

IGWG Plenary Meeting October 19, 2006

Agenda

I. IGWG Update

- Priorities & on-going activities – Michal Avni & Diana Prieto
- IGWG website demonstration – Charlotte Feldman-Jacobs
- Q&A

II. Community presentations/highlights on gender activities

- American Refugee Committee & Communication for Change, *Through Our Eyes*, Lauren Goodsmith
- Coptic Orphans, *Valuable Girl Project*, Phoebe Farag & Hanan Bakry
- Family Violence Prevention Fund, Update on the *International Violence Against Women Act*, Kiersten Stewart
- CARE & ICRW, *Inner Space, Outer Faces*, Jesse Rattan
- DevTech, *Safe Schools Project*, Jill Meeks

III. Open discussion – Gaps, opportunities, and future directions

Elizabeth Neason, facilitator

IV. Meet and Greet

I. IGWG Update – Michal Avni & Diana Prieto

IGWG Objectives:

- Raise awareness and commitment to synergies between gender equity and RH/HIV outcomes
- Collect empirical data and identify best practices on gender issues and the interface with RH/HIV
- Advance best practices and reach the field
- Develop operational tools for the integration of gender approaches into PHN programming
- Provide technical leadership and assistance

Four technical priority areas:

- GBV
- Constructive Engagement of Men and Boys
- Youth and Gender
- HIV and Gender

Continuum of gender integration (original conceptual framework developed by ICRW):

- gender exploitative - can bring about short term outcomes, but ultimately harmful
- gender accommodating - can bring about development benefits, but does not work to change underlying inequalities
- gender transformative - actively seeks to transform gender inequities in order to reach development objectives.

Review of select IGWG activities:

GBV

- The IGWG is in the process of forming a GBV working group to provide a forum to share info and tools and guide IGWG GBV work generally. The formal launch will be at the beginning of 2007 and it will be chaired by Mary Ellsberg and Charlotte Feldman-Jacobs.
- A GBV regional workshop will be held in Uganda to strengthen the GBV network in the region and build capacity of local NGOs in sub-Saharan Africa. Communication with policy makers will be pursued through the Bridge Project. A sub-Saharan African online community will be developed after the workshop.
- Profamilia in the Dominican Republic will focus on strengthening prevention efforts among youth and will disseminate GBV info throughout the region.
- As a result of Missions' expressed need, the IGWG has developed and disseminated GBV guidelines for USAID health programs. The guidelines are primarily designed for PHN officers, but could be used by others as well. The document is designed to complement a comprehensive literature review on GBV and can be used with the GBV Advocacy Kit. Input for the guidelines came from a participatory process including GBV experts, USAID staff, Missions, etc. They have been endorsed by USAID's Global Health Bureau and sent to Missions with a letter from Kent Hill, Deputy Assistant Administrator for Global Health.

Constructive Engagement of Men & Boys

- The SystemALEtizing brochure, an electronic document cataloguing the latest resources and tools for engaging men and boys in reproductive and sexual health, was developed and launched (see http://www.igwg.org/pdf/IGWG_SystemALEtizing.pdf).
- ACQUIRE MAP and Instituto Promundo will carry out a regional demonstration in Tanzania for NGOs on the ground to integrate work with men.
- The ESD project will replicate Men as Partners and Project H testing of GEM scale in different cultural contexts.

Youth & Gender

- A child marriage analysis and mapping were undertaken. ICRW carried out a global mapping exercise and literature review on current program approaches.
- A technical update on child marriage was held which identified gaps and next steps.
- Measure Evaluation is carrying out an evaluation of child marriage field interventions by Pathfinder and World Learning in Ethiopia.
- A literature review and analysis are underway to determine what cross-generational sex looks like in different geographic and cultural contexts.

HIV & Gender

- The IGWG is responding to the realities and framework of PEPFAR and is liaising with the PEPFAR Gender Technical Working Group. Diana Prieto and IGWG TAG members Susan Settergren and Laura Skolnik are on this working group. The group is working on the development of gender guidance for Country Operational Plans (COPs) and is involved in the technical review of the COPs.
- Providing assistance to groups in field working on COPs.
- Focused on gender special initiatives under PEPFAR.

Training

- Providing on-going training and technical assistance to Missions, CAs, and USAID Washington staff and working to realign training activities across CAs.
- Developed a multi-step training process for Missions with multiple training modules.

- MEASURE Evaluation is in the process of developing M&E modules for gender and RH.

Dissemination

- Hosting technical updates and brown bags; supporting mailings; and maintaining the IGWG listserv and IGWG website through the Bridge Project.
- The IGWG listserv currently has 625 members and the IGWG has received positive feedback on the usefulness of the listserv.
- The website was recently revamped adding tools and publications, web articles, and other resources. The update has received a favorable response and has seen a jump from 376 hits in March 2004 to 20,000 in June 2005.

IGWG Website Demonstration – Charlotte Feldman-Jacobs

www.igwg.org

- The new IGWG web card is now available by contacting igwg@prb.org.
- Currently five articles are included in the archives.
- The electronic SystemALETizing brochure on constructive engagement of men is now available online.
- Publications and Tools are available electronically or by order at igwg@prb.org.
- IGWG-produced trainings are now available on the website and can be downloaded. Elizabeth Neason is the contact for adding additional trainings to the site.
- If an organization would like to add its link to the website they should contact Emily Poster at igwg@prb.org.

Q&A

With the UN advocacy for a reproductive health indicator for the MDGs, is IGWG work linked at all to this indicator through USAID Missions?

The IGWG hasn't been directly involved, but some of our projects have done an amazing job making the point as to why family planning is important for achieving the MDGs. A lot of work is needed to build consensus. The Office of Population & Reproductive Health is now thinking about how we will respond (both the PRH Office and the IGWG).

Are the IGWG website, listserv, etc shared at the national level?

More and more Missions are aware of what we are doing, requesting training, etc. The next step is to determine how Missions can be the messengers with partners in country, etc. We're more at a place now than we have been in the past to do this and we need to think strategically.

With the Youth and Gender focus, do you plan to expand beyond child marriage into other areas in LDCs?

The Office of Population and Reproductive Health (PRH) have a number of Global Leadership Priorities (GLPS), gender and youth being just two. The Youth GLP is defining its agenda on youth and RH and expanding to include relevant gender issues. We're collaborating in the areas of overlap – cross generational sex, for example, where the link is so clear. The Youth GLP is fairly new - established after YouthNet ended - and its portfolio is still being developed.

PEPFAR gender special initiatives? Funding?

Yes, this is a stand alone, separate pot of money - core global money obligated for these initiatives. The PEPFAR gender work has been evolving over the last 3 years – building support for gender work within PEPFAR and figuring out how it can be integrated. Gender is one of the technical areas included in the guidance to countries and in the reviews of the COPs. It needs to be an essential part of PEPFAR programming. The gender working group has made some strides here. It is encouraging to see representatives from different USG Agencies interested in

this. The commitment that has emerged in the last few years has been positive. Additionally, we're focusing on what works and can be scaled-up related to key gender issues.

What are some sleeper issues that could arise in the next five years in the field?

Excellent question – for discussion in the third section of this meeting.

Can PVOs and CAs put training materials on the IGWG website?

There's a lot of gender material available, and we have limited capacity. We're trying to limit the trainings on the site to those produced by the IGWG because the site could otherwise become too large. It would be better to use the listserv to announce curricula and tools, and put links to your own organizations.

II. Short Technical Presentations

1) Lauren Goodsmith – ARC, Communication for Change

Project Director for Communication for Change

Email: Lauren_goodsmith@hotmail.com Website: www.c4c.org

- The American Refugee Committee International (ARC) and Communication for Change (C4C) have undertaken a community-based media project designed to raise awareness of and help prevent gender-based violence in conflict-affected communities.
- This participatory video initiative, titled "Through Our Eyes," has been piloted in Guinea and Liberia.
- Following a two-week training workshop, local teams comprised of ARC field staff and community members began producing local-language videotapes on various forms of gender-based violence (GBV), their consequences, and ARC's prevention and response programs. Through local screenings of these tapes and accompanying discussion sessions, community members share experiences and gain information about available services, including legal aid, counseling, and skills training programs that foster women's economic independence.
- ARC and C4C plan to work in Sudan in 2007.
- GBV has been an integral part of the Liberian conflict and remains pervasive today: 40% of women in the country are affected by GBV. 74% of women in camps have experienced sexual violence and 65% experienced sexual violence during displacement.
- Participatory video serves as self representation. It provides immediacy and relevancy for local audiences. It can spark dialogue even on sensitive topics. Good examples exist from Bangladesh and Guinea.
- Video projects in refugee camps in Liberia and Guinea.
- Tapes are played back to community audiences. The first tapes are made by the local teams after 8-9 days of training. Tape themes include rape and prosecution of perpetrators, treating STDs, developing social centers, schools, other sites, etc.
- Audiences share their experiences and provide ideas for mitigating GBV in their communities. Trainers (ARC) are in the communities and can provide assistance.
- Many women come forward immediately after screening – especially after rape screening in Liberia. Most rape reports previously only referred to children victims. This suggests that the video scenarios resonate with viewers and work to lessen social stigma, opening the opportunity for women to disclose rape.
- The project has only been going since late February. The project provides new skills and tools to local hands and generates enthusiasm in communities.
- It's a means for promoting dialogue for women and helping them access services.

Q&A

Have the videos been used as advocacy tools to change policy? Do you have a larger effect beyond the community level?

- The central goal of participatory video is to get the process of dialogue and discussion going at the community level – awareness-raising in the community. Down the line we'd like to do a short documentary on the use of this approach in different countries to help others use this medium. This could also be used as an advocacy tool at higher levels. One example of this working beyond the community level was with a village in Egypt that did a film on the pollution of the Nile that eventually went to the ministry of environment. These videos work to spread info between villages, regions, etc.
- More and more the project focuses on women's rights, reproductive health, etc. The main focus is to find solutions within and find appropriate models. Using respected people in particular villages, camps, etc. whom people trust them and respect.

What happens to the equipment?

It stays in the community and the team that has been trained has access to it. All original products stay in the community. Almost everything is done on the camera – bringing editing equipment is not priority for the group – the camera can do what is needed

2) Coptic Orphans – Phoebe Farag

Email: info@copticorphans.org Website: www.copticorphans.org

- The Valuable Girl Project is the innovative Coptic Orphans program with the goal of empowerment of girls and young women through the creation and provision of role models. It uses an educational mentoring model, through which young women in secondary school become role models for girls in primary school by a one-on-one mentoring relationship.
- The program focuses on high poverty areas of Egypt, where girls of all ages face a high risk of dropping out of school due to poverty and bias against girls.
- This program supports all girls in need of it, regardless of religion.
- It is partially funded by the U.S. Embassy in Cairo and began in 2002
- Coptic Orphans has a special interest in girl's/women's empowerment, including GBV.
- In Egypt in high poverty areas girls are disempowered and often do not complete primary education. The drop-out rate among girls is 30%. The formal education system in itself can be disempowering.
- The *Valuable Girl Project* is a mentoring program for girls in secondary school to provide mentorship to girls in primary schools. They become little sisters and big sisters for one academic year. The project partners with schools, local NGOs, and some national partners. The project does a training of trainers for local coordinators and provides a monthly stipend to mentors giving them some level of economic empowerment.
- Statistics – 12 sites and 12 local partners, 800 participants. The project has an emphasis on working with families and communities. Last year it had 562 participants.
- Evaluation data has been collected, including behavioral indicators of empowerment. The drop out rate is quite low in the project area with a 95% retention rate for all participants. We've seen a 29% increase in big sisters with national ID cards, which is an important way for women to access all their rights. All students have access to health insurance offered by government through the program and we've seen a 51% increase in insurance cards among participants. The project also helps girls understand their rights. Other indicators include participation in extra-curricular activities, having a library card, involvement in other NGO activities and community clubs.

- One initiative this year was to have the big sisters working with little sisters' families through monthly workshops and home visits.
- How the big sisters spend stipends – 1) private lessons and school fees; 2) personal items; 3) helping with family expenditures.

Q&A

Age of big and little sisters?

Big sisters are 15-22. Girls who stay in school are encouraged to stay in the program. Some have been in 2-3 years. Little sisters are 7-15.

Similar request for boys?

Children at risk for child labor is a focus. We will try to pilot a similar project.

Do most families own land?

Some do in rural areas.

Selection process?

During TOT local coordinators create selection criteria. Ours are high poverty and risk for dropping out of school. Coordinators decided on things like grade repetition, home visits to find out about poverty level, involvement with local partner who have other programs in the area and know which families are at risk.

Did you work with parents before the program started describing how it came to be, etc? What about further evaluation – age of marriage?

The project is now into its fifth year, so we now have something to track.

With parents it's a bit ad hoc – local coordinators' idea to go on home visits to encourage parents to allow girls to participate. Encouragement also by local partners. Heads of NGOs that we work with also come to at least one of our TOTs. Really own initiatives of local coordinators and NGOs.

3) Kiersten Stewart – Family Violence Prevention Fund International Violence Against Women Act

Email: Kiersten@endabuse.org Website: www.endabuse.org

- The Family Violence Prevention Fund, Amnesty International, and the Women's Edge Coalition put together this piece of legislation following the passage of the domestic violence against women that authorized nearly \$1B for GBV in the US.
- We are building on that momentum to expand globally. The emphasis is on supporting local women's groups to build their capacity to advocate for themselves in their own countries. Also integration to improve services in the field through USG and other efforts.
- We have met with Senators Biden and Luger who have expressed interest in sponsoring the Bill. Plan to introduce it on March 8. Representative Lowey on the House side will sponsor and we still have to identify someone on Republican side.
- The Bill includes support for programs to address economic empowerment, reproductive health, HIV, MCH, legal reform, education, services to address GBV in refugee and post-conflict, conflict, in workplace under economic opportunities for women and girls.
- We're trying to integrate this into the new Foreign Assistance framework. We are trying to identify someone public globally and also someone who can wrestle the bureaucracy.
- The new IGWG GBV guidelines are out so we're also trying to focus on those. Will wait until election to see what opportunities will be there for money. The idea is to have an integrated focus.

- What it might mean? – hopefully more money, but not immediately. We need a plan, vision and coordination for how the USG will address GBV globally. Lots of programs are out there but they are often isolated and uncoordinated. We need increase funding and to identify someone who has responsibility to make this happen.

Q&A

Lots of work in the UN system – how will you coordinate with them?

We are supporting mechanisms already out there – women’s reform, new women’s agency - we want to be responsive. It requires coordination and partnership with already existing efforts – working with guidelines that already exist. Tons of stuff out there – lessons, etc., so let’s use them. Funding WHO? Fogarty center? UNIFEM? We’re still figuring it out and looking for guidance.

What about the US signing existing treaties?

It is not in the legislation right now, but clearly we will work to do that if some things change.

Website?

Not yet but we hope to have one in the near future. We really want to collect info from this group. We’re trying to be very transparent. There’s a lot of discussion with southern women’s organizations and we’re trying to circulate as much as possible outside US.

Dissemination of translated versions of bill?

Great idea. We haven’t been asked if we can do that but smart.

How much implementation of the domestic bill?

First passed in 1994 - mainly criminal justice and direct services for survivors. It was reauthorized this year but new programs were not included in this cycle. We have meet with OMB for ‘08. Lots of programs are getting cut...we’re at about \$600M with HHS and DOJ programs. Support for this Bill was unanimous in this administration. 12 years ago couldn’t get them to listen to us. A lot of energy exists in congress around this so we need to take advantage.

4) CARE Jesse Rattan Inner Spaces Outer Faces

Email: jrattan@care.org Website: <http://www.care.org/careswork/whatwedo/health/hpub.asp>

- Inner Spaces Outer Faces (ISOF) is a three year \$450M project that integrates gender and sexuality perspectives into sexual and reproductive health programming.
- Funded by the Ford Foundation.
- During the first phase of the project, CARE and ICRW developed a set of approaches that helped our field staff in India and Vietnam explore the social construction of sexuality and gender, identify unspoken beliefs and attitudes about sexuality and gender, and finally, understand more deeply how they impact our work with vulnerable women and sexual minorities.
- Gender and sexuality are changeable across culture and space. Social meanings impact our projects, personally, and in our offices. We’ve done a lot of work on own staff on beliefs around gender and sexuality. This work has often been the first experiences with gender ourselves.
- We also developed participatory learning and action activities focused on issues of sexuality, gender and power-- activities which were used with community groups of youth, WRA, sex workers, and truckers (for example).

- We have received phase II funding from Ford for Inner Spaces Outer Faces and will be launching on operations research project in India which aims to measure the extent to which we can improve SRH outcomes through these individual-personal, organizational, and field based approaches.
- We've rolled this learning into our project activities

Q&A

Examples of impact on programs?

We did vulnerability mapping (like community mapping) with different groups (MSM, FSWs) looking at where they feel powerless, where they feel good, sad, etc. This allowed program staff to see different kinds of institutional violence in the communities (police, pharmacy, etc.) that they might not see coming from a different background.

In Vietnam, any difficulty getting people to think about the implications of defining certain behaviors or certain groups as "evil"? Did you work with mass media organizations?

We work with national youth groups. The idea of social evil is changeable. People in Vietnam are interested in moving away from this language. It is difficult to operationalize rights for everyone especially if some groups are invisible.

In India, the nurse midwives said the trainings enabled them to address GBV and issues of gender and sexuality that the community members were facing. In Vietnam, women talked about very profound transformation through the trainings.

CARE is working on a toolkit for this. At the moment the focus is on CARE staff, but we hope to make it broader eventually.

5) Jill Meeks – DevTech

Safe Schools

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<http://www.devtechsys.com/services/activities/ssp.cfm>

- USAID-funded program through the WID office started in 2003.
- Currently carrying out pilot programs in Ghana and Malawi. At the national level we're working with Ministries of Education to rewrite codes of conducts for teachers. At the community level we're working on community action plans, working in schools, carrying out individual life skills programs, etc. The focus is on GBV in schools.
- 80% of teachers in Africa are men. We didn't go in focusing on men, but ended up with this focus. We're developing a teacher training curriculum focused on attitudes and behaviors that will hopefully make the teachers see themselves as agents of change. Teachers have the power to change – what can they do to make the situation better? Empowering them to identify GBV in schools including where and who. It also includes what to do if a student comes to them – counseling skills intervention.
- We also focus on a child right to education and power and consent issues. In Ghana, we found that teachers ask students to carry their books home. Punishment vs. discipline - looking at alternatives corporal and psychological punishment.
- Training modules including values clarification: can students be correct, how gender affects the classroom including student schedules, etc.
- Response, referral, and reporting. Where do people in the community go with stories of GBV – village elders, police, etc? We are working with teachers to identify gaps as well as working with communities and schools to develop Community Action Plans to stop gender violence.

- The project advocates to increase awareness of school-related gender-based violence at the local and national level and to affect policy change.
- It strengthens the abilities of ministries of education to implement effective teacher codes of conduct and procedures to reduce gender-based violence in and around schools.
- The manual is almost finished. By mid-Nov will take to the field and adapt.

Q&A

Teachers have been identified as key perpetrators of child sexual abuse. How do you ensure that teachers don't think of GBV as a problem among the students and not identifying themselves as the problem?

All of the case studies focus on teachers and use them as examples. We hope that in the scenarios that they see themselves and take responsibility for their own actions.

Can you tell us more about your work at higher levels – teacher codes of conduct?

The Ministry of Education in Ghana is looking at the code of conduct- refining definitions.

Are you coming at this with a child or community perspective? Is there shared responsibility for making changes together?

This is a community level intervention. We actually use a lot of Save the Children activities. The communities identify who they want to be counselors – often choose the community “aunties”. They are trained in listening skills, where to go with problems, etc.

Have you had a chance to look at evaluation data - comparing with schools without the intervention?

We did a baseline survey and will measure at the end. We have different interventions in different schools – some with life skills, some with other interventions, etc.

III. Open Discussion

What are the gaps? What are the areas that the IGWG should be focusing on? What are the sleeper issues that should come to the forefront? How, as the IGWG community, can we address these?

Suggestions from participants:

- **More with youth.** Georgetown's Institute for Reproductive Health is doing a study that looks at puberty, body image issues, etc. WHO and USAID see that we need to work with children at even younger ages - 10-14 year olds. Our studies are in Peru and Madagascar. We tend to assume that older adolescents have basic knowledge about their bodies, RH, etc., which is an unfounded assumption. We need more data on this and outcomes later on. We need more programs for younger youth.
- **Constructive engagement of men/boys with younger youth.** Program H and ESD have been thinking about this. We should also think about working with refugee communities where traditional norms have broken down or where youth might be returning home to a place they've never been. We need to capture the right moment when ideologies are fluid.
- **Treatment literacy for non-pregnant women on ARVs.**
- **ARV treatment access for women who are not pregnant.**
- **Gender guidelines for HIV providers.** PAHO has done this for Latin America but we need these for other parts of the world.
- **USAID RFAs and RFPs need to better incorporate gender.** Do we evaluate how well they are doing in this regard? Do guidelines have any teeth, any repercussions? Any way to tie the money to the guidelines? To evaluation points? We need to make these guidelines stronger.

- **Should give gender training/guidance to people on the selection committees for USAID awards** so they can take what was written in the proposal and compare to the guidance for RFA/RFPs. We could begin to codify that process a bit more to allow for more fruitful evaluations down the road.
- **Effective programs for female AIDS orphans.**
- **More attention to the intersections between HIV, abortion, and GBV.**
- **Evaluation of GBV programs.** A lot of projects address one aspect or another of GBV but when we want to hone in on projects that have been thoroughly evaluated, we don't have it. A lot of our programs aren't thoroughly evaluated. This becomes a problem when we want to do advocacy. IGWG can push strongly for this. MEASURE Evaluation in Kenya (asked by USAID East and Southern Africa Mission) putting together compendium of GBV indicators. Trying to collect tools that are already in place. Attendees send tools, etc. REDSO strategic framework.... Comprehensive lit review confirmed that we don't have a lot of evaluated programs, bps, etc.
- **Gender (GBV) indicators.** All of our projects have indicators – but what do we have in common? This is a big problem – we really need to at least start with this group to try to standardize the indicators that we want to use to measure GBV programs. We can then talk at the same level.
- **Better identification and dissemination of gender and GBV indicators.** We have a lot of projects but different identification of best practices in different GBV sub-areas.
- **Move beyond pilot projects.** We're still doing a lot of pilots. IGWG is the perfect engine to support replication and scale-up of good projects. We're still lagging behind when we have something promising.
- **It's not just about scaling-up but integrating, collaborating, and coordinating.** Each of us has different sets of skills – we need to work together.
- **Indigenous women's issues** - companion piece to GBV survey.
- **Communication and advocacy – need community leaders and opinion leaders.** Example of Barrack Obama and his wife to be publicly tested in Kenya – expecting huge numbers of people to come forward for testing. Engaging social leaders for change on these issues – choosing the best messengers.
- **Need to go back to issue of production and reproduction.** Women's lives are affected by economic realities – haven't looked at this in larger projects. WID office should be an ally in this. Also need to look at our indicators....
- **Language to talk about gender.** After many years of talking about women's empowerment, in many ways we still don't have the language to talk about gender. I've seen a lot of indicators, proposals, etc. What do we mean by "taking gender into consideration"? We have to go back to the way we measure violence. Violence means different things to different people. We need something commonly understood across contexts – "slap", etc. Same thing with gender...the word has no real meaning.
- **Domestic violence and its measurement.** Problems with using CTS scale to measure violence. In the US and Europe, men are now scoring high. Should we use CTS scale in LDCs? Should it be used at all? Consequences of women's violence against men – health consequences.
- **Language, concepts, and terminology** – aside from unspecific "gender", also around GBV, sexuality, intergenerational sex, compensatory sex, etc. These evoke different meaning in different contexts. We have drawn a lot from epidemiology, but we have different meanings when we use these terms. We have to think about the consequences of language.
- **Involving our male colleagues.** Real motivation comes from a personal interest in the topic. None of us are here for the money but b/c we really care. Feeling kind of defeated or disappointed that the people working on gender are still almost exclusively

women. We still have to make the case inside our organizations to our colleagues that these issues are central to all of our lives that we should all care. Gender is still associated with women's concerns. I would like to strategize on how we can more effectively do the advocacy in our own organizations and bring in a more diverse group. Maybe a recruit one, bring one event with special appreciation and acknowledgment to our male colleagues. Chemonics example of talking to colleagues about gender. The director was very interested – need that kind of leadership that will build relationships with different groups in the organization. Maybe hold a session on gender with writers in the organization and look for strategic partnerships – can branch out even within our own organizations.

- **Working across sectors.** Some of the countries in which USAID works don't necessarily focus on health. How can we all benefit from the work you are doing here – reach out to other areas? Some of the projects that were presented are very innovative, but how can they be adapted to culturally specific contexts, conservative societies, etc. where these things cannot be discussed openly?
- Men Can Stop Rape. Domestically-based but definitely from the male perspective.
- **Scale-up.** Looking for other sources of funds – not waiting for US funds, necessarily. Coptic Orphans project scaled-up on their own. Take a risk and choose one pilot project and take it forward and evaluate it. Working as a group....

Michal Avni:

A big focus of the IGWG is training. We learned early on that the more “soldiers” we have, the more potential we have to get gender work done. We've moved forward a lot in training - making modules available and responding to requests for assistance. But the concept of language and definition...the truth is that it is not just about men who are not supportive of gender integration. We have plenty of female colleagues that aren't embracing this. Is it the academia & professional training that drives the field of gender, or the opposite? To the extent that we can, we need to strategize on ways to get gender and development integrated into academic learning – MPHs, foreign affairs, etc. Currently it is not fundamentally integrated – how can we better connect with academic institutions domestically and internationally?

Diana Prieto:

We are very appreciative for what you have all shared. Sometimes it can be a little overwhelming to consider what we have yet to do, but these comments have been spot on. In terms of moving forward, it will entail thinking about what's within USAID's and the IGWG's purview. What can we all take back to our respective organizations? We need to take a moment and absorb these suggestions for our work next year. Where are the opportunities that we can work on to chip away at these issues?

Additional recommendations

- **How can we define and/or sell gender?** We need to simplify it so people don't feel threatened by it. IGWG may want to have a task force on defining and “selling” gender (making the case, messaging).
- **Constructive engagement of men** – USAID should fund it – see what comes out of the woodwork – make more funds available and we would have more people working on it. Just like youth – bring it out of the closet.
- **Scaling-up** – we should look for government or large NGOs in countries to scale-up – I don't think we can sustain it but we should definitely be evaluating the scale-up. This is USAID's role.

- **Child marriage** – great youth issue, segue to younger groups. CM efforts coming more out of legal, community development programs. Health needs to focus on this more and link with other organizations. We can evaluate others' work in this area.