Draft framework
for a uniting
methodology toolkit:

A basket of tools for
Transforming the
Education of Girls in
Nigeria and Tanzania

Booklet Five
Working with the
LOCAL COMMUNITY

CAPP

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WORKING WITH THE LOCAL COMMUNITY

Introduction

In this booklet a few activities have been picked out for work with the local community. The majority of activities in the parents, SMC and PTA booklet would also be useful when working with the local community.

LOCAL COMMUNITY

ACTIVITIES

CONTENTS

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.
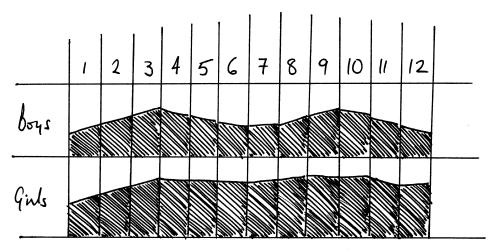
ACTIVITY: Girls' and boys' workload calendar

Purpose: This activity helps participants to analyse work done by girls and boys, and to consider whether the division of work is fair.

Materials required: large pieces of paper, pens, long, snappable sticks.

Steps:

1 Ask the group to discuss the work that girls and boys do on a regular basis. This may include jobs such as childcare, collecting fuel or water, paid labour on a neighbour's farm, working away from the home.

2 Ask the participants to make a list of categories of work done by men and women or girls and boys (i.e. cooking, cleaning, childcare, income work, collecting and gathering).

3 Then ask the participants to divide themselves into two single sex groups, and invite each group to construct a calendar on the ground. The calendar can be divided into months or seasons (summer/winter, dry/rainy, planting/harvesting, etc.) according to local understanding. Alternatively, a time chart can be constructed showing the hours in a day.

4 Then ask the participants to list the categories of work down the left hand side of the calendar. Then ask the two groups separately to place sticks snapped to different lengths, horizontally along the period marked for each work category, to show how much work is done by girls in that period, i.e. half of the time should be marked by a stick half the length of the time on the chart.

5 Come together to look at each other's workload calendars in turn.

6 Work with the group to agree a final version of both the girls' and boys' workloads, and copy it onto a large piece of paper. You could ask any participants who were not emotionally involved in the debate to do this.

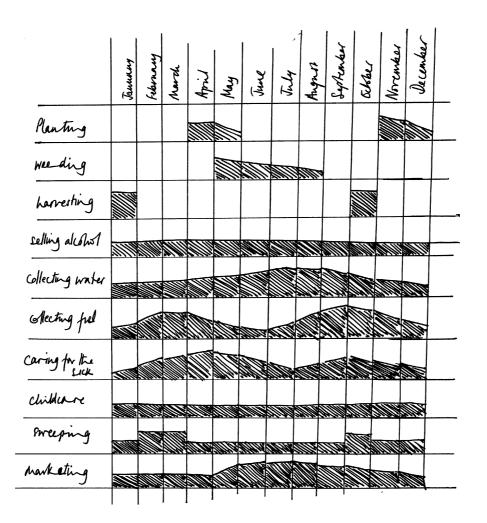|	Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Cook												
Clean												
Collect wood												
Childcare												
In fields												

Ideas for discussion: The construction of the calendars will probably have involved a lot of discussion. These further questions may help:

■ Are there times when there is too much work?
■ What do you do when there is too much work?
■ What happens if someone falls sick?
■ Do girls work harder than boys or more than boys?
■ Is the work that both groups do recognised as work?
■ Is collecting fuel work?
■ Is cleaning work?
■ Why is work divided up as it is between boys and girls?
■ Has it always been like this?
■ Has it changed in the last ten or twenty years?
■ Is there any need to change it now?

Ideas for action: A one-day swap of workloads by the girls and boys can be both entertaining and thought provoking.

Adapted from Archer and Cottingham (1996), p.126.

ACTIVITY: The ideal woman body map

Purpose: The ideal woman body map helps participants to explore attitudes and expectations towards women in the local community. The same activity could be done for girls, men and boys.

Materials required: chalk or flip chart paper and pens..

Steps:

1 In small groups ask the participants to draw a life-size outline of a woman on the ground or on a large piece of paper. The easiest way to do this, if participants are comfortable with the idea, is for one of the participants to lie down on the ground while a fellow participant draws round them.

2 Participants should then develop the body map to illustrate the 'ideal woman' – what she would do, what skills and knowledge she should have, her attitudes and behaviour, etc. They can mark these attributes directly on the body map in the relevant places. Examples might include 'kind heart', 'fertile womb', etc.

3 Then get the different groups should come together again and discuss their illustrations of the ideal woman.

Ideas for discussion:

Ask the group to discuss the following questions:

- How does the 'ideal women' compare with reality?
- Is it easy to live up to such expectations?
- How have expectations of women changed over time?
- How do these expectations impact on the life of women in the community?

Adapted from GCE (2007), p.68.

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

CONFRONTING HIV AND AIDS

If teachers are to provide good quality HIV education, and be able to discuss issues of sexual reproductive health effectively, they need to be well supported. If a teacher is under-confident about their ability to deal with the complex issues associated with HIV they are likely to avoid tackling it, leaving children poorly informed and without the skills they need to prevent the further spread of the pandemic.

Adapted from GCE (2007), p. 186.

ACTIVITY: Muddling messages

Purpose: This activity is an energiser, to make people laugh. It also helps us appreciate how easy it is to misunderstand what someone has said. In the context of HIV and AIDS it can help participants to understand how easily incorrect information can spread.

Steps:

1 Ask the participants to arrange themselves in a circle. You will then ask them to whisper the same message all around the circle, one person to the next. Then the finished version is compared with the original.
2 Think of a phrase to whisper beforehand, such as "many people round here like eating bananas" or "the sun at this time of year is very hot" or whatever.
3 Whisper this quietly to the person next to you and ask her/him to whisper it quietly to the next person.
4 This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper on what they have heard and is not allowed to ask for the phrase to be repeated.
5 Finally, when the phrase has been whispered all round the circle, ask the last person to say out loud what they heard.
6 Then announce to the group what your originally said. The message normally changes quite a bit as it goes round the circle!
7 If there is time, you could ask someone else to start off with another phrase.

Ideas for discussion:

■ Do you have any examples of such misunderstandings happening in real life?
■ Can you think of examples of misconceptions relating to HIV and AIDS?

Participants could follow up this activity by producing a table or matrix showing misconceptions about HIV and AIDS in one column and the correct information in another.

Adapted from Welbourn (1998), Exercise E1: Muddling Messages.

ACTIVITY: Discussing love

Purpose: The aim of this activity is to explore the many meanings of the word love.

Steps:

1 Ask the participants whether they can give you a word or words that means 'love'. Try to get everyone to agree upon this word or expression.
2 Then as a group analyse what kind of love this word or expression applies to – is it the love someone has for their partner (i.e. their husband or wife or recognised partner), or can it also be used to describe feelings between boyfriends and girlfriends, or lovers (who are not publicly recognised as a couple) or between brothers and sisters also? If other words or expressions are used to describe the different relationships, ask everyone to agree on those also.
3 Once everyone has agreed upon one or two words or expressions meaning love between partners (and, if necessary other words meaning love, between boyfriends and girlfriends, or loves, or between sisters and brothers), ask everyone to divide into pairs, preferably with someone whom they have not worked with before.

This part of the activity involves talking about love between friends, or family members, with no sex involved.

4 Ask each pair to take it in turns to describe to each other the qualities that they show to a close brother, sister or friend whom they particularly love; and then three qualities that they expect from the same brother, sister or friend.
5 Call everyone back to the full circle. Ask participants to share their thoughts, firstly on qualities they show to this person; and then on qualities they expect from him or her.
6 If there is general agreement, move on. If not, encourage participants to discuss the different views further in the whole group. Note the qualities down in two separate lists.
7 Do participants believe that the qualities they have chosen would be agreed by the person they were thinking of? In what ways might their views differ?

Next consider love between partners where there is a publicly recognised relationship between them and where they have sex. Qualities of love between lovers who are not in a publicly recognised relationship will be discussed later. This to help people explore how public recognition (or lack of recognition) affects a sexual relationship in their own culture.

8 Ask each pair to take it in turns to describe to each other three qualities that they would show to a partner (i.e. a spouse or publicly recognised partner) whom they love; and then three qualities that they expect from a partner who loves them. If the participants are not currently in a relationship, they can describe an imaginary relationship instead.
9 Then call everyone back again to the full circle. Ask them again to share their thoughts, on the qualities that they would show to a partner whom they love; and then on qualities that they expect from a partner who loves them. Again, if there is not common agreement, encourage participants to discuss the different views further in the big group.
10 Note the qualities down in two separate lists.
11 Do participants believe that their wife or husband would agree the qualities they have chosen? In what ways might their views differ?

Look at the four lists with the participants:

- Are there clear differences in the qualities of love described between partners and those described for sisters and brothers or friends?
- Why do these differences exist?
- What differences do the existence of sex or of formal contracts or public recognition of a liaison have on the qualities of the relationship?
- Does love equal sex, or does love equal marriage?
- If love does not equal marriage, what are the minimum levels of respect that they think each member of the couple should show each other.

Adapted from Welbourn (1998), Exercise C2: What is love?

SECTION D

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: School map

Purpose: This activity is designed to get the participants involved in the setting of school priorities and policy decisions by asking them to make a map or model of their school. This can help parents, SMCs and teachers to really understand how the participants feel about their school – what they like and what needs to be changed.

Materials required: locally available materials such as sticks, stones, string, paper and cardboard.

Steps:
1 Divide the participants into groups and ask them to make a model or map of their school using the materials available. The model can be constructed on a table or on the floor or ground.
2 Participants should mark the most important areas of the school, their favourite place, no-go areas, etc.
3 The participants can then give a "tour" of their school explaining the most important features or issues.
4 If a large-scale model is constructed on the ground, a paper copy can be made or photos taken of it to aid later discussion.
5 If there is time the participants can make two models, one of the real school and one of the ideal one. Or move the materials around to change the real school to an ideal one.
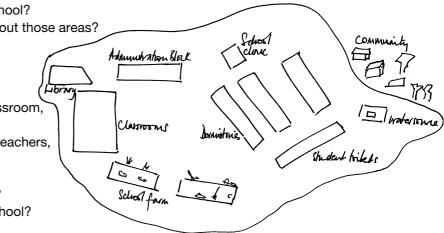
Ideas for discussion:
The real school
- What do I think about my school? Do I like it/dislike it? Why?
- What is my favourite part of my school? Where and why?
- Are there any places I avoid going in school?
- What makes me unhappy/frightened about those areas?
- What are my favourite lessons? Why?
- Are the teachers nice to me in school?

The ideal school
- How would I like my school to look (classroom, toilets, playground, etc)?
- What would I like in my school (books, teachers, friends, etc)?
- What would the classrooms look like?
- What would happen in my ideal school?
- How is this different from my current school?

Adapted from Obondoh, Nandago and Otiende (2005), p.36.

TEGINT TOOLKIT **WORKING WITH THE LOCAL COMMUNITY**

ACTIVITY: Chapatti power diagram

Purpose: Chapatti or Venn diagrams help structure the analysis of power relations. They can be useful to illustrate the institutional relationships in a particular school or education system, supporting work to increase cooperation in planning and implementation and enhancing responsibility and accountability.

> Chapatti diagrams are made up of a variety of circles, each representing a different actor or influence in a situation. The size and position of each circle is used to indicate the relative power and the links between the different actors/influences.

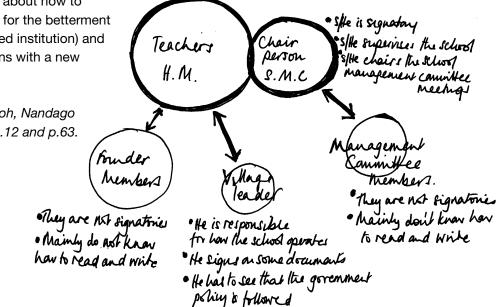**Materials required:** coloured card, scissors, flipchart paper and pens.

Steps:

1 Explain to the participants what a chapatti diagram is, and then lead them in designing their own about a particular school.

2 Each of the groups or individuals involved in the running of the school (SMC, PTA, DEO, head teacher, teachers, students, etc.) has its own circle of card. The most powerful group/individual has the largest circle and the least powerful has the smallest circle. The circles can be cut to size by the participants or selected from a variety of pre-cut circles.

3 The labelled circles of card are placed on the ground or flip chart paper at varying distances from each other depending on the relations between them. For example, if the head teacher has a very close working relationship with the SMC then their respective circles will be placed close together.

4 Participants should agree on further details to be added to each circle and on symbols to represent them. These may include factors such as age, sex, ethnicity, economic or social background of the individual or group members.

Ideas for discussion: Lead the group in a discussion about how to improve relationships for the betterment of the school (or related institution) and illustrate their decisions with a new chapatti diagram.

Adapted from Obondoh, Nandago and Otiende (2005), p.12 and p.63.

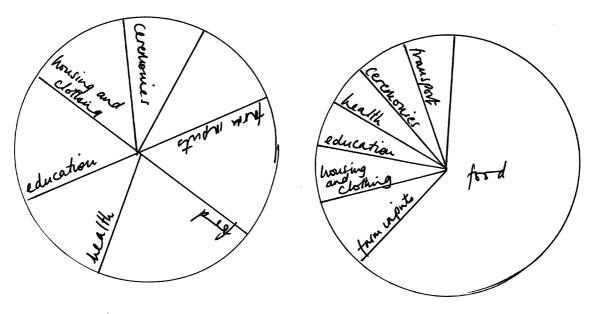## ACTIVITY: Pie chart for income and expenditure

Purpose: Participants can be asked to construct basic pie charts to show the relative allocation of their income on different categories of expenditure.

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

Steps:

1 The 'pie' represents the total available and can be introduced as anything which is culturally appropriate. After doing one pie chart a a whole circle, based on a typical family, each participant can be asked to do their own. This is less intimidating than talking about actual expenditure (about which people may feel sensitive) as it only requires a display of relative and approximate expenditure.

2 Having introduced the pie chart it can be interesting to use it for different functions, for example, looking at local or national government expenditure and the relative allocations (which can be prepared in advance).

Ideas for discussion: Time should be allocated for the group to analyse and compare the pie charts they construct.

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

male

female

ACTIVITY: School management decisions

Purpose: This activity is designed to help school management work though 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.

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).
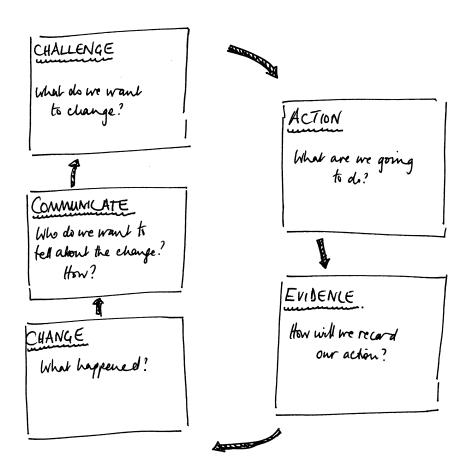
ACTIVITY: Action plan

Purpose: 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 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.

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.
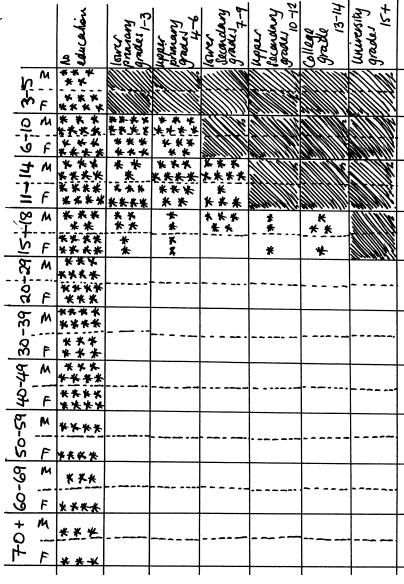
Materials required: paper and pens.

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.

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.

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.

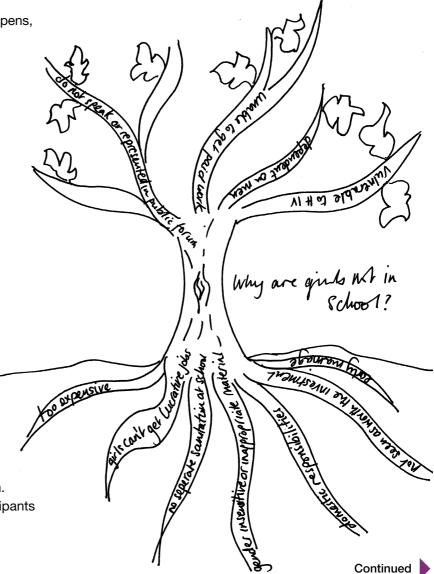In this example, a tree is used to look at why girls are not in school and at the consequences of this.

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.

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.

Indicators and data for education access

Area of interest	Indicator	Ways of collecting indicator	Ways of presenting data
Education materials	■ 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	■ Collecting school data from head teacher ■ Interviews with girls and boys ■ Observation ■ School records	■ Statistical as numbers ■ Scoring out of 10 ■ If scoring is used a standard will need to be decided
Education process	■ 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?	■ Questionnaires ■ Reviewing textbooks ■ Observation of classroom teaching	■ Subjective data so could be: – Ranking exercises – Quotes – Descriptions of processes – Quantitative data as tables
Education access	■ 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	■ 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	■ Statistics illustrating basic situation ■ Surveys or PRA could be presented statistically ■ Qualitative information could be used to illustrate specific points
Education management	■ 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	■ Observation ■ Questionnaires ■ Interviews with key stakeholders ■ SMC minutes	■ Indicators could be compiled as a report with illustrations and statistics where appropriate

Adapted from GCE, 2007, p.174.

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

NEW ACTIVITY ADDED

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

ACTIVITY:

Purpose:

Materials needed:

Steps:

Ideas for discussion:

Ideas for action:

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