INTEGRATING GENDER IN HUMAN RESOURCES FOR HEALTH (HRH) PROJECTS

MODULE 1: GENDER ANALYSIS AND INTEGRATION IN CAPACITY COUNTRY PROJECTS

MODULE 2: BUILDING SUPPORT FOR GENDER INTEGRATION THROUGH ADVOCACY

Designed and conducted for staff of the Capacity Project by members of the USAID/W Interagency Gender Working Group Training Team

**Capacity Project
(IntraHealth International)**
Constance Newman

**POLICY Project
(Futures Group)**
Frances Houck, Mary Kincaid and Elizabeth Neason

USAID/Washington
Michal Avni

August 2006

Integrating Gender in Human Resources for Health Projects

Module 1: Gender Analysis and Integration in Capacity Country Projects

Workshop Agenda
One Day and a Half

Day 1

I.	Welcome/Introductions/Expectations/Agenda/Objectives	35 minutes

II.	Gender Roles—Constraints and Opportunities Exercise	30 minutes

III.	Defining Gender and Related Terms	45-60 minutes

Break (10 minutes)

IV.	Gender Continuum	1 hour, 30 minutes

Lunch (60 minutes)

V.	Gender Analysis in the Capacity Project	1 hour, 45 minutes

VI.	Capacity Project Country Strategy Analysis	1 hour, 45 minutes

Day 2

VII.	Reflections and Presentation of Day 2 Objectives and Agenda	20 minutes

VIII.	Capacity Project Country Strategy Analysis (Completion)	1 hour

Break (15 minutes)

IX.	Report-out on Modifications to Country Strategies	40 minutes

X.	Next Steps	15 minutes

XI.	Workshop Evaluation (only administer if Module 1 is used)	20 minutes

Integrating Gender in Human Resources for Health Projects

**Module 1: Gender Analysis and Integration in
Capacity Country Projects**

One Day and a Half

Facilitator Guide

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

- Define gender and related concepts
- Understand the continuum of gender as it relates to integration in projects
- Understand the six domains of gender and related questions
- Apply a process for gender analysis to HRH contexts
- Understand where and how gender can be integrated in HRH country strategies.

SECTION I

**9:00-9:35   Welcome/Introductions/Expectations/Review of Agenda and
Objectives**

<u>Flip Charts</u>
Workshop Title
Introduction Points
Agenda
Expectations (blank flip chart)
Objectives
Parking Lot

<u>Handouts</u>
Agenda (1.1.1)

Welcome
Time: 10 minutes

1. Welcome the group to the workshop. Explain that the IGWG is committed to providing training and information critical to understanding how gender impacts our work in reproductive health. Communicate that the focus of this workshop will be to introduce a process for integrating gender into HRH projects in the health sector.

2. Introduce yourself and explain your role over the next day and a half. Have other facilitators introduce themselves as well and explain their roles during the workshop.

Introductions/Expectations
Time: 20 minutes

Ask participants to speak out in turn and provide the following information to the group so they all get to know one another (have the information below posted on newsprint).

- Name
- Projects assigned to/activities involved in/country(ries) of work
- Experience with gender in development
- ONE expectation for this workshop **(record expectations on blank flip chart).**

Review of Workshop Objectives and Agenda
Time: 5 minutes

1. Review the workshop objectives and agenda, displaying newsprint listing both. Direct participants to follow along with the copy in their folder. Link participant expectations mentioned in the introductions to the objectives and activities in the workshop. Any expectations that do not fall within the scope of the workshop should be written on newsprint marked **"Parking Lot."** Explain that you will consult with the IGWG about expectations mentioned here that aren't addressed, and where the participant may find information on the topic.

2. Ask participants if they have any questions on the objectives and agenda for the workshop.

Transition to Gender Roles
Explain to the participants that next they are going to participate in an individual exercise that will get them thinking about gender in their daily lives before we go on to build up throughout the day to specific aspects of gender within HRH.

SECTION II

9:35-10:05   Gender Roles—Constraints and Opportunities Exercise
Time: 30 minutes
Flip Charts
       Concentric circle graphic, "Gender in Our Daily Lives," with "Constraints" and "Opportunities" written to the left and right of the outer circle
       Blank flip chart to list opportunities and constraints

<u>Handout</u>

Concentric circle handout, "Gender in Our Daily Lives" (1.2.1)

1. To introduce the morning, remind the participants that gender roles and responsibilities influence our everyday lives—the way we perceive ourselves, the way we act within our family structure and parent our children, the way we interact in the workplace and as members of a society. Before moving forward into the project-focused training activities, participants will take a moment to look at how gender is at play in their day-to-day lives.

2. Distribute "Gender in Our Daily Lives" and refer to same graphic on flip chart. Tell participants to think about the gender norms and stereotypes in their own lives, those that might govern their self-concept, their family role, etc. Ask them to think of several times in their lives when a gender norm or a prescribed role has *constrained* them in some way. Ask them to jot the constraint into the appropriate level(s) of their graphic handout. As the second part of the exercise, participants should try to think of a time when gender has provided them with a unique *opportunity*. Because they were born a man or woman, did their gender open a particular door for them? Make note of these occasions as well on the graphic handout.

3. Allow about five minutes for participants to complete their individual handouts and then ask if any volunteers are willing to share their experiences. Take a few examples of constraints, beginning at the self-concept/individual level and moving outward, noting on another flip chart. Repeat for opportunities.

4. Debrief the activity by thanking participants for sharing, and saying the following:

   ■ As we move into an analytical mode to look at gender, it is often helpful to remember that gender roles affect each of us every day, even if less dramatically than in many developing country settings.
   ■ Our own experiences with and beliefs on gender can have an impact on how we view and understand our projects/programs.
   ■ We need to keep this in mind as we ask staff and project beneficiaries to work with gender issues.

Transition to Defining Gender
Tell participants that next we are going to explore how we define gender and related concepts.

SECTION III

10:05-10:50 Gender Definitions Relevant to Human Resources for Health

Time: 45 minutes

<u>Flip Charts/PowerPoint Slides</u>
> **PPt1 GenDefs:** Gender-related definitions

<u>Other Materials</u>
> Two large blank index cards for each participant (around 50)

<u>Handout</u>
> Gender terms handout, "Gender Terms Relevant to Human Capacity Development" (1.3.1)

1. As a building block to the gender integration workshop, it's important the group is comfortable with basic gender concepts and using common language as they undertake analysis and planning work. Especially in a group where the level of gender expertise varies, it's valuable to take some time to get consensus on key terminology. Distribute two large blank index cards to each participant. Tell them to take two to three minutes and write down a word or phrase that they think of when they hear the word "gender" and when they hear the term "sex." When they are done, ask them to tape the cards up on the wall under "*Sex*" and "*Gender*" (or "S" and "G").

2. Lead a discussion by (re)grouping the cards with the relevant words and phrases related to "sex" and "gender," respectively, on the "S" or "G" side of the wall. (The cards that contain words and phrases that apply to the *social* definition of "gender" should be placed on one side, under "G," while the words/phrases that refer to biological definitions should be placed under "S.") Using the words and phrases they wrote on the index cards, define gender according to the USAID definition, adding additional information if necessary. Participants return to their seats.

3. Review PowerPoint slides **(1-9)** with the USAID definition of "*Gender…*" (also in handout 1.3.1). Explain that gender is defined in many different ways, as displayed by their words, but for the purposes of gender integration we are going to use the USAID definition:

   ■ **Gender** refers to the economic, social, political and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female or male vary among cultures and change over time.

4. Next, facilitate a brief discussion defining the related terms below. Ask the group how they would define the term and then move through the PowerPoint slides. Be sure to use the words/phrases they shared at the beginning of the activity if applicable and to relate these definitions to human resources for health (HRH). At each definition, ask: *Does this definition work for you? Would you add to it or delete something?*

- ◼ **Sex** refers to the biological differences between women and men. Sex differences are concerned with women's and men's physiology. Compare and contrast with "*Sex and Gender*" slide.
- ◼ **Gender Disparities** refer to differences in men's/boys' and women's/girls' access to education, health, services, resources, status and power. Gender disparities usually favor men and are institutionalized through laws and customs … and may result in de facto or de jure gender discrimination.
- ◼ **Gender Discrimination (Convention on the Elimination of All Forms of Discrimination Against Women—CEDAW):** "Any distinction, exclusion or restriction made on the basis of sex, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, of their human rights and fundamental freedoms in the political, social, civil, cultural or any other field."
  - o Acknowledge that discrimination may affect both men and women along class, ethnic and racial lines (just as violence may affect both men and women); however, the CEDAW definition is useful because it brings to bear evidence regarding *gender disparities* from many fields to address the informal or formal distinctions, exclusions or restrictions that have historically affected more women than men in the areas of education and work.
  - o Point out that HR policy, planning and practice must strive to eliminate gender as well as other forms of arbitrary discrimination.
- ◼ **Gender Equity** is the process of being fair to women and men. 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 gain gender equality. Equity is the means; equality is the result.
- ◼ **Gender Equality** permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources and the benefits from development results. Show the PowerPoint slide with relationship between *gender equity* (a process) and *gender equality* (an outcome).
- ◼ **Gender Integration** means taking into account both the differences and the inequalities between women and men in program planning, implementation and evaluation. The roles of women and men and their relative power affect who does what in carrying out an activity and who benefits.

5. Remind participants that the purpose of the exercise is not to perfect the definitions but rather to agree upon working definitions to apply during the rest of the workshop.

6. Distribute the handout (1.3.1) to all as a future resource.

Break (10 minutes)

SECTION IV

11:00-12:30 Gender Continuum Exercise
Time: 1 hour, 30 minutes

<u>Flip Chart</u>
　　Gender Continuum categories and definitions
<u>Other Materials</u>
　　Approximately 25-30 colored cards with one of five HRH examples glued on
　　them (five to six cards per example) (see HRH Project Examples document)
　　Extra cards with non-HRH examples
　　Masking tape for posting on wall
<u>Handout</u>
　　Continuum of Gender Strategies (1.4.1)

1. Explain that we're starting to explore the importance of understanding how
    gender can impact our project outcomes. The IGWG has identified a continuum
    of how gender is approached in projects: on one end it is harmful and promotes
    gender inequity, and it gradually moves toward actively trying to influence
    equality between the genders. The IGWG uses four categories on the
    continuum.

    Display newsprint with the continuum and the categories (and point to the cards
    with each category that are posted along the top of the wall).

    - **Blind:** The project does not attempt to address gender.
    - **Exploitative:** Projects that **exploit gender inequalities** and stereotypes
      in pursuit of project goals/outcomes.
    - **Accommodating:** Projects that **accommodate gender differences** in
      pursuit of project goals/outcomes.
    - **Transformative:** Projects that seek to **transform gender relations** to
      promote equity as a means to reach project goals/outcomes.

2. Review the examples from human resources for health (HRH) and RH
    programming described in the handout "Continuum of Gender Strategies"
    (1.4.1) to illustrate these categories.

3. As needed, provide additional examples below from RH programming that may
    be employed to contrast use of exploitative and transformative strategies to
    reach similar program goals.

    a. The goal of a social marketing campaign in LAC was to increase condom
        sales. The campaign capitalized on social and cultural values that focus on
        male virility, sexual conquest and control. It depicted macho men having

multiple female partners and thus reinforced gender inequality. I would consider this intervention to be "gender exploitative."

b. On the other hand, a social marketing campaign in Tanzania had a similar goal: to increase condom sales. Project designers realized that in Tanzania only a small percentage of condom sales were to women. Training indicated that women were having a hard time initiating condom use. Therefore, one of its posters explicitly showed a woman at a bar talking to a male partner and insisting that he use a condom. This intervention thus "took gender into account," and actually attempted to change power dynamics between women and men. It introduced a visual role model to women: they too can initiate condom use, and they can insist on its use! I would consider this a "gender transformative" intervention.

4. Tell the participants that next they will have an opportunity to look at a project description and determine where it falls on the continuum. Do the following:

a. Divide the large group into an even number of triads (sets of three). Depending on the size of the group, you may want to have participants work in pairs (sets of two).

b. Explain that you have five HRH project examples, and that each pair will receive one example to read and discuss.

c. Give at least two sets of triads the same project description. Project descriptions will be color-coded. All in all, at least two triads will be looking at project #1, two triads will be looking at project #2 and two triads will be looking at project #3, etc. (Again, the number of pairs/triads depends on the size of the group.)

d. Tell the triads/pairs to read their project description and, as a triad/pair, determine where the project fits on the gender continuum. *Teams should consider both the intention of the project and the results of using the strategy (ies).* When they have decided, they should tape their description where they believe it belongs on the continuum: blind, exploitative, accommodating or transformative. IF THEY ASK, tell them it is okay if they decide it doesn't fit exactly in one category but rather falls somewhere in between two categories.

e. Tell the group they have 15 minutes for this activity.

Facilitator Note: You want to have at least one project description for each category.

5. After the triads/pairs have placed their project where they believe it belongs on the continuum, moving across the continuum, ask a representative from each triad to come up and read their project description and explain why they decided it belonged on that spot on the continuum. If the triads with the same project descriptions placed it on the same spot for the same reasons, the second triad doesn't need to explain it again. They can say they agree for the same reasons. Encourage others to comment and discuss.

6. Debrief the activity by asking the following questions:

   - What was the intention of this project/strategy? What were the results?
   - Do others agree with placement of the different projects?
   - If triads with the same project description didn't agree on where it belonged on the continuum, ask the larger group what they think.
   - What in the project description helped you determine where it needed to be placed?
   - Do any of you think your project description could have resided in more than one place?
   - What do you think of your current projects and where they lie on the continuum?
   - Any additional comments?

7. Share the IGWG's thoughts on where these projects reside on the continuum.

   - If there was a big difference between what the IGWG thought and what the triad(s) thought, ask them why they think there is a difference.

End the discussion by reminding the participants that 1) it is a missed opportunity if we do not build gender into our projects, and that if we do not build it in, it can have negative effects or unintended consequences and 2) we should always be working toward developing *gender transformative* projects—gender accommodating is not enough.

Lunch (45 minutes)

SECTION V

1:15-3:00   Gender Analysis in the Capacity Project
Time: 1 hour, 45 minutes

<u>Flip Charts</u>
> None
> Five flip charts with gender analysis domain and levels

<u>Other Materials</u>
> **PPt2 GenAnGuid**
> **PPt1 GenDefs (slides 10-14)**
> Forty cards with gender analysis questions

<u>Handout</u>
> "Gender Analysis Guidelines for HCD Projects" **(PPt3 GenAnGuideQs)**
> (1.5.1)

1:15-2:10 Understanding Gender Analysis Domains and Questions

1. Explain to participants that we are not expecting them to be gender experts by the end of this workshop, but they will be able to identify when they need technical assistance from a gender expert. Next we are going to share concepts that they need to "keep in their heads" to help them think about how gender affects our projects. In this section, we will look at a framework for gender analysis to help planners recognize the ways in which gender relations impact on women's and men's workforce participation and conditions of work and access to and use of educational, training and promotional opportunities.

2. Define **gender analysis:**

    ■ The examination of information on gender differences and social relations in order to identify, understand and redress gender inequalities.

    ■ A gender analysis poses at least two broad questions: How will gender relations affect the achievement of sustainable results? How will the proposed results of a project affect gender relations and the relative status of women?

3. Tell the participants that this next piece, looking at the five domains of gender, is one way to do a gender analysis. Explain that if you Google "gender analysis," you will find many resources and approaches to gender analysis. The domains approach is just one of many ways, but they all get to the same basic questions— *who does what, where, when, why and how; and who benefits and who controls what in a specific context?* The domains approach prompts you to answer these questions by leading you to the important aspects of those basic questions.

- ■ The domain framework helps you in the collection and organization of information pertaining to gender differences. In the Capacity Project, the following five domains used are:

  i. **Roles and Norms** (including perceptions, beliefs and knowledge related to men's and women's socially constructed identities)
  ii. **Practices and Participation** (including behaviors, division of labor and responsibilities, actions, levels and venues of involvement and availability of time)
  iii. **Access** (especially knowledge of and ability to use resources)
  iv. **Power** (including ability to decide, influence, control and enforce decisions)
  v. **Legal Rights and Status** (how people are regarded and treated by formal and informal legal, customary and judicial systems).

4. Proceed with PowerPoint Presentation **(PPt2GenAnGuid)**, Column 1 of **"Gender Analysis Guidelines for HCD Projects,"** to define the five domains of gender analysis in human resources for health (HRH). Ask participants if these domains are clear. Complete PowerPoint Presentation **(Slides 10-14 of PPt1GenDefs)** focusing on two gender analysis questions, definitions of gender-based constraints and opportunities and examples of the types of questions asked in a gender analysis.

2:10-3:00 Domains of Gender Analysis

1. Tell participants that they will now have an opportunity to practice classifying questions that represent the five domains of gender analysis in HRH. Distribute gender analysis questions (drawn from the handout 1.5.1, "Gender Analysis Guidelines for HCD Projects") on large index cards, three questions per two participants. Ask dyads to discuss and agree on which domain and level their assigned questions correspond to and to post their index cards accordingly under the appropriate banner. Make sure that dyads have questions from two different domains. They will have 20 minutes to do this task.

2. Facilitator conducts a *gallery walk* to discuss the placement of the gender analysis questions. Add new questions under the appropriate domain and level if they arise. This will take 30 minutes.

Transition
Tell the participants that after the break they will start work in country teams to apply what they have learned about gender analysis to the Capacity Project country strategies.

Break (15 minutes)

SECTION VI

3:15-5:00   Capacity Project Country Strategy Analysis and Gender Integration

Total Time: 2 hours, 45 minutes (NB: 1 hour, 45 minutes on Day 1; 1 hour on Day 2)

<u>Flip Charts</u>
> None

<u>Other Materials</u>
> Colored (blue, gray, pink, green, white, yellow) index cards for recording issues, responses, interventions, indicators, different colors for responses to columns A, B, C, D and E
> Lots of tape
> Long banners posted on wall for each country strategy, giving them grid headings and space to write Strategic Objectives/Intermediate Results (SOs/IRs)

<u>Handouts</u>
> Four country strategies (1.6.l)
> Participant Strategy Analysis Worksheet (grid) (1.6.2)
> Small group instructions (1.6.3)
> Small group assignments (participants and gender advisors) (1.6.4)
> Gender Analysis Guidelines for HCD Projects (1.5.1)

1. Tell participants they will now have a chance to apply their understanding of gender analysis to their own country strategies. Distribute and review the small group assignments and instruction sheet. Participants will assemble in country teams to work through the following questions, record their responses on the Participant Worksheet and then post responses on the wall <u>using the banner and colored cards</u> (use one color per column, but two colors for Column B).

   ■ **Where does your strategy currently lie on the gender continuum?**
     Note this somewhere on the top of the worksheet, as a reminder of where you are starting along the continuum.

     a. Write the SO/IRs from your strategy in Column A on your worksheet and on the banner on the wall (pink card).
     b. **What gender issues can you identify that will/do affect the implementation of the strategy and achievement of the SO/IRs?**
        Refer to the gender domain questions in the "Gender Analysis Guidelines for HCD Projects" to identify the gender issues at the level of each SO/IRs. **What gender issues are identified and discussed in the strategy?** (List these under **"What We Know"**—blue card). **What issues are not identified but might be important and should be answered?** List these under **"What We Don't Know" (gray card)**. *Write your responses*

for Column B both on your worksheet and on colored cards and post them on the wall. Allow *60 minutes* to work on classification of your project on the continuum, posting the project SO/IRs and identifying what is known and not known about gender in your project.

c. **How are the gender issues from Column B being addressed currently by the Country Strategy?** For each gender issue identified in Column B, record in Column C and on the wall one or more actions/interventions that address the issue or what is not known, mapping across columns **(green card)**. If the strategy does not respond to a gender issue identified in Column B, leave a blank on that "row." The blanks indicate gaps in the current response that should be addressed in order to better integrate gender and improve project outcomes. *Write your responses in Column C on your worksheet and on colored cards and post them on the wall.* Allow *20 minutes* to do this step.

d. Given what you now know about gender and human workforce development, **propose interventions that respond to the gaps identified in the current response (Column C) or that seek to address a gap in information about gender issues ("What We Don't Know"/Column B).** *Record these proposed interventions in Column D on your worksheet and on colored cards and post them on the wall* **(white card)**. Allow *20 minutes* for this step.

e. Time permitting, begin work on Column E for each gender issue/row: **propose an indicator that will tell us to monitor whether the gender issue or gap has been addressed** and/or whether addressing it has improved the project outcomes. Record your responses in Column E on your worksheet and on colored cards and post them on the wall **(yellow card)**. This step can be completed the following day.

You will have 2 hours and 45 minutes on Days 1 and 2 for the small group work. Feel free to take short breaks as needed during that time. **Please use the wall space and cards** to report-out. We encourage you to use the wall throughout the exercise, as the visual display makes the gap analysis easier.

Tomorrow morning, you will have another hour to complete your work on indicators and the visual display. At the end of the small group work, each group will be given five to ten minutes to present a brief summary of the analysis and any proposed modifications to their strategy.

A gender advisor will be available to each country team to serve as a resource for the small group work.

Appoint one person to document the strategy analysis and gender integration work on a *Participant Worksheet* (to be collected at the end of the workshop).

Remind participants of the starting time for the next day.

DAY 2

SECTION VII

9:00-9:20 Reflections and Presentation of Day 2 Objectives and Agenda

Time: 20 minutes

Flip Charts
Day 2 Objectives

1. Ask participants if they had any reflections or "Aha's" about the work they did the previous day.
2. Review objectives of the second day, which will include completing the gender analysis and integration activity in the morning and then learning how to build support for gender integration through advocacy into the afternoon (Module 2, "Building Support for Gender Integration through Advocacy").

SECTION VIII

9:20-10:20 Completion of Country Strategy Analysis and Gender Integration

Time: 1 hour

No new materials

1. Ask teams to reform and complete the work started the previous day, focusing on selection of indicators and arranging the visual display. A gender advisor is available to each country team to serve as a resource for the small group work.

Break (15 minutes)

SECTION IX

10:35-11:15 Report-out on Modifications to Country Strategies

Time: 40 minutes

1. A spokesperson from each small group takes five to ten minutes to present a brief summary of the analysis and any proposed modifications to their strategy.

2. Debrief the activity by asking the following questions:

   ■ Which steps were most challenging for you? Why?
   ■ Which steps were less difficult? Why?

- Are there any missing steps? If so, what are they?
- For those whose projects were not used, do you think you will be able to apply this process to your project? If no, why not?
- What additional help do you feel you need?
- What benefits do you see in this process?
- Any additional comments? Questions?

SECTION X

11:15-11:30 Next Steps

Time: 15 minutes

1. Ask what the participants need to move their gender analysis and integration into action. Write next steps on flip chart. Identify resources needed to implement next steps. Identify those elements of participant responses that have to do with building support for gender integration through advocacy, as a transition to the rest of the day. (Module 2: "Building Support for Gender Integration through Advocacy.")

Lunch (60 minutes)

End of Module 1

SECTION XI Workshop Evaluation (apply only if Module 1 is used)

Time: 20 minutes

<u>Flip Charts</u>
 None
<u>Other Materials</u>
 None
<u>Handout</u>
 1.11.1 Workshop evaluation

1. Ask the participants if they have any final questions or comments.

2. Thank the participants for their hard work and energy. Tell them this can be a difficult process but will get easier as they gain more experience. Also remind them that the IGWG has trainers and technical experts to help them with this process; they do not have to do it alone!

3. Introduce the workshop evaluation, encouraging them to take as much time as needed to complete it. Tell the participants that their input is critical to ensuring

that we meet our objectives and they find the knowledge and skills useful. Ask them to complete the evaluation now and turn it in as they leave. Remind them that they do not have to put their name on it.

Integrating Gender in Human Resources for Health (HRH) Projects

Module 2: Building Support for Gender Integration through Advocacy

Workshop Agenda
One-Half Day

Day 1

I.   Welcome/Background/Overview of Advocacy   1 hour

II. Identifying Target Audiences   30 minutes

Break (10 minutes)

III. Developing Advocacy Messages   30 minutes

IV. Delivering Advocacy Messages   1 hour, 15 minutes

V.   Next Steps

Integrating Gender in Human Resources for Health Projects

Module 2: Building Support for Gender Integration through Advocacy

Facilitator Guide

Workshop Objectives

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

■ Discuss importance of gender integration in HRH projects
■ Define advocacy and key steps in the process
■ Identify potential target audiences
■ Develop and practice delivering advocacy messages related to gender and HRH.

SECTION 1

9:00-10:00   Welcome/Background/Overview of Advocacy
Time: 1 hour

Flip Charts
        Advocacy definition on newsprint, covered up on a wall
        Strategic Communication Model onto newsprint (see facilitation steps)
        Message delivery group task on flip chart
        Elements of Effective Messages on newsprint (see facilitation steps)

Other Materials
        Steps in advocacy process printed onto index cards (see facilitation steps)

Handouts
        Steps in the Advocacy Process from *Networking for Policy Change* (POLICY
        Project) (2.1.1)
        Tom Leonhardt's strategic communications grid (2.1.2)
        Power Map from *A New Weave of Power, People and Politics* (2.1.3)
        Power Map for Audience Analysis from *Networking for Policy Change* (POLICY
        Project) (2.1.4)
        Message delivery group task as handout (2.1.5)

Welcome
Time: 15 minutes

1. Welcome the group to the workshop. Provide background about the workshop
   and introduce any new participants. Review the half-day agenda and workshop
   objectives. Link the workshop topic to the previous day's work on gender
   integration and planning.

Overview of Advocacy
Time: 45 minutes

1. Tell the group that we are going to look at ways to build support among key decision-makers (USAID, MOH, etc.) for the integration of gender into projects and programs, in particular the Capacity Project. Before we get into this discussion and practice, we need to understand what advocacy is. Ask the group how they define advocacy and generate responses (see below). Record key words/phrases they mention on newsprint.

    What phrases and concepts do you associate with advocacy?

    Likely responses:

    - *Persuading, convincing, building support*
    - *Raising awareness*
    - *Strategic communication*
    - *Public opinion.*

2. Uncover the POLICY Project's definition of advocacy posted on the wall. Make linkages between the definition and the words/phrases generated by participants.

    - **Advocacy:** A set of targeted actions directed at decision-makers in support of a specific policy issue. It also includes programmatic issues.

3. Fill in discussion with the following points:

    - Advocacy generally centers on a target audience or key stakeholder who has the power or influence to bring about a policy change, the approval of a program or the allocation of resources related to our advocacy goal.
    - Advocacy is related to IEC/BCC except that its objective is not behavior change but policy change.
    - The word *advocacy*'s roots (*ad + vocare*) mean *to give voice to.* Many of the POLICY Project's efforts focus on bringing stakeholders who have traditionally had no voice to the policy-making table or dialogue.
    - In our projects, advocacy generally seeks some change in the power status quo, and seeks to build participation by those affected by a program or policy.

4. Ask the group: *Is advocacy an art or a science?*

    - Advocacy is a science in that it is systematic, planned, requires distinct knowledge and skills and includes specific steps.
    - Advocacy is an art in that it seeks to inspire and motivate others to take action. Successful advocates incorporate creativity, style and even humor

into their advocacy efforts to gain attention and support for their cause. People add the spark and heart for advocacy.

5. Remind the group that we're here today to build the case for integrating gender into HRH projects. In order for projects to be successful, they *must* be engendered. USAID is increasingly integrating gender in their projects and programs and are expecting their Cooperating Agencies (CAs) to do so. The IGWG is providing training in gender integration, and more and more missions are requesting the training. It also is written into RFPs and RFAs. But it's not happening everywhere yet. We need to advocate for its inclusion where missions are not as aware. We need to be progressive in this and illustrate the value to missions. Missions are results-driven, and full results cannot be achieved without addressing gender issues.

6. Tell the group that now we're going to look at the **steps in the advocacy process.** As part of preparation, print each of the following steps onto an individual card:

Define issue	Build support
Set advocacy goal/objective	Raise funds
Identify target audience	Monitor and evaluate
Develop advocacy message	Collect data
Deliver message	

7. Place the cards for each step of the advocacy process on a wall or large board. DO NOT place them in order. Explain that each card has one step of the advocacy process written on it. Share each step with a brief explanation of what occurs at that step. Tell the group that now we need to put the cards in the order that would be followed to plan and implement an advocacy campaign. Generate responses from the audience, placing the cards in the proper order. Groups generally sequence the steps in the left column (above) in a linear manner and differ about those in the right column. We usually note that M&E and data collection are ongoing.

8. Explain to participants that the purpose of the sequencing activity was to introduce advocacy as a systematic process with distinct steps and activities. While the steps may not always occur in the same order during an actual advocacy campaign, it is important to consider each step as a critical and integral piece of the advocacy effort.

9. Distribute "Steps in the Advocacy Process" (Handout 2.1.1).

10. Which step do you think would be most difficult for gender advocacy? Why?

11. Tell the group that for today's session we will go into detail on only a couple of steps: target audience and message development and delivery. The focus of this

workshop is NOT to develop advocacy plans but to talk about the messages we can deliver to key audiences to persuade them to support, and fund, the integration of gender into projects—i.e., work plans, evaluations, etc.

SECTION II

10:00 Identifying Target Audiences
Time: 30 minutes

1. Explain to the participants that to increase the chances of success, you must identify and study all the individuals and groups that may support the issue, in our case integrating gender into HRH projects, as well as those that may oppose it.

    ■ The audience includes the primary target audience—persons and/or institutional bodies that themselves have decision-making authority—as well as the secondary target audience—persons and/or institutional bodies that can influence the HRH practitioners.

    ■ Once these persons/bodies are identified, you need to assess the level of support or opposition to be expected from those in the primary and secondary target audiences.

    ■ You can address opposition by becoming as informed as possible about the opposition's specific issues and base of support. Messages that anticipate and address opponents' arguments can preempt their challenges.

2. Ask the group to brainstorm the key decision-makers that influence the integration of gender into their projects, work plans, etc. Generate responses. Next, ask them if they know if the decision-makers support or oppose gender integration, or if they are unknown. Reiterate that it is important for them to find out where they are in order to form accurate, effective advocacy messages.

    At this point in the planning process, we would normally undertake an audience analysis and power mapping. With our target audience and significant secondary audiences, we would discuss and document what we know (and need to find out) about their interests, positions, etc., vis-à-vis our issue. In this particular workshop, we do not have the in-depth country knowledge to undertake that analysis. The facilitator shares and reviews three examples of "power mapping" tools that can be applied in country with the right people in the room.

    i.   Tom Leonhardt's strategic communications grid (2.1.2)
    ii.   Power Map from *A New Weave of Power, People and Politics* (L. VeneKlasen and V. Miller), p. 220—in table form (2.1.3)
    iii. Power Map for Audience Analysis from *Networking for Policy Change* (POLICY Project)—a graphic approach (2.1.4)

(Note: these handouts have been scanned into electronic form by the Capacity Project)

For the purposes of today's workshop, participants will select a key target audience for their assigned country setting based on the information within the group.

Break (10 minutes)

SECTION III

10:40 Developing Advocacy Messages
Time: 30 minutes

Flip Charts
       Strategic Communication Model on newsprint
       Blank flip chart to list key characteristics of effective messages brainstorm
       Elements of Effective Messages on newsprint
       Blank flip chart to list communication media for advocacy messages brainstorm
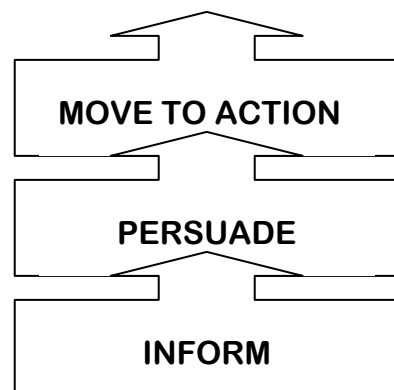
1. Remind participants that in today's society, we are bombarded by messages every day. The intent of the message may be to sell us a product, inform or educate us in some way or change our opinion about an issue. An advocacy communication strategy follows many of the same principles as an advertising or social marketing campaign. It is essential to know your audience thoroughly, and to deliver a concise, consistent message that is tailored to your audience's interests.

2. Review the definition of strategic communication on newsprint:

   ■ **Strategic Communication** is any **planned** communication activity that seeks to achieve one of the following communication goals: inform, persuade or move to action.

   Draw the Strategic Communication Model (right) on the flip chart, and use the following notes to speak about communication:

   Lecturette
   ■ One necessity for effective communication is a clear understanding of the audience and the ability to see the issue from the audience's perspective. This is a tremendous challenge—the ability to put yourself in your audience's shoes and see how the audience

Strategic Communication Model

MOVE TO ACTION

PERSUADE

INFORM

members will benefit from supporting your cause.   Source: Thomas Leonhardt

- During the audience analysis, each working group identified the potential benefits to the target audience from supporting the advocacy objective/issue. In other words, how will each individual in the target audience benefit professionally, politically or personally from supporting the issue (or conversely, what does each risk)? The answers to these questions should be considered and incorporated into the advocacy messages directed to each member of the target audience.

- Look at the model and note that advocacy communication (IEC campaigns as well) often focuses on the first level—to inform a target audience. To move the audience along to higher stages, audience members need information to develop a thorough understanding of the issue, the situation and the desired policy change.

- Once the audience is informed, the communication strategy moves to achieve the next higher-level objective to produce greater impact. That level seeks to persuade the audience to feel as strongly as the network does about the issue and to adopt the desired position.

- Once audience understanding and support are achieved, communication moves to the highest level, the point at which advocacy messages move the audience to act in support of the issue.

- Every advocacy communication effort should seek to reach the highest possible level—that is, to move the audience to action. As participants prepare to develop advocacy messages, they will determine the desired action for each audience and how to move the audiences to action through the advocacy messages.

2. Lead participants through a quick brainstorm based on what they know about mass communications, advertising, etc., asking: *What do you think are the key characteristics of an effective message?* Ensure that answers include:

- Simple
- Concise
- Appropriate language
- Content consistent with format
- Credible messenger (spokesperson)
- Tone and language consistent with the message (i.e., serious, humorous).

3. Review the following **Elements of Effective Messages** on newsprint, using the notes that follow:

- Content/ideas

- ■ Language
- ■ Messenger/source
- ■ Format/medium
- ■ Time/place.

Content/ideas: The content refers to the central idea of the message. What is the main point you want to communicate to your audience? What single idea do you hope the audience will take away after receiving your message?

Language: Language consists of the words you choose for communicating your message. Is the language appropriate for your target audience? Is the word choice clear, or could it be interpreted differently by various audiences? Is it necessary to use a local dialect or vernacular to communicate the message?

Messenger/source: Source refers to the person or people delivering the message. Is the messenger credible to your target audience? Is it possible to include beneficiaries as spokespersons or messengers? For example, you might invite a community or religious leader to join you for a high-level meeting with a policy maker; you might ask a pregnant teen who has dropped out of school to speak to youth groups, etc. Advocacy networks can send a powerful and more meaningful message to policy makers by letting the message come from a member of the affected population.

Format/medium: The format or medium is the communication channel you choose for delivering the message. What is the most compelling format to reach your target audience? Different channels are more effective for certain audiences.

4. Ask the group to brainstorm a list of communication media for advocacy messages. Record the responses on the flip chart and be certain to include the following:

Media for Advocacy Messages

Face-to-face meetings	Fact sheets
Poster, flyers in public places	Press release
Executive briefing packets	Policy forums
Petition	Press conference
Public rallies	Contests to design posters, slogans
Public debate	

SECTION IV

11:10 Delivering Advocacy Messages
Time: 1 hour, 15 minutes

Flip Chart
Group task instructions
Handout
2.4.1 Developing and Delivering Advocacy Messages

Now the participants will have the chance to practice developing and delivering advocacy messages around gender and HRH. Participants will be divided into three groups of approximately six members each (in this case, they were working in country teams).

Refresh their memories about various rationales for integrating gender into HRH projects, and draw their attention to the resources on-hand that have been used so far in the workshop.

Review the following group task on flip chart:

1. Reflect on your country strategy document and any modifications proposed yesterday to better integrate gender into the existing project.
2. Agree on a primary target audience that has the decision-making authority to support your gender-focused modifications.
3. Based on the interests of that target audience, develop an advocacy message that you will direct toward him/her.
4. Prepare a five-minute role play depicting how you or your team will deliver the advocacy message.

Preparation time: 30 minutes

Check in with groups as they prepare. After the allotted time, ask for volunteers to present their role plays. Follow each role play by asking observers questions such as:

- What was the message?
- Did it include elements of effective messages?
- Did it inform? Persuade? Move to action?
- What persuasive techniques were used?
- Where could they improve?
- How did it feel to deliver the messages?
- What did you do when you were met with resistance?
- Did you feel prepared? Why or why not?
- What helped you to prepare? What else do you need to prepare?

SECTION V

12:25 Next Steps (Project Staff)
Time: 30 minutes

1. Lead participants through a quick identification of next steps and what more is needed to apply these advocacy tools in their field settings.
2. Distribute evaluation form. (2.5.1)

The Capacity Project is an innovative global initiative to strengthen human resources for health funded by the United States Agency for International Development (USAID). The Capacity Project applies proven and promising approaches to improve the quality and use of priority health care services in developing countries by:

- Improving workforce planning and policy making

- Developing better education and training programs for the workforce

- Strengthening systems to support workforce performance.

The Capacity Project Partnership

The Capacity Project
IntraHealth International, Inc.
6340 Quadrangle Drive
Suite 200
Chapel Hill, NC 27517
Tel. (919) 313-9100
Fax (919) 313-9108
info@capacityproject.org
www.capacityproject.org