

Making It Real: Gender Equity and Diversity Newsletter



Welcome...

to the latest edition of CARE USA's Gender Equity and Diversity Newsletter! This newsletter focuses on **children and youth development**.

The theme of our next issue will focus on **gender equity and the workload**. Please send your ideas by August 2013 to Doris Bartel, Senior Director of the Gender and Empowerment Team in the Program Partnerships Learning and Advocacy (PPLA) division at dbartel@care.org or Allison Burden, Acting Director for Talent Development & Gender Equity and Diversity in the Global Support Services division at aburden@care.org.

Marginalization a Sure Determinant to Academic Failure: Teachers' Perception in India *By Dr. Suman Sachdeva Technical Director of Education, CARE India*



Teachers' attitudes, perceptions and practices have a powerful impact on the self esteem and participation of children. Marginalized children, especially girls, have less opportunities and learning resources at home and are more sensitive to teachers' attitudes and perceptions because teachers are alone in ensuring them access to learning opportunities. An experimental research initiative, led by CARE India in Uttar Pradesh, geared towards promoting gender sensitive; child centered teaching approaches, explored teachers' beliefs and perceptions related to determinants of academic success and failure amongst students.

Data generated from 34 government primary schools across three years (2010-2012) through two teacher observations and Teacher Qualitative Interviews were used to understand teacher attitudes and practices. Data showed that students' achievements have been low in general but lower for girls. The findings identified home-factors, students' inherent aptitude and achievement as overlapping constructions that are linked to the perceptions and practices of the teacher.

Mapping the actual achievement results against the teachers' perceptions showed that the lower the teacher's expectation of a student's achievement, the lower the actual achievement. Teachers' perceptions of their students play a role in perpetuating low achievement in students because the teachers' expectation results in them giving some students more attention and encouragement than others and accepting the failure of large numbers of students as normal and blaming students for their failure. Also, lower expectations do not motivate some students for higher achievement. Children may have the capability but they learn to see themselves as non-achievers.

For teachers, children belonging to marginalized communities can never perform better as their luck is sealed the minute they are born. Teachers also do not see the point in learning about the home lives and cultural backgrounds of students in their classrooms as a first step to adapting and improving the teaching approaches used with children from the marginalized communities.



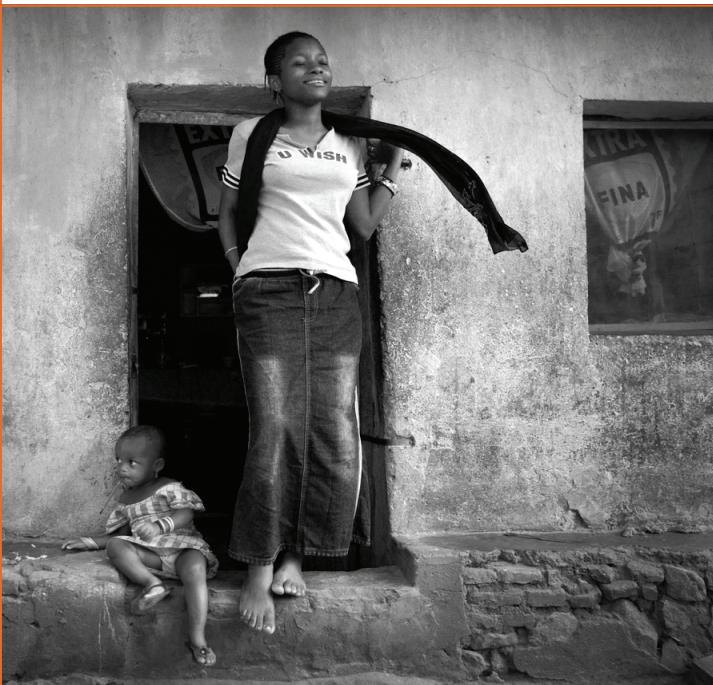
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Inside this issue:

- | | |
|--|---|
| TEACHERS PERCEPTION OF MARGINALIZED CHILDREN IN INDIA | 1 |
| ISKAHA TOOLKIT: A GUIDE TO GIRLS' ECONOMIC EMPOWERMENT | 2 |
| MARGINALIZATION OF GIRLS IN HAITIAN PRIMARY EDUCATION | 3 |
| DECREASE IN GIRLS' DROP-OUT RATES IN TIMOR-LESTE | 3 |
| CARE STAFF: PROMOTING GENDER EQUITY TO YOUNG PEOPLE | 4 |

ISHAKA Toolkit: A Guide to Girls' Economic and Social Empowerment through a Solidarity Group Savings and Loan Platform

By: Rosa Singer, Director of Strategic Partnerships & Alliances, CARE USA (TDY CARE Burundi)



The ISHAKA Toolkit: A Guide to Girls' Economic and Social Empowerment through a Solidarity Group Savings and Loan Platform, is a practical guide geared toward NGO practitioners interested in replicating, learning and adapting the successful ISHAKA project model implemented by CARE International Burundi. ISHAKA successfully impacted the lives of nearly 12,000 adolescent girls in Bujumbura City (urban) and Gitega Province (rural) over 43 months. With \$2.58 million from the Nike Foundation, it was designed and implemented to address the agency, relational and structural/normative elements of empowerment for girls. USD\$38,000 was saved by 11,577 girls within 613 solidarity groups, and 9,030 girls, 78% of the 11,577, generated approximately USD\$146,390 with training in income-generating activities and profit-making projects (PMP). This financial achievement was amplified by reductions in Gender Based Violence, improved safety, greater capacity to meet basic needs without reliance upon men and boys, increased solidarity and confidence among girls, and greater access to birth certificates for these girls' children. This allowed children to access basic, government services like medical care and education.

Other highlights from the final evaluation include:

- Girls reported improved social well-being through a reported reduction in physical and psychological violence, including a dramatic reduction (from 17% to 7%) in the proportion of girls who reported earnings income from prostitution or begging.
- The percentage of girls in Bujumbura who reported increased freedom of movement from 47.86% to 96.30%.
- The percentage of girls reported as beaten decreased from 31.87% to 20.9% in Bujumbura and from 22.15% to 4.9% in Gitega.

The toolkit provides step-by-step suggestions on how to develop a solidarity group (SG) savings and loan program for girls that includes financial literacy and income generating activity (IGA) components. It further incorporates social empowerment through training in sexual and reproductive health (SRH), life skills, and human rights, as well as men and boys' engagement and access to clinical services.

By sharing the ISHAKA Toolkit with you, we hope that the model will be used by to empower girls across CARE's programs. We offer you our experience and learning and "Courage for the Future"! ISH-ISH-ISHAKA!

Also be sure to check out CARE Burundi's Ishaka (Courage for the Future) project on the new Girl Effect website! Please visit: (<http://www.girleffect.org/explore/empowering-girls-with-economic-assets/feature-equipping-girls-to-change-the-world>). Please share widely!



Explanatory Note on CARE's Gender Focus

The CARE International Gender Network has finalized a short paper that clarifies key concepts and strategies to ensure that CARE has common and coherent understanding, practice and communication of gender equality across CARE. You can find it at <http://gender.care2share.wikispaces.net/home>.

Overview of Underlying Causes of Girls' Marginalization in the Haitian Education System

by Jane Kellum, Education & Gender Advisor, CARE International Haiti



Workshop in session on underlying causes of girls' marginalization in Jérémie, Haiti.

At first glance, Haiti is a model of gender equity in education, at least as relates to parity. According to the Haitian Ministry of Education, 49.3% and 50.34% of primary and secondary school children, respectively, are girls¹. However, this is only one side of the story as nearly 23% of all school-aged primary children are out of school². By assessing the reality of these out-of-school girls and boys and analyzing the context more closely, the inequity in education becomes clear. From May-June 2012, I researched the underlying causes of girls' marginalization in the Haitian educational system through half-day "problem/cause" workshops with a diversity of stakeholders in two of CARE Haiti's program operating zones and individual key informant interviews with CARE's local education field staff.

One notable surprise was the existence of inappropriate, exploitative and abusive behavior of mostly male teachers towards girls, particularly those who are over-age (the over-age student phenomenon is a serious issue in Haiti; approximately 72% of children in grades 1-6 are older by two years to their respective grade level³). These behaviors range from flirting to engaging in sexually abusive relationships. The study provided valuable insight into what girls' marginalization in the system looks like in Haiti. While some of the characteristics of the gender inequitable education system were already known to us (i.e. Gender stereotyping by teachers in the classroom and boy-biased school textbooks), others were not.

This issue is pressing and merits further study because of its intersection with another manifestation of girls' marginalization in education and society overall: the pervasive practice of *restavèk*, literally meaning "stay with", a practice of domestic servitude whereby a family with less economic means will send their children, generally girls, to live with another with higher economic means (not always significantly higher) to work as a domestic servant.

These girls attend school irregularly, at best, and make up a significant number of the over-age girls in school. *Restavèk* girls are already at high risk for sexual abuse and exploitation at the household level. Being over-age in school makes them doubly vulnerable.

The study also identified some of the underlying causes of this marginalization:

- Deeply rooted and pervasive discriminatory norms, practices, and views in society, including within the Haitian Creole language, towards women and girls.
- Gendered poverty.
- Gender equity and equality is not prioritized in Government of Haiti (GoH) Policies, Strategies, and Financing as evidenced by the case of the Ministry of Education (MoE).

Lastly, outcomes of the study have included adapting CARE Haiti's Education Program to be more gender responsive. For example, our team recently created a participatory training module for teachers and directors on child rights and gender equity in the school setting. The Education team is in the process of updating the module and incorporating adapted activities from the Social Analysis Action methodology developed by CARE USA's Health Equity Unit. We also plan to lead a gender working group within the National Education Commission (co-initiated and developed by CARE post-2010 earthquake as a long-term education development body), and are exploring opportunities to facilitate collaboration between the Ministry on the Status of Women and Women's Rights and the Ministry of Education to make education more gender equitable in Haiti.

¹National Ministry of Education and Vocational Training. 2013. *L'éducation en Haïti: La nécessaire marche vers la qualité et l'équité*.

²Institute Haïtienne de Statistique et d l'Information. 2012. EMMUS V (DHS), p. 10-11

³Ministère de l'Education Nationale et de la Formation Professionnelle. *Plan Opérationnel Annuel 2011-2012*. 2011, p. 7.



Jane Kellum taking a break from a workshop

Reflecting on What We Do to Promote Gender Equality with Young People; A Discussion in the Gender Equity and Diversity

Working Group By: Allison Burden, Acting Director Talent Development and Gender Equity and Diversity, CARE USA

A discussion by CARE staff regarding what they do outside of work to promote gender equality with young people attracted a wide array of contributions from as far afield as Congo, Bangladesh and Ethiopia. Their reflections highlighted the need to model change in our own lives, CARE men talked about negotiating and sharing the work load at home with their partners; CARE women also ensure that both the girls and boys do their fair share of the work at home. Others spoke of ways in which they are challenging accepted social norms through ensuring that they write a will and leave land to both their daughters and sons in contexts where sons are sole inheritors.

Another father shared that he negotiates domestic work and career aspirations with his wife – but often fails to achieve the desired balance. In many cases these actions go against the tide and can feel like a struggle. One man spoke of being accused of being bewitched by his wife when he did the washing or collected water. A woman was accused of being a ‘home breaker’ when she intervened to support a relative who was in an abusive marriage.

Contributors also shared articles from outside of CARE, in the US one blogger responded to a recent gang rape by reflecting on ‘what mothers can do for their sons’ to help prevent such crimes. The gender dynamic of the title was noted, we reflected that the tips might be helpful for fathers and other care givers too. This blog had four simple suggestions:

Teach our sons to be kind

Teach our sons what it means to be brave - “courage is being afraid and doing it anyway”

Tell our sons the truth about sex

And give our sons the tools they need to protect themselves and each other.

Finally, some contributors noted how difficult it can be to find the right balance at home because of the joy we have in our work. Staff feel that ‘CARE’s work is so inspiring and motivating that we want to be involved in it’ and this can mean we don’t give enough time to our home lives. At the same time, this in itself can be an inspiring model for our children. For example, Rose in Congo faced many challenges working with Internally Displaced Persons and her daughter was concerned, but as the daughter learned more about the work that her mother was doing, she came to understand and support the importance of it.

You can read a full summary of the discussion at <http://gender.care2share.wikispaces.net/file/detail/Promoting%20GED%20with%20youth.docx>

Promoting Young Women's Education in a Young Nation (YWYN) by Seema Pawar Education Specialist, CARE International in Timor Leste



Young Women's Education in a Young Nation is a CARE initiative in partnership with the Government of Timor-Leste to decrease girls' dropout rate in the transition from primary to junior secondary (grades 7-9) in nine pilot primary schools, comparing results to a control set of primary schools. The project targets girls, their families and teachers. Girls' groups are engaging in extracurricular activities and participating in quizzes, sports and artistic contests. The project includes an awareness raising campaign, using booklets, posters, radio spots and trainings for community leaders and teachers. During events, girls from rural schools meet girls enrolled in junior secondary, and parents of limited means who managed to keep their daughters in school are publicly acknowledged.

Three rounds of data were collected to study changes in the dropout rate - in 2010, 2011 and 2012. Data covers only in-grade dropout. Girls' dropout rates in pilot schools decreased considerably both in grades 5 and 6, while rates increased in control schools. The dropout rate among grade 5 girls reduced considerably from 2.98% to 0.53% and among grade 6 girls from 3.92% to zero. The overall dropout rate has also reduced significantly from 3.19% to 0.50% in grade 5 and in grade 6 from 4.90% to zero. Dropout rates for boys in pilot schools decreased significantly as well from 3.45% to 0.47%. YWYN's model has therefore high potential to contribute to improve access to girls' education in Timor Leste.

