

ANNEX B: GENDER ANALYSIS TOOLS BY SECTOR

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Agricultural Production and Improved Cultivation Practices

EXTENSION/FARMER FIELD SCHOOLS

GENDER ANALYSIS QUESTIONS

- When and where are the farmer field schools conducted? How long do they last? How does this affect participation?
- What are the criteria for participation? What literacy level is required? Is land ownership or title required? Does each producer association send representatives? Who are they and how are they selected?
- What is the male/female breakdown of current participants in field schools?
- What is the sex disaggregation of farmers reached with extension services? What is the sex disaggregation of extension agents themselves? What are extension agents or field school trainers beliefs about male and female farmers?

POTENTIAL GENDER-BASED CONSTRAINTS¹

- Farmer field schools may be easier for men to attend because women's childcare and household responsibilities make it difficult for them to attend trainings that begin early in the day, require travel, and last a long time.
- Farmer-to-Farmer programs may be more accessible for men because more men are trained and they are more likely to reach out to their peers.
- Men may have had more education and are therefore more literate. Some training programs require a certain level of literacy which excludes less educated women.
- Men may feel more confident speaking in a meeting.
- Where only a few representatives of a producer association are invited, men may get priority.
- Producer association membership may be biased towards men, if the rules state that land ownership is a requirement or that only one member per family may join.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use PACA activities like the daily activities schedule, seasonal calendar, or community mapping to promote discussion with community members on women and men's respective work responsibilities and access to resources. Use these to facilitate discussion about how men and women can work together to improve their household food security and income.
- Organize trainings and farmer field schools after consulting with women and men on the best times and places. Experience has shown that women will frequently access training more if it is closer to their home and organized in a way that allows them to maintain their household responsibilities

¹ Depends upon results of gender analysis, will vary by location.

- Consider how to make the information accessible to low-literacy audiences
- Ensure the criteria for participation in the schools is not prohibitive (e.g., a certain education level, land ownership, etc.). Reach out and invite women or men who have not traditionally had access to training because they rent land or are not seen as the primary farmer in the house.
- Ask or require the cooperatives or communities you are working with to send a certain number of women participants.
- Recruit female trainers, extension agents, Master Farmers, or farmer demonstrators so that women feel more comfortable participating
- Work with producer associations to examine rules that may exclude women such as one member per household. Support women who want to organize their own association

STAPLE CROPS AND GARDENING

GENDER ANALYSIS QUESTIONS

- How are the responsibilities divided between men and women for staple food production?
- Are there crops considered “men’s crops” or “women’s crops”? Do women grow cash crops?
- Who does what part of the labor and why?
- Are the crops consumed by the household, sold for income, or some of both? Who decides this? If they are sold at the market, who does the marketing? Who controls the income earned?
- Do men or women or both cultivate staple crops? Who owns the land on which it is done, who does most of the labor, and who decides what is consumed and what is sold?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some places, staple crops and household gardens are women’s responsibilities but they lack access to extension, inputs, seeds, or other resources. In other locations, men are solely responsible for growing and selling key crops such as corn; and they alone determine how much to consume, store, or sell and how to use the income.
- In some places, there are “men’s crops” and “women’s crops” which will affect who will participate in a new program. Women may be less likely to participate in a program or grow a crop that may be more profitable because it is perceived as a men’s crop and they fear they will lose control over the land or income related to that product.
- When men control what is consumed or sold in the market and control the use of the income, they are less likely to invest in the household’s nutrition than women.
- There is a risk that when women expand their production and income from a traditional crop, it will be taken over by men.
- Men and women may have differentiated labor roles and therefore may need different kinds of training or support.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Consider gender in crop or market selection: When selecting value chains or crops to promote, consider the gender impact—as in, who currently produces, markets, and sells the crop and the impact your project will have on it. If it is dominated by men currently, will all benefits go to men? If it is dominated by women, will they lose control as it becomes profitable? Plan for activities to mitigate these circumstances, such as trainings and communications messaging around joint farming, sharing of decision making and profits, etc.
- Use PACA activities such as community mapping, seasonal calendar, or daily activities schedule to map out resources and resource allocation, and where men and women spend their time to promote discussion about how to have agriculture that is beneficial to everyone in the community.
- Understand the best ways to reach women farmers and organize trainings, extension or other activities that will support their access to improved inputs, information, and resources.
- Work with male and female household members together, promoting the idea of a farm as a joint family business whose benefits will improve the health and well-being of the entire family. Help men see their wives, female family members, and youth as business partners who contribute to decisions.

SOIL AND WATER CONSERVATION

GENDER ANALYSIS QUESTIONS

- Who makes decisions about land use? Who can adapt new techniques?
- Do women or men have more flexibility to attend trainings? To reach female as well as male farmers, does the content need to be shared in other ways such as through women's groups or in homes?
- What sex-disaggregated data do you have on male/female use of conservation techniques?
- Who makes decisions about water access and use? Who does most of the labor?

POTENTIAL GENDER-BASED CONSTRAINTS

- Women may be interested in learning the new techniques but not feel they have the authority to implement them.
- Women may have a harder time attending training events due to time or mobility constraints.
- Women may do most of the labor related to accessing water but may not have the authority to pay for a different service or change the system.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- In informing community members about new conservation techniques, try to reach all household members. Promote joint household decision making which empowers all members of the household, including youth, to feel a part of the decision to adapt new techniques.
- Organize trainings at times and places that are convenient for women and ensure the materials are accessible to low-literacy audiences.
- Use PACA activities such as mapping to determine where fields, water, etc., are located, and who is working at those sites, paying particular attention to who is using vulnerable areas like slopes. Use this information to promote discussion with all stakeholders in the community so that they can plan water and other resource access that is inclusive of everyone's needs.
- Work with both men and women, and use the trainings as opportunities to promote women's increased participation and sharing of decision making over land or resources.

Productivity

AGROFORESTRY

GENDER ANALYSIS QUESTIONS

- For forests adjacent to communities, who harvests timber and non-timber products? Who sells them or uses them for consumption?
- Are there community bodies with forest management responsibilities? What is the male/female breakdown in membership? Are women's voices represented in decision making?

POTENTIAL GENDER-BASED CONSTRAINTS

- Depletion of forest resources may disproportionately affect women as they gather fuel wood. It may increase their labor if they have to go farther for it, and conservation efforts may hurt women if the efforts keep women from using the forests.²
- Women may be the traditional practitioners of harvesting forest products but are left out of decision making at the policy and even community level.³
- Women's concerns in forestry management are traditionally neglected even in participatory processes because women's groups have less capacity and power.⁴
- The poor and particularly women tend to rely on non-wood forest products during lean seasons and as a supplement to food and income.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use PACA activities such as mapping, daily activities schedule, or others to analyze the roles and responsibilities of men and women related to forest use and management, and to foster dialogue on actions that will increase equitable access and control of those resources.
- Women's self-help groups can facilitate better access to and management of resources. Build the capacity of existing groups or help form them. Provide demand-driven training that meets their needs in a variety of areas which may include management, financial literacy, leadership, economic development, etc.
- In designing tree planting interventions, ensure both women and men receive access to any training and discuss with communities and families where trees will be planted and who will have responsibility for them. Encourage discussion of resource use and sharing.
- In planning for community forestry interventions, involve women's groups or ensure that community groups have adequate female representation and a voice in decisions.

2 The International Bank for Reconstruction and Development/The World Bank. 2009. Gender in Agriculture Sourcebook. The World Bank: Washington, D.C. <http://www.ifad.org/gender/pub/sourcebook/gal.pdf>. p. 644

3 *ibid* p.645

4 *ibid* p. 650

SMALL ANIMAL HUSBANDRY

GENDER ANALYSIS QUESTIONS

- What are the culturally defined gender roles for small animal husbandry? Who does all the various tasks associated with the care of the animals?
- Are some animals/fish/bees seen as men's or women's responsibility?
- Who sells the meat/fish/honey? How does that affect who makes decisions about use of the product or proceeds?
- Are animal products, particularly those that add nutritional value such as meat or milk, consumed at the household level and by whom?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some countries, certain kinds of animal husbandry are seen as the domain of men or women. Men may be the ones to sell the animals and/or keep the proceeds. Or the meat/fish is seen as only appropriate work for men. In some cases, if the animal/fish is seen as a women's responsibility, men may not be interested in participating.
- Women may do much of the work in animal care so expanding a husbandry program may increase their workload.
- Where men sell or control the income from animal products, the household may not benefit from the potential nutritional value of the animal products

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- It is important to understand gender dynamics before promoting animal husbandry. Ensure that the project will not lead to male takeover of a female activity or that men will not control all the benefits. PACA activities such as mapping or daily activities may help foster discussion about who has access to resources now, and in a new project who will have access to the resource, who will make the decisions, and who will ultimately benefit from the product.
- In the PACA discussions, be sure to consider all the ramifications of adding animals into the local food system. For example, if the animals need grass, who is using grass or other feed resources now? Will someone else lose access to a resource?
- Promote animal husbandry, fish farming or beekeeping as a family activity with shared decision making.
- In all kinds of projects, discuss the impact of the activity on household nutrition. For products that could increase the nutrition of household members, encourage consumption. Where additional income will be earned, discuss with men and women ways that the income can be used to maximum advantage for the family. Educate all household members, including fathers, grandmothers and others about the benefits of consuming animal products.

Markets

For Business Development Services and Income Generation, see CED below

POST-HARVEST MANAGEMENT

GENDER ANALYSIS QUESTIONS

- Who is responsible for post-harvest management? Who decides what and how much is sold? What and how much is eaten? Who controls where and how it is stored and used? What is processed for value-added products?
- If crops are stored, who decides when to sell and who keeps that income? Do women lose control over any food or income as a result?
- To sell products higher up the value chain, what kind of access is needed and are there gender-based constraints? Can women participate in the different segments of the value chain? Why or why not? Can they travel to negotiate sales in urban or other markets? Can they interact with male buyers? Are there constraints that men face, like stigma around selling in the local market?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some cases, after a harvest, women have access to food for consumption or small-level sales. If most of the food is stored for resale, the men may control the resale and then the income.
- Women may want to engage in some value-added activities such as drying fruit and vegetables or processing rice but they may lack the support of male family members.
- Other value-added activities such as higher profit margin processing may be seen as the domain of men only.
- Men may control segments or transactions along the value chain that effectively lock women out. For example, to sell certain quantities of a product up the value chain, one may need to deal with a wholesaler who is used to dealing with men only.
- Men may face constraints selling in local markets which are seen as the domain of women.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Work with households to help them do joint planning for use of food that will be stored and resold. Help them map out household food needs and use of income to promote joint decision making.
- Use PACA activities such as mapping and a seasonal calendar to determine the best place to store harvest for all stakeholders.
- Explore and promote value-added activities like tomato canning that women can take on to increase their income. Involve men or other stakeholders in the planning so that they are supportive.
- Provide training to women that helps them work along all levels of the value chain. Identify women who may already be engaging in these activities to help demonstrate their own strategies and to be mentors and role models.
- Organize community events and discussions that facilitate conversation and questioning of rigid gender norms that keep women or men from participating in certain activities.

Resilience and Stability

For Water, Sanitation and Hygiene (WASH), see Health below

NUTRITION FOR HEALTH FAMILIES

GENDER ANALYSIS QUESTIONS

- Who in the family is in charge of household feeding practices? Who makes decisions about food consumption? What is purchased or produced, what is prepared, who consumes, and what foods are reserved for what members of the family?
- Who influences these household feeding practices (for example: do grandmothers advise parents on when and how to terminate exclusive breastfeeding and begin complementary feeding for babies)?
- What gender-related cultural norms affect household nutrition? What are mealtimes like in terms of distribution of food/high nutritional value foods? Who eats first, last? Who eats the most? Who can consume meat? Are certain foods taboo for certain family members?
- Who undertakes the kind of household or subsistence gardening that can increase access to nutritious food? Who controls the land or the resources for this?

POTENTIAL GENDER-BASED CONSTRAINTS

- Women are frequently in charge of food purchases and preparation and for growing some subsistence products. Thus, they influence the nutrition of everyone in the household. However, there are often other decision makers or influencers such as men who determine how much protein or other cash products are purchased, or grandmothers who influence child feeding practices.
- Gender-related cultural norms may also influence feeding practices, such as taboos on women eating certain kinds of animal protein or beliefs that men and male children should eat before females.
- When men expand cash or other crop production, women may lose access to land or resources for subsistence production.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Ensure women are reached with nutrition information in a format that is clear and understandable. In developing behavior change programs, consider women's specific beliefs, practices, and influencers in terms of feeding their families.
- Use PACA activities to promote discussion with all different members of the community on who produces what foods and where they are sold or consumed.
- Based on context-specific information, work with all household members—including fathers and grandmothers or any other influencers in the community—to improve understanding of the Essential Nutrition Actions. Foster a sense of shared ownership of the family's nutrition by all household members.
- Promote women's empowerment through increased income, access to extension services, education, or employment because any gains in women's decision making or empowerment will improve household nutrition as they disproportionately spend on health/nutrition relative to men.
- Support women to increase their production of nutrient-dense foods, particularly local varieties. Horticulture crops have potential to improve year-round nutrition and increase women's income.

- Support household/family production of animal-source foods such as fish and livestock. Avoid nutrition education for youth that is “one size fits all”—for example, ensure that adolescent female nutrition education accounts for their unique and heightened dietary requirements.

DIMENSIONS OF FOOD SECURITY

GENDER ANALYSIS QUESTIONS

- Are both women and men being consulted in the process of identifying current challenges and potential future shocks?
- How will climate or other shocks affect women and men differently?
- If there are planning activities for mitigating the effects of climate change, are all parties included?

POTENTIAL GENDER-BASED CONSTRAINTS

- Men are typically more vocal members of the community and their own challenges and concerns may come through stronger than those of women in the community.
- Women may be more vulnerable to climate shocks if they affect their ability to access water, grow food, or meet other needs. They also have less ability to seek work elsewhere to meet their needs. As resources are impacted by climate change, women are more vulnerable and/or less likely to benefit.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use participatory tools such as PACA to have single-sex and mixed-sex groups discuss food security issues and potential shocks through a gender lens and facilitate dialogue within the community on the different needs that emerge and how to address them.
- Use community dialogue to highlight the needs of women or other marginalized populations in the community, and to promote their engagement in community decision making.

Resources:

Promoting Gender Equitable Opportunities in Agricultural Value Chains, the Handbook: Detailed manual that goes through all aspects of agricultural value chain programming with concrete ideas and steps to follow to be sure gender considerations are integrated throughout value chain analysis and in program development.

Promoting Gender Equitable Opportunities: Why It Matters For Agricultural Value Chains: Short summary of the gender issues in agricultural value chains.

Gender Aware Approaches in Agricultural Programmes – Zambia Country Report: A special study of the Agricultural Support Programme (ASP): Report from a project that successfully integrated gender and agriculture, including promoting the idea that all family members- including women and youth- can share in agricultural decision making at the household level.

World Bank Gender in Agriculture Sourcebook: Detailed source book with chapters on nearly every subject in agricultural development including the gender issues to consider, possible solutions and case studies from countries around the world.

Gender Analysis, Assessment and Audit Manual & Toolkit: ACDI/VOCA created this manual in four parts. The first three describe the three phases of gender analysis studies, assessments, and audits: 1) preparing for gender studies; 2) conducting fieldwork; 3) analyzing, validating, and reporting data in a way that translates gender study findings into action. The fourth section is a series of annexes with a number of user-friendly gender study tools.

Topic Guide: Women's empowerment in a changing agricultural and rural context: The aim of this Topic Guide is to provide readers with a better understanding of the elusive concept of 'empowerment' in agricultural and rural contexts. The Guide summarises and signposts readers to current debates and thinking around women's empowerment, whilst being conscious that supporting empowerment has no definitive response. There are many ways to support or enable empowerment. The Guide has been purposively structured in five sections to aid understanding around 5 broad themes, each of which can be read as a stand-alone piece.



TEFL and Math/Science

TEACHING AND LEARNING ENGLISH AND MATH/SCIENCE

GENDER ANALYSIS QUESTIONS

- What is the male/female breakdown of students?
- What are the beliefs about girls' and boys' relative ability and interest in school in general? In particular, subjects like English, math, and science? Are some subjects considered girls' or boys' subjects?
- Do teachers have attitudes or perceptions about girls' and boys' interest and aptitude in school or in particular subjects? Do they treat male and female students differently?
- What is the male/female breakdown of teachers? How does that affect their teaching practices? How does that affect students' performance?
- Do textbooks and resources show a balance of girls and boys or men and women? How are women, men, girls, and boys portrayed?
- In your observations of other teachers, do they call on girls or boys, do they praise girls or boys, and do they guide boys and girls?

POTENTIAL GENDER-BASED CONSTRAINTS

- Gender attitudes about who can do math or science or other subjects may affect girls' ability to succeed in class. They may have less confidence in their abilities and see science-related classes and jobs as reserved for boys.
- Teachers may also have underlying assumptions that boys will do better and so favor them in class.
- Boys may be constrained by harmful gender norms as well, such as pressure to drop out of school and pursue work immediately.
- Teachers may be constrained by gender norms that limit their ability to teach well, lead, or be promoted.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Display respectful, gender-sensitive class norms (rules that students or teachers create themselves).
- Challenge girls to participate in all subjects, including math and science. Encourage boys to explore all subjects as well, not just those traditionally associated with boys.
- Balance cooperative and competitive activities; engage girls and boys equally.
- Use or develop resources that show a wide array of women and men doing different activities, including non-traditional ones.
- Work with teachers to promote gender-equitable classrooms.
- Use PACA activities such as classroom mapping to demonstrate how and when boys and girls participate.
- Look for female and male role models who can motivate and inspire girls and boys in the classroom.

COMMUNITY ENGAGEMENT IN ENGLISH, MATH/SCIENCE, AND LITERACY

GENDER ANALYSIS QUESTIONS

- What are the gender norms in the community that promote or constrain girls' and boys' participation and success in school? If many girls or boys are not enrolled in school, is it because of certain common practices in that culture or community? For example, does the community expect boys to drop out of school and work after a certain age? Do they believe families should not invest in girls' secondary education? Do girls have household chores that make keeping up in school difficult?
- Are there role models in the community of educated women and men that students can look to, either as role models or potential mentors or tutors? Are females in leadership positions (head teacher, etc.)?
- Are there gender-related constraints to the school facilities that could be addressed by the community, such as latrines and hygienic facilities? Do girls have a safe route to school free of harassment or violence?

POTENTIAL GENDER-BASED CONSTRAINTS

- Families may have certain cultural beliefs or experience pressure from the community not to let girls attend school, or not to let them participate in extracurricular activities. In some places, boys face these constraints as they are expected to work from a young age.
- Girls may have household chores which affect their ability to do their schoolwork and succeed in school.
- In many communities, there are few examples of educated women for girl students to look to and learn from.
- If the school does not have proper bathrooms, it may be hard for girls to feel comfortable attending school.
- It may be difficult for girls to find a safe route to school, especially if the distance is far. Girl may experience harassment or violence when going to and from school.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Organize community-level dialogues in consultation with counterparts, local organizations, or local leaders that promote the value of education for girls and boys. Encourage parents to discuss their challenges and to work with the community to address them. For example, through PACA exercises, the community could help make routes to school safer for girls or discourage child marriage that takes girls out of school at a young age.
- Communities may also be able to contribute to improvements to school facilities such as constructing simple latrines.
- Identify role models and mentors in the community who can speak to girls and boys about their education and can provide support, encouragement, and possibly after-school classes, sports, and tutoring.

Childhood Literacy

Community engagement in Literacy and all classroom-related questions and strategies covered in the TEFL/Math/Science section above.

TEACHING AND PROMOTING LITERACY AND LITERACY PROFICIENCY

GENDER ANALYSIS QUESTIONS

- For the literacy materials used in the school or program, how does the content portray men, women, boys, and girls? What activities or employment are they doing? Who is represented more?
- Do the materials reinforce traditional gender norms, like having women care for children and men work in offices?
- Does the language used in literacy material perpetuate gender biases, such as men described as ambitious and women as aggressive or engaged only in domestic activities?

POTENTIAL GENDER-BASED CONSTRAINTS

- In many classroom or other teaching materials, text and pictures depict men and women in their stereotypical roles with men shown working and having authority while women are shown in traditional caregiver roles or in subordinate work positions such as secretaries. These images and text reinforce norms, and continue to socialize children to these cultural norms and expectations. This has a negative effect on girls' self-esteem and ambition and can perpetuate harmful norms for boys as well, reinforcing their dominant role.⁵

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use PACA activities such as focus groups or gender information framework to analyze textbooks and promote discussion with all stakeholders in the room.
- In developing or choosing literacy materials to use, consider how male and female characters are shown. Show a variety of occupations, roles in and out of the home and positions of authority for both women and men.
- Consider the cultural context and determine if there are gender constraints keeping girls and boys back, that could be addressed positively through text and images used in the classroom. For examples, show boys speaking respectfully to girls, girls achieving in school, or boys taking on household chores.
- Ensure the materials have a good number of named female characters who have positive empowering actions and roles, such as positions of leadership. Ensure that men are depicted in positive roles such as carrying children, cleaning the house, etc.

⁵ <http://unesco.org.pk/education/documents/publications/Guidelines%20for%20Mainstreaming%20Gender%20in%20Literacy%20Materials.pdf>

Resources:

Peace Corps Gender empowerment training session. The Peace Corps' Education sector training session that helps participants learn fair and inclusive teaching practices. Activities include the analysis of teacher-student interactions in the classroom, and the practice of equitable teaching techniques.

Student Friendly Schools training package. The Peace Corps' training package that is designed to help education Volunteers work with the schools, teachers, and other counterparts to understand gender-based violence in their schools or behaviors that take away from the learning environment such as bullying, corporal punishment, or harassment, to identify root causes and develop positive student-centered strategies to address them.

UNESCO: Mainstreaming Gender in Literacy Materials. Resource with information and ideas on how to use literacy materials to promote positive gender norms and equality.

UNESCO: Gender Sensitivity, A Training Manual (2004): A manual directed at education professionals to help them address gender concerns. Sections include educating women and girls and changing the roles of women.



Environmental Education and Awareness

YOUTH ENVIRONMENTAL EDUCATION

GENDER ANALYSIS QUESTIONS

- Who currently teaches and who participates in environmental education programs (male/female breakdown)? Are there any cultural preferences for boys or girls to engage in gardening, recycling, or other related activities?
- Do the teachers who lead environmental programs have an awareness of gender-sensitive teaching practices? Do they show preferences for boys?
- Are after-school activities and clubs equally available to boys and girls? Are girls allowed to participate? If not, what are the barriers?

POTENTIAL GENDER-BASED CONSTRAINTS

- Teachers may see environmental education as a boys' subject related to science, and therefore they may favor and/or encourage boys in their classrooms.
- Teachers and community members may reinforce traditional gender norms by having girls do traditional labor like cleaning schools or facilities or collecting trash.
- Teachers and youth workers often pay more attention to the more vocal, aggressive, and conspicuous kids, who frequently are boys. They often tend to neglect quiet, shy kids, who, in many cultures, frequently are girls.
- Much Peace Corps work with environmental education takes place in clubs, camps, and other nonformal situations. Such opportunities are not always equally available to both boys and girls. Girls, for example, may have so many household responsibilities that they are not free to attend clubs and camps.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use the Gender Equitable training package and materials to help environmental education teachers create more gender-equitable classrooms.
- Use PACA activities such as a graph to depict how many times girls and boys participate and promote discussion and find solutions.
- Train teachers to make extra efforts in engaging quiet, inconspicuous kids and inviting outspoken students to engage in active listening more in group settings. This is referred to as the Step Up/Step Back technique and should be introduced in the beginning Forming stage of group dynamics as an expectation and regularly enforced.
- Make every effort to accommodate camp and club calendars to the schedules of both boys and girls.

COMMUNITY ENGAGEMENT IN ENVIRONMENTAL ISSUES

GENDER ANALYSIS QUESTIONS

- In the community, do men or women take more responsibility for the kinds of environmental activities your project is promoting (tree planting, recycling, waste management, etc.)?
- Are there cultural norms that challenge participation in these events, such as women can't make decisions about land use or men see certain tasks as women's domain only?

POTENTIAL GENDER-BASED CONSTRAINTS

- In dealing with community-based environmental management, men may dominate decision making and the community committees or bodies that do it.
- Some tasks such as waste management may be associated with women exclusively and therefore projects in these areas may increase their workload.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Engage in a community dialogue with local partners on what men and women currently do and can do on environmental projects. Use PACA tools such as community mapping or seasonal calendars to create a dialogue around what environmental resources are used and by whom, and how can this can be improved for full community benefit. Ensure that all relevant stakeholders have their priorities and needs considered when developing natural resource management programs.
- Use daily activities activity to look at workloads and evaluate how a project will affect women and men differently.

Natural Resource Planning and Management

Soil and Water Conservation, Agroforestry, and Gardens found under Agriculture

PROTECTED AREAS MANAGEMENT

GENDER ANALYSIS QUESTIONS

- Who (male/female) uses protected areas and for what purpose?
- Who does commercial activities and who does subsistence activities?
- Where there are tree crops in protected areas, who benefits? Men or women?
- Who engages in tourism and who benefits?
- Who decides who can access the protected area?
- Who participates in and who makes decisions about protected area management?

POTENTIAL GENDER-BASED CONSTRAINTS

- Men tend to use natural resources for more commercial purposes, while women use them more for subsistence. These two activities have different environmental impacts, which can be complementary or can be in conflict.
- Community groups that manage protected areas may be dominated by men, or men may be the primary decision makers.

- Eco-tourism may favor men who have more education, or may place additional work burden on women for community or household work. It may also increase the income that is controlled by male household members.
- If new areas get protected status, men may lose access to income-generating opportunities they once had and women may lose access to tree crops, firewood or other resources.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Include women or consult women's groups in planning for natural resource management.
- Train female park rangers and ensure they have eco-tourism opportunities.
- In working with community groups—whether it is for tree planting or protected areas management or water management—ensure both women and men are represented, not just on the committee but in the leadership, and that their voice is heard.
- Use PACA tools such as a seasonal calendar and community mapping to have women and men discuss how they use the natural resources and how they can work together to better manage them.

TREE PLANTING AND NURSERIES

GENDER ANALYSIS QUESTIONS

- Who operates tree nurseries in the area?
- Who buys trees and for what purpose?
- If farms include tree crops or shade trees, who cares for them?
- What are trees used for in addition to timber resources, and what do people need?

POTENTIAL GENDER-BASED CONSTRAINTS

- Men may be the decision makers on tree purchases but women may be in charge of caring for them.
- There may be gendered differences in who cares for trees that produce cash products such as tree nuts or coffee or cocoa which are usually managed by men, and trees with locally consumed fruit or trees for shade which may be managed by women.
- Women may resist using their land to plant trees that men may take over and profit from.
- Women are likely to be the prime gatherers and users of fuelwood and of medicines, fruits, fibers, nutritional leaves as food supplements, and other products obtained from native trees and forests.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Understand different people's motivation for planting trees and ensure the project is taking them into consideration. Ensure training and support is going to the women or men who will be responsible for tree maintenance.
- Work with families and community groups to promote the idea that both men and women and entire families can benefit from tree planting. Use PACA activities that promote the idea of shared decision making regarding tree planting and use of any income from tree crops.
- Ensure that the needs of both men and women are taken into account when deciding what trees to plant and how forests should be managed.

SOLID WASTE MANAGEMENT/RECYCLING

GENDER ANALYSIS QUESTIONS

- Who in the community is responsible for keeping common areas clean and free of trash? Is it a paid job or an unpaid community responsibility?
- How do households handle their solid wastes, and what are the health and environmental consequences of their methods? Who in households are most affected by such waste-associated phenomena as smoke from burning trash; flies, rats, and stray dogs; sharp and dangerous objects such as rusted metal and broken glass, and breeding mosquitoes? Who is responsible for caring for household chickens and other small animals that can be fed with organic waste?
- What potential income-generating opportunities are possible with solid waste (“trash-to-cash”), e.g. handicrafts made with discarded paper, plastic bags, recycled bottles, etc.?
- Who engages in and benefits from use and recycling of solid waste?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some cases, waste collection is an unpaid community responsibility undertaken by women. This may take a lot of their time. In others, it is a paid position and may be done by men or women.
- Because they often spend more time in the home, women may be more exposed to the hazards and general unpleasantness of household waste.
- Women frequently collect waste products that can be recycled or remade into new products, and create upcycled items.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- In planning solid waste management activities, do not build in the assumption of women’s unpaid labor. Use PACA activities to work with men and women in the community to design a strategy that is fair in terms of time and remuneration.
- In working with women’s groups that take on solid waste management activities, there is an opportunity to use it to enhance their management and leaderships skills and to use their role in waste management as an opportunity to elevate their public role and engage with local leaders on civic issues.
- Recycling or upcycling are opportunities for women’s income generation.
- Consider the health impact when developing household solid waste management methods.
- Consider how organic waste can be used to help raise small animals.

IMPROVED COOKSTOVES

GENDER ANALYSIS QUESTIONS

- Who in the household decides what cookstove to use and why? Who allocates the resources for purchasing the stove or the materials? How is the decision made?
- If you need to train household members on the stove, when and where are they most likely to be available? What are the biggest demands on their time or mobility that may prevent their participation?
- Who are the influencers in the community that people listen to? Community leaders? Women’s groups? How is it different for men and women?

- Who gathers fuelwood, and what burden does this activity place on the gatherers (time spent away from home and children, distance traveled, risks of assault while away from the village, physical demands, inability to take advantage of household income-generating activities, etc.)?
- Who is most exposed to indoor smoke generated by poor cookstoves or open fires?

POTENTIAL GENDER-BASED CONSTRAINTS

- Women usually do most of the cooking and so are the main users of cookstoves but men may control the decision to purchase the stove or the materials. Girls are usually tasked with fetching firewood and may not be considered in making a decision to purchase a cookstove.
- It may be hard for women to attend training or learn a new cooking technique due to time constraints like the triple burden of caring for the household, engaging in economic activities, and contributing to community development. They also may face mobility constraints such as not being able to safely travel far from home or may need the approval of a male family member to do so.
- Women or men may not trust outsiders who come to sell a new product.
- Women are the ones who typically use cookstoves and have their own preferred foods and techniques in preparing them.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- In introducing the idea of new cookstoves, engage with both women and men about the benefits to the health, economic, and environmental benefits for the entire family. Use PACA to do a daily activities chart to demonstrate cost benefit and time.
- Organize training or promotional events at times and locations that are convenient for women. Consider working with a local counterpart to visit people's houses to discuss.
- Use women's groups and other trusted local community resources to distribute/market/inform people about them.
- Engage local women in stove design and testing so that feedback from users in that context is part of the process

Resources:

World Bank Gender in Agriculture Sourcebook: Gender and Natural Resources Management, Module 10:

Addresses the gender-specific relationships to natural resources use and management and highlights the linkages between natural resources, cultural values, and local knowledge.

Gender and Environment: A Guide to the Integration of Gender Aspects in the OSCE's Environmental Projects:

The guide is divided into two parts. The first part provides a checklist for the integration of a gender perspective into the different components of the Organization for Security and Cooperation in Europe (OSCE) project cycle, namely: project identification, development, implementation and monitoring and evaluation. The second part of the guide provides information on how gender issues are related to different environmental thematic areas including water, energy, land management, chemicals management, climate change, waste management, and local environmental governance.

Gender Guide to Clean Cook Stoves by the Clean Cook Stoves Alliance: A website that has compiled resources, case studies, and tools with information on how to apply these within the “best practices.” Best practices emphasize engaging men, building local partnerships, and women’s groups.

Gender Equitable Teaching Practices: The Peace Corps’ session plan to investigate participants’ gender-related learning experiences and how those experiences could influence their behavior as teachers.



HIV Mitigation

HIV PREVENTION WITH GENERAL POPULATION

GENDER ANALYSIS QUESTIONS

- What is the male/female breakdown of prevalence in your region? By age?
- What are the gender roles and norms that contribute to the increased risk of HIV infection in this community?
- What gender norms and gender behaviors expose females to higher risk for HIV?
- What gender norms and gender behaviors expose males to higher risk for HIV?
- How prevalent is child marriage and who decides when people will marry?

POTENTIAL GENDER-BASED CONSTRAINTS

- Young women have higher rates of HIV prevalence in many countries, particularly adolescent girls.
- Girls and women frequently are pressured into sex and have little control over or ability to negotiate what kind of protection is used, if any.
- Gender-based violence or coerced sex increases women's risk for contracting HIV.
- In some places, where women propose condom use, men see it as a lack of trust or a sign of promiscuity.
- Women may consider themselves safe by being faithful to one partner, particularly within marriage, and so do not ask for protection; however, male promiscuity may expose them to HIV.
- In some places, males feel pressure to have multiple partners beginning at a young age to prove their masculinity.
- In some places, early marriage places girls at a higher risk. Some cultures promote early marriage to "protect" girls.
- Girls and women with low education levels and little economic resources are at greater risk of unprotected sex and exposure to HIV because they have less ability to negotiate for protection.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Organize programs using participatory activities with same-sex or mixed groups to question harmful gender norms and attitudes for both males and females. These can be with any age group but are especially relevant with youth. Have local leaders or other youth talk about positive male and female norms and the harmful effects of negative norms such as promiscuity or violence.
- Organize girls' empowerment activities such as sports clubs, girls' camps, or clubs that promote life skills, economic skills, or education. Emphasize self-efficacy and decision making for girls but any empowering activity can positively influence a girls reduced risk for HIV

- Work with health facilities, community health workers, or other health service organizations to improve access to both male and female condoms. Consider distribution that can reach women in their homes or at venues where there are fewer stigmas in purchasing condoms.
- Work with women to help them with their negotiating skills for condom use and in promoting dialogue with their partners on protecting themselves.
- Work with men to promote positive behaviors such as partner reduction and condom use. Link these in a positive way with their masculinity, such as showing pride in being a man who protects his family or loved ones.
- Work with community leaders, religious leaders, school teachers and staff or others, using PACA tools where relevant, to help them identify the risk factors in their community and develop a plan to address them. Where leaders understand the risks of certain behaviors such as child marriage, violence against women, or multiple partners, they will be able to address it at the community level.
- Promote girls' education at the community level among parents, youth, and teachers and discuss the benefits of education in terms of improving girls' health.
- Increase access to economic resources for vulnerable women and girls.

HIV PREVENTION FOR KEY POPULATIONS

GENDER ANALYSIS QUESTIONS

- What is the breakdown of prevalence in your region by key populations? By age?
- What are the gender roles and norms affecting key populations (including LGBTQ) that contribute to the spread of HIV in this community?
- How do the gender norms expose men who have sex with men to higher risk for HIV?
- How do the gender norms expose transgender individuals to higher risk for HIV?
- Are gender-sensitive services available at health facilities?
- Are service providers trained to provide gender-sensitive services for the unique needs of key populations (and LGBTQ) as they relate to HIV?

POTENTIAL GENDER-BASED CONSTRAINTS

- Key populations face additional risk factors for HIV, some of which are related to gender. For example, men who have sex with men, transgender individuals, or commercial sex workers may be less likely to seek services, testing, or support due to stigma around their nontraditional gender roles.
- There are limited health services available which support the needs of key populations. Health providers may discriminate against men who have sex with men, transgender individuals, or sex workers.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Attitudes and behaviors that lead to increased risk in adolescence and adulthood are formed in childhood. Therefore, support youth to adopt healthy sexual behaviors early, increase resiliency among those who are the target of bullying, and promote healthy attitudes toward gender, gender expression, and gender-based violence. Use forums with youth to discuss tolerant and accepting attitudes of people with different lifestyles.
- Use community outreach and dialogue to discuss how key populations are a part of every community and to facilitate acceptance and support of those individuals.

- Form support groups that focus on key populations and that reinforce positive gender norms and discuss life skills, leadership and empowerment.
- Offer service providers training in how to provide care and services to traditionally marginalized populations.

HIV COUNSELING AND TESTING

GENDER ANALYSIS QUESTIONS

- What is the male/female breakdown of current HIV counseling and testing (HCT) practices? Why? What are the gender barriers that keep men or women from getting tested?
- When and where are men more likely to access testing? At a clinic? Near or at their place of work? At mobile clinics near their home? In the day or night?
- When and where are women more likely to access testing?
- Who influences men and women's decisions to get tested? Are they respectively more influenced by health care providers, community health workers, family, or friends?
- Will couples accept to be tested together? Why or why not?
- Once men and women (and children) know their status, what do they do with the information? Can they share their status with their partners or family members? Why or why not?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some places, men are less likely than women to get tested due to poor health-seeking behavior, fear, stigma, or accessibility of testing sites.
- Men may prefer testing sites that are away from their families and immediate community.
- Women may prefer to access testing where they access other health services or sometimes in a different location depending on their fear of stigma or disclosure.
- Women may not have the mobility to get to testing services or the clinic hours may not suit their needs.
- Women may also fear the stigma and the association between testing and risky behavior.
- In cases of sero-discordant couples (one person positive and one negative), a number of gender constraints may emerge. The positive partner may fear stigma, judgment, or being ostracized from the family. In particular, a woman may fear violence from the male partner. If the male is HIV-positive, he may or may not be willing to protect his partner from future infection.
- In many cases, women are the first in the family to be tested for HIV as part of routine antenatal care. This can have negative consequences on a woman, such as abandonment by her family, as she may be seen as being the cause of bringing HIV into the household.
- Vulnerable children who test positive may face additional gender barriers in terms of willingness to invest in their education or support them in other ways.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Work with HCT providers to ensure they understand the gender related factors that either motivate or constrain testing. Help these providers improve their services so they reach men, women, and children.
- Use champions from high risk groups such as men working away from home, MSM, young women, or others to reach out to these populations and encourage testing.
- Work with service providers to address any gender barriers in testing sites such as having a mix of male and female staff and male and female images on the walls and in the materials.

- Facilitate participatory activities at the community level that help the community identify at-risk groups and ways the community can promote testing and reduce stigma.
- Some creative outreach campaigns can address male fears and preferences. Example: Mobile testing clinics that go where at-risk populations are located and tailor services to their needs.
- Encourage HCT providers to avoid reinforcing harmful gender stereotypes.
- Ensure the HCT facilities provide the option of supporting individuals in disclosing their status to partners or family members, as well as promoting partner testing, particularly during antenatal care, so that couples can be tested and know their HIV status together.
- Support women in developing a risk-reduction strategy and encourage them to bring their partners for joint counseling if appropriate. Couples counseling and testing can be an opportunity for couples to talk about decision making around protection from HIV. Consider working with health service providers to integrate couples counseling and testing into antenatal care, the time when many women are often first tested for HIV.

HIV CARE, TREATMENT, AND SUPPORT

GENDER ANALYSIS QUESTIONS

- What gender related barriers affect men's comfort with accessing health services? Are there cultural barriers that keep men from seeking care?
- What gender related barriers affect women's ability to seek services? Do they have the time, mobility, and funds to access health care?
- Who participates in care and support groups? Are they single sex or mixed? Who are the leaders? Do men and women have equal opportunity to participate, to speak, to lead?
- Do men and women living with HIV both have personal support networks they can draw on?

POTENTIAL GENDER-BASED CONSTRAINTS

- Men may not have access to the same kinds of support groups as women in some places. Men may have a harder time finding psycho-social support due to cultural beliefs about men being strong or their unwillingness to share openly about their challenges.
- Men also generally have poorer health-seeking behavior than women, and are sometimes not as comfortable visiting the doctor regularly for treatment. Cultural beliefs that seeking health care could be viewed as a sign of weakness may cause men to delay treatment until much later stages of infection.
- Women may face barriers to care and treatment around time constraints, lack of mobility, lack of control of funds they need to access and use services, or control over decisions related to care in their families.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Support health providers to be more welcoming of both men and women so that both can access care and treatment services. Use PACA activities such as focus groups to help providers find creative ways to be inclusive.
- Clinics can have positive messages on the walls, playing in videos, or other means that show positive gender norms, shared decision making, and healthy behaviors.

- Partners and Volunteers can help form and support groups that address men's and women's needs, either through single-sex or mixed groups. They can promote group norms that facilitate equitable participation. They can promote dialogue within groups about gender norms and inequalities that contribute to poor living conditions.

COMMUNITY CARE OF ORPHANS AND VULNERABLE CHILDREN (OVC)

GENDER ANALYSIS QUESTIONS

- If you disaggregate the sex of beneficiaries, are there discrepancies in access to services (school, food, health services, etc.) between males and females?
- Are there gender norms that promote or reduce access to these services?
- Do male and female OVC receive any different treatment from extended family or service providers?
- Who are the caregivers for the OVC? If it is predominately women, has the overall workload been considered?
- Do girls face additional gender constraints in the classroom or a higher risk for dropping out of school?

POTENTIAL GENDER-BASED CONSTRAINTS

- Some OVC programs may serve boys or girls disproportionately. More boys may be kept in school for example.
- In situations where relatives are caring for many children including OVC, there may be gender discrimination on who can go to school or access better food. This may favor boys, but boys may also be kept from school so they can work and earn income.
- Women are often expected to take on the extra work of caring for additional children, increasing their already large workload.
- Adolescent girls can have HIV infection rates eight times higher than their male peers, due to early and often coerced sexual activity.⁶
- Girls often face gender constraints at school such as less attention from teachers, reinforcement of traditional gender norms, harassment, and gender-based violence.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Help OVC service providers analyze their data to identify and address gender disparities.
- Work with service providers and caregivers to promote equitable treatment of girls and boys with particular emphasis on girls' education and equal access to opportunities. Use gender trainings from the Youth Camps manual.
- Work with service providers to ensure there is not an implicit assumption that women will provide all the support. PACA tools may help facilitate conversations about who does what activities and how to balance workloads.
- Support girls and boys, but especially girls, to access reproductive health services.
- Organize sports and other after-school activities that empower youth with life-skills, decision-making skills and leadership.
- Use the Student-Friendly School curriculum to improve the learning environment at school.

⁶ <http://www.pepfar.gov/documents/organization/195702.pdf>

- Organize community events to discuss ways the community can better support vulnerable children in the community.
- Create mentorship opportunities and expose girls and boys to positive role models.

Maternal, Neonatal, and Child Health

MATERNAL AND CHILD HEALTH

GENDER ANALYSIS QUESTIONS

- Are there gender-related barriers to women receiving quality maternal health care? What are the cultural beliefs that prevent women from accessing care? Do they have the decision-making ability to go to a health center? Are there structural barriers that prevent them such as lack of access to transportation, lack of education about optimal pre-natal care, or others? Do health services consider women's needs and preferences in administering services?
- Similarly, what gender-related barriers exist for infant and young child health? Do any of the factors that influence maternal health as described above also influence the ability of mothers to seek care for their children? Does this vary for girl or boy children?
- What gender-related factors encourage or discourage healthy practices like optimal breastfeeding, optimal complementary feeding, and good child health practices? How do fathers, grandmothers, and other household members influence decision making?

POTENTIAL GENDER-BASED CONSTRAINTS

- Women frequently face gender-related barriers to quality maternal care. These could be cultural preferences for delivering at home, traditions that give men, and grandmothers/mothers in law decision-making authority over access to health care, or lack of funding particularly if emergencies arise during labor and delivery and financial resources are needed for transportation and hospital fees.
- Health facilities may not have very women-friendly environments or practices which make women prefer to deliver at home.
- Women are generally the primary caregivers of children, and men may not be as involved in child health. However, men may control income or make decisions that affect children's health.
- Women also face barriers in their decision-making ability to seek out and utilize family planning methods for healthy timing and spacing of pregnancy.
- Other barriers may be structural such as women lacking mobility to easily visit a health center.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Work with health centers to help them make their facilities and services as women-friendly as possible so that women feel comfortable attending for pre-natal visits and delivery.
- Support service providers to do outreach that is based on an understanding of the gender norms that affect women's decision to go to a facility. Consider the role of partners and other influencers and create campaigns that engage these other family members to support pre-natal visits and delivery in a facility. Participatory activities at the community level may help providers and others understand how these decisions are made and may help engage the community in supporting women's access to services.

- Engage with male partners, grandmothers and other influencers to support good child health practices. Promote a stronger involvement of men in fatherhood, caregiving, and family planning.

MALARIA PREVENTION AND CONTROL

GENDER ANALYSIS QUESTIONS

- Do men or women's activities expose them more to mosquitos at the prime biting times? Do their work locations or kinds of activities create any specific exposure vulnerabilities?
- What are the gender-related factors that promote or prevent use of insecticide-treated nets (ITNs)? Who decides to make use of an ITN, and who will sleep under it? Are children impacted differently?
- How do gender norms affect treatment seeking behavior? Do women or men more actively seek treatment for malaria?

POTENTIAL GENDER-BASED CONSTRAINTS

- Men may work or migrate to areas or at times of the day that expose them to more mosquito bites. Conversely, women may rise early and be outside during a peak biting time.
- Pregnant women are more vulnerable to malaria because of decreased immunity.
- Men may be the decision makers regarding acquiring or using an ITN and women may have to rely on funds from a husband or family member to be able to purchase it. Men may use the net for themselves rather than their children.
- Men may also have increased risk if they sleep outside as is the norm in many places. In many places, men are less likely to seek treatment for their symptoms.⁷
- Women may need permission from husbands or relatives to access treatment for themselves or their children.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Orient education campaigns around the specific gender constraints identified like encouraging women or men to wear more protective clothing at the times they are more vulnerable.
- Work with community health workers and others to ensure education campaigns reach fathers, mothers, grandmothers, and any other influential household members so that they support use of nets and timely access to health services for children and pregnant women in particular.
- Promote women's empowerment and joint decision making in the household because women's empowerment is directly linked with better results in malaria treatment for the entire family.

⁷ http://www.who.int/gender/documents/gender_health_malaria.pdf

Environmental Health

WATER, SANITATION, AND HYGIENE (WASH)

GENDER ANALYSIS QUESTIONS

- Who are the primary users of water and sanitation systems? Who is responsible for ensuring water for the household?
- Do institutional latrines, at health centers or schools, exist and, if yes, are they designed to promote use by both men and women, girls and boys?
- Where do individuals defecate (in household latrines, communal latrines, open fields, behind bushes, etc.)?
- Where there are water user associations or other community water management bodies, and who are the members and who are the leaders?
- Who influences hygienic behaviors in the household? Who allocates the funding for purchasing soap or investing in a latrine?

POTENTIAL GENDER-BASED CONSTRAINTS

- In most countries, women and girls have the primary responsibility for acquiring and managing the household water supply. They may have to travel long distances using their time and energy and sometimes risking their safety to provide water for their families.⁸
- Men may have many community leadership roles in water management without having the day-to-day responsibility at the household level and thus may not understand the importance or the challenges of improving water systems.
- Women may be the key influencers in promoting hand-washing, particularly for children, but men may be the ones who allocate funds to purchase soap or other supplies.
- The lack of safe, separate, and private sanitation and washing facilities in schools is one of the main factors preventing girls from attending school, particularly when menstruating.⁹
- In many cultures, the only time available for women or girls to defecate, if they don't have a latrine, is after dark. Apart from the discomfort caused by the long wait, this can cause serious illness. And there is also a risk of harassment and assault during the night-time walk to and from the communal defecation fields.¹⁰

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Reducing the time women spend getting water may improve their social, economic, and political position by freeing their time for other activities. Use PACA activities such as daily activities to demonstrate how much time is spent fetching water and discover solutions.
- Use the planning of improved water projects as an opportunity to promote cooperation and joint decision making between men and women.
- Provide training in management and leadership to women with potential to enhance their role in water management.

⁸ <https://www.wsp.org/sites/wsp.org/files/publications/WSP-gender-water-sanitation.pdf>

⁹ http://www.unicef.org/wash/index_womenandgirls.html

¹⁰ Ibid.

- Target both women and men in hand-washing and other hygiene campaigns so that all family members understand the importance of investing in better hygienic practices.
- Involve teachers, students, and parents in creating WASH-friendly schools that provide students with safe drinking water, improved sanitation facilities, and hygiene education.

Life Skills for Healthy Behaviors

NONCOMMUNICABLE DISEASE MITIGATION AND NUTRITION/ALCOHOL AND SUBSTANCE USE PREVENTION

GENDER ANALYSIS QUESTIONS

- What are the gender norms that promote or constrain healthy behaviors?
- Are there physical limitations such as mobility to exercise or cultural stigma? Are there gender norms around exercise that may prevent it?
- What are the gender norms around alcohol use? If women drink, are there certain assumptions or associations that are negative? Will she be blamed for any negative consequences of drinking more than a male would? Are there negative male norms, such as you must drink to prove you are a man?
- Who determines what food is consumed in the household and by whom? Who purchases the food, prepares it, and allocates it?

POTENTIAL GENDER-BASED CONSTRAINTS

- Gender norms may affect women's ability to exercise because it is difficult to be exercising in public and there are few opportunities to exercise.
- Men may face constraints such as not drinking alcohol or smoking seen as un-masculine. Women may face stigma for drinking or smoking.
- Women are more likely than men to suffer not only from their own drinking behavior but also from their partner's drinking behavior and harmful consequences of their partner's behavior, including domestic violence, traffic injuries, and economic burden.¹¹
- In some countries, there may be preferential food allocation to males over females. Women may prepare food and allocate it according to traditional practices. Men and boys may eat more protein or more calories. Men may determine what food is purchased or the amount of land or resources women can use to produce food. Grandmothers may also influence household distribution of food.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- In promoting exercise, reduced alcohol consumption, healthy eating, or other healthy behaviors, identify and address potential gender-based constraints. Work with women to identify exercise options that fit with their lives such as walking in groups, meeting in socially acceptable spaces to exercise, etc.
- Work with the community to promote exercise in general so that there are fewer stigmas.
- Use exercise as an empowering opportunity that builds confidence and self-esteem.

¹¹ Room, R.; Jernigan, D.; Carlini-Marlatt, B.; Gureje, O. et al. 2002. Alcohol in Developing Societies: A Public Health Approach. Helsinki: Finnish Foundation for Alcohol Studies.

- Working with community members and men's groups, identify ways to have men embrace healthy behaviors and even promote them. There could be campaigns that make healthy living a point of pride for men—that they protect themselves and their families.
- Educate men, women, and other key household decision makers about nutrition and the benefits for the family. Engage fathers and grandmothers in particular in supporting breastfeeding and early child nutrition and health. As part of these discussions, promote equitable decision making and empowerment for mothers. Use PACA activities to find ways to include all family members.

YOUTH SEXUAL AND REPRODUCTIVE HEALTH

GENDER ANALYSIS QUESTIONS

- What are the gender norms that affect youth reproductive health?
- What resources are available for girls and boys? Do girls have access to the information and resources they need to care for themselves? Can girls delay sex or protect themselves from pregnancy or disease, or do they experience pressure and coercion from boys to engage in early and/or unprotected sex?
- Do boys feel pressure to prove their masculinity by having multiple partners?
- Have boys learned that violence is an acceptable way to show their power and manhood?
- In couples, who makes decisions about sexual activity? About what method of protection to use?
- Are there gender norms that affect who can access contraception either at facilities or purchases in the market?
- Are girls pressured to have older boyfriends who can provide for them and their families?
- Do girls experience gender-based violence? Do boys? What resources do youth have if they experience it?
- For girls or boys who either get an STD or become pregnant, can they access health services?
- Are girls or boys under pressure to marry young?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some countries, cultural stigma prevents youth from knowing about their reproductive system, and how to prevent pregnancy or disease. Girls may not know how to protect themselves or may not have access to family planning or protection services and products. There may be stigma associated with seeking them out even if they are available in the community.
- Boys may feel pressure to prove their masculinity with many sexual partners. They may also feel that violence is an appropriate way to do this.
- Boys may be the decision makers in couples. Or, in some cases, girls are responsible for ensuring there is no pregnancy.
- Girls may experience violence from partners but not feel that they can report it or get any kind of support as a result. Families may not want to know about it, or if they do, may not want to report it to authorities due to stigma.
- Boys may have experienced sexual assault and/or violence and may not seek help or tell anyone because of gender norms around masculinity.
- Girls may want or be pressured by families to have older boyfriends who give them and their families gifts.
- Adolescent girls or in some cases boys may have trouble accessing contraception because of stigma or judgment about sexual activity.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use youth clubs, camps, classes, and other forums to engage in dialogue on gender norms around reproductive health. Discuss the impact these norms can have on girls and boys and on their health. Have youth leaders discuss positive norms, or bring in role models to tell their stories.
- Use existing communications materials or develop your own to promote positive healthy gender norms around delayed sexual debut, joint decision making, and protection. Have youth create their own materials, newsletters, or posters about what they think are healthy gender norms in relationships.
- Use sports, arts, after-school activities, or other fun and engaging activities to promote youth feeling empowered and planning for their future, and link that empowerment to making good choices about relationships.
- In the same clubs and camps, discuss the consequences of violence and discuss ways to reduce violence in relationships.
- Link youth groups to local service providers or trusted community groups so that youth who have experienced violence have an outlet for support.
- Help service providers offer youth-friendly services at hours and locations that are most accessible to youth.

Resources:

Knowledge for Health Gender Toolkit: <http://www.k4health.org/toolkits/igwg-gender/hiv aids>: Guides produced by international organizations such as WHO and the Futures Group, for facilitators to address health sector issues. Some guides address responding to gender-based violence, involving stakeholders, and empowering women.

PEPFAR Gender Strategy

<http://www.pepfar.gov/documents/organization/219117.pdf>: The President's Emergency Plan for AIDS Relief provides gender equality tools and other helpful resources.

AIDSTAR Gender and HIV/AIDS Resources:

http://www.aidstar-one.com/focus_areas/gender_technical_area: A website funded by USAID which provides comprehensive resources on addressing HIV/AIDS. This link specifically addresses gender and AIDS and includes in-depth case studies.

The What Works for Women and Girls: Evidence for HIV and AIDS Programs: www.whatworksforwomen.org: Website with resources on HIV and women and girls including resources on prevention, mother-to-child transmission, care and support, and more.

Supplemental Guidance on the Women, Girls and Gender Equality (WGGE) Principle of the Global Health Initiative (GHI) (http://www.ghi.gov/principles/docs/wgge_principle_paper.pdf) Lays out the principles that USAID's Global Health Initiative is promoting for integrating gender into health programming.

OVC and Gender training sessions done by John Snow, Inc.

<http://www.usaid.gov/sites/default/files/documents/1864/Gender%20and%20Culture%20in%20OVC%20Programming%20Training.pdf>: USAID training session that addresses culturally sensitive approaches to HIV programming and gender concepts including case studies, handouts, and action plans.

Gender Sensitivity Assessment of HIV/Reproductive Health programs

http://www.k4health.org/sites/default/files/gender_continuum_EN.pdf: This provides a tool to investigate how responsive an organization's services and programs are to gender issues related to HIV prevention within an overall rights-based approach to sexual and reproductive health.

Integrating gender into HIV/AIDS programmes in the health sector: Tool to improve responsiveness to women's needs by WHO: A tool designed to raise awareness of how gender inequalities affect women's access to and experience of HIV/AIDS programs and services and offer practical actions on how to address or integrate gender into specific types of HIV/AIDS programs and services.

Grassroots Soccer: <http://www.grassrootsoccer.org/>: Website that has interactive soccer-themed curriculum for HIV, malaria, and gender including resources and research and development of past projects.

Peace Corps Grassroots Soccer Partnership Information: Internal link [here](#): Framework for Peace Corps and GRS to support curriculum development, Volunteer, and counterpart training, implementing Grassroots Soccer programs, resource exchange, and placement of Peace Corps Volunteers and Response Volunteers.

Peace Corps Youth Camps Manual: An extensive manual which includes ideas for implementing a Camp GLOW program including training resources and other tools.

Advancing Women's Leadership and Advocacy for AIDS Action

http://www.cedpa.org/files/2429_file_Advancing_Women_s_Leadership_and_Advocacy_for_AIDS_Action.pdf: A manual on implementing a workshop that addresses HIV/AIDS and gender-based violence. Each topic includes session plans, objectives, and facilitator tools.

Program P: A Manual For Engaging Men in Fatherhood, Caregiving and Maternal and Child Health

<http://www.men-care.org/Programs/Program-P.aspx>: A website that includes strategies and activities, which identify best practices on engaging men in maternal and child health, caregiving, and preventing violence against women and children. Manuals are available in English and Spanish.

Men as Partners

<http://www.engenderhealth.org/pubs/gender/ppasa-manual.php>: A guide for working with men to promote sexual and reproductive health and the constructive role that men can play in preventing HIV and AIDS, maternal health care, and family planning in their families and communities.



COMMUNITY ECONOMIC DEVELOPMENT

Organizational Development

ORGANIZATIONAL MANAGEMENT

GENDER ANALYSIS QUESTIONS

- During the organizational assessment, are you asking questions about gender and including gender analysis?
- Do the targeted organizations have any kind of gender policy or strategy?
- In the NGOs or organizations where you work, what is the male/female breakdown of staff, leadership and management, board members, other stakeholders?
- Are the human resources policies gender equitable? Do they allow for maternity and paternity leave and other kinds of family leave? Do they have policies on equitable hiring practices and treatment of staff?
- What is the level of understanding of gender and development issues among staff?
- Has the organization done any analysis of its beneficiaries in terms of reaching females vs. males or how well they address gender issues in their work?
- What kinds of messages or images does the organization use to promote itself? Does its advertising and outreach show both women and men? Does it use inclusive language, and does it advertise using media that is accessed by both men and women? Is the organization unintentionally reinforcing stereotypes or harmful gender norms such as women focusing on clothes and makeup or men focusing on playing sports?

POTENTIAL GENDER-BASED CONSTRAINTS

- Organizations may be using human resources policies or cultural practices in their organizations that either favor men or do not support women's advancement by not considering the alternative kinds of work experience or education they have.
- In most countries, the leadership and management positions of organizations are dominated by men. They typically have access to more educational opportunities, training, and a network of peers that supports their career.
- The organization may have never done a gender analysis of their beneficiaries and therefore not know that they unequally benefit men or women. There may also be gender issues related to their work that they have never identified.

- Organization staff may be well-intentioned development workers but they may have never questioned their own gender assumptions about men and women. They may be unconsciously or consciously reinforcing harmful gender stereotypes or treating male and female clients differently.
- Organization materials may show only women or only men or may show stereotypical images like women with babies selling in informal markets and men in suits in a formal workplace. The messages may reinforce women in less formal or profitable roles, or may send the message that services such as family planning are for women only.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Incorporate questions related to male/female breakdown and gender-related policies and barriers into any organizational assessment tools.
- Use relevant parts of the gender audit methodology¹² to help an organization do its own assessment of how gender equitable its policies are.
- Train the organization staff on how to use the relevant PACA tools to assess the needs of females and males in their communities and how to understand how gender dynamics may affect their work.
- Promote equal opportunity policies that pro-actively give hiring and promotion opportunities for women, promote a culture where women's and men's contributions are valued, and consider the gender-based constraints from contextual factors like safety or cultural assumptions.
- Provide trainings in gender sensitivity and incorporate understanding and promotion of gender equity as criteria for promotion. Check the GenEq training from PST for reference. Help staff demonstrate gender equity in their engagement with each other and with beneficiaries. Encourage essay-writing contests or other activities where staff can show their respect for gender equality.
- Support the organization in analyzing their data with a gender lens and asking gender analysis questions so they can improve the gender sensitivity of their services.
- Ensure organizations' marketing materials include language, photos, and messages that are inclusive of men and women. Promotional materials can also incorporate messages of gender equality and female empowerment in them so that as potential beneficiaries are learning about a program, they are immediately exposed to the organizations' inclusive and empowering values.

LEADERSHIP DEVELOPMENT

GENDER ANALYSIS QUESTIONS

- In the organizations where you work, who are the leaders? Who is in a leadership position on staff and who is on the Board of Directors? What is the male/female breakdown? Is it different between formal organizations and community-based groups?
- What are the gender-related barriers to women becoming leaders? Are there formal or structural gaps such as lower education levels or fewer years of experience? Are there cultural biases against women leaders? Do women lack or feel they lack the soft leadership skills like decision making or team-building?
- What are the views of organization staff or community members toward women leaders? Do they have institutionalized bias that affects the selection of women?

¹² Harvey, Jeannie, 2010 and Morris, Patricia, 2003. The Gender Audit Handbook. Interaction, Washington, D.C. 2010. <http://www.interaction.org/sites/default/files/Gender%20Audit%20Handbook%202010%20Copy.pdf>

- Do women have networks of other women or men that can support them or with whom they can discuss their challenges? Why or why not?

POTENTIAL GENDER-BASED CONSTRAINTS

- In most parts of the world, most leadership positions in both the formal and nonformal sector are held by men.
- Women may have less formal qualification for positions due to lower levels of education and fewer years of work experience. They may face cultural discrimination, and they may lack confidence in their leadership abilities due to these cultural gender norms.
- Women leaders may be less respected or listened to by staff and partners. They may have a harder time with promotions or salary negotiations.
- Men are more likely to have networks that can support their career advancement and professional success.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Provide women with leadership training, using sessions that enhance their job-specific skills like possibly budgeting, information and communication technology, management, or technical skills; and that also build their soft skills in areas such as decision making, team-building, strategic planning, and directing, delegation, public speaking, etc.
- Help promising women leaders identify and benefit from mentors in their field.
- Organize leadership coaching where the leader or potential leader is paired with a certified coach who helps them identify challenges or priorities, set goals, and work to achieve them.
- Help women to organize women's networks or to enhance their networking skills within men's networks.
- Engage men in the discussion of women's leadership and gender norms. Men may want to be allies or supporters but lack understanding of how to do so.
- Organize organizational or community discussions about gender norms that contribute to more men in leadership, and foster dialogue on how the organization or the community can support more women leaders.

ADVOCACY

GENDER ANALYSIS QUESTIONS

- In organizing advocacy campaigns, who is consulted? Are women and marginalized groups engaged? If they are, do they represent the population broadly or are they elites with little connection to lower-income women?
- What are the advocacy tools and channels being used? Do they present gender-based constraints such as requiring literacy or access to newspapers or TV?

POTENTIAL GENDER-BASED CONSTRAINTS

- Community or stakeholder consultations organized to build advocacy campaigns may not include as many women or other marginalized populations, thereby affecting the nature of the campaign and the messages.

- When doing advocacy in the community, some channels may not be as successful in reaching women such as print media.
- Male leaders may not see women or marginalized populations as critical constituencies that they need to please.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Use PACA activities to help advocacy campaign leaders consult with diverse groups, including women or marginalized groups, on identifying the key issues and priorities. Use the activities to engage these groups in the advocacy campaign and help them take on a role in moving the campaign forward.
- Gather data on gender and female and male issues in order to strengthen the case for gender-related campaigns.
- Analyze how different segments of the population get information, and create advocacy materials that can reach all different population groups. This may include community-based talks rather than written materials and strategies to reach people in their homes.

Business Development

ENTREPRENEURSHIP, INCOME GENERATION, BUSINESS DEVELOPMENT SERVICES

GENDER ANALYSIS QUESTIONS

- What kind of business development services exist? Do male and female business owners have the same access to business development services? Training? Networks of other business owners?
- Who has access to financial services? What is the difference in male and female access to formal and informal credit, savings, insurance, or other?
- How does decision making about the business take place? Can female business owners make decisions without their spouses? How is household money invested? Who decides that? Can women have their own money they control or is it always part of joint or spouse decision making?
- Do men face constraints in terms of the types of products or locations they can access?
- For existing business development services or training, who has access? What are the gender-related barriers to access? Times of day, literacy requirements, formal registration?
- Who owns the businesses that have higher profit margins like businesses that do value-added services or sell in bulk to higher end buyers? What are the gender-related barriers to undertaking these businesses? If women do not own these kinds of businesses, is it because of lack of credit, training, cultural norms, etc.?

POTENTIAL GENDER-BASED CONSTRAINTS

- Men have more education and can access more formal training programs.
- Men may have easier access to formal credit from banks due to having collateral. However, they may be less able to access informal community-based credit that is based groups because this strategy has traditionally been reserved for women.

- Women may “own” businesses but not be able to make significant decisions about expansion or changes to them without their spouses. In addition, they may not be able to travel as far or access products in the same locations as men.
- Men may not be able to sell in traditional markets dominated by women due to cultural barriers.
- Women may have lower access to technology such as mobile phones.
- Women frequently have a less documented credit history, because their transactions are more informal.
- Access points for finance such as ATMs or bank windows may be in public places that are not as accessible or as safe for women.
- Women may not have access to trainings the same way that men do, because of time constraints with household work, or because of restrictions such as required education levels or formal land title or ownership of their businesses.
- Women traditionally are in lower yield crops and lower profit businesses. They don’t have the access to credit, business services, networks and other resources in engage in higher value agri-business.
- Women may face constraints in terms of access to certain pieces of the value chain. They can’t travel or buy from certain vendors. Mobility issues, literacy challenges, or lack of access to financial services are some of the gender constraints they may face in trying to work in other parts of the value chain.
- Women may not have land title and therefore lack collateral for accessing credit or other financial services.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Design business development services targeted to women.
- Use PACA activities with targeted focus groups that facilitate conversations with men and women about business decision making and access to resources. Help women and men identify together the constraints and the solutions to business success in their community.
- Foster dialogue with men and women about the benefits for the whole family of women growing their businesses. Help both men and women analyze how they use their money and how they would like to use it so they can plan together to make better use of the income they have.
- Support village savings and loan association (VSLA) and other groups that increase access to credit for women and any other marginalized populations.
- Work with local NGOs, microfinance institutions, or other service providers to ensure that their outreach is gender equitable, that they do not perpetuate imbalanced decision making, or limit women or men’s options for businesses. Support them in fostering dialogue on these sensitive matters. Ensure staff has gender sensitivity training so that in their outreach to potential beneficiaries they do not begin to make assumptions about gender roles and decision making. Use GenEq from your PST for reference. Use the work with beneficiaries as opportunities to empower women and include men in gender dialogue. For example, a male/female household should not be assumed to be “male-headed.”
- Ensure materials are available in local languages and in low-literacy formats.
- Create business development services using participatory and inclusive design methods so that trainings or products are created with the needs of many different kinds of users in mind (women or men, less or more educated, rural or urban, formal or informal businesses).
- Integrate gender discussions into business trainings. Use case studies that demonstrate women’s ability to succeed in business, and use financial literacy discussions as opportunities to promote joint discussion and decision making about household expenses.

Personal Money Management

FINANCIAL LITERACY AND SAVINGS-LED MICROFINANCE

GENDER ANALYSIS QUESTIONS

- Are there differences in the savings habits of women and men? Do they save? How much and where? Do they use formal institutions, micro-finance institutions (MFIs), savings clubs, or informal methods at home? What influences these practices?
- Is disaggregated data available on access to formal and informal institutions?
- What banking services are available? Do both women and men have access to banking or finance services? Are there cultural norms or confidence barriers that keep women from using a bank? Do women or men use alternative financial services instead like savings groups?
- How do household members determine use of their income and payment of expenses? Do spouses each have their own payment responsibilities or are they shared?
- Do women or men set personal finance goals?

POTENTIAL GENDER-BASED CONSTRAINTS

- Women may have less access to formal savings services through banks. Depending on how local micro-finance institutions operate, they may favor men or they may favor women. The gender biases may be institutional like requirements that women have a male relative on their account or require an ID card, or MFI policies regarding preferential lending to women or the bias may be cultural like women feeling uncomfortable in formal banks where most employees are men or men not able to form the kinds of groups that MFIs will lend to. Women may use more informal savings methods, like savings groups or keeping money at home.
- Different systems for sharing income and expenditure responsibilities exist in different cultures. In some cases, women and men are responsible for earning money in their respective businesses or activities and then covering certain expenses. In others, men make all decisions about expenditures. Depending on the system, women may not be able to control income that is critical to household nutrition, school fees, health care, etc.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Promote the VSLA model, community banks, or access to MFIs as ways for women or underserved populations to access finance.
- Help the VSLA members to improve their organizational and leadership skills, so that small-scale experiences can eventually translate into larger community leadership roles.
- If working with finance institutions, help them examine any formal or informal bias they may have related to women or men's access to their services. Banks can be made more female-friendly by hiring women or making services more accessible to them during hours they are free and in locations that are convenient. MFIs and community banks can examine if their models work better for women and men and what the best mechanisms are to reach different populations with services.
- Engage men in programs that target women. This may support better buy-in of women's participation and foster conversation about use of income in the household and positive decision-making models
- Design personal finance training that can help both women and men meet their goals. Ensure materials are appropriate for low-literacy populations, and are designed with consideration of the different kinds of goals women and men may have.

Resources:

The Gender Audit Handbook: A Tool for Organizational Self Assessment and Transformation.

<http://www.interaction.org/sites/default/files/Gender%20Audit%20Handbook%202010%20Copy.pdf>

This handbook includes a step-by-step process that makes up the Gender Audit, including assessing organizational readiness, surveying staff to understand perceptions of gender integration, using focus group conversations to explore what a gender-sensitive organization would look like, creating a detailed action plan for integrating gender, and monitoring ongoing activities that achieve gender equality in the organization.

Gender Integration Resources.

<http://www.k4health.org/toolkits/igwg-gender/gender-mainstreaming>: A website that has training modules in English and Spanish addressing gender mainstreaming.

Gender and rural microfinance: Reaching and empowering women, Guide for practitioners.

http://www.ifad.org/gender/pub/gender_finance.pdf: This guide gives ideas on how to provide financial and non-financial services to rural women in a gender-sensitive way. It includes organizational audit checklists.

The Peace Corps' Savings and Loan Associations Training Package. http://inside.peacecorps.gov/index.cfm?viewDocument?viewDocument&document_id=48171&doctype=htm

In this training package, Volunteers learn how to help women or men start a VSLA so that they increase their access to basic financial services.

Health Policy Project Empowering Women Leaders.

<http://www.healthpolicyproject.com/index.cfm?id=topics-EmpowerWomenLeaders>: Links to resources on women's empowerment, particularly in the maternal/child health sector.

Women's Empowerment Principles: Equality Means Business: <http://weprinciples.org/Site/PrincipleOverview/>

: A set of business principles for offering guidance on how to empower women in the workplace, marketplace, and community.

Advancing Women's Leadership and Advocacy for AIDS Action

http://www.cedpa.org/files/2429_file_Advancing_Women_s_Leadership_and_Advocacy_for_AIDS_Action.pdf

A manual on implementing a workshop that addresses HIV/AIDS and gender-based violence. Each topic includes session plans, objectives, and facilitator tools.

Population Council's Adolescent Girls Empowerment Program: Financial Education Curriculum.

http://www.popcouncil.org/uploads/pdfs/2013PGY_FinancialEducation_AGEP.pdf. A very user-friendly resource that guides users through the process of creating a financial education course for girls.



YOUTH IN DEVELOPMENT

Healthy Lifestyles

Youth HIV Prevention, YSRH, and Alcohol and Substance Abuse Prevention covered in the Health Section

LIFE SKILLS AND LEADERSHIP

GENDER ANALYSIS QUESTIONS

As you assess the needs of the youth in your locale, look at all the male/female differences in the life skills categories.

- How is self-esteem and positive identity different for girls and boys?
- How do girls and boys communicate? Is it different? Are there differences in ability to communicate, listen, negotiate, resist peer pressure for risky behavior, or resolve conflict?
- How have boys and girls been taught to make decisions, engage in critical thinking or problem solving? Do they have different strategies and are any more or less effective?
- When girls or boys set goals for the future, do they limit themselves based on their gender identity?
- Do girls and boys handle stress and challenging situations differently? Where do they get support?
- Are there gender norms that limit male or female youth access to clubs where life skills will be discussed such as girls lack of mobility or boys expected to work?

POTENTIAL GENDER-BASED CONSTRAINTS

- Differences in male and female gender norms may lead to differences in life skills abilities. Girls may have a harder time with assertive negotiations or communication. Boys may struggle with resolving conflicts non-violently or with resisting peer pressure to engage in risky behaviors.
- Youth may also have learned different skills in terms of critical thinking or problem solving. Girls may have been taught to agree with and support males in their lives, for example. Their goal setting may be affected by what they see as appropriate options for girls or boys.
- Boys and girls may have different strategies for coping with stress or difficulty. Boys may not feel it is acceptable to talk about problems with friends since it is not “manly” and they may not get emotional support. Girls may learn that their problems are not taken seriously.
- Girls may not see themselves in leadership roles.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Investigate youth attitudes and practices regarding gender roles by asking youth about the different expectations that exist for girls and boys.
- Incorporate gender messages into life skills sessions, particularly information about gender roles, gender equality, reproductive health, and gender-based violence.
- Train youth service providers in gender sensitivity so that they do not reinforce stereotypes or unintentionally give boys more attention.
- Use PACA Daily Activity schedule activities to ensure that the time and place of life skills sessions does not exclude anyone—whether this is evening sessions when girls cannot leave the home or daytime sessions when boys may be working.
- Include outreach to parents and community members to discuss gender issues and promote equality and empowerment messages.
- Use life skills sessions as opportunities to particularly address the challenges young women face such as lack of support for their education or employment goals. Promote their self-esteem and confidence and coach them in handling pressure from families and peers. Help young women get the soft skills (e.g., effective communication and problem-solving; team work; self-confidence) they need to succeed in the work place.
- Engage employers in discussing gender equality and support them to recruit female staff. Help them create gender-equitable work places.
- In planning, ensure responsibilities for leadership are shared with both boys and girls.
- Ensure the materials used in the curriculum reinforce gender equality including narratives, pictures, videos, and do not reinforce traditional gender roles.
- Use gender-equitable practices to consciously engage boys and girls equally to participate in activities.

SPORTS AND PHYSICAL ACTIVITY

GENDER ANALYSIS QUESTIONS

- What sports do boys or girls engage in? What is the difference?
- Do both boys and girls have access to teams in school, to competitive leagues, to uniforms and other advantages?
- What are the limitations for girls in particular? Consider logistical limitations like access to a team and also cultural ones like belief that girls shouldn't play sports.

POTENTIAL GENDER-BASED CONSTRAINTS

- Social and cultural norms and messages that sports are for boys limit girls participation, which means that girls miss a key opportunity to participate in an empowering activity. In addition, girls may face other barriers like there being no team or time/space allocated for girls or if there is, it is hard to participate because of needing to be home after school to do chores or not having the right gear.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Organize girls' sports clubs using curricula like Grassroot Soccer that promote girls confidence and empowerment and give girls the space to discuss issues that affect them. There are three different Grassroot Soccer curricula to choose from: Gender, Malaria, and HIV/AIDS.

- In boys' and girls' sports activities, use fun and engaging activities to talk about gender norms and to foster a dialogue about promoting positive roles for boys and girls.
- Encourage girls to engage in athletics and other physical activities for their own health and well-being.

World of Work

Youth Financial Literacy and Youth Entrepreneurship covered under CED Section

EMPLOYABILITY AND VOCATIONAL SKILLS

GENDER ANALYSIS QUESTIONS

- What careers do young men and women aspire to? How does it differ and why?
- If available, what is the male/female breakdown for choices girls/boys make for career track? Why? Is it based on school completion rates? Area of study?
- Are there career tracks that either boys or girls feel are more open or less open to them? Why?
- Do parents support their male and female children equally in their career choices?
- Are there differences in the soft skills boys and girls have that would prepare them for work, such as communication skills or decision making or ability to work in teams?

POTENTIAL GENDER-BASED CONSTRAINTS

- Some career tracks may be culturally more typically male or female, like engineering or mechanics for boys and secretarial positions for girls.
- Parents may be less supportive of girls pursuing higher education.
- Boys may wish to pursue careers or business options that have been dominated by women in the past and they receive less support for these non-traditional choices.
- Owning a small business may be seen as more of a male path than female, but owning a more informal resale operation may be seen as a female role. This has implications for the income of men and women.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Conduct camps or youth clubs that discuss gender norms, and help youth talk about how gender norms may be constraining their choices. Camps like science camps can empower girls to discover new areas and fields they did not consider.
- Use discussions and activities to help boys see their female friends and family members as equals and the benefits for their families and society of supporting girls in their career choices
- Have youth engage in PACA activities so they understand each other's lives and choices and can discuss the differences and similarities.
- Ensure business development skills, entrepreneurship training, credit, and other business related services are easily accessible to males and females. Work to reduce the stereotypes that limit what young women and men can do.

Civic Engagement

VOLUNTEERISM AND SERVICE LEARNING

GENDER ANALYSIS QUESTIONS

- Where can women and men engage in service? Are there differences in how young men and women engage in service? Do men feel more comfortable engaging in these public activities? Conversely, do women perform a greater amount of unpaid work already which is not necessarily recognized as service or if it is, it is perceived as their cultural role?
- Is there data on where young men and women work; and, what kinds of jobs they do?
- Who is consulted in the design of service projects?

POTENTIAL GENDER-BASED CONSTRAINTS

- In some countries, women perform more unpaid labor caring for other community members such as children or the elderly. They may also keep public spaces clean or organize community events. Volunteerism programs may end up placing additional work and burdens on women, adding to their unpaid tasks. There is also a risk, if not communicated correctly, that it could reinforce the norm that women and girls “should” perform these services without pay.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Consider gender roles and relations in planning Volunteerism or Service Learning activities. Use PACA community mapping and priority ranking activities or the V2 Volunteerism in Action Guide to learn where the community needs are. Be careful not to reinforce existing norms that certain groups such as women and girls in the community “should” serve others.
- In doing PACA analysis in communities and with youth to identify service projects, consult with a diverse range of people: girls, boys, people with disabilities, and other marginalized populations.
- In determining the kinds of service activities to undertake, consider projects that promote gender equality, girls education, healthy norms for boys, or women’s empowerment.
- Use service projects as opportunities where youth, particularly girls, can practice and demonstrate their leadership skills.

ADVOCACY AND CIVIC EDUCATION

GENDER ANALYSIS QUESTIONS

- Who is more likely to be engaged in civic activities: men or women? Is there sex-disaggregated data on who engages in civic forums and activities, and in what capacity?
- Do women feel they can participate in local forums or engage with leaders? Do they have the confidence to speak at public meetings?
- Are local government and community leaders representative of the community in terms of gender balance or representing marginalized groups?
- Who do civil leaders and civil society advocates consult with in planning new programs? Do they consult a wide range of stakeholders? Do they take up issues important to both women and men? Do they hear from both male and female constituents?

POTENTIAL GENDER-BASED CONSTRAINTS

- Advocacy and civic engagement has been the domain of men in many countries. Many local governments are dominated by male politicians and bureaucrats, who either for cultural reasons or lack of access, do not hear from female constituents. Therefore, they are more likely to take up issues that affect men.
- Men may have the time, ability and confidence to participate more readily in civic forums and advocacy campaigns.
- Women may not be as formally organized to engage with leaders.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Work with women's groups or women-focused NGOs to train them in advocacy and civic education.
- Organize leadership training or mentoring activities for women that help them gain confidence to engage with public officials on issues of importance to them.
- At public or community-level forums, work with partners and counterparts to ensure diverse voices are heard including women's groups and other under-represented groups.
- Work with public officials to help them to better reach underserved groups so that they are better informed about their needs. Use PACA tools like community mapping with leaders so that they better understand their constituents.

Support for Youth

PARENTAL SUPPORT, WORKING WITH SERVICE PROVIDERS AND COMMUNITY ENGAGEMENT

GENDER ANALYSIS QUESTIONS

- How do families and community structures support boys and girls differently? Do they promote boys to go to school more than girls or boys to do certain tasks that affect their education or employment?
- What are parental attitudes towards girls' education, girls' work, the role of boys in the working world and the family, and other gender norms and attitudes?
- Is sex-disaggregated data available on work and who does what kind of work?
- What are the gender attitudes that youth service providers have and how does that affect their ability to teach positive gender norms to youth?

POTENTIAL GENDER-BASED CONSTRAINTS

- Parents may favor boys for opportunities in education or employment. For girls, parents may promote early marriage, more household work, and less opportunity to be in school, participate in after-activities, or develop skills for the working world.
- Youth programs may unintentionally perpetuate gender stereotypes by promoting gender-specific activities like sports for boys and cooking for girls. They may also include messages such as teaching girls how not to be harassed instead of working with boys to prevent those behaviors.
- Youth clubs may also be at times and places that make it harder for girls to participate because they or their parents don't feel safe having them out in the evening. Boys may have work that keeps them busy during certain times.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Foster dialogue and discussion between youth and their parents and other community members on gender norms, relationships, career options, and family. PACA tools such as daily activities schedule may help providers, parents and community leaders understand the unique challenges girls and boys face.
- Identify and promote community members who are positive role models like successful women, parents who have supported their children's education, and community leaders who speak about gender equality.
- Work with service providers to include positive messages about gender equality. Help them challenge stereotypes in their programming and teach both boys and girls positive norms.
- Connect youth, particularly girls, who have had fewer leadership opportunities to community organizations where they can practice their organizing and leadership skills.
- Consider offering youth services at different times and places that make it easier for different youth to participate.

Resources:

The Peace Corps' *Beyond the Classroom: Empowering Girls*. An idea book series including helpful tips on implementing clubs, camps, and girls empowerment.

The Peace Corps' *Gender and Development Training and Girls Education Manual*. A manual including skills training sessions for Contextual Analysis and Gender Information Framework and other methods.

The Peace Corps' *Life Skills and Leadership Manual*. A manual that addresses the three Youth in Development sector competencies.

1. Support healthy lifestyles and prepare youth for family life;
2. Prepare youth for the world of work; and
3. Engage youth as active citizens.

International Youth Foundation Field Notes: Improving Gender Equality in Youth Livelihood Programs.

<http://www.iyfn.net/sites/default/files/FieldNotesGenderEquality.pdf>¹³: A best approaches guide about how practitioners—throughout the program cycle—can be better informed about gender considerations and thus tailor programs and services to address and overcome the structural limits imposed on both young men and women participating in livelihood programs.

Gender – Responsive Life Skills Based Education.

<http://unesdoc.unesco.org/images/0017/001781/178125e.pdf>. UNESCO/Bangkok created a document on life skills-based education to address gender-equitable teaching and learning in many contexts and sectors, including family, school, workplace, neighborhood, and in the community.

Grassroots Soccer. <http://www.grassrootsoccer.org/>. Website that has interactive soccer-themed HIV prevention curriculum including resources and research and development of past projects.

Peace Corps Grassroots Soccer Partnership Information. Internal link [here](#): Framework for Peace Corps and GRS to support curriculum development, Volunteer and counterpart training, implementing Grassroots Soccer programs, resource exchange, and placement of Peace Corps Volunteers and Response Volunteers.

Peace Corps Camps Manual: An extensive manual which includes ideas for implementing a Camp GLOW program including training resources and other tools.

Participatory Analysis for Community Action (PACA) Training Manual: The Peace Corps' manual on best practices, basic skills, and tools to provide basic knowledge about women in development.

13 <http://www.iyfn.net/sites/default/files/FieldNotesGenderEquality.pdf>

UN Volunteers Volunteerism as a Force for Social Inclusion: A U.N. report that emphasizes the right of individuals to participate in the life of their communities by incorporating people with disabilities, older persons, women, and other marginalized groups. Using volunteerism as a method to implement social inclusion.

Using Participatory Analysis for Community (PACA) Action Idea Book: The Peace Corps' action idea book that utilizes a capacity-building approach focusing on empowering local people to be their own decision makers and develop the skills to carry out those decisions to improve their own lives. It provides tools for implementation.

V² Volunteerism Action Guide, available in French, Portuguese and Spanish, provides:

1. The elements of service learning with important cultural considerations
2. A step-by-step guide to creating service learning projects
3. A template for local groups to adapt and design their own service activities

Peace Corps *Working with Youth: Approaches for Volunteers:* The Peace Corps' manual for working with youth addressing sustainability, capacity building, and tools and techniques.