundamental gender concepts

Sex: This is the biological make up of men and women, boys and girls. (What we are born with).

Gender: Culturally and socially constructed roles, responsibilities, privileges, relations and expectations of women, men, boys and girls.

Gender analysis: The critical examination of issues affecting both men and women.

Gender bias: This is a positive or negative attitude/practice towards either female or male.

Gender blind: This is a conscious or unconscious way of doing or saying things without considering the position, needs, feeling etc. of women, men, girls and boys.

Gender discrimination: Whereby one sex is favoured and the other disadvantaged.

Gender equity: Just treatment, balanced recognition and appreciation of women's and men's potential.

Gender gap: whereby as a result of customary practices, religious biases, social assumption, myths or taboos, one gender is discriminated against to such an extent that it is prevented from getting its fair share of resources or services.

Gender neutral: The planning for women, men, girls and boys as if they were homogeneous and not taking into consideration their different needs and

roles. Experience has shown that gender neutral planning in reality addresses the needs of the dominant group.

Gender oppression: Whereby one gender dominates the other unjustly or even cruelly, whether deliberately or not.

Gender roles: These are the different tasks and responsibilities and expectations that society defines and allocates to men, women, boys and girls because of their biological make up. They are not necessarily determined by biological make up and therefore can change with time and according to situations.

Gender stereotyping: This is the assigning of roles, tasks and responsibilities to a particular gender on the basis of preconceived prejudices.

Practical gender needs: These are needs that are related to satisfying men's and women's, girls' and boys' basic and material needs for their day today survival.

Strategic gender needs: Needs that are related to changing the situation of marginalised people, especially women. Meeting strategic needs helps women to achieve greater gender equality. It also changes existing roles and therefore challenges women's subordinate position. Strategic needs may include such issues as legal rights, equal wages, and women's control over resources.

Productive activities: Refers to the production of goods and services for consumption or trade.

Continued 

(When people are asked what they do, the response is usually related to productive work, especially work that generates income). Both men and women can be involved in productive activities but, for the most part, their functions and responsibilities will differ according to gender division of labour. Women's productive work is often less visible and less valued than men's.

Community work: Includes community meetings, care for the sick outside the home, governance activities etc.

Reproductive work: Refers to care and maintenance of the household and its members – including bearing intensive and not paid. It is almost always the responsibility of women and girls. Although reproductive work is crucial to human survival, it is seldom considered 'real work'. Reproductive work is usually time consuming, labour.

Action for Development (ACFODE), 2005, p.31.

Types of gender policies

Gender aware policy appraisal: Is a tool that assesses whether a policy addresses the needs of men and women. It questions the assumption that policies are 'gender-neutral' in their effects and asks instead: In what ways are the policies and their associated resource allocations likely to reduce or increase gender inequalities?

Gender blind policies: Policies that don't take into account gender differences. They are often implicitly male dominated e.g. agriculture policy refers to every body as 'farmers'. As a result, extension workers tend to focus on male progressive farmers. This ends up by widening the gender gap in agriculture.

Gender explicit issues: These are clearly spelt out, fairly well explained, they are straight forward and visible, for example, ten women will be trained in backyard farming methods.

Gender implicit issues: These are not clearly

stated, they are hidden, henceforth implied, such terms as farmers, population, the poor, and the masses are given examples. Therefore there is need to open them up and know exactly whose gender needs are being targeted. Is it men, women, girls or boys?

Implicit	Explicit
Gender blind policies	Gender specific policies
Gender neutral policies	Gender redistribute policies

Gender neutral policies: These leave the situation as it is, and in most cases women are the disadvantaged. They maintain the status quo. For example a provision in the Local Government Act, which directs people who are elected in political positions to resign from public offices, affects both men and women equally.

Gender redistributive policies: These try to tackle the gender imbalances, gender gaps and gender disparities in society by taking on both genders. They often address the strategic gender needs of both men and women. These transform gender relationships and lead to gender equality.

Gender specific policies: In this case, intervention is intended to meet targeted gender needs (for example, the reservation of one third of seats on all local councils in local government). This may or may not reverse the gender inequality in leadership.

Gender budget analysis

Gender budget analysis involves the analysis of how the resource money is allocated to address the different needs of girls and boys, men and women. One way of doing this is to use a five-step approach to looking at budgets from a gender perspective. These steps are:

- 1 Analysing the situation of women, men, girls and boys.
- 2 Assessing the gender responsiveness of policies.
- 3 Assessing budget allocations.
- 4 Monitoring spending and service delivery.
- 5 Assessing outcomes.

NEW ACTIVITY ADDED

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

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