



USE OF A MULTI-LEVEL GENDER ANALYSIS AS A GUIDING TOOL FOR THE IMPLEMENTATION OF A RIGOROUSLY EVALUATED GIRLS' EDUCATION PROJECT IN ZIMBABWE

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Introduction:

- In Zimbabwe, educational access, retention and learning outcomes are limited by multi-dimensional barriers at various levels. These barriers reinforced by gender norms, practices, attitudes and beliefs
- Presentation will outline:
 - a) how a Multi-Level Gender Analysis (MLGA) is being used as a tool to guide the life cycle of a rigourously evaluated Education Project in Zimbabwe
 - b) how project level work on gender within IGATE has influenced transformative gender work at organisational, operational as well as programmatic levels within CIZ

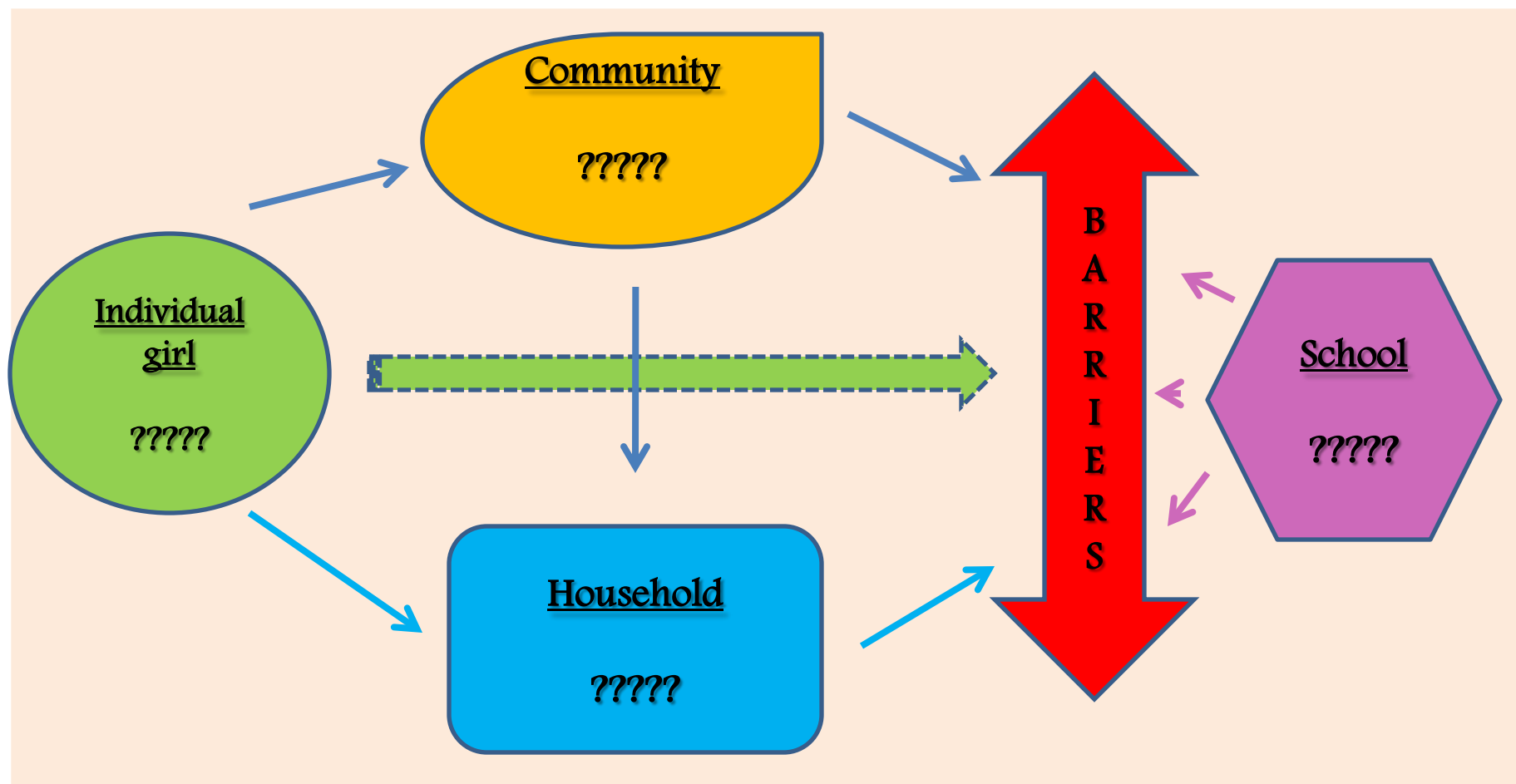


IGATE PROJECT – background?

- **Project Description:** Improving Girls' Access through Transforming Education (IGATE), a large DFID-funded 4 year education initiative in Zimbabwe (2013 – 2017)
- **Project Execution Arrangement:** Consortium of 3 organisations (World Vision Zimbabwe – lead agency, CARE and SNV) and four local partners (UDACIZA, Evangelical Fellowship of Zimbabwe, Great Zimbabwe University and World Bicycle Relief)
- **Target:** 4 provinces, 10 Districts, 467 schools, 93,855 beneficiaries
- **CARE's Role** – technical advisory function on Village Savings and Lending (VSL), Mothers Groups (MGs), Power Within (PW), Gender and Monitoring, Evaluation and Learning (MEAL)
- **Project Goal:** IGATE aims to identify and reduce the barriers that limit and hinder girls' educational access, retention and learning outcomes

What barriers to education do girls face at each level and how will they be addressed through the IGATE project?

(IDENTIFY AND REDUCE)?

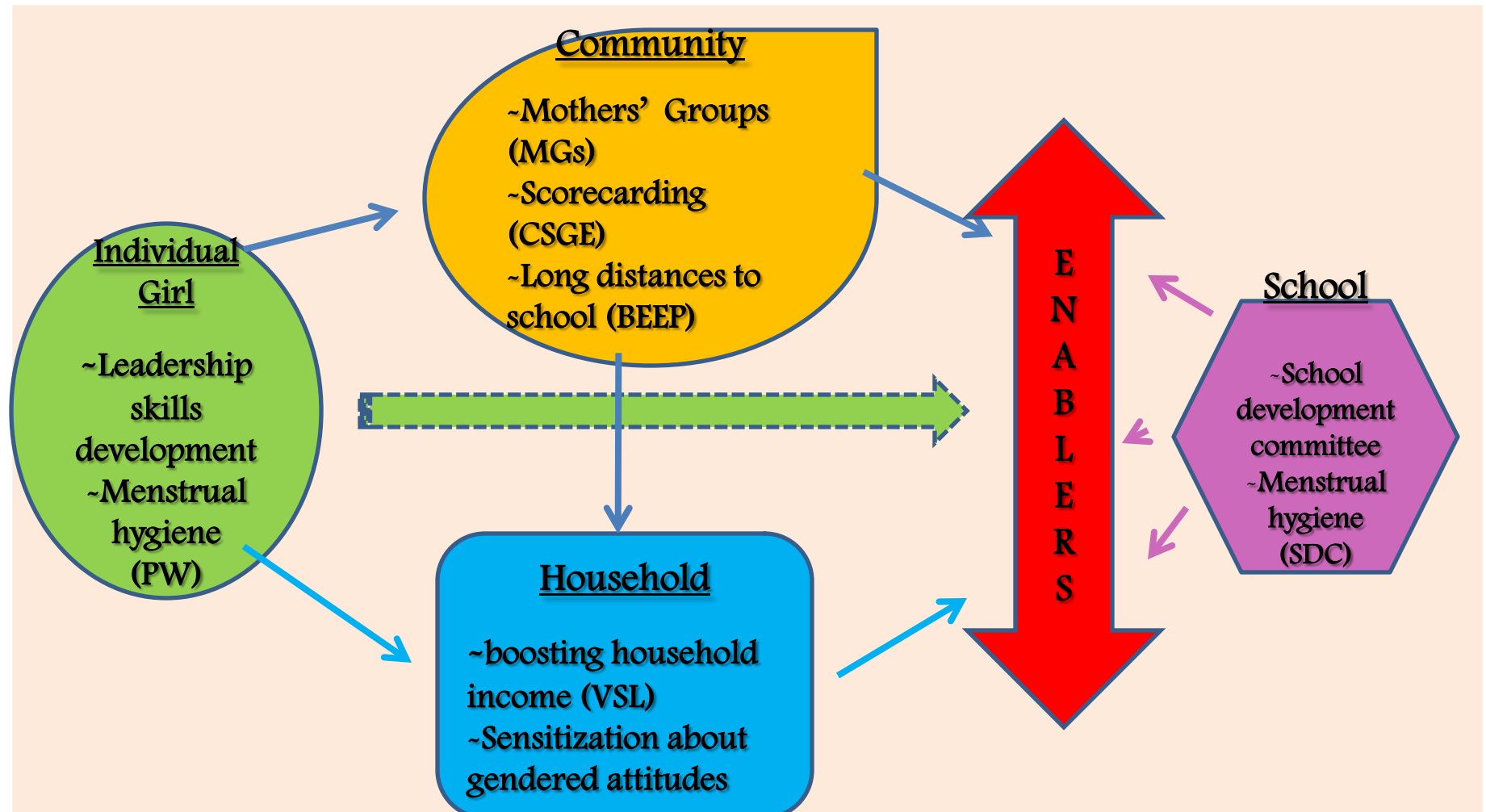




THE CHALLENGES GIRLS FACE:

- **Insufficient household income** to meet girl's education expenses and the time-cost of her work at home
- **Cultural and attitudinal perceptions** which place little or no value on girl's education
- **Self-limiting factors** on the part of the individual girl herself;
- **Limited knowledge and understanding of policy** regarding girl's right to education;
- Environmental considerations including **limited gender appropriate sanitation and hygiene infrastructure**, and potential exposure to **harassment and abuse** whilst in or travelling to/from school;
- **Long distances** travelled to and from school.

LINKING THE 6 IGATE MODELS





Why Gender in the IGATE Project?

- IGATE has both Education and Gender outcomes;
 - Critical to employ effective strategies to address gender issues in order to achieve project goals:
- i. Girls Empowerment Element which promotes girls' agency as well as builds a critical mass of champions for girls' education
 - ii. Engaging Men and Boys in transforming gender attitudes e.g. Engaging partners of VSL members in HH income decision making; involving boys in mixed sessions with girls as well as ensuring that influential male community leaders participate in Mothers Groups' activities



Why Gender in the IGATE Project?

- iii. In-built **Leadership Development** for both project implementers as well as beneficiaries but more specifically women and girls through various platforms
- iv. **Synchronised Monitoring, Evaluation and Learning Tools** – use of quantitative as well as qualitative M&E techniques to measure the outcomes of the project e.g. use of the Broad Gender Analysis to interpret and enrich the findings of the Baseline Survey
- iv. Adoption of the **Combined ‘Software’ and ‘Hardware’ Approach** to Education – the IGATE project is combining social transformation models with responsive ‘hardware’ support systems which will contribute to enhancing attendance rates for girls (and boys) e.g. Bicycle Education Empowerment Programme (BEEP) and Re-Usable Menstrual Pads (RUMPS)



MULTI – LEVEL GENDER ANALYSIS (MLGA)



MLGA ~ KEY FEATURES:

- *Tool for Project Design, Implementation, Monitoring, Evaluation and Learning* (within the context of girls education as well as social transformation)
- *Multi-level* i.e. organisational, project community, project and individual girl
- *Internal and external* processes
- *Ongoing*
- *Highly participatory*



MLGA Level 1: **ORGANISATION**



- ~ Internal Gender Capacity Assessment (GCA) using a tailored assessment tool
- ~ **Who:** Project field staff
- ~ **Why:** baseline of capacity, experience and understanding of gender, as well as attitudes and practices related to gender
- ~ **How:** self administered protocol with introductory support from specialists during start up workshops
- ~ **Outcome:** results informed ongoing capacity building in gender across the Consortium
- ~ **Future plans:** Planned tailored assessment and capacity building for any additional field staff as well as senior IGATE staff



Impact of Gender Training on IGATE Field Staff

“As a father to my daughter, husband to my wife, brother to my sister and uncle to my niece, the gender trainings have changed my perceptions on the roles that girls and boys play. My treatment of the girl child has changed from the traditional authoritarian attitude to a consultative one whereby the girl child had a right to speak for herself and not to be spoken for.”

Simbarashe Gonese, Monitoring and Evaluation Facilitator - IGATE



MLGA Level 2: **COMMUNITY**



- ~ A **field based analysis** of the prevailing gender dynamics in target areas and how they affect girls' education, focusing on eight areas of inquiry i.e:
 - a. Sexual/gender division of labour,
 - b. hh decision making,
 - c. control over productive assets,
 - d. access to public spaces and services,
 - e. participation in public decision making,
 - f. control over one's body,
 - g. violence and restorative justice, and
 - h. aspirations of oneself



BGA – Design and Methodology

- ~ Mini~ and Broad Gender Analysis processes in 8 of the 10 IGATE districts using data collection methods such as FGDs with various stakeholders, KII and observation of project activities.
- ~ Identification of the gendered KAPBs of teachers, parents and community leaders enables the project to tailor community~ and school~level interventions to address specific barriers that affect girls in the context of rural Zimbabwe. Tools such as Problem Tree Analysis, Activity Calendar and Social Mapping were used for this process.



Baseline Design and Methodology

- Randomised Control Trial (RCT) evaluation design for Baseline (developed by IGATE Consortium with support from Coffey)
- First phase conducted by Consultant whilst second phase was conducted by World Vision with support from CARE
- Household survey of 1,904 girls in treatment schools and 1,241 girls in control schools; learning assessments with 1,846 girls; 39 FGDs and 50 KIIs;



Broad Gender Analysis vs. Baseline Survey

- ~ Findings of the BGA were triangulated with general Baseline findings for a deeper understanding of how gender attitudes and practices can affect variables associated to dropout and poor performance.
- ~ The outcome of the BGA process informed the development of a **Gender Integration Strategy** for IGATE



MLGA Level 3: **PROJECT**



- ~ Ongoing review of the project design with a gender lens, using the findings from the Multi-Level Gender Analysis with a view to effectively mainstream gender
- ~ Development of gender responsive materials development e.g. Manuals, visual aids and other visibility materials with inputs from the project beneficiaries themselves
- ~ In built local level advocacy on the importance of girls education using platforms created by the 6 IGATE models
- ~ Working with partners to address specific district specific gender concerns e.g. UDACIZA and EFZ (religious umbrella bodies) are engaging churches on religious fundamentalism



MLGA Level 3: **INDIVIDUAL GIRL**



- the **Gender Equitable Index (GEI)** is a quantitative tool used to assess the changes in gender perceptions of girls aged twelve and above in targeted communities. The GEI was developed to allow CARE to measure quantitatively changes in perceptions of gender equity over time
- The **Youth Leadership Index (YLI)** The Youth Leadership Index (YLI) is a survey tool used to collect quantitative information on youth attitudes and behavior. The YLI was developed as a quantitative tool to allow CARE to measure changes in perceptions of youth leadership over time.
- Both tools will be used at the baseline, midline and endline stages of the IGATE project
- At Baseline, these tools were administered to 12 – 15 year old girls (GEI: 1132 girls and YLI: 1118 girls)



Using the Broad Gender Analysis to interpret Baseline Survey Findings



Gender roles negatively impact on girls' attendance in school

- ~ Baseline: 97% households believe chores have negligible impact on school attendance for girls
- ~ BGA: on average girls wake up 1 ½ hrs before boys and sleep two hours after boys.
- ~ BGA: at a school in Lupane District, of the 600 pupils at the school, 70% of the 30 – 40 pupils who miss school everyday are girls (partly due to additional burden of reproductive work)
- ~ Conclusion: disparity between baseline survey (quantitative) and broad gender analysis (qualitative) indicates that households do not acknowledge the extent of impact of girls' work on school attendance



Unacknowledged abuse and GBV impacts on girls' attendance

- ~ Baseline: only 5% of caregivers cited 'violence, bullying, harassment/conflict on way school or nearby' as reason for non-enrolment
- ~ Baseline: negative correlation between distance travelled to school and school attendance rates (MoPSE ~ 1 secondary school: 4 to 6 primary schools)
- ~ BGA: long distances travelled to school pose security threat for girls
- ~ BGA: majority of pupils who take advantage of informal private sector boarding facilities aka 'bush boarders' are girls; exposes them inter-generational sexual relationships for survival
- ~ Conclusion: it is critical for IGATE to address issues relating to violence, abuse and GBV as they have a significant impact on girls attendance, participation and performance at school. Distance to school is a pre-disposing factor for GBV.



Men dominate decision making in the household

- ~ Baseline: majority of respondents believe there is joint decision making by parents re: girls education, 17% said father and 23% said mother makes the decision
- ~ BGA: men are the major decision makers at various levels (household, community, school) but do not fully understand girls' needs
- ~ Conclusion: engagement of men as the custodians of culture and decision making power is critical for the success of the IGATE project



...Boys face challenges too...

- ~ Baseline: at certain stages, boys are less likely to be in school or more likely to drop out of school than girls
- ~ BGA: identified situations where boys gender roles make them more likely to drop out than girls e.g. In border and corridor districts such Beitbridge, Mangwe, and Mberengwa boys were dropping out of school in order to migrate to neighbouring countries in search of better employment prospects or to embark on illegal mining activities for quick economic returns
- ~ BGA: there is a relationship between the drop out rate for boys and that of girls (the boys who drop out and become 'financially stable' come back to their communities and attract girls, teenage pregnancies and dropping out of school)
- ~ Conclusion: engaging boys under the IGATE project is a critical piece for the achievement of project objectives



MLGA: Challenges

- ~ Initial resistance to strong focus on gender integration from project staff (gender viewed as a CARE component)
- ~ Care's role as an Advisory Function & Sub-Grantee (despite owning 50% of the conceptual work) as opposed to Implementing Partner & Lead Agency has presented some challenges within IGATE
- ~ the internal capacity assessment in gender focussed only on field staff to the exclusion of the senior staff (we dangerously assumed concept buy in from senior staff within the project)



MLGA: Lessons Learnt

- ~ Gender norms which act as barriers to girls' educational access, retention and positive learning outcomes may not be easily identified by traditional quantitative methods
- ~ The Multi-Level Gender Analysis (MLGA) is a critical tool and approach to enhancing the design, implementation, monitoring and evaluation of education projects such as IGATE
- ~ Gender Analysis is both a baseline tool and an implementation strategy - the gender analysis not only informed strategies for implementation, but was also used as a participatory tool for reflection at both levels (implementation team and community participants).



MLGA: Lessons Learnt

- ~ Use of rigorous evaluation (RCT) combined with a multi-level gender analysis. RCTs are often regarded as the gold standard in the evaluation of social programs; however, RCT studies often focus mostly on quantitative surveys, without robust use of qualitative data.
- ~ IGATE uses a robust mixed methods approach, where household surveys, individual student-level data and teacher interviews are triangulated with:
 - (a) extensive qualitative data gathered at the community, school, church and leadership level;
 - (b) a gender analysis conducted both at the participants' level and within the consortium organizations; and
 - (c) an Indigenous Knowledge Study, interpreting perspectives about girls' education in the different ethnic groups the project is working with.



MLGA: Successes

(see next slide)



Engaging Men and Boys:

Both Matrons and Patrons of girls' clubs are learning how to make Re-Usable Menstrual Pads (RUMPS) during a Power Within Training of Trainers Workshop in Mangwe District. These skills will be passed onto girls during girls' clubs sessions at school level.

Traditional Leadership participate in Mothers Groups activities:

“For me as a traditional leader, a Mothers’ Group is not a group of mothers. Rather, it is a ‘mother figure’ for the community. Therefore, I feel honoured to participate in such a platform as it will assist the girls in my area of jurisdiction.” Headman, Lupane District



Harnessing the power of Influential Male Role Models:

Reverend Chinyoka has transcended over community resistance and back lash for being a champion for girls education and empowerment.

He now uses church services and other platforms to engage men about the role they can play not only in IGATE but in the broader girls empowerment movement.



IGATE Influence on CIZ Gender Work:

- Inputs into Project Level Gender Analyses processes;
- Participation in the CARE USA-led Gender Capacities Mapping Survey;
- Gender in CIZ's Emergency Response
- CIZ Gender Audit
- CARE Gender Platform (proposed)



Thank you
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Siyabonga
Merci