Brien Holden® VISION INSTITUTE

ACADEMY

Gender Equity in Eye Health
Workbook

Gender Equity in Eye Health: Agenda

Day 1

09:00-09:45	Welcome
09:45-10.30	Introduction
10:30-10:50	Morning Tea
10:50-11:40	Leading change in gender & eye health
11:40-13:00	Gender: Eye health Services & Programs
13:00-14:00	Lunch
14:00-15:30	Eye Health Organisations and Gender
15:30-15:45	Afternoon Tea
15:45-16:20	Creating your plan: choose an issue
16:20-17:00	Reflections, summary, questions

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The **Fred Hollows** Foundation

Gender Equity in Eye Health: Agenda

Day 2	6th April 2017
09:00-09:30	Key learnings so far
09:30-10:30	Panel: Gender
10:30-11:00	Morning Tea
11:00-12:00	Plan preparation
12:00-13:00	Guest speakers: Partnerships for implementation
13:00-14:00	Lunch
14:00-14:45	Advocacy to implement your plan
14:45-15:05	Afternoon Tea
15:05-16:15	Plan presentations
16:15-17:00	Reflections & Closing

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Icebreaker

Find someone in the group who fits the descriptions below:

(Write their name in the appropriate square)

Has been to another country	Speaks more than 2 languages	Has lived in Karachi
Has more than 2 children	Has worked in 3 different jobs	Likes watching soccer
Has participated in an eye care out-reach program	Has worked in 2 different hospitals	Wears reading glasses

Interview another course participant and fill in the information below:

Their name	Their age	Where do they live
Where do they work	How long have they worked there	What is their main role at work
What are their main hobbies / sports etc	Which countries have they visited	What do they hope to learn this week

Kotter's framework for change

John Kotter states that most major change initiatives generate unimpressive results. Many initiatives fail miserably. **Why?**

Kotter maintains that too many people don't realise that change is a *process,* not an event. This change process advances through stages that build on each other and it can even take years. When we are pressured to accelerate the process, we are inclined to skip stages. But these shortcuts never work.

By understanding the stages of change, and the pitfalls unique to each stage, Kotter suggests that we can boost our chances of a successful change. To give your change effort the best chance of succeeding, he advises that you take the right actions at each stage to try and avoid the common pitfalls.

Kotter's 8 Step Change Process of Creating Major Change

Stage		Actions Needed	Pitfalls
1.	ESTABLISH A SENSE OF URGENCY	Identify the issue(s), the potential crisis or opportunities	• Underestimating the difficulty of driving people from their comfort zones • Becoming paralysed by risks
2.	CREATE THE GUIDING COALITION	Put together a group with enough power/influence to lead the change effort. Encourage the team to work together.	• No prior experience in teamwork • Relegating team leadership to the wrong person
3.	DEVELOP A VISION AND STRATEGY	Create a vision to help direct the change effort and develop strategies for achieving that vision	Presenting a vision that's too complicated or vague to be communicated in five minutes
4.	COMMUNICATE THE CHANGE	Use every opportunity you have to communicate the new vision and strategies and have your 'guiding coalition' model the behaviour expected	• Under-communicating the vision • Behaving in ways opposite to the vision
5.	EMPOWER OTHERS TO ACT ON THE CHANGE	Get rid of obstacles even if it means changing institutional systems and structures that undermine the change vision. Also encourage non-traditional ideas, activities and actions	Failing to remove powerful individuals who resist the change effort
6.	PLAN FOR AND CREATE SHORT-TERM WINS	Plan for visible improvements in performance, or 'wins'; visibly recognise and reward people who made the wins. Celebrate them!	• Leaving short-term successes up to chance • Failing to score successes early enough (12-24 months into the change effort)
7.	CONSOLIDATE IMPROVEMENTS AND PRODUCE MORE CHANGE	Use increased credibility to change other things that don't fit your transformation vision.	Declaring victory too soon—with the first performance improvement
8.	INSTITUTIONALISE/EMBED NEW APPROACHES IN THE CULTURE	Articulate the connections between new behaviours and institutional/student success	Not creating new social norms and shared values consistent with changes

(JP Kotter, Leading Change, 2012 Harvard Business Review Press)

Change model for gender & eye health

STEP ONE	Defining the issue using data and analysis	What is the problem you want to solve? What data is there to support that this is a problem?
STEP TWO	Identifying causes	Analyse the causes and barriers at different levels: individual, community, structural, institutional
STEP THREE	Problem tree to articulate & organize causes	Identify the main contributing factors to each defined issue, along with their causes and effects
STEP FOUR	Defining success: what is the change we want to see?	Describe an overall big picture, long term vision of what success looks like. It could be quantitative and/or qualitative.
STEP FIVE	Journey to success – building our pathways of change	Describe change for each cause identified for the issue analysis. Include stakeholder analysis, consider detailed changes required, identify risk
STEP SIX	Identify strategies and interventions	Strategy, outcomes, statement of intended impact, activities
STEP SEVEN	Measuring our impact	What will tell us if we have created change? Use indicators for input, output, outcome and impact (both quantitative and qualitative)

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WHAT IS GENDER ANALYSIS?

Gender analysis is used to identify, understand, and describe gender differences and the impact of gender inequalities on a sector, program or project.

Gender analysis examines the different but interdependent roles of men and women and the relations between the sexes. It also involves an examination of the rights and opportunities of men and women, power relations, and access to and control over resources. Gender analysis identifies disparities, investigates why such disparities exist, determines whether they are detrimental, and if so, looks at how they can be remedied.

How will the different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision-making and different access to and control over resources and services) affect the work to be undertaken?

GENDER ROLES AND RESPONSIBILITIES

• Do men's and women's different roles within the household influence how decisions are made, e.g., who within the household will seek health services and when they will seek them?

• Do men's and women's different responsibilities within the household make them more or less susceptible to health problems (e.g., contact with waste water, fumes from indoor cooking fires, bodily fluids, or animal meat)?

• Do differences in men's and women's position within the community influence their assumption of leadership positions and participation in community activities at the local and national levels; e.g., determine who designs and implements health programs?

• Do men's and women's roles within the community lead to gender in equalities in access to emergency medical and other health care, and exposure to health education and information?

• How will the anticipated results of the work affect women and men differently?

Programs and activities must take into account not only the different roles of men and women, but also the relationship between and among men and women as well as the broader institutional and social structures that support them.

Sex-disaggregated quantitative and qualitative data can provide the empirical foundation for the analysis Components of a Gender Analysis.

Nineteen year old Kamala Devekota waits hopefully for the results of her operation with her son Mochnath whom she has never seen clearly. Kathmandu (Nepal). Photo: www.nicolabailey.com

BELOW ARE SIMPLIFIED COMPONENTS OF A GENDER ANALYSIS:

1. Analysis of sex-disaggregated data and information

2. Assessment of roles and responsibilities division of labour

3. Consideration of access to and control over resources

4. Examination of patterns of decision making

5. Examination of the data using a gender perspective (i.e., in the context of women and men's gender roles and relationships)
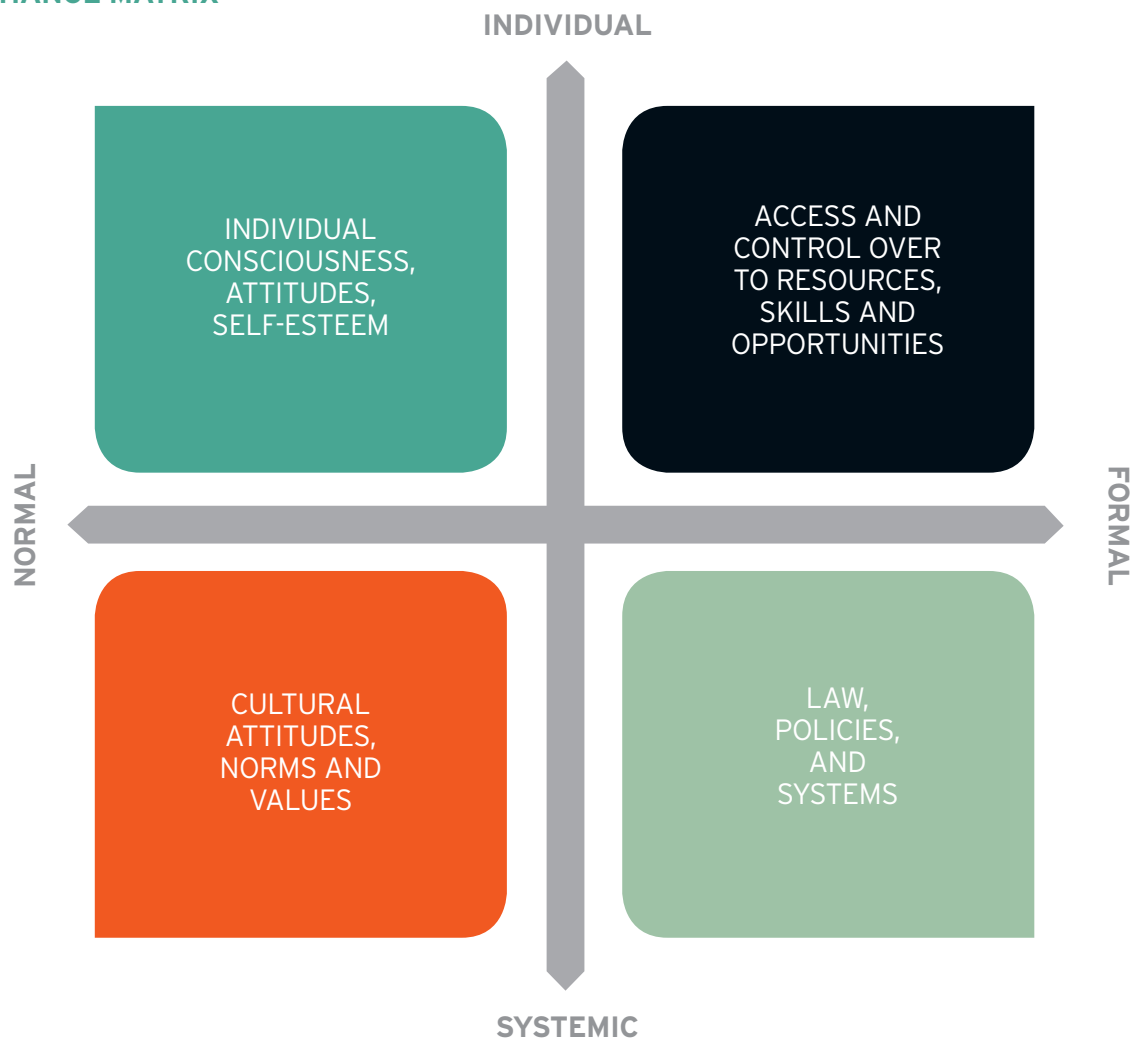
GENDER AT WORK (MATRIX)

This Change Matrix looks at the different dimensions of change needed for a sustained, lasting change in gender equality overall. These two axes create four quadrants or domains of change that must be tackled or sustainable transformations in gender and social power.

On the right – we see formal mechanism that influence individual and collective status; individual resource ownership and the laws policies and resource allocation at the systemic level that determine affluence, policy or status of different groups. These are the domains that can be challenged and transformed through research, advocacy, campaigns etc.

On the left are informal social and cultural systems that are internalized by individuals and operate within communities and which usually determine women's access to opportunities, rights, and entitlements provided through the changes in the four domains. The informal dimension includes traditions, beliefs, values, attitudes, norms, and practices, that are deeply embedded in culture, at the systemic, community and individual levels. Culture is far slower to change than policy or law. Changes in law do not automatically change culture.

CHANGE MATRIX

INDIVIDUAL

NORMAL — FORMAL

SYSTEMIC

INDIVIDUAL CONSCIOUSNESS, ATTITUDES, SELF-ESTEEM

ACCESS AND CONTROL OVER TO RESOURCES, SKILLS AND OPPORTUNITIES

CULTURAL ATTITUDES, NORMS AND VALUES

LAW, POLICIES, AND SYSTEMS

Gender at Work http://www.genderatwork.org

GENDER INDICATORS

WHAT ARE GENDER-SENSITIVE INDICATORS?

An indicator can be a measurement, a number, a fact, an opinion or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time. Indicators provide a close look at the results of initiatives and actions.

Gender-sensitive indicators, as the term suggests, are indicators that track gender related changes over time. Their value lies in measuring whether gender equality/equity is achieved through multiple ways. Indicators are standards used to measure achievements of a project or program.

QUANTITATIVE

Quantitative methods of data collection produce quantifiable results, and as such focus on issues which can be counted such as percentages of women and men in parliament, male and female wage rates, school enrolment rates for girls and boys.

QUALITATIVE

Qualitative methodologies capture people's opinions, attitudes and feelings and are generally.

Indicators are usually "specific and objectively verifiable measures of changes or results brought about by an activity." The generally accepted criteria for good indicators are **Specific, Measurable, Achievable, Realistic, and Timebound (SMART).**

IT IS IMPORTANT TO REMEMBER – INDICATORS SHOULD BE GROUNDED IN PERSONAL EXPERIENCE AND CHANGES IN PEOPLES REALITIES.

Gender-related indicators are additions to, not replacements for, indicators that measure changes in health status. The term 'gender-sensitive indicators' incorporates sex-disaggregated indicators that provide separate measures for men and women on a specific indicator such as literacy. While measuring is often considered to be a technical exercise, the process of choosing what to measure is political.

THERE ARE VARIOUS TYPES OF INDICATORS, INCLUDING:

- INPUT INDICATORS describe what goes into the programme or project, such as the number of hours of training, the amount of money spent, the quantity of information material distributed etc.

- OUTPUT INDICATORS describe the programme or project activities, such as the number of people trained, the number of policy makers at the briefing, the number of rural women and men reached etc.

- IMPACT INDICATORS describe the actual change in conditions, such as changed attitudes as a result of training, changed practices as a result of a programme or project activity etc. This type of indicators are more difficult to measure.

Gender-sensitive indicators are indicators disaggregated by sex, age and socio-economic background. They are designed to demonstrate changes in relations between women and men in a given society over a period of time.

Indicators are a tool to assess the progress of a particular development intervention towards achieving gender equality. Sex-disaggregated data demonstrates whether both rural women and men are included in the programme or project as agents/project staff, and as beneficiaries at all levels. The approach allows for effective monitoring and evaluation.

KEY RESOURCES TO LEARN MORE

1. Guide to gender-sensitive indicators, Canadian International Development Agency, http://www.3.acdi-cida.gc.ca

2. Gender sensitive indicators: A key tool for gender mainstreaming, http://www.fao.org/sd/2001/pe0602a_en.htm

3. Gender Mainstreaming for Health Managers: a practical approach, WHO, http://www.who.int/gender/documents/en/

4. 'Gender Indicators: What, Why and How?', Bridge, http://www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/gender-and-indicators/gender-and-indicators&langid=1

Session 3 Activity
Gender Equity Change Framework

Step 1: Identify the gender equity issue through data & analysis

For the scenario given to your group, write the issue as a statement of the problem that describes what the issue is, where it is, and who it affects. Include some data from the given scenario that led you to identify the issue.

Example: Issue: *Women are less likely to receive spectacles following an eye exam than men in xyz region. Data: Clinic records show: 85% of men and 52% of women requiring spectacles have specs dispensed.*

Issue Statement	
Supporting data	
Comments	

Step 2: Identifying the causes

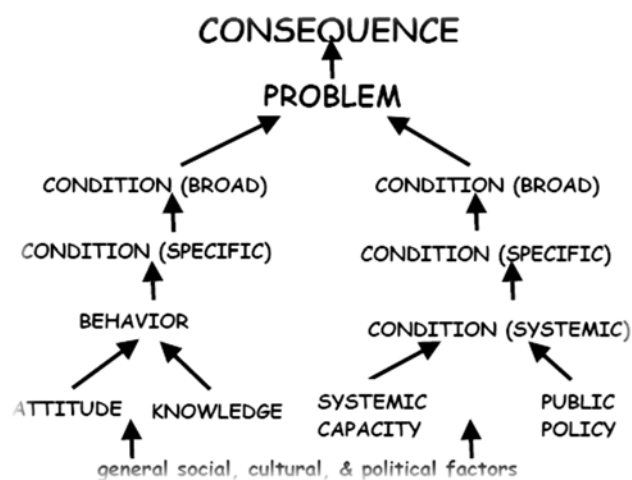For the issue defined in step 1, define and analyse the causes of the issue by completing this table:

Issue: _____

	DEFINE THE CAUSES FOR EACH LEVEL	COMMENTS
INDIVIDUAL *Personal consciousness, attitudes, self-esteem*		
COMMUNITY *Collective cultural attitudes, gender roles, norms, and values*		
STRUCTURAL *Access to and control over resources, power, skills and opportunities*		
INSTITUTIONAL *Laws, policies, and systems*		

Session 3 Activity

Step 3: Organise the causes of the issue in a problem tree

Step 4: Defining success: a vision

Write a vision of what you think success will look like if you are able to address the issue.
A vision for success is a **long-term goal**, aimed at solving an outstanding issue in gender equality.

Example: Spectacles are dispensed equitably to all men and women that require specs

Step 5: Building a pathway to success

Define the change required to address the causes of the issue you identified in step 2.

	CAUSES (FROM STEP 2)	CHANGE REQUIRED	NOTES/COMMENTS
INDIVIDUAL Personal consciousness, attitudes, self-esteem			
COMMUNITY Collective cultural attitudes, gender roles, norms, and values			
STRUCTURAL Access to and control over resources, power, skills and opportunities			
INSTITUTIONAL Laws, policies, and systems			

Stakeholder analysis

    a. List all stakeholders involved in this issue. Consider government, organisations, individuals – professional & public. For each stakeholder, indicate whether these stakeholders have the ability to influence and if you would categorise them as an enabler or resistor.

STAKEHOLDERS	DESCRIBE THEIR LEVEL OF INFLUENCE	ENABLERS	RESISTORS
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

Session 3 Activity

Step 6: Define Intended Outcomes & Activities to support your vision

a. Define 3 gender equity outcomes to achieve your vision

Outcomes are the specific, measurable step towards achieving your goal. They should describe what we want to change, who can make the change, by how much and by when. Outcomes you set need to be "*DUMB*": Doable, Understandable, Measurable and Beneficial. Always include an action verb, describe what you are addressing, specify the target group and the timeframe. Be specific about the gender equity you would like to achieve in your outcome. *Example: 100 girls in xyz province screened for refractive error over 12 months*

Vision (from step 4):_____

Outcome 1:	
Outcome 2:	
Outcome 3:	

b. Define at least 2 activities for each outcomes. Choose activities that are most relevant to addressing the gender inequality issue.

Outcome 1:	Activity 1.1
	Activity 1.2
	Activity 1.3
Outcome 2:	Activity 2.1
	Activity 2.2
	Activity 2.3
Outcome 3:	Activity 3.1
	Activity 3.2
	Activity 3.3

Step 7: Measuring Impact

Outcome 1:	Indicator 1.1
	Indicator 1.2
	Indicator 1.3
Outcome 2:	Indicator 2.1
	Indicator 2.2
	Indicator 2.3
Outcome 3:	Indicator 3.1
	Indicator 3.2
	Indicator 3.3

Reflection: Gender equity & your organisation

Write down 1-2 learnings from the panel that you could use in your workplace:

Gender equity & your organisation

Internal: Organisational culture

QUESTION	DISCUSSION PROMPTS
1.1.1 Do people in senior positions demonstrate commitment to and leading on gender issues?	How is this demonstrated?
1.1.2 Do you believe gender equality/equity fits into the image of our organisation?	If so, why? If not, why not?
1.1.3 Are gender issues taken seriously and discussed openly by men and women in our organisation?	Can you provide an example?
1.1.4 Does our organisation have a gender sensitivity policy or code of conduct in place in terms of unacceptable language, jokes and comments made, images and materials displayed, and action taken around sexual harassment?	How is this demonstrated?
1.1.5 Does our organisation encourage gender sensitive behavior, for example, intolerance of sexist language, jokes or comments?	Can you provide an example of this practice? How is this demonstrated in practice?
1.1.6 Can our organisation do much more than it's currently doing to promote gender equality/equity?	List any suggestion that arises during the consultation/audit process

QUESTION	DISCUSSION PROMPTS
1.2.1 Does our organisation have written policy/policies that affirm a commitment to gender equity?	Is this visible? (This commitment does not necessarily require a specific gender equity policy but could be contained within other policy statements)
1.2.2 Does our organisation have procedures that enact the policy/policies?	How is this commitment demonstrated?
1.2.3 Is gender equity a priority in the organisational strategic plan?	
1.2.4 Is gender taken into account during strategic planning for organisational activities?	If so, how?
1.2.5 Does our organisation consistently draw upon a person or division within the organisation who has expertise in gender?	If so, what tasks do they perform?
1.2.6 Do you feel ownership of the gender policy or priority in the organisational strategic plan?	If so, how did this come about? If not, why is this the case?
1.2.7 Is our organisation committed to the implementation of the gender policy/goal in the strategic plan?	How is this commitment demonstrated?
1.2.8 Do management take responsibility for the development and implementation of the gender policy/goal in the strategic plan?	How is this responsibility demonstrated?

1.3.1 Is there a budget allocation for staff training or other workforce development activity in gender equity?

Have you been provided the opportunity to participate?

Have you participated?

1.3.2 Is there a budget allocation to staff training in promoting access to eye care for women?

Have you been provided the opportunity to participate?

Have you participated?

1.3.3 Is there designated responsibility for promoting gender equity in our organisation?

Is it part of a job function or group ToR?

To what extent does responsibility for the implementation of gender equity initiatives sit with this position/division/group?

QUESTION	DISCUSSION PROMPTS
1.4.1 Is sex-disaggregated data used for workforce/HR planning?	If so, how is this data used?
1.4.2 Is gender awareness present in all job descriptions and/or in job performance criteria?	
1.4.3 Do position descriptions include responsibility for the promotion of gender equity?	
1.4.4 Are recruitment applications assessed with a gender equity approach?	
1.4.5 Is action taken to recruit, mentor and retain a representative number of women on the board of the organisation or as local councilors?	How is this action demonstrated? Is this embedded into policies and procedures?
1.4.6 Are there proactive strategies implemented to recruit or promote women into senior management positions?	Can you provide an example? Are these embedded into policies and procedures?
1.4.7 Are men and women receiving the same career training and development opportunities?	
1.4.8 Are men and women receiving the same access to leadership and management training?	How can do you know this? If not, why do you think this may be the case?
1.4.9 Has there been an increase in the representation of women in senior management positions in the past 1-2 years?	If so, why do you think this is the case? If not, why do you think this is the case?
1.4.10 Does our organisation conduct an annual pay equity analysis?	

External: Project, programs, services

QUESTION	DISCUSSION PROMPTS
2.1.1 Do you consider the views of both male and female community members in your project, program or service design?	If so, how is this demonstrated?
2.1.2 Is sex disaggregated data used for planning projects, programs and services?	Is this process embedded into policy and procedures?
2.1.3 Are gender equity goals and objectives included in program, project or service design?	
2.1.4 Is the gender impact of projects, programs and services monitored and evaluated?	Is this process embedded into policy and procedures?

External: Community Consultation

QUESTION	DISCUSSION PROMPTS
2.2.1 Is participation in community consultations analysed by gender?	
2.2.2 Is feedback from community consultation analysed by gender?	
2.2.3 Is effort made to engage and invite both men and women in community consultations?	If so, what measures are put in place?
2.2.3 Is effort made to ensure women are able to participate in community consultation?	If so, what measures are put in place?

Gender and your organisation summary

Work within your own organisation groups and use the framework to discuss your own organisation & gender equity.

- Highlight areas that you think work well

- Highlight areas that you think require change

Assignment: Creating your plan
Gender Equity Change Framework

Step 1: Identify the gender equity issue through data & analysis

Choose a gender equity issue that you have identified requires addressing in your programs, organisation or the eye health sector in your local context. Write the issue as a statement of the problem that describes what the issue is, where it is, and who it affects. Include some data that supports the issue.

Example: Issue: *Women are less likely to receive spectacles following an eye exam than men in xyz region. Data: Clinic records show: 85% of men and 52% of women requiring spectacles have specs dispensed.*

ISSUE STATEMENT	
SUPPORTING DATA	
COMMENTS	

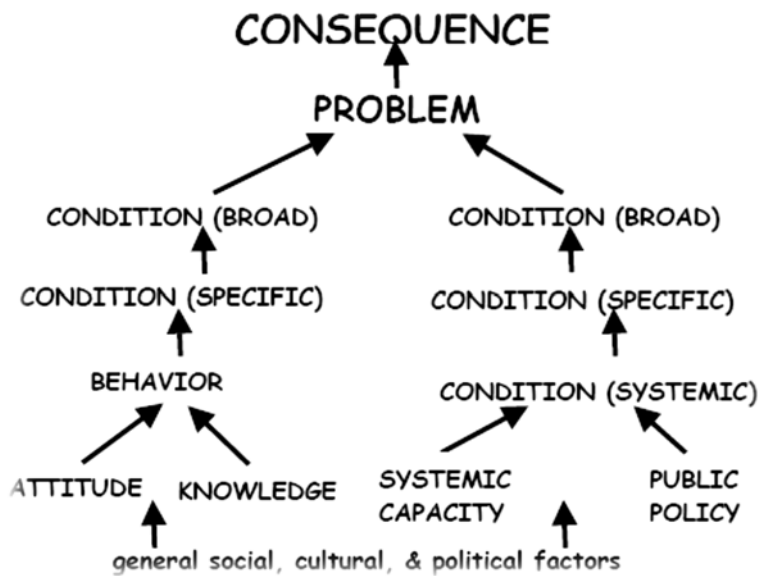## Step 2: Identifying the causes

For the issue defined in step 1, define and analyse the causes of the issue by completing this table:

Issue: _____

	DEFINE THE CAUSES FOR EACH LEVEL	COMMENTS
INDIVIDUAL *Personal consciousness, attitudes, self-esteem*		
COMMUNITY *Collective cultural attitudes, gender roles, norms, and values*		
STRUCTURAL *Access to and control over resources, power, skills and opportunities*		
INSTITUTIONAL *Laws, policies, and systems*		

Step 3: Organise the causes of the issue in a problem tree

Step 4: Defining success: a vision

Write a vision of what you think success will look like if you are able to address the issue.

A vision for success is a **long-term goal**, aimed at solving an outstanding issue in gender equality.

Example: Spectacles are dispensed equitably to all men and women that require specs

Step 5: Building a pathway to success

Define the change required to address the causes of the issue you identified in step 2.

	CAUSES (FROM STEP 2)	CHANGE REQUIRED	NOTES/COMMENTS
INDIVIDUAL Personal consciousness, attitudes, self-esteem			
COMMUNITY Collective cultural attitudes, gender roles, norms, and values			
STRUCTURAL Access to and control over resources, power, skills and opportunities			
INSTITUTIONAL Laws, policies, and systems			

Stakeholder analysis

b. List all stakeholders involved in this issue. Consider government, organisations, individuals – professional & public. For each stakeholder, indicate whether these stakeholders have the ability to influence and if you would categorise them as an enabler or resistor.

STAKEHOLDERS	DESCRIBE THEIR LEVEL OF INFLUENCE	ENABLERS	RESISTORS
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

c. Define 3 gender equity outcomes to achieve your vision

Outcomes are the specific, measurable step towards achieving your goal. They should describe what we want to change, who can make the change, by how much and by when. Outcomes you set need to be "*DUMB*": Doable, Understandable, Measurable and Beneficial. Always include an action verb, describe what you are addressing, specify the target group and the timeframe. Be specific about the gender equity you would like to achieve in your outcome. *Example: 100 girls in xyz province screened for refractive error over 12 months*

Vision (from step 4):_____

Outcome 1:	
Outcome 2:	
Outcome 3:	

d. Define at least 2 activities for each outcomes. Choose activities that are most relevant to addressing the gender inequality issue.

Outcome 1:	Activity 1.1
	Activity 1.2
	Activity 1.3
Outcome 2:	Activity 2.1
	Activity 2.2
	Activity 2.3
Outcome 3:	Activity 3.1
	Activity 3.2
	Activity 3.3

Outcome 1:	Indicator 1.1
	Indicator 1.2
	Indicator 1.3
Outcome 2:	Indicator 2.1
	Indicator 2.2
	Indicator 2.3
Outcome 3:	Indicator 3.1
	Indicator 3.2
	Indicator 3.3

Reflection & your learning journal

Before you start the course, we would like to explain a little about reflective practice and keeping a learning journal.

This course requires that you engage in reflective writing. We have included this activity because reflection has been demonstrated to be a useful tool to support professional learning.

Reflection is useful to consider why an activity or program went well or why it didn't go so well, and to think about how and why you might do things differently next time. Reflection is a useful way of harnessing the lessons of experience and keeping a Learning Journal is an important part of helping to deepen your thinking about your work, and your learning in this course.

What is reflection?

So what is reflection? Reflection is a form of mental processing. It is the process of examining your experience in a deep and disciplined way, so that you can draw lessons for future action.

In teaching, and as a learner in this course, you will invariably experience incidents that give you cause to reflect on the effectiveness or impact of a range of elements - both good and not so good.

Reflection works best as a support for learning when it is personal and specific. It is acceptable to write in the first person when writing reflectively, for example, you may write, "I was surprised that keeping a learning journal allowed me to stop and really think about what I feel about this topic."

Often the process of writing these things down brings aspects or relationships to light that you might not have been aware of. This may then be the starting point for further investigation.

A reflective approach to teaching and learning usually leads to forming plans for changing your practice to take account of your new understanding and insights.

Not all reflection needs to be written, but writing may help you to identify key issues, and it leaves a record of the event, so that you can return to it later.

When you come to evaluate and review your learning in this course, you can look back over these reflective descriptions. If you did not record them at the time you can do so later, but some of the crucial detail may then have faded from your memory.

What is a learning journal?

So what is a learning journal? A learning journal is more than a logbook that records what you have done. It is about reflecting on a situation/experience and the outcome (for example, what happened). Here are some tips and ideas about Learning Journals.

A significant incident for reflection in this course may be a discussion with a course participant or a course facilitator that reveals something about how that person perceives aspects of gender equity and eye health. It may be something you read; it could be that colleagues give you feedback on a discussion or activity they found particularly useful, or particularly problematic.

When such a 'light bulb' incident occurs, it is a good idea to take a little time to describe the incident in detail, noting in your Journal, for example:

- What happened
- What the circumstances were
- Why you thought it was important
- Your initial reactions (that is your feelings)
- The reactions of others (if appropriate), and also think about
- What you think the implications are.

What you select to reflect on tells you about your learning and yourself. Reflection also helps to recognise the significance of your learning.

Reflective writing encourages you to reveal your personal thoughts about your life experiences in relation to the content you are learning in this course.

What most interested or perhaps even surprised you from today's sessions?

What do you want to know more about?

How will you change your practice after today's sessions?

What is still unclear?

How can we make it better for next time?

Mapping potential gender equity partners

In this activity, we will map potential gender equity partners in Pakistan:

Advocating for your intervention

Advocacy may be required within or external to the sector or both.
Brainstorm:

- Is there a barrier when dealing with stakeholders within the sector?

- Is there a barrier when dealing with stakeholders beyond the sector?

- What is the message needed to overcome the barrier?

- Who should hear it?

- How should it be delivered?

- What impact do you want to see?

Why gender?

- Nearly 2/3 of people who are blind are women and girls.

- At all ages, and in every region of the world, females have a higher risk of being visually impaired than males.

- In some communities, the stigma associated with spectacle use is more apparent for girls and women.

- Women and girls access eye care services less than men and boys.

- These disparities place women and girls in a situation of particular vulnerability, lacking access to the treatment and services which could prevent and restore vision loss.

Partnerships reflections

- Identify one or more current partners you think you should begin the conversation with.

- Describe why you have selected this partner

- What you would like to cover?

- How would you approach them?

- Do you have any reflections you have on your learning about partners and gender equity?

What most interested or perhaps even surprised you from today's sessions?

What do you want to know more about?

How will you change your practice after today's sessions?

What is still unclear?

How can we make it better for next time?

What most interested or perhaps even surprised you from apply learning from the course to your workplace?

What do you want to know more about?

How have you changed your work after the course?

How will you change your work further?

What is still unclear?

Where can you find answers or speak to someone about what is unclear?

What most interested or perhaps even surprised you from apply learning from the course to your workplace?

What do you want to know more about?

How have you changed your work after the course?

How will you change your work further?

What is still unclear?

Where can you find answers or speak to someone about what is unclear?

www.brienholdenvision.org
academy.brienholdenvision.org
academy@brienholdenvision.org