

ENGENDERING TRANSFORMATIONAL CHANGE

Save the Children Gender Equality
Program Guidance & Toolkit



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ACRONYM LIST

Acronym	Definition of Acronym
AIDS	Acquired Immune Deficiency Syndrome
CAP	Country Annual Plan
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRG	Child Rights Governance
CRSA	Child Rights Situation Analysis
CSP	Country Strategic Plan
FGM/C	Female genital mutilation/cutting
GAM	Gender Analysis Matrix
GBV	Gender-based violence
GEWG	Gender Equality Working Group
GSI	Gender-sensitive indicator
HIV	Human Immunodeficiency Virus
LGBTI	Lesbian, gay, bisexual, transgender, and intersex
LST	Life skills training
MEAL	Monitoring, evaluation, accountability, and learning
M&E	Monitoring & Evaluation
SCI	Save the Children International
SEA	Sexual exploitation and abuse
STIs	Sexually transmitted infections



INTRODUCTION

Learning Objectives

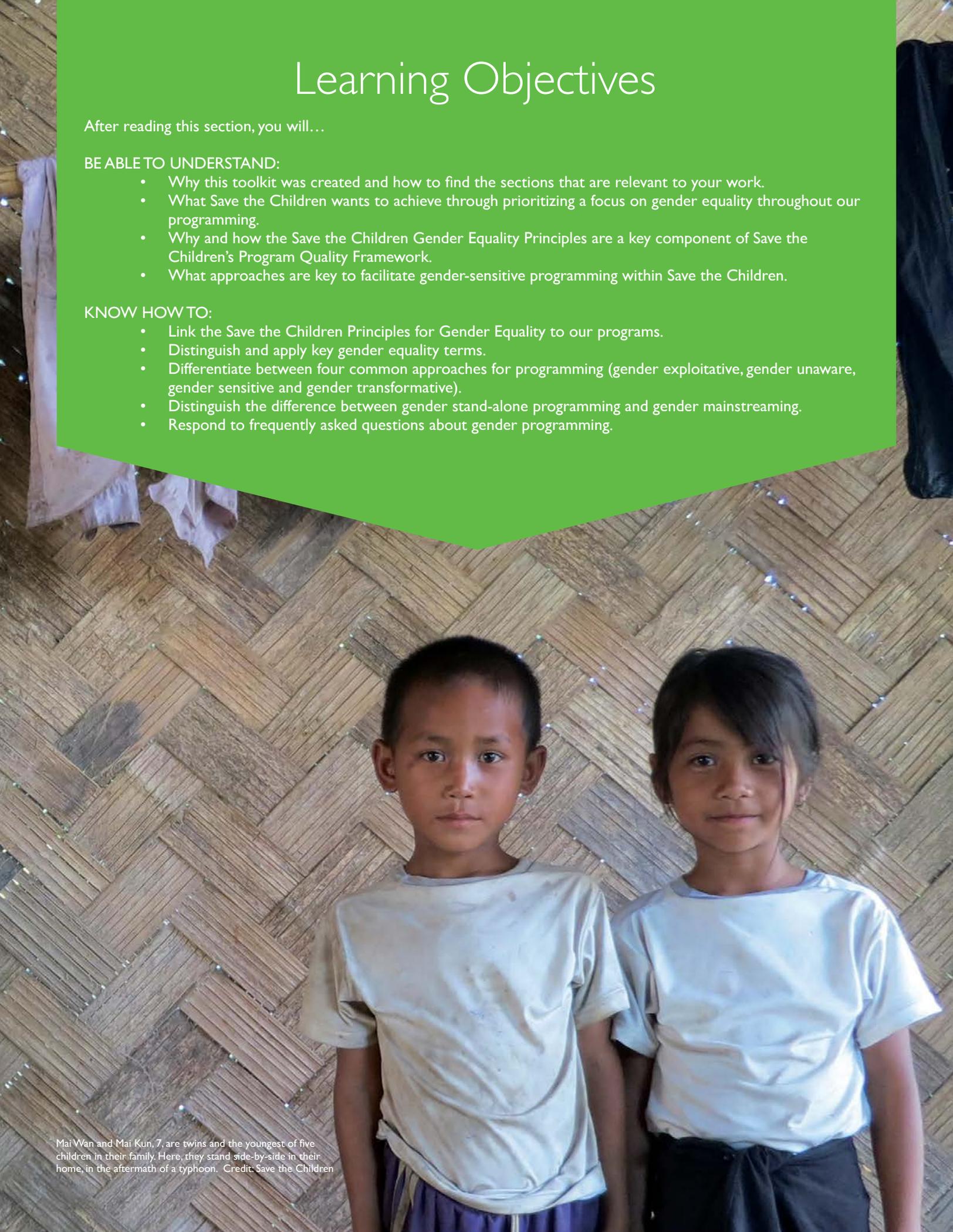
After reading this section, you will...

BE ABLE TO UNDERSTAND:

- Why this toolkit was created and how to find the sections that are relevant to your work.
- What Save the Children wants to achieve through prioritizing a focus on gender equality throughout our programming.
- Why and how the Save the Children Gender Equality Principles are a key component of Save the Children's Program Quality Framework.
- What approaches are key to facilitate gender-sensitive programming within Save the Children.

KNOW HOW TO:

- Link the Save the Children Principles for Gender Equality to our programs.
- Distinguish and apply key gender equality terms.
- Differentiate between four common approaches for programming (gender exploitative, gender unaware, gender sensitive and gender transformative).
- Distinguish the difference between gender stand-alone programming and gender mainstreaming.
- Respond to frequently asked questions about gender programming.



Mai Wan and Mai Kun, 7, are twins and the youngest of five children in their family. Here, they stand side-by-side in their home, in the aftermath of a typhoon. Credit: Save the Children

What Is This Toolkit About?

Gender equality is inextricably linked to child rights, and around the world gender discrimination results in critical child rights violations. As Save the Children, it is essential that we identify and address the specific needs of girls, boys, women, and men across our program cycle if we are to fulfill our vision of a world where every girl and every boy attains their equal right to survival, protection, development, and participation. This process of gender equality integration, often called gender mainstreaming, is not only a requirement for many donors and partners, but drives positive, transformative results, and is key to effective and sustainable development.

Recognizing that gender equality is central to Save the Children's mission and vision, it is important to ask ourselves, 'Where are we now as a global organization?' While many of our programs are making tremendous efforts to promote gender equality between girls, boys, women, and men in their work, as an organization we must develop a consistent and coherent approach for supporting gender equality and ensure our staff have the appropriate understanding, knowledge, and tools.

So, the main question then becomes: **how can we consistently, meaningfully and strategically integrate a gender equality focus across our programming work at Save the Children?**

The Process And Purpose

To answer that question, the Save the Children Gender Equality Working Group (GEWG) developed this Program Guidance and Toolkit in 2013-2014. This Program Guidance and Toolkit is a response to numerous requests from members and country offices alike for program guidance to accompany the Save the Children Principles for Gender Equality, which was formally circulated across our organization globally on July 1 2014, and forms part of the Quality Framework.² Save the Children's Principles for Gender Equality, as well as further resources and guidance on gender, can be accessed on OneNet: <https://onenet.savethechildren.net/whatwedo/genderequality/>.

During the development of the Program Guidance and Toolkit, the Save the Children Gender Equality Working Group (GEWG) engaged in a broad technical consultative process with various staff members from across Save the Children, including staff from Save the Children's Global Initiatives, and piloted the first version (V1.2) of the Toolkit in Ethiopia, Nepal, Sierra Leone, and Somaliland in April 2014. Following these consultations, the GEWG produced a revised version of the Toolkit (V2.0), to keep the document current with best practices and optimize its usefulness.

Ultimately, this Program Guidance and Toolkit will enable Save the Children to put into practice - in program strategy, planning, design, implementation, monitoring, evaluation, accountability, and learning - the Save the Children Principles for Gender Equality.

Please send any comments, case studies, best practices, and tools to the GEWG
<https://onenet.savethechildren.net/whatwedo/genderequality/>

What do we mean when we talk about gender?

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for girls, boys, women, and men.

What is gender discrimination?

Gender discrimination means any exclusion or restriction made on the basis of gender that creates barriers for girls, boys, women, and/or men in recognizing, enjoying, or exercising their full and equal human rights.

What is gender equality?

Gender equality refers to the absence of discrimination on the basis of sex.

For Save the Children, gender equality is when one sex is not routinely privileged or prioritized over the other, and all people are recognized, respected, and valued for their capacities and potential as individuals and members of society. Further, gender equality is when girls, boys, women, and men have equal rights, obligations and opportunities to:

- Security and good health;
- A viable livelihood and dignified work;
- Participate in the care of home and dependent family members;
- Take active part in public and political life;
- Learn and participate in relevant education; and
- Live a life free from violence.

Save the Children, 2014, Principles for Gender Equality, <https://onenet.savethechildren.net/whatwedo/genderequality/>



ENVISIONING GENDER EQUALITY

For Save the Children, realizing our vision means a world where all girls and boys can hold diverse hopes and dreams for their futures, and have equal opportunity to make these come true. Our vision is for a world where both girls and boys are safe from harm, where they are equally heard and valued, and where they have equal access and time to devote to education, to work, to rest, and to play. We strive for a world in which both girls and boys are healthy and nourished, growing up in safe and nurturing environments, and supported equally by male and female caregivers and mentors. Our vision is for girls and boys to support one another in playing an active and equal role in creating positive and sustainable change in their communities, their countries and across the globe.¹

Guiding Principles³

Save the Children seeks to advance gender equality in all aspects of our work and across our organization, guided by the following six principles:

1 EQUALITY AS A RIGHT

Gender equality is an essential component of a child rights approach, and of critical importance in the fulfillment of our organizational mandate. This principle is upheld by international standards articulated by the Convention on the Rights of the Child (CRC) and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

2 ADDRESSING ROOT CAUSES

It is critical to identify and work to transform the root causes of gender inequality; this requires addressing social norms and institutions which reinforce gender inequalities, as well as advocating for and fostering legislation and policies that promote gender equality.

3 HOLISTIC APPROACHES

Acknowledging that gender equality is about relationships, transformative gender approaches require working with whole communities, and at all levels, equally engaging female and male stakeholders in culturally-sensitive gender equality policy and program work.

4 MEANINGFUL PARTICIPATION

Girls and boys are active citizens. They must be equally engaged in dialogue around gender and have equal opportunity to participate and to promote gender equality.

5 INDEPENDENT & CROSS CUTTING

Gender is both an independent area of focus, as well as a critical priority across our thematic areas of focus, global initiatives and breakthroughs. Gender equality must be a central focus across our work, as well as across all parts and levels of our organization.

6 COLLABORATION & LEARNING

Integrating gender analysis in our research and work opens up new insights and innovative solutions to development challenges that would not otherwise be possible without a gender-focused approach. It is essential to foster and participate in communities of practice, collaborate with organizations and stakeholders working on gender, translate what we learn into practice, and to share learnings widely.



This Program Guidance and Toolkit is intended to **demonstrate how to mainstream gender equality throughout our programs in order to enable high-quality, innovative programming**, which results in the fulfillment of children's equal rights, by:

- Providing **effective and user-friendly tools** for identifying and addressing gender inequalities across all stages of the program cycle;
- Offering **specific guidance and references** for promoting gender equality across Save the Children's thematic areas of focus; and
- Showcasing **promising practices** from Save the Children programs which we can learn from together and build upon.

HOW TO USE TOOLKIT

The Program Guidance and Toolkit content is laid out in four main sections, with most of the emphasis on **HOW**, as follows:

INTRO

This section explains how to use the toolkit, defines key gender equality concepts, describes Save the Children's approaches for gender sensitive programming and provides lessons learned and best practices for gender mainstreaming at Save the Children.



This section shows why gender mainstreaming is critical to our work and how mainstreaming gender equality into our programming can yield better results.



This section explores how different groups affect and are affected by gender norms.



This section provides guidance on gender mainstreaming across the program cycle and in thematic areas. Additionally, it highlights 4 simple and effective tools that can be used to conduct gender analysis.

What Do We Want to Achieve Through Prioritizing a Focus on Gender Equality?

Around the world, while contexts and gender roles vary from place to place, we can see that gender inequalities occur everywhere; and at every stage of life, beginning with childhood or even before birth. Additionally, gender inequalities can be magnified by other factors including age, ethnicity, socioeconomic status, caste, class, language, religion, sexual orientation, and ability.

A focus on gender equality promotes inclusion and enables us to address the unique needs of girls, boys, women, and men, and the social, cultural, and economic relationships that both support and constrain them. Because gender equality is



7-year-old Desta. Credit: Anne-Sofie Helms/Save the Children

Gender norms are commonly built around four traditional gender categories – girls, boys, women, and men – and as such this Toolkit will make many references to these groups. However, it is important to remember that there are many different gender identities which do not fit into these categories and which are experienced by adults and children around the world. Gender identities refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with their sex assigned at birth. It is critical that diverse gender identities be accounted for and supported in all our work.

about power and relationships, gender mainstreaming tools are meant to facilitate inclusion of all key stakeholders, and to recognize that achieving lasting changes in the lives of girls and women requires engaging boys and men strategically, while also working to prevent and respond to discrimination faced by boys and men. Mainstreaming gender equality means addressing gender inequalities across all Save the Children areas of work, and promoting gender equality to improve everyone's lives at the individual, family, and community levels.

Gender mainstreaming can include many different tools and approaches, and ultimately enables us to ensure that we are gender sensitive throughout the program cycle. Being gender sensitive may sound like a simple concept, but actually many projects do not identify the unique needs of girls and boys in the local context, and/or do not address these needs through programmatic strategies and activities. These 'gender unaware' projects overlook the gendered needs of project beneficiaries, and they not only miss a critical opportunity to be more impactful, but their outcomes may suffer as a result. Importantly, when programs are not gender sensitive they actually run the risk of causing harm, even though this may not be intentional.

At Save the Children, **we expect all our programs to be gender sensitive as a minimum standard** and we strive for our work to be gender transformative whenever possible!

To help conceptualize this notion, imagine a gender equality continuum along which all projects fall, ranging from gender exploitative to gender transformative. Using the diagram below, we can see that our projects are gender aware when they fall into the green sections, being gender sensitive or gender transformative - think of this as our 'green light' to continue doing what we're doing. On the left side of the diagram, the categories of gender exploitative and gender unaware are in red - think of this as our 'red light,' indicating that we need to stop and re-assess how we are approaching our project, in order to ensure positive outcomes for all children, and to uphold a 'do no harm' principle.

Gender Unaware

Interventions are designed without taking the specific needs of girls, boys, women, or men into consideration. They may inadvertently reinforce gender inequalities and miss opportunities in program design, implementation, and evaluation to enhance gender equality and achieve more impactful and sustainable project outcomes.

Gender Transformative

Interventions utilize a gender sensitive approach and promote gender equality, while working with key stakeholders to identify, address, and positively transform the root causes of gender inequality for women and men, girls, and boys.

Gender Exploitative

Gender Unaware

Gender Sensitive

Gender Transformative

Gender Exploitative

Interventions take advantage of rigid gender norms and existing imbalances in power to achieve program objectives, but negatively affect gender equality goals and may lead to further exploitation of girls and women.

Gender Sensitive

Interventions ensure the different needs, abilities, and opportunities of girls, boys, women, and men are identified, considered, and accounted for.

Save the Children believes all our work should be gender sensitive as a minimum standard.

To better understand what each of the four categories on our gender equality continuum might look like in real life, let's consider a program example. Below are examples of the four approaches to programming as they would apply to a project which aims to improve access to education for children.

Gender exploitative: A project to improve out of school children's access to education which deliberately reaches out exclusively to boys in a region where girls have restricted access to education.

Explanation: This project takes advantage of existing power imbalances to achieve its objectives. In many regions of the world, families value boys' education above girls' education, and so it may be easier to convince parents to send their sons to school than their daughters. By focusing exclusively on boys, the project will achieve seemingly good results by increasing the number of children in the classroom. However, while the project succeeds in maintaining and increasing boys' access to education, it would have a negative impact on gender equality goals because girls would be left out, and the existing gaps between girls' and boys' access to education (which already discriminate against girls) would be further increased.

Gender unaware: A project to improve out of school children's access to education that uses the exact same approach to reach girls and boys.

Explanation: This project might succeed in improving girls' and boys' access to education, but it's likely that boys would be substantially overrepresented. Using the same approach to reach girls and boys does not take into account the imbalances between them, as girls' and boys' specific needs have not been considered

or addressed. By ignoring different barriers girls and boys face in their access to education, the project would inadvertently reinforce gender inequalities, and would miss opportunities to achieve more impactful and sustainable project outcomes.

Gender sensitive: A project to improve out of school children's access to education that identifies different scheduling considerations for working girls and boys, and therefore plans for different teaching hours for girls and boys to accommodate their unique schedules and ensure accessibility.

Explanation: The project would likely reach a higher number of girls and boys by offering teaching hours that are adapted to their specific schedules. For example, some girls who are involved in domestic work would have a better chance to attend school. However, such a project would not address the root causes of the gender inequalities that prevent girls from attending school in the first place, and may reinforce girls' stereotypical and limited roles within the family and community.

Gender transformative: A project on improving out of school children's access to education that offers different teaching hours to accommodate the unique schedules of working girls and boys, and also engages the community about gender equality and the importance and equal value of both girls' and boys' education.

Explanation: In addition to identifying, considering, and accounting for the needs, abilities, and opportunities of girls and boys (gender sensitive), this project would work to address and transform root causes of gender inequality that prevent girls from accessing education through working with the community to build understanding of the equal value of girls in general and the importance of girls' education.

CASE STUDY

Improving a gender-based violence (GBV) program by applying a gender-transformative approach

THE PROBLEM

Eduardo is asked to review a program proposal from a gender perspective before donor submission. The program focuses on the provision of health and social services to girls and women who are survivors of gender-based violence. Eduardo notices that nothing is done to address the root causes of GBV. He would like to strengthen the approach of the program, because he knows that Save the Children strives to utilize gender-transformative approaches whenever possible.

A SOLUTION

After conducting a gender analysis, using the How section of this Toolkit for guidance, Eduardo prepares a list of activities to add to the program implementation plan. With the inclusion of these activities, the program will now simultaneously provide services to survivors of GBV and address the root causes of GBV. As part of this new gender-transformative approach, the program includes activities with boys and men to challenge those male attitudes and behaviours that can lead to the use of violence, and encourages boys and men to learn about other positive expressions of masculinities. Another component of the revised program includes activities to work with female and male community and religious leaders to change social perceptions regarding the value of girls and women, as well as attitudes towards GBV.

Exercise - Test Your Understanding

Associate the examples below with the corresponding category of the gender equality continuum.

An NGO decides to implement a project on sexual and reproductive health in a community where the teenage pregnancy rate is very high. One of the reasons why the rate is so high is because adolescent girls' sexual and reproductive health is not culturally acceptable to discuss, and thus girls do not access education or health services in relation to this topic area because they fear stigma and discrimination.

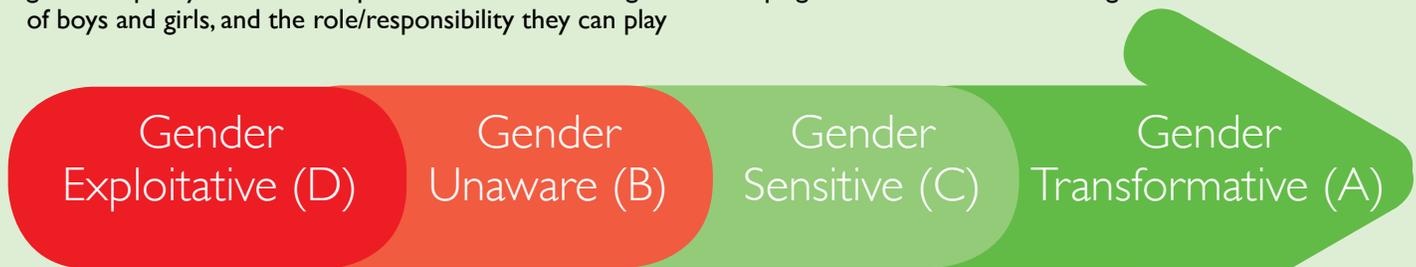
A: The project decides to establish a community health center that specializes in the provision of sexual and reproductive health services. In addition to making sure that girls can access the center without being seen to ensure privacy, the project organizes awareness raising activities at the community level (in close collaboration with traditional and religious leaders and community health workers) to reduce the stigma and discrimination faced by pregnant girls, and to address the lack of cultural understanding and acceptance concerning girls' sexual and reproductive health and rights. The NGO also reaches out to boys and men in the community to sensitise them on gender equality, sexual and reproductive health, the rights of boys and girls, and the role/responsibility they can play

on reducing/ending the stigma and discrimination faced by adolescent girls in the community.

B: The project decides to establish an outdoor booth in the middle of the village where flyers about sexual and reproductive health issues are made available to young people, girls, and boys alike.

C: The project decides to establish a community health center focused on the provision of sexual and reproductive health services. Since teenage pregnancy is not culturally acceptable for girls, the NGO makes sure that the health community center has two entrances: the main entrance for all staff and patients, and a backdoor entrance that can be accessed by teenage girls who do not want community members to know they are accessing sexual and reproductive health services.

D: The project decides to launch an awareness campaign on teenage pregnancy that deliberately reaches out specifically to girls. The main message disseminated by the campaign is that sex before marriage is forbidden.



This project focuses on girls because they are the ones who can get pregnant, making the program objectives easier to reach. However, the project negatively affects gender equality goals by labeling girls as the main responsible persons for a pregnancy, while at the same time putting guilt on them by emphasizing that sex before marriage is forbidden. Such a project increases the stigma and discrimination faced by girls, and does nothing to respond to or to improve the situation of girls.

This project does not take into consideration the specific needs of girls and boys. It only offers general information about sexual and reproductive health and rights, without considering the real needs of girls and boys. In addition, the central and non-private location of the booth constitutes an obstacle for girls accessing the information without fearing stigma and discrimination in the case that someone sees them taking a flyer.

This project is sensitive to the specific needs of teenage girls by making sure they can access the services provided by the community health center in a private manner. However, it does not do anything to address the gender discrimination faced by girls.

This project is sensitive to the specific needs of girls in relation to privacy. In addition, the project aims at tackling the discriminatory gender norms that make teenage pregnancy and girls' sexual and reproductive rights taboo by working with the community to positively change their views and mindsets about this topic.

A Few More Key Terms

Defining terms and identifying the gender dimensions across all of our program areas will ground us in shared language, examples, and strategies as we design, implement, and evaluate our programs.

Gender concepts and terms sometimes do not translate easily from one language to another. However, it is not the term itself that is most important but the idea behind it, and debates around terminology can actually be an excellent way of creating in-depth understanding of the meaning behind the words.

We have already looked at some key definitions of terms – including gender, gender equality, and the four gender approaches on our continuum – but let's review a few more core concepts that will support us in utilizing this Toolkit. More definitions are available in the [Glossary, available on pages 178-179](#).

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for girls, boys, women, and men.

Example: In some countries, women are not allowed to drive while men can.

Sex: The biological and physiological characteristics that identify a person as male or female.

Example of a sex trait: The fact that many females can give birth and breastfeed is a biological characteristic.

Gender-based violence (GBV) refers to all harm inflicted or suffered by individuals on the basis of gender differences. Its intention is to establish or reinforce power imbalances and perpetuate gender inequalities. GBV can affect females or males; however, it affects women and girls systematically and disproportionately. GBV includes, for example, child, early, and forced marriage, female genital mutilation/cutting (FGM/C), sexual violence and abuse, denial of access to education and reproductive health services, physical violence and emotional abuse.

Gender equality refers to the absence of discrimination on the basis of sex.

Example: Girls, boys, women and men receive the same salary when they do the same work.

Gender equity: The process of being fair to girls, boys, women, and men. To ensure fairness, strategies and measures must be available to compensate for discrimination against girls and women that prevent girls, boys, women, and men from otherwise living equally. Equity leads to equality.

Example of gender equity: A quota to increase the number of girls in a students' organization is a gender equity measure aimed at compensating for discrimination which results in girls' restricted opportunities for participation in decision-making spheres. See the story entitled "[Exploring Gender Equity](#)" on page 19 for more information on gender equity.

Gender gap: The disproportionate difference between sexes in attitudes and practices. A gender gap can exist in access to a particular productive resource (e.g. land and education), in the use of a resource (e.g. credit and other services), or levels of participation, such as in government and on decision-making bodies. A gender gap is a form of gender inequality.

Example: In Pakistan, 70% of the men and boys above the age of 15 can read and write, compared to only 40% of women and girls of the same age group.⁴

Gender roles: Behaviors, attitudes and actions society feels are appropriate or inappropriate for a girl, boy, woman, or man, according to cultural norms and traditions. Gender roles are neither static nor universal but vary between cultures, over time, between generations, and in relation to other social identities such as social class, socio-economic status, ethnicity, sexual orientation, religion, ability, and health status. Gender roles may also shift with processes of urbanization or industrialization, and the fluid nature of gender roles requires careful and ongoing gender analysis.

Example: In many societies, girls and women are expected to be responsible for cooking, cleaning, and childrearing, while boys and men are responsible for earning money for the household. In those contexts, the gender roles of girls and women are linked to 'reproductive' work, while the gender roles of boys and men are related to 'productive' work.



Brenda plays with children at a Sunday Club activity organized by Health Alert. Photographer's Credit: Anne-Sofie Helms/Save the Children

Exploring Gender Equity

Let's consider this story⁵...

A goat and a crane (bird) were good friends, so one day the goat invited the crane to his house for dinner. When the crane arrived, the goat served soup in a flat dish. The goat started eating and was enjoying the meal but when the crane went to eat the soup, it fell out of her long bill at every mouthful. The goat was able to finish his soup but the crane was unable to eat her serving.

The crane, in turn, asked the goat to dinner the following evening. When the goat arrived, the crane served soup in a tall glass with a narrow mouth. The crane could easily insert her neck into the glass and enjoy the soup; however, the goat was unable to eat the soup because his snout was short and wide. This time the crane was able to eat but the goat was not.



What does this tell us about gender?

Although the goat and crane each received food and in theory had equal opportunity for nourishment, depending on the circumstances, neither was able to access or benefit from this nourishment due to their individual and unique needs. What we see is that the goat and the crane each faced their own distinct barriers for accessing nourishment and required different supports (dishes) in order to be able to overcome those barriers.

So, in this story, for the goat and crane to be able to enjoy equal portions of food and receive equal nourishment, they must think about the other's unique needs and adapt the way they serve their meal so that the other can benefit and enjoy. This process of adapting to account for different needs and barriers in order to enable equal opportunity is what is known as equity.

Approaches For Gender Equality Programming

According to Save the Children's Principles for Gender Equality, gender equality is both an independent area of focus, and a critical priority across our thematic areas of focus, global initiatives, and breakthroughs, as well as across all parts and levels of our organization. With this in mind, there are two primary ways to integrate gender equality across our programming in a meaningful way:

Stand-alone gender programming refers to programming that focuses specifically on gender inequalities or gender issues in order to achieve gender equality. For example, a program dedicated specifically to ending violence against girls and women is a stand-alone gender program. A program that reaches out to girls and boys to sensitize and empower them to challenge existing discriminatory gender norms that promote gender inequality and violence against girls, boys, women, and men in their communities, is another type of a stand-alone gender program.

Gender mainstreaming is the process of assessing the implications of an intervention for girls, boys, women, and men. It is a strategy for making girls', boys', women's, and men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs, so that all intended beneficiaries can equitably benefit from the intervention. The ultimate goal is to achieve gender equality, and special focus on the needs of women and girls is often required to ensure programming addresses the widespread discrimination faced by women and girls.⁶

These two types of approaches to gender equality programming are complementary. While providing elements relating to stand-alone programming, this Toolkit mostly focuses on gender mainstreaming.



Girls have a right to learn and play, Taha village, Egypt Credit: Ahmed El-Nemr

Gender Stand-Alone Programming Vs. Gender Mainstreaming

- Gender mainstreaming is key to all programming, no matter whether it is specifically targeted at achieving gender equality or not. It is critical to identify the root causes of the gender inequalities we are trying to address, and to successfully take appropriate measures to address those causes.
- Stand-alone gender programming and gender mainstreaming are not mutually exclusive, but complementary. You can do both at the same time. For example, you can (and should!) mainstream gender equality in a maternal health project, even though it is specifically focused on women's health.
- Adding just one or two activities related to gender equality in a program is NOT gender mainstreaming. It may indeed support gender mainstreaming, but in order to effectively mainstream gender we need to consider gender across all activities included within the program.

Exercise - Test Your Understanding

Gender stand-alone or gender mainstreaming?

1. Rhada manages a project aimed at facilitating the creation of sustainable livelihoods opportunities for young women and men. At the beginning of the project, she solicits inputs from the Gender Advisor of her organization to conduct a gender analysis. She wants to identify the barriers to young women's and young men's employment. Along with the Monitoring and Evaluation (M&E) Advisor, and on the basis of the results of the gender analysis, she designs activities to ensure equitable access of both young women and men to livelihood opportunities, and designs indicators to measure any changes.

Answer: Gender mainstreaming. Even if the project is not dedicated to responding to a specific gender inequality, it will contribute to the realization of gender equality because gender was strategically considered across all programming activities.

2. Mamadou manages a project aimed at improving WASH facilities in secondary schools. Within the framework of the project, he decides to organize an activity where girls are provided with dignity kits, which include soap, underwear, and sanitary pads.

Answer: Neither stand-alone gender programming nor gender mainstreaming. Adding an activity to reach out to girls and women does not necessarily mean that gender mainstreaming is implemented. Gender mainstreaming is a process. In this case, to be considered gender mainstreaming, the project would have conducted a gender analysis at the beginning of the project to determine the main health and hygiene issues for girls and boys in relation to WASH facilities in schools. Further, specific activities to close gender gaps or inequalities would have been designed, implemented, and monitored, and evaluated.

3. Phuong has just started to implement a project aimed at increasing the access of ethnic minority girls to secondary education. The project was designed based on a gender analysis conducted as part of strategic planning which highlighted that minority girls face tremendous barriers enrolling and staying in secondary school. Since the project already focuses on girls, she does not take specific measures to work towards the realization of gender equality.

Answer: Stand-alone gender programming. Even if the project focuses on a specific gender inequality, Phuong should facilitate gender mainstreaming in the project. While the project is focused on girls, this does not automatically mean that it will redress gender inequalities. Implementing gender mainstreaming would help her identifying the root causes that are behind gender gaps in secondary education and then enable her to take appropriate measures to respond to these causes, such as teacher training on gender-sensitive pedagogy.



What are Some Best Practices for Working to Mainstream Gender Equality in my Work at Save the Children?

Working towards the realization of gender equality has been proven to bring positive and lasting changes to the lives of girls, boys, women and men. To continue making a positive difference in the world, our work should redress the existing gender inequalities between girls, boys, women, and men that affect the full realization of their rights. To succeed at this task, our interventions must, in collaboration and consultation with the communities with whom we work, identify, challenge, and redefine the discriminatory gender norms that create and/or foster these inequalities. Very often, these discriminatory norms have been in place for a long time, and resistance might be encountered when alternative norms are being explored and suggested. Moreover, change cannot happen overnight; it takes time for ideas and actions to transform, especially when it comes to something as deeply woven into culture as gender. The following section provides a few lessons learned and best practices from working on gender equality at Save

the Children. They are not exhaustive, but aim to support us in being optimally efficient and effective as we work to mainstream gender equality across all levels and areas of focus for our programming.

Practice patience and celebrate the small steps

As mentioned above, it takes time to learn from and work with communities to create positive and lasting changes in beliefs, attitudes, and behaviors in relation to gender equality. As such, it is important for any individual working on gender equality to accept that changes will take time to happen, and might be less clearly visible than changes in other areas. However, it does not mean that small changes are not important. Every small step leads to bigger changes in the lives of girls, boys, women, and men. Achieving gender equality is a long-term process and it is with the actions of committed individuals like you that we will be able to progress towards the realization of this goal.



Mother and baby rest, Estancia, Iloilo, Philippines Credit: Jerome Balinton

Be aware of your own biases and prejudices

Before implementing interventions, reflect on your own gendered experiences and own prejudices (we all carry them!) that could have an impact on the way you work. For example, people who have prejudices about boys' and men's perceived violent nature should try to recognize that boys are not inherently aggressive, uncaring, and violent; rather, they have the capacity to shape and form new non-violent, inclusive, caring, and empowered masculinities for the future. Many boys and men already do reject these discriminatory norms and support equality, and efforts should support and enable these positive attitudes and behaviors. Another example might be staff members who don't consider child marriage or female genital mutilation/cutting (FGM/C) to be harmful because of discriminatory norms within the specific context which make this form of GBV acceptable.

Work with community stakeholders, and harmonize all interventions with the local culture and context

We want to always work to ensure that Save the Children's interventions address needs and aspirations, and resonate with the individuals and groups we are working with. In many contexts, people have diverse views and attitudes towards gender equality, and we should listen to, learn from and be respectful of these different points of views. If discussing gender inequalities in a given context is not an easy task, it can be important to build these conversations through a step-by-step process. In these cases, we should try to gain the confidence of key stakeholders first, and start identifying and discussing gender inequalities only once trust has been established. For these discussions, we should also use the language of the specific context in which we are working. For example, if rights-based language is not commonly used or accepted in a given context, you can start by talking about basic values such as respect, integrity, and diversity. When planning interventions in contexts you are not familiar with, consult closely with local staff or experts as their knowledge and advice will be key assets to make sure our interventions are appropriate for and resonate with the local culture and context. Further, work with these key stakeholders to identify positive gender norms that the program can build upon.

Engage boys and men in interventions

Very often, people hold the point of view that gender programming should focus solely on girls and women. It is true that worldwide girls and women are disproportionately affected by gender inequalities. However, this does not mean that boys and men should be excluded from our interventions, and on the contrary, it is essential to engage boys and men in our work as they have the potential to be crucial agents of change. Ultimately, everyone is affected by gender norms, and everyone should be involved in the efforts to transform discriminatory gender norms for greater gender equality.



Coming home from the fields, Minya, Egypt Credit: Michael Biscegl

Mainstream gender equality throughout the program cycle, and from the very beginning whenever possible

As you will learn in this toolkit, gender should be mainstreamed throughout the program cycle. This is crucial to ensure that gender inequalities are identified and addressed from the beginning, and that lessons learned about our work on gender equality are collected, analyzed, and shared. Positive results are more likely to be achieved when gender is mainstreamed from the beginning. However, many factors can affect the successful realization of this process, and when it is not possible to mainstream gender equality from the beginning, it does not mean that you should not make any efforts to integrate gender in your programming. All efforts dedicated to challenge gender inequalities are crucial, even if they come later in the process.

Maximize organizational leadership on gender equality

Strong support from a senior management team can be a catalyst for effective gender mainstreaming in an organization, country office, or on a technical or program implementation team. Strong leadership can create favorable environments for effective gender mainstreaming, notably when encouraging the development of gender equality policies, actions plans and accountability mechanisms, as well as the deployment of human, financial, and material resources dedicated to gender equality.

Strive to reach the most marginalized

Special attention is needed to reach the most marginalized - often girls - because programs focusing on youth often fail to adequately reach the most vulnerable groups. Save the Children strives within its strategies to cater to those stakeholders who are most marginalized within each context.

However, during the process of conducting a vulnerability analysis, gender analysis, which helps identify the most marginalized groups, is often not included.

Challenge existing discriminatory gender roles and norms

In order for girls, boys, women, and men to fully benefit from development projects, it is important to challenge the discriminatory gender roles and norms that foster inequality. For example, when projects focus on young women and/or girls in their role as mothers, it is important to ensure that discriminatory gender norms are not reinforced. Therefore, fathers' involvement during pregnancy by attending antenatal care visits, engaging in child care, and in domestic chores should be encouraged, as this can support options for a more active role for young women both within and outside of the home.

CASE STUDY

Ishraq: A Second Chance Program for Girls in Upper Egypt

At 13, Om Kalsoum was an illiterate girl from Daqouf village, in Upper Egypt, destined for child marriage. She was one of the first girls to join Ishraq in 2001. Through participating in the program, Om managed to pass Egypt's adult education exam, and re-enrolled in middle school, putting her on a new life path. Building on the skills she gained in the program, Om Kalsoum started a sweet shop to support the family economically. She graduated from high school at 18, married at age 20, and now has two children.

Om Kalsoum is an inspiring example of the Ishraq program's hypothesis that a girls' empowerment package, combined with community engagement, can give girls the chance to re-enroll in school and puts them on a new life trajectory of completing school, delaying marriage, and having a small, manageable family. Her case contrasts starkly with norms in conservative Upper Egypt, where half the girls in rural areas are illiterate, 30 percent marry earlier than the legal age, and one fifth begin child bearing by age 19.

The Ishraq program in rural Upper Egypt, funded by Exxon-Mobil, enhances the life opportunities of out-of-school adolescent girls by providing safe spaces for them to learn, play, and grow. Ishraq's empowerment package, consisting of literacy, life skills, and sports, is

delivered by local female high school graduates to classes of 25 girls in safe spaces through village youth clubs. Community engagement is an essential component of the program, where religious leaders endorse the program in community meetings, facilitators go house to house to enroll eligible girls, and boys are engaged through gender awareness games.

As a mature program, Ishraq has yielded numerous insights into programming for marginalized girls:

- Reaching girls earlier is better: as family values about girls' education change, parents are encouraged to send their young daughters to preschool to ensure they are prepared to succeed in school;
- Mentors are key role models: facilitators are from the same villages, and have achieved what the participating girls can realistically aspire to;
- Girls need some support even after entering school: getting into school is just the first step. Girls often need tutoring support to catch up on English, math and other subjects they have missed; and
- Engaging boys as girls' allies is key for sustainability: the boys who are encouraged to support their sisters are often the future spouses for girls in the community. Their expectations of educated brides can sustain community support.

Create gender-sensitive and child-friendly safe spaces for girls and boys

Numerous programs have shown the potential of safe spaces as an important ingredient for girls' empowerment. In Jordan's Zaatari refugee camp, Save the Children conducted a study to examine how child-friendly spaces, a standard intervention in our humanitarian responses, address the specific protection needs of adolescent girls. After interviewing displaced Syrian girls in 12 child-friendly spaces in northern Jordan, we found that girls and boys have quite different perceptions of safe spaces in camps. For example, playgrounds and parks were deemed safe for boys but not for girls. Additional steps are needed to help girls claim public spaces as their own, including parent outreach to dispel any concerns. It is critical that we pay special attention to girls' and boys' safety around the spaces, including while they are in transit to and from these spaces, and consider holding separate sessions with girls and with boys to address each of their specific vulnerabilities, as well as to have an opportunity to discuss gender equality. Save the Children's research in Bolivia demonstrated the power of text messaging as an accessible medium, or safe (virtual) space, for disadvantaged girls to learn about and share protection strategies from GBV (see also the Israq case study below).

Consult girls, boys, women, and men together and separately

When planning a new project, consult with girls, boys, women, and men together and separately. Information collection methods and tools should enable all groups to participate actively. Other issues to consider include: literacy; girls' and women's mobility; and times when girls, boys, women, and men are available to participate.

Engage with families and communities

A supportive environment at the family and community levels is critical to support the transformation of discriminatory gender norms. Working with whole communities and at all levels, in a culturally-sensitive way, is essential to create change at all levels. This will facilitate changes in power dynamics and the transition to more equal societies.

Examine gender inequalities and disparities through a broader lens of social exclusion and poverty

Girls', boys', women's, and men's enjoyment of rights are shaped by gender inequalities, and gender inequalities are shaped by structural forces, such as poverty.

Work with multiple levels of engagement

Combine programs with community-based and national level advocacy campaigns to increase their effectiveness in achieving attitudinal and behavioral change.



HIV/AIDS awareness is engrossing; Kutaisi, Georgia Credit: Rick D'Elia

Include life skills training as an essential foundation for learning and engagement

Life skills training (LST) not only provides girls and boys with critical skills which support them in fulfilling their potential, but LST programs further can provide spaces for the development of confidence, leadership, and problem solving skills. These skills are imperative for young people, especially girls who may have less experience in the public sphere, to feel comfortable expressing themselves, actively learning, advocating for their rights, and engaging in dignified and viable livelihoods. LST programs should include focus on engaging girls and boys not only around literacy and numeracy - though these skills are critical - but around the topics of gender equality and leadership, and within spaces that foster empowerment. When LST programs are robust and integrated as a foundation upon which all other project activities build upon, this supports stronger outcomes for girls and boys and thus project results, as well as innovation and impact.

Girls and boys must be actively involved in preventing and responding to gender discrimination

Article 12 of the CRC gives the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child. The views of the child are to be given due weight, in accordance with the child's evolving capacities. The active involvement of girls and boys is necessary to prevent and respond effectively to gender discrimination.

FREQUENTLY ASKED QUESTIONS

Q: What does gender have to do with children?

A: Childhood is a critical, formative time for all children, girls and boys. It is a time when children are learning about their world and their roles within it, and girls and boys are assigned different roles and responsibilities within society based on their sex at birth. These differing roles and responsibilities, coupled with sex differences such as reproduction, create different needs for boys and girls. In all societies, attitudes and beliefs about gender roles, capabilities, and the value and potential of girls and boys are both deeply embedded and rapidly changing. Norms, values, and attitudes about gender, ethnicity, disability, and other differences begin in childhood, and the impact of sexism, racism, and exclusion of people who are seen as 'different'/'less' can result in stereotyping and prejudice. Ultimately, Save the Children believes that the rigid socialization of boys and girls limits their ability to reach their full potential and inhibits the full realization of their rights as defined in the CRC and other international human rights instruments.

Girls and boys are socialized into different gender roles that place them within unequal structures of power. Girls and boys do different types of work and families can have different expectations about their future according to whether they are male or female. Girls' roles and responsibilities are usually associated with their future role as wives, mothers, and caregivers, while boys are brought up with the mindset that their future role will be as heads of households and the primary wage earners in their families. Evidence has shown that while gender norms are deeply rooted and begin to form from a very early age, they can be changed by offering and modeling alternatives to discriminatory gender norms and behaviors.



Q: What about culture? Aren't we imposing Western values on other societies?

A: Across our work, it is extremely important that our programming be culturally sensitive and relevant. However, cultural sensitivity should not translate into 'doing nothing' when children's rights are being violated, and girls and boys are being prevented from fulfilling their potential. Rather, it is up to us as a leading organization on child rights to find culturally-sensitive ways to work with partners on this important topic to promote gender equality through capacity building. This Toolkit is intended to support this process.

Additionally, it is important to note that 187 countries have ratified the Convention on the Elimination of All Forms against Women (CEDAW) and 193 have ratified the Convention on the Rights of the Child (CRC). These include the vast majority of countries where Save the Children implements programs. Ratification of an international convention carries responsibilities. By ratifying the CEDAW and the CRC, countries have voluntarily committed themselves to undertake a series of measures to end discrimination against girls and women in all its forms, including:

- To incorporate the principle of equality of women and men in their legal system, as well as to abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women and girls (CEDAW);
- To establish tribunals and other public institutions to ensure the effective protection of women against discrimination (CEDAW);
- To ensure elimination of all acts of discrimination against women and girls by persons, organizations, or enterprises (CEDAW);
- To guarantee the rights of each child [boys and girls], without discrimination based on sex (CRC); and
- To ensure that every child [boy child and girl child] is protected against all forms of discrimination or punishment (CRC).

Thereby, mainstreaming gender equality across our programs enables us to support countries in fulfilling their international commitments to gender equality, and it positions Save the Children to contribute to global movements to promote gender equality.

Q: But we're not an organization that is focused on women or gender so why are we required to spend time and resources on this?

A: Gender is not another word for women or girls. Rather, it examines the social, economic, and political relationships between girls, boys, women, and men. Understanding and addressing gender relations is part of ensuring that every Save the Children program is effective, rights-based, and will do no harm. If gender dynamics are not addressed, we miss an opportunity for impact, at best - and at worst, we reinforce discriminatory norms that perpetuate the dominance of men and boys and restrict girls and women from fulfilling their equal human rights.

Q: How can I focus on gender equality if no resources are explicitly dedicated for this purpose?

A: Ideally, financial and human resources dedicated to gender equality should be built into programs and projects from the beginning. However, when this is not the case, you can still work to include gender equality considerations in your work, without any additional budget. To do so, you need to adapt existing activities by including a specific focus on gender equality. For example, if you budgeted for a consultation with children to inquire about their health and nutritional needs, you can make sure that girls and boys are consulted separately, and that their specific needs are identified, analyzed and accounted for. This would not require any additional budget.

Q: What about boys? Shouldn't we treat girls and boys the same?

A: We should treat girls and boys equally, which does not always mean 'the same.' Differences in access to services and resources, and in decision-making power, wherein girls and women commonly face systematic inequality as a result of gender discrimination, must be identified and addressed. Treating boys and girls the same, and refusing to see gendered differences and gender discrimination is a gender blind approach, and can work to reinforce and replicate existing inequalities.

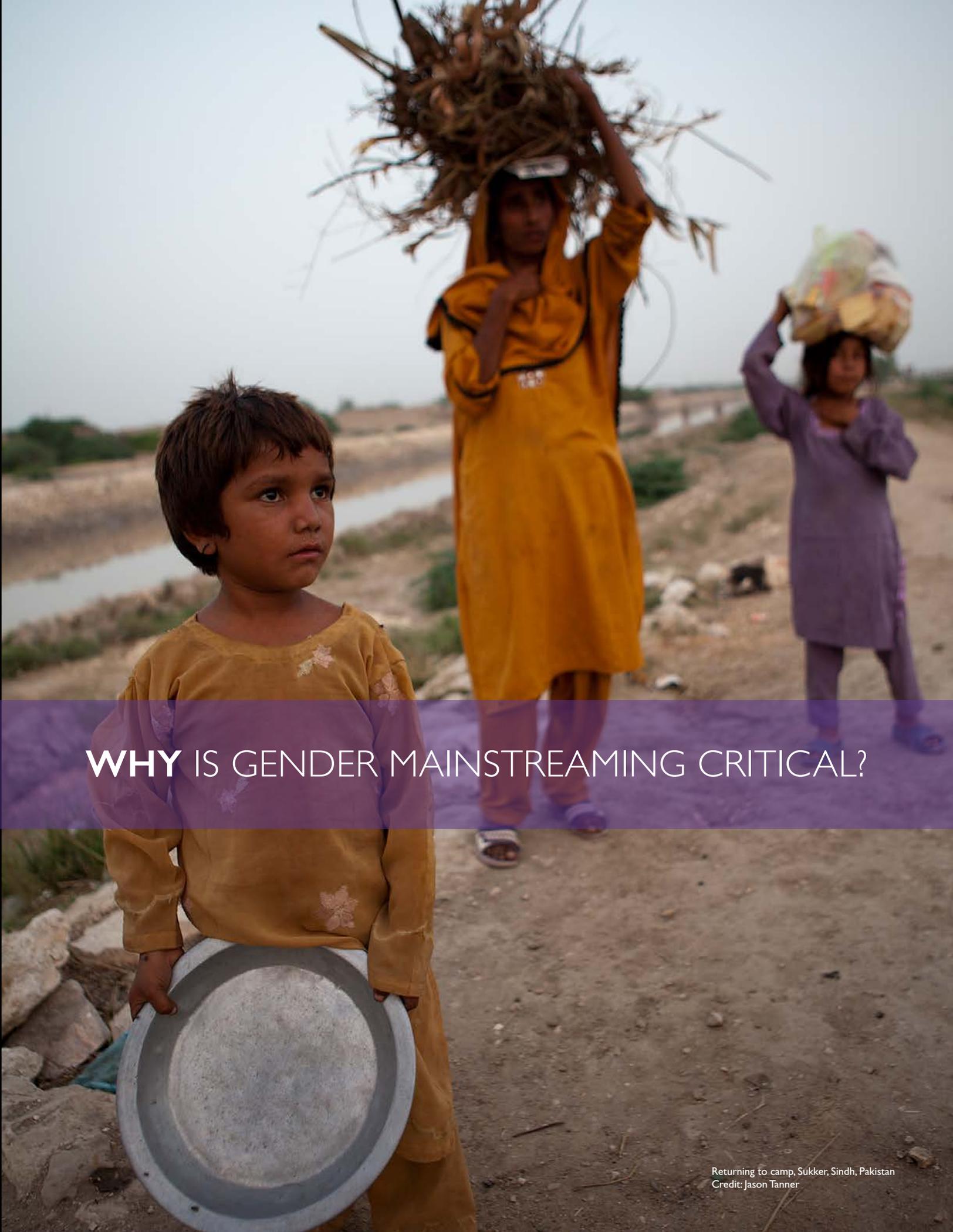
Q: Why should we focus on gender mainstreaming? Doesn't gender equality lead to the breakdown of the traditional family?

A: Gender equality advocates do not wish to break apart the traditional family structure. Rather, they want to create environments (including at the family level) where all girls, boys, women, and men are recognized, respected, and valued for their capacities and potential as individuals and members of society. Gender equality and the sharing of power and responsibilities have the potential to support families in being strong, productive, happy, and resilient. A gender equality approach aims to create healthy relationships between and among the sexes, where all have chance to attain equal human rights. It is important to use holistic approaches to do this, as mentioned in Save the Children Principles for Gender Equality. This means working with whole communities and at all levels, in a culturally sensitive manner. This is essential when working to transform ideas and behaviors, because if people or institutions are not involved as stakeholders in the process, they might resist change since they do not understand why and how it is happening, or have not had the chance to integrate their perspectives.

Key Learnings

You now know...

- How to use this toolkit.
- Save the Children's six Guiding Principles for gender equality are: Equality as a Right, Addressing Root Causes, Holistic Approaches, Meaningful Participation, Independent & Cross Cutting, and Collaboration & Learning.
- Sex refers to biological and physiological characteristics while gender refers to socially constructed roles, behaviors, activities and attributes.
- Gender equity and gender equality are not the same. Gender equity is the process of being fair to girls, boys, women and men, which leads to gender equality.
- How to assess whether a program or project is gender exploitative, gender unaware, gender-sensitive, or gender transformative.
- Save the Children's work should always, as a minimum standard, identify, consider, and account for the different needs, abilities, and opportunities of girls, boys, women, and men (gender sensitive), but whenever possible, should also identify, address, and positively transform the root causes of gender inequality for girls, boys, women, and men (gender transformative).
- Stand-alone gender equality programming and gender mainstreaming are not mutually exclusive but complementary.



WHY IS GENDER MAINSTREAMING CRITICAL?

WHY IS GENDER MAINSTREAMING CRITICAL?

There are many critical reasons why it is important for Save the Children to put gender at the center of our work. Some of these reasons relate to the necessity of addressing gender inequalities to fully achieve our mission, while others are about our duty to meet the standards established by Save the Children, international laws, and donors. This section highlights why focusing on gender is critical to our work and how gender programming can yield better results. The following reasons will be discussed:

- Gender equality is a human right and a condition for the full realization of children's rights;
- Gender-sensitive and gender-transformative programming contributes to the reduction of gender inequalities and to the realization of girls' and boys' rights;
- Gender mainstreaming is key to high-impact and high-quality programming;
- Gender equality is at the heart of the Convention on the Rights of the Child;
- Gender equality is reflected in and essential for Save the Children's theory of change; and
- A focus on gender opens up new opportunities for funding and innovation, driven by donors.



Meru, Kenya Paul Bettings/Save the Children

Gender equality is a human right and a condition for the full realization of children's rights

Gender equality is a basic right for all people, including girls and boys. Inequalities between girls, boys, women, and men are often caused by discrimination on the basis of sex and gender, which is widespread and particularly affects the rights of girls and women, although it also affects boys and men.

Gender inequality is a root cause of many barriers to sustainable development around the world, and is an obstacle for fulfilling Save the Children's vision. A few illustrative facts that demonstrate this include:

- Every year, 150 million girls and 73 million boys are subject to sexual violence.⁷
- The leading cause of death among girls ages 15-19 is medical complications related to pregnancy and childbirth.⁸
- Of the 125 million children who do not attend school, 70% are girls.⁹
- There are 107 female childhood deaths for every 100 deaths of male children.*¹⁰
- Women and children account for more than 75% of the refugees and displaced persons in humanitarian crises.¹¹
- Boys are at particular risk of both being recruited as child soldiers or into gangs, and to come into conflict with the law. Additionally, boys are commonly denied a voice to express emotions.
- Gender-based and sexual violence, which disproportionately affects women and girls, increases during humanitarian crises, and often turns into a deliberate tactic of war in armed conflicts.¹²
- Women make up more than 60% of all malnourished people.¹³
- Girls and women commonly face isolation through limited mobility, and lack access to information and to participate in decision-making at the family, community, and country levels.

Gender inequalities cut across all thematic areas including child rights governance, child protection, education, emergency



Save the Children, Tanzania, 2013 Credit: Sala Lewis/Verve Photography 2012

response, health and nutrition, and livelihoods. While contexts and gender roles vary from place to place, inequalities occur everywhere. Based on this understanding, Save the Children believes that by directly addressing gender discrimination and promoting gender equality, we can ensure that no harm comes to children and advance our vision for a world where every child can realize their full human rights.

Gender-transformative programming contributes to the reduction of gender inequalities and to the realization of girls' and boys' equal rights.

A gender transformative approach is central to high-impact and high-quality humanitarian response, development programming, and advocacy. By applying gender analysis and working to tackle the root causes of gender inequality, we can ensure that our programs are equitably accessible, relevant, and responsive for the girls and boys and communities with which we work. We recognize that failing to consider the impact of gender in the social context of girls and boys and their communities perpetuates and reinforces barriers to development at the political, economic, social, and technological levels.

Consider:

- Girls and boys face their own sets of gender-specific and unique challenges and barriers, which vary depending on the cultural, social, and economic contexts.

* For this statistic, 'childhood' is defined as ages 1-5. This statistic differs from other child mortality data because it excludes the first year of life and therefore works to control for the fact that boys are biologically more susceptible to neonatal death. This analysis demonstrates the critical social barriers to health and survival girls face, and highlights that though girls are biologically equipped to have higher rates of survival than boys this, as a result of discrimination, is not a reality.

- Girls and boys begin forming their gender identities early in life, before they are even one year old.
- By addressing gender with girls and boys when they are in the formative years of child development, and by supporting them to actively promote gender equality, we can have a transformative impact on gender inequality.
- Research data show there are impressive results when programs focus on girls and women and engage boys and men through gender transformative programming.

For example, there is strong evidence that investing in girls and women has a multiplier effect on economic growth, productivity, and efficiency. Girls and women who are educated tend to delay pregnancy and/or to increase the amount of time between pregnancies. They are also inclined to have healthier children who are more likely to attend school. In addition, education increases the ability of girls to protect themselves from HIV.¹⁴ As such, gender-transformative programs, which challenge unequal power relations and discriminatory gender norms, increase girls' and women's capacity to make decisions for themselves, which in turn supports girls and women in fulfilling their human rights, and ultimately benefits the society as a whole.

Gender mainstreaming is key to high-impact and high-quality programming

Gender mainstreaming is an essential cornerstone of good development practice. A consensus has emerged in the development community that gender mainstreaming - taking into account the specific needs of program beneficiaries in the design, implementation, monitoring, and evaluation of programs - leads to higher-impact interventions and better health and nutrition, protection from violence and exploitation, higher quality education, stronger agricultural production, and better outcomes across all sectors including emergency response.¹⁵ A gender strategy paper by the World Bank found that that projects tended to have better on the ground impacts when gender inequalities had been analyzed at the country, strategic and project levels and gender-differentiated needs or impacts were recognized during program strategy development and project design.¹⁶

Gender mainstreaming enables program staff to identify gender-related factors that can have a negative impact on the outcome of a project. To the right is a case study that shows how the absence of gender mainstreaming can lead to the failure of a project, even when it was intended to focus on girls and women.

Gender equality is at the heart of the Convention on the Rights of the Child

The Convention on the Rights of the Child underpins everything that Save the Children does and is the platform and basis for our work. With this, any barrier that limits children from accessing their rights must be addressed by Save the Children. In many countries where Save the Children works, girls' rights are routinely limited because of their sex. Such discrimination goes against the central point of the CRC, which guarantees equal protection of all children.

As UNICEF and UNFPA highlight, "One of the most important features of the CRC is the protection it offers girls. The CRC is the only major human rights instrument currently in force that consistently uses both male and female pronouns, making it explicit that the rights apply equally to girls and boys. It also confers certain rights to women in their maternal role: for example, it obliges States parties to provide pre- and post-natal care to expectant mothers along with family planning education and services. The CRC also promotes gender equality by emphasizing the common responsibilities of both parents for the upbringing and development of the child."¹⁷ Gender equality is a critical element to the CRC, and also to Save the Children's work.

Gender discrimination occurs when a person is treated less favorably than another in a comparable situation, based on their sex or gender. This can include legal provisions such as laws in which the legal age for marriage is higher for boys than girls, or practices such as the exclusion of pregnant girls from school.

CASE STUDY

The unintended consequences of a water pump construction project

An NGO is planning to implement a project in a village to improve the quality of life of its residents. The main component of the project is the construction of a water pump to increase the villagers' access to clean water. The team members who are designing the project decide not to conduct a gender analysis because they assume the project will benefit girls and women, since they are responsible for finding and fetching water.

The water pump is constructed and begins to bring water to the village, and the NGO is satisfied with its intervention. However, two weeks after the end of the project, the water pump is vandalized and completely destroyed. The police lead an investigation and discover that adolescent girls were the one who destroyed the pump.

When asked about what led them to vandalize the water pump, the adolescent girls explained that they were unhappy because the new pump made it no longer

necessary for the girls to walk to fetch water. While this may seem like a good outcome, since it would provide the girls with more free time, the girls used their trips to collect water together as a bonding experience, sharing stories and discussing issues together. Without the necessity to fetch water, they no longer had the opportunity to talk and share stories with their friends. Instead, they had to stay at home and help with domestic work, increasing their already heavy work load. Without avenues to express their concerns, their frustration led them to destroy the water pump.

If the NGO had conducted a gender analysis in the design of the project, they would have found that although water fetching is a burden for girls, it also brings important benefits to them. The team would have understood the importance of the task to the girls, and measures could have been integrated into the project implementation plan. For example, one potential project activity could have been to create safe spaces where adolescent girls could meet, share stories, and bond, and to encourage families to ensure that girls have adequate time to visit the safe spaces on a regular basis.



Mary, 13, is at the top of her class in Save the Children's Children Lead the Way program, and dreams of being an astronaut. Credit: Paul Bettings/Save the Children

Gender Equality and the CRC

NON-DISCRIMINATION

Article 2 of the CRC specifies: States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Non-Discrimination

Article 2 of the CRC outlines the principle of non-discrimination and is one of four guiding principles that forms the building blocks of the CRC. We refer to discrimination against a child or adult because of their sex as gender discrimination. Such discrimination begins before birth and continues throughout childhood. Promoting gender equality is therefore a core mandate for Save the Children.

Every right guaranteed to children in the CRC, and every program that aims to enable children to access that right, must therefore be considered with a gender lens to ensure every girl and every boy has an equal right to survival and development, freedom of expression, protection from violence, health and access to health care, and education.

Participation

Active, free, and meaningful participation of children in the fulfillment of their rights is another important principle of the CRC. This means that Save the Children must ensure that girls and boys have the opportunity to equally participate in our programs. In unequal societies, where girls' voices and agency is limited, Save the Children must make an extra effort to engage girls and make space for them to meaningfully participate in children's committees and focus groups.

Accountability

Save the Children's child rights governance programming holds states accountable to promoting gender equality and to disaggregate all data by sex to ensure that gains made to enable children to access

their rights are benefitting girls and boys equally. Here are a few examples of how gender inequality and discrimination affect girls' access to their rights:

Article 6: Right to survival and development

- 70,000 girls aged between 15 and 19 die during pregnancy and childbirth each year.¹⁸
- 143 girls die for every 100 boys in South Asia each year.¹⁹
- The estimated number of girls 'missing' as a result of feticide and infanticide is about 106 million.²⁰

Article 19: Right to protection from all forms of violence

- Female genital mutilation/cutting currently affects an estimated 100 to 140 million girls and women globally.²¹
- Child marriage, and the sexual violence that occurs within child marriage, is highly prevalent: 48% of girls aged 15-24 were married before the age of 18 in South Asia (9.7 million girls), 42% in Africa, and 29% in Latin America and the Caribbean.²²
- Harsh physical punishment particularly affects boys who are expected to withstand such violence because of their gender identity.

Article 24: Right to health and health services

- Adolescent girls are around 2 to 4.5 times more likely to be living with HIV than their male counterparts.²³

Article 28: Right to education

- If girls' participation in primary education were equal to boys, then 3.6 million more girls would be in school.²⁴ The gender gap in school attendance widens further in secondary education.

Gender equality is reflected in Save the Children's Theory of Change

Save the Children's Theory of Change is founded on working in partnership with others to develop innovative programs, support the voice of children and young people, and to use evidence that generates knowledge and achieves impact at scale. Gender is a fundamental component of this approach.

Adopting a gender lens, the following highlights how gender is central to our Theory of Change and how we can work to create equal impact for children:

Be the Voice

Save the Children will be the voice for gender equality through our advocacy campaigns, and by promoting legislation and policies that support gender equality for girls and boys, women and men.

Be the Innovator

Save the Children will be the innovator for high-impact and high-quality programming, by identifying and addressing the root causes of gender inequalities and thereby supporting girls and boys in fulfilling their equal rights.

Build Partnerships

Save the Children will build partnerships for gender equality by collaborating with government, private sector and civil society organizations who share a common vision for gender equality. We will work with all partners to identify and implement best-practice solutions for overcoming inequalities that affect the rights of girls and boys.

Achieve results at scale

Save the Children will achieve results at scale by promoting gender equality across our organization through gender-sensitive organizational policies and practices.

An increasing number of donors list gender equality as one of the requirements for funding applications

Many donor agencies and partners now have explicit policies and guidance requiring gender analysis and gender mainstreaming throughout the project cycle for all organizations submitting funding proposals. It is therefore critical for Save the Children to increase our capacity to respond to these demands stipulated by donors. In addition to improving the quality of our projects, it will increase the chances of securing funding.

Some examples of donor requirements related to gender equality are listed below. This non-exhaustive list is meant to give an idea of what donors might expect from NGOs in terms of gender programming.

The **U.S. Agency for International Development (USAID)** has stated that gender equality and female empowerment are core development objectives, and requires gender strategies to be submitted along with funding applications, and requires ongoing gender analysis in various stages of the program cycle. See <http://www.usaid.gov/ads/policy/200/205> for more information. USAID's 2012 Policy on Gender Equality and Female Empowerment also highlights the importance of addressing gender issues and affirms the critical role women play in development. The Policy aims to reduce gender disparities, reduce GBV, and increase the capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making. See http://pdf.usaid.gov/pdf_docs/PDACT200.pdf for more information.

All funding applications submitted to the **Canadian Department of Foreign Affairs, Trade and Development Canada (DFATD)** must provide information on nine criteria, one of which is gender equality. Further, detailed information on how proposals respond to the objectives and principles of DFATD's Policy on Gender Equality is required. Gender equality results must also be defined. See <http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/ema-218123616-nn9> for more information.

The **European Commission's Directorate-General for Humanitarian Aid and Civil Protection (ECHO)** requires that gender and age factors are systematically considered when developing and carrying out humanitarian operations to ensure their quality.²⁵ Aid projects funded through the EU humanitarian budget are expected to follow the guidance mentioned in the following working document: See Gender in Humanitarian Assistance: Different Needs, Adapted Assistance http://ec.europa.eu/echo/files/policies/sectoral/Gender_SWD_2013.pdf. A Gender-Age Marker Toolkit see http://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf was also developed and its use will be mandatory for ECHO partners submitting project proposals after July 2014.



Camels are assets; Damba Camp, Burkina Faso Credit: Save the Children



WHO AFFECTS & IS AFFECTED BY GENDER EQUALITY?

Learning Objectives

After reading this section, you will...

BE ABLE TO UNDERSTAND:

- Who affects gender norms.
- How gender norms effect different groups differently.



A very simple answer to the question ‘who affects, and is affected by gender?’ is: **everyone.**

As we will explore in the sub-sections below, every person of all gender identities is affected by gender norms from the time they are born into a particular family, community, region, and nation. By the age of five, girls and boys have internalized the gender roles and responsibilities transferred to them by their families and communities.²⁶ These gender norms have a significant impact on how girls, boys, women, and men access their rights and influence individual, household, and community wellbeing, and can lead to gender inequalities between them. While gender norms change over time, they can also be rigid and can lock girls and boys into patterns of inequality and violence, which may last a lifetime or even transfer across generations. Around the world, women and girls face disproportionate gender discrimination which frequently results in their rights being violated.

When reflecting on who affects and is affected by gender equality, it is critical to remember that gender is diverse and each person has a unique gender identity. A gender identity refers to each person’s deeply felt internal and individual experience of gender, which may or may not correspond with their sex assigned at birth. When we talk about sex categories,



we often talk about girls, boys, women, and men, for simplicity’s sake and because many gender norms are built around these traditional categories. The following section of this document will use those traditional four categories for exactly that reason. It is important to remember, though, that there are many different gender identities which do not fit neatly into these categories and which are experienced by children and adults around the world, as well as that there is no singular experience of what it is like to be a girl, boy, women, or man. It is critical that diverse gender identities be accounted for and supported in all our work.

This section explores how girls, boys, women, and men affect, and are affected by gender inequality, and how this influences the level and types of gender inequalities they face in their lives. It also shows how transforming discriminatory gender norms can lead to greater gender equality and to the realization of rights for girls, boys, women, and men.

What are gender norms?

Gender norms are social principles and rules that govern the behavior of girls, boys, women, and men in society and restrict their gender identity into what is considered to be an appropriate gender role at the time. As with gender roles, gender norms are neither static nor universal and change over time.



HOW GIRLS AFFECT & ARE AFFECTED BY GENDER

How girls are affected by gender

- Discriminatory gender norms act as barriers to girls' achieving their fundamental rights including their right to education, protection, health, expression, and participation.
- Discrimination against girls often begins before their birth and continues through childhood, adolescence and into adulthood.
- In societies which value 'machismo,' or strong or aggressive masculine norms, girls are often the victims of boys' and men's demonstrations of manhood and suffer physical and sexual assaults, rape, and other forms of GBV at higher rates.
- Due to rigid discriminatory gender norms, many cultures across the world consider a girl to be a woman when she begins menstruation. As such, girls' perceived value can change when they reach puberty.²⁷
- Discriminatory gender norms such as the perceived need to preserve girls' virginity (and the honor of the family associated with it) are one of the root causes of girls' rights violations such as early and child marriage. When girls are considered the bearers of family honor, their families seek to shield them from situations that might bring or create the suspicion of dishonor.

Examples of how girls are negatively affected by gender

- In some cultures, pregnancies are terminated early because the fetus is female.²⁸
- In many countries, FGM/C is widely practiced and social acceptance is the most frequently cited reason to justify continuing the practice, despite critical health and wellbeing risks for girls.²⁹
- In some countries, daughters are seen as having left the family when they marry and therefore their parents see little incentive in investing in their future. As a result, they prioritize education for their sons who will continue to bear the family name and inherit its wealth. Girls' main role in such households is as their mothers' helpers in domestic chores and childcare, developing the skills and expectations to suit their roles as future wives when they marry.
- Recent statistics show that girls are still discriminated against in comparison to boys regarding access to education. In 2011, 31 million girls were out of school, of whom 55% are not expected to ever enroll.³⁰
- When girls are in school, they can also become the target of groups who do not agree with girls receiving an education - blocking girls' access to education is one of the reported motives for attacks on schools, students, and teachers.³¹
- A recent Together for Girls' survey in five countries found that one in five girls reported that their first sexual encounter was forced and, in Tanzania, 80% of girls had experienced physical violence.³² Furthermore, children account for 27% of all the human trafficking victims worldwide, and two out of every three child victims are girls.³³
- Around the world, 39,000 girls under 18 are married every day.³⁴

How positively transforming discriminatory gender norms can improve gender equality and support the fulfillment of girls' human rights

- The positive transformation of discriminatory and restrictive gender norms can lead girls to experience a successful transition from childhood, through puberty and adolescence, to adulthood, and can break the cycle of poverty for a girl and for her future family.
- With the right support, girls can stay in school, participate in making informed choices surrounding marriage and childbirth, acquire strong life and livelihood skills, and improve their overall prospects for better health and well-being.³⁵
- Through a positive transition, a girl has a greater chance of realizing her rights, making positive and informed choices, contributing to her family and community, experiencing healthier motherhood and, most importantly, being a valued member of her community.
- Adolescence is a transformative and consequential period for girls, during which girls' life opportunities are largely determined and their life trajectories are shaped. A transition from childhood free from gender barriers can improve girls' literacy rates, delay pregnancy, improve the health of mothers and newborns, and improve economic well-being.



HOW BOYS AFFECT & ARE AFFECTED BY GENDER

How boys are affected by gender

- Boys often benefit from gender norms that prioritize their interest, well-being and development over girls, notably because in many countries families practice discrimination which privileges the male child.
- However, rigid gender norms also restrict boys into masculinities that can be harmful for their development. Boys are socialized to behave in a masculine way from birth: at home, in school, by the media, and cultural and religious leaders, among others. They are expected to become men who will act as heads of the household; provide for their family financially; control the family income, land, and assets; and to enforce behavioral discipline.
- Through this process, boys are often directed towards action-related, violent behaviors rather than nurturing or care giving ones. They can also be encouraged to suppress emotions, to value aggression, and to solve problems without help.
- These discriminatory gender norms are harmful to boys' physical and mental health and may limit emotional connections within families and communities.³⁶

Examples of how boys are negatively affected by gender

- In higher income countries, gender norms around masculinity and studying are leading to boys struggling in the classroom and dropping out in higher numbers than girls.³⁷
- Non-sexual violence in schools is most commonly experienced by boys. Recent research in the United States found that both bullying and being bullied can have long-term psychological consequences, and that bullying is often directed at boys who deviate from traditional masculine and heterosexual gender norms.³⁸
- In many parts of the world, young men take more risks and die at much higher rates than young women. Perceptions of their own invulnerability impacts boys' health and relationships, and a 'nothing to lose' attitude leads to high-risk behaviors, often to prove they are 'real men.' These behaviors include reckless driving, drinking and drug use, and suicide attempts.³⁹
- As many as three out of four children experience corporal punishment at home, and many also witness violence against their mothers.⁴⁰ Boys who witness and experience violence growing up, are more likely to use violence against children and women later in their lives.⁴¹

How positively transforming discriminatory gender norms can improve gender equality and support the fulfillment of boys' rights

- Boys are essential actors to engage in transforming discriminatory gender norms, as they have the potential to play a key role within their relationships, their households, and their communities in challenging discriminatory gender norms.
- Within the household, boys play an important role in challenging discriminatory gender norms. For example, Save the Children's CHOICES program engages 10 to 14 year old adolescent girls and boys in a behavior change curriculum, and has seen an increase in boys advocating for their sister's right to access education and to delay marriage until they are adults.⁴²
- Boys who attend secondary school are less likely to use violence against a female partner or be involved in delinquency later in life, they are more likely to participate in care giving and domestic work, and they are more likely to see girls and women as equals to boys and men.⁴³
- Boys who are taught to do household chores and who see their fathers regularly participate in childcare are more likely to support gender equality, to provide daily care for their children, and not to use violence against female partners as adults.⁴⁴ Adolescent males usually hold more decision-making power in a relationship to assert when and where sex will take place and whether a condom will be used. This power makes their understanding and acceptance of gender equality, mutual consent and safer sex negotiation behaviors essential in reducing HIV and sexually transmitted infections (STIs), accidental pregnancy, and preventing rape.



HOW WOMEN AFFECT & ARE AFFECTED BY GENDER

How women are affected by gender

- Traditional norms related to gender often reflect negative attitudes, stereotyping, and prejudices towards women which begin in childhood and persist throughout their lives.
- Unequal power relations between women and men and discriminatory gender norms perpetuate violence against women and girls worldwide.
- Gender norms and power relations within the home, which tend to favor men, have a direct bearing on who controls the household income and how it is allocated between male and female family members.
- A gender division of labor persists in most cultures and certain tasks and types of work are defined as either male or female. In general, girls and women are responsible for the unpaid household tasks (i.e. cleaning, cooking, washing clothes), which are not recognized as work in government statistics.⁴⁵
- Gender norms designate women as the primarily responsible persons for raising and caring for children and other household members in many families. These discriminatory gender norms and domestic responsibilities diminish their time and ability to earn an income, engage in community activities, and participate in decision-making. Further lack of affordable childcare or family support reduces many mothers' time for leisure or self-development. It also obstructs their capacity to work full-time, negatively affecting their level of income.

Examples of how women are negatively affected by gender

- A report published in 2013 by the World Health Organization found that 35% of women have experienced sexual or physical violence worldwide.⁴⁶
- In the global South, girls and women carry out two to ten times more of the domestic and care work than men and boys, and this is commonly in addition to other forms of productive work.⁴⁷
- Women around the world still earn lower wages than their male counterparts, often for equal work, and usually have less control over their income. In many countries, men continue to seek to control women by forbidding them to work outside the home or by taking any income that they bring to the household.⁴⁸
- In some cultures, family members of women and girls select their future spouses for them, without their participation or approval.
- Women often cannot own or inherit land equally, and are under the control of their husbands or male relatives.⁴⁹
- Poverty and family pressure are increasingly driving young women from the countryside into cities and across international borders. There, migrant women tend to work in domestic service, in the care and catering sectors, and in exploitative and poorly paid positions in factories. The remittances sent home by these women are critical support for their families, but frequently force them to sacrifice their physical and emotional well-being.⁵⁰

How positively transforming discriminatory gender norms can improve gender equality and support the fulfillment of women's rights

- Working with women on their context-specific needs and priorities is critical for their own, as well as their children's, well-being.
- Educated and empowered women have been shown to enjoy increased economic opportunities, better maternal health, healthier children, and they are more likely to send their children, including girls, to school.
- Educated and empowered women are more likely to have greater decision-making power in relation to the number of children they wish to have and the amount of time between pregnancies, thereby leading to healthy women and children and greater economic security.⁵¹



HOW MEN AFFECT & ARE AFFECTED BY GENDER

How men are affected by gender

- Globally, men have more power socially, economically, politically, and in the home. As it is the case for boys, men usually benefit from gender norms that prioritize their well-being and development over women.
- Men are often expected to fulfill gender roles that define them as the primary financial providers, which can be an important burden for them. However, men can also take advantage of the high status and value associated with being engaged in paid labor outside of the home.
- Strong societal resistance discourages men from taking equal responsibility for domestic work and childcare.
- Norms about what it means to be a man often deter emotional connections between men and their partners and children.

Examples of how men are negatively affected by gender

- Strict adherence to the gender norms mentioned above may promote men's feelings of work-related stress (being the primary wage earner), drug and alcohol abuse, and poor mental health.
- The lack of male-engagement by the health sector contributes to men lacking some key information on important topics such as contraception, nutrition, preventative medicine, and access to services.
- The absence of emotional connections between men and their partners and children impacts men's own well-being and limits their access to the support they need: men are far more likely to use violence or commit suicide, and are less likely to seek health services than women.
- Men are often discouraged from actively participating in care giving, which can significantly contribute to the welfare of their partners and children as well as their own.

How positively transforming discriminatory gender norms can improve gender equality and support the fulfillment of men's rights

- Increased care giving by men is associated with higher family income, lower rates of family violence, and shared decision-making in the home. This contributes to a cycle of empowerment for girls and women.
- When men are educated about maternal and newborn health and involved in their partner's and children's health care, they are able to make more informed decisions and become advocates for their partners' health.
- Men's support during labor and delivery may lead to shorter labor periods, fewer childbirth complications, and less pain, anxiety, or postpartum depression.⁵²
- Fathers can positively impact the health of their newborns by supporting their partners' nutrition, access to and uptake of antenatal care, and emergency obstetric services.
- Men's engagement from the start on their children's lives leads to their greater lifelong participation.
- Children with positive and involved fathers tend to be more open to questioning discriminatory gender roles, have better physical and mental health, higher academic achievement, better cognitive and social skills, higher self-esteem, fewer behavioral problems, and increased stress tolerance.⁵³
- Adolescents who have involved fathers are more likely to have better mental health, safer sexual behavior, and less substance abuse.⁵⁴
- Women who have partners that engage in domestic work, such as cooking and cleaning, feel more emotionally supported, less stressed, and more sexually satisfied.⁵⁵
- Men who are engaged in domestic work report better mental and physical health: they are more likely to be satisfied with their lives, live longer, get sick less, consume less alcohol and drugs, be less stressed, have fewer accidents, and be more involved in their communities.⁵⁶



A man and his child at Aqcha District Hospital, Jawzjan Province, Northern Afghanistan. Credit: Mats Lignell / Save the Children

Research Findings On Engaging Fathers

In citing the importance of men's involvement in the lives of children, we should not and do not assume that households with a female adult and no male adult are deficient, or that heterosexual family structures are the only way to raise children. Statistics come from individual studies and should not be used to generalize globally, but they are helpful for highlighting the important positive benefits that can result for men engaging in care giving roles.

Mother's prenatal care: Data on 5,404 women and their partners from the first wave of the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) showed that women whose partners are involved in their pregnancy were 1.5 times more likely to receive prenatal care in the first trimester.

Mother's breastfeeding: In a randomized controlled trial of expectant fathers, breastfeeding was initiated by 74% of women whose partners attended a 2-hour intervention class on infant care and breastfeeding promotion as compared with 41% of women whose partners attended the control class.

Paternity leave and mother's future earnings: A study by the Swedish Institute of Labor Market Policy Evaluation showed that a mother's future earnings increase on average 7% for every additional month the father takes paternity leave.

Children's physical and mental health: Data from a 30-year study of teen mothers and their children showed that those who are close to their fathers are almost 50% less likely to report poor physical health, and 60% less likely to report poor mental health, compared with those who did not have a close father figure.

Marital satisfaction: A four-decade study found that fathers who are involved in their children's lives are significantly more likely to enjoy a stable marriage at midlife.

Martin, L., McNamara, M., Milot, A., Halle, T., Hair, E., 2007, The Effects of Father Involvement during Pregnancy on Receipt of Prenatal Care and Maternal Smoking. *Maternal Child Health Journal*, 11, 595-602.

Wolfberg, A., Michels, K., Shields, W., O'Campo, P., Bronner, Y., Bienstock, J., 2004, Dads as Breastfeeding Advocates: Results from a Randomized Controlled Trial of Educational Intervention. *American Journal of Obstetrics and Gynecology*. 191(3), 708-12.

Tanaka, S., & Waldfogel, J., 2007, Effects of parental leave and working hours on fathers' involvement with their babies: evidence from the UK Millennium Cohort Study. *Community, Work & Family*, 10(4), 409-426.

Furstenberg, F., & Foley, K., 1999, *Paternal Involvement and Children's Health: A Longitudinal Study*.

Snarey, J., 1993, *How fathers care for the next generation: A four-decade study*. Cambridge, MA: Harvard University Press in Sarah Allen, PhD and Kerry Daly, PhD. University of Guelph. May 2007. *The Effects of Father Involvement: An Updated Research Summary of the Evidence*.

Key Learnings

You now know...

- That everyone is affected by gender norms.
- That everyone contributes to shaping gender norms.
- That everyone has a role to play in promoting and fostering gender equality.



HOW TO MAINSTREAM GENDER EQUALITY

Learning Objectives

After reading this section, you will...

BE ABLE TO UNDERSTAND:

- What gender analysis is and why it is important.
- What your role is for mainstreaming gender.

KNOW HOW TO:

- Mainstream gender equality in all phases of the Program Cycle (Strategic Planning, Proposal Design, Implementation, Monitoring and Evaluation, Accountability and Learning).
- Include gender analysis in the Child Rights Situation Analysis (CRSA).
- Identify the root causes of gender inequality that must be addressed to achieve gender equality.
- Assess whether there is equitable participation of girls, boys, women, and men in programs and activities.
- Identify and develop quantitative and qualitative gender-sensitive indicators.
- Use tools for gender analysis throughout the program cycle and across all thematic areas.
- Mainstream gender equality in thematic areas of focus (Child Protection, Child Rights Governance, Education, Health and Nutrition, HIV & AIDS, and Hunger and Livelihoods).



HOW TO MAINSTREAM GENDER EQUALITY

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How to mainstream gender

An Introduction

Working towards gender equality requires a creative, holistic and strategic approach to programming at multiple levels to bring about widespread change in laws, policies, attitudes, perceptions and practices. This section will help you understand what gender mainstreaming is and will provide guidance to mainstream gender equality in your daily work.

The section is divided in two parts:

1. **Gender mainstreaming across the program cycle.** This section has been designed with focus on program managers/coordinators at all levels who want to acquire skills to successfully mainstream gender equality in the program cycle.
2. **Gender mainstreaming in thematic areas.** This section has been designed with focus on technical advisors/project coordinators who want to learn more about the main gender inequalities and related issues in their area of expertise and how to address them in their work.

Gender mainstreaming is:⁵⁷

- The **process** of assessing the implications for girls, boys, women, and men of any planned action in all areas and at all levels;
- A **strategy** for making girls', boys', women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs;
- A **means** to ensure that gender inequality is not perpetuated and that girls, boys, women, and men all equitably participate in and benefit from our interventions; and
- An **approach** to achieve gender equality.

What is my role for mainstreaming gender equality?

Mainstreaming gender equality is everyone's responsibility. While gender advisors may support or guide you, it is possible to implement gender mainstreaming in your day-to-day work, even if you do not consider yourself a

gender expert. If you have no gender background, familiarizing yourself with this Program Guidance and Toolkit will be the first step to learn basic skills that will help you mainstream gender equality in your work. Once you start facilitating gender mainstreaming, you will see that it is not actually extra work - it is simply a way of seeing and doing things differently, through a gender lens, which allows us to ensure our work is optimally effective and impactful.

Mainstreaming gender equality can mean different things for different staff.

For example, if you are a **Monitoring & Evaluation (M&E) Officer/Advisor**, part of your responsibility can be to develop gender-sensitive indicators, ensure sex-disaggregated data is collected and analyzed, and to allocate sufficient budget for gender-related M&E objectives and activities.

If you are a **Director of Programs**, you can be a gender equality champion and ensure strong gender equality leadership in your organization by sensitizing staff on gender inequalities and creating a favorable environment for mainstreaming.

If you are a **Business Development Officer/Manager**, you can work to secure funds dedicated to gender-sensitive and gender-transformative programming, and work with program managers to include gender components as key pillars of project proposals.

If you are a **Finance Director/Manager**, you can work to ensure appropriate budget has been allocated for gender components within a program or project, utilized meaningfully, and reported accordingly.

If you are a **Program Manager/Coordinator**, your responsibility is to ensure that gender equality is mainstreamed across the program cycle. You can solicit the inputs of other staff to make this happen, such as M&E Specialists or Business Development Officers.

Ultimately, **every staff member** has a role to play in facilitating gender mainstreaming across programs. You will see that when an organization is aware of the importance of gender mainstreaming and committed to its implementation, gender equality will become an intrinsic part of the organization's structure, work and culture.

Applying a Gender Lens

To support us in thinking about the gender mainstreaming approach of continuously identifying and accounting for gender inequalities, we can imagine putting on a pair of glasses to be able to see how gender influences the life of the project beneficiaries. By looking through our gender glasses, through our “gender lens,” we highlight how gender discrimination and inequality affects the lives of girls, boys, women, and men experience differently, and how these differences may influence their ability to access, participate in, and benefit from our programs.

Sometimes when we first start putting on our metaphorical gender glasses, and see things through our gender lens, it can feel a little bit uncomfortable or challenging – but like with regular glasses, our gender glasses will begin to feel more comfortable and natural the more we use them. In fact, once you get used to applying your gender lens, you’ll realize that you don’t even have to stop to think to put on your glasses – it will simply become part of how you see your work and the communities you’re engaging with. This is our goal, as it will help us to best serve the communities we work with.



At home, Paimal, Pakistan Credit: Save the Children

Gender mainstreaming: where to start?

Gender analysis is the starting point and a core activity for facilitating gender mainstreaming. It can take several forms but, basically, a gender analysis is the collection and analysis of data and information through a gender lens.

The following sections will help you understand what a gender analysis is, while the specific guidance about gender mainstreaming in the program cycle will provide you with concrete steps to conduct a gender analysis in all phases of the program cycle.

What is a Gender Analysis?

A gender analysis will collect, analyze and interpret data and information about the specific situations, roles, responsibilities, needs, and opportunities of girls, boys, women, and men, with the objectives of:

- Identifying the differences between them;
- Understanding why those differences exist;
- Taking specific action to adapt/harmonize a program so it meets the needs of girls, boys, women, and men in an equitable manner and, where possible, includes activities that address gender discrimination, GBV, and discriminatory gender norms; and
- Monitoring and evaluating the progress achieved in closing identified gaps between girls, boys, women, and men in their ability to access and benefit fully from an intervention, as well as in reducing gender discrimination.

Note that any gender analysis is incomplete if it doesn’t include children’s voices, and prioritize learning about girls’ and boys’ experiences and the extent, nature and impact of gender discrimination in their lives.

When should a Gender Analysis be conducted?

A gender analysis should be conducted in all the phases of the program cycle.

Strategic planning phase: A gender analysis will reveal gender discrimination and gaps, as well as opportunities for achieving an organization's goals at the country level, and recommend ways in which future programs can help promote gender equality.

Example: a gender analysis conducted within the framework of the CRSA reveals that the absence of sexual and reproductive health services in a given country leads to critical gender gaps between girls and boys (to the detriment of girls) in access to education and employment opportunities, in addition to negatively affecting girls' health. Save the Children decides to add sexuality education and sexual and reproductive health as one of its main areas of focus within the country strategic plans.

Proposal design phase: A gender analysis will be key to ensure that all programs are designed take into account the specific realities and needs of girls, boys, women, and men, which is a minimal requirement. Ideally, a gender analysis will also provide information that will engage program designers to redress existing gender gaps and inequalities.

Example: Save the Children is in the process of designing a new project focused on health and conducts a gender analysis, which exposes the stigma faced by girls when trying to access information related to sexual and reproductive health. To avoid this stigma, girls prefer not to ask for information or help and are highly vulnerable to early pregnancy, HIV transmission, sexual violence, etc. Save the Children decides to add a component on sexual and reproductive health in our project proposal, with a focus on working with girls, boys, and the communities in which they live to address the stigma related to accessing sexual and reproductive health education and services.



A family in Caranavi, Bolivia Credit: Luciana Sette



Hauling water, Chetequije camp, Bolivia Credit: Michael Bisceglie

In a nutshell

By conducting a gender analysis, we want to gather information on the differences and gaps between girls, boys, women, and men on a wide range of issues. Conducting a gender analysis will tell us a lot of information about the respective situations of girls and boys, and their relations with each other. A gender analysis also helps us to explore the inequalities in those relationships. This is the first step towards bringing about more equal relationships between the sexes.

Implementation phase: A gender analysis will reveal whether the planned activities are being accessed by and benefiting girls, boys, women, and men equitably, and will help to identify and document any unforeseen gender gaps which are preventing girls, boys, women, and men from equitably participating in and benefiting from the program.

Example: A gender analysis done during the implementation of the project highlights that the sexual and reproductive health education and services offered by Save the Children are being accessed by unmarried girls, but not by married girls - putting this specific group at high risk. Save the Children decides to adapt its activities to work specifically with married girls, as well as men and boys, in order to engage them around the importance of married girls' sexual and reproductive health and rights.

Monitoring and evaluation phase: A gender analysis will ensure that the effectiveness of program objectives and strategies are assessed according to how they meet the specific needs of girls, boys, women, and men, and will capture critical information about differences in how the project impacted the lives of girls, boys, women, and men and how the project challenged or reinforced gender discrimination.

Example: a gender analysis in the M&E phase reveals that married and unmarried girls now feel more confident to ask for information and to exercise their rights in the area of sexual and reproductive health because of the changes made to the project, based on gender analysis findings during implementation.

Accountability and Learning phase: a gender analysis will allow a team to draw lessons learned and identify best practices on gender mainstreaming, with the objective of learning from experiences, and enhance the quality and scope of future programs from a gender equality perspective. This will also allow us as an organization to consolidate our approaches for carrying out programming which supports gender equality.

Example: a gender analysis in the Accountability and Learning phase discloses the strengths and weaknesses in mainstreaming gender equality within our sexual and reproductive health project. It shows that the project was successful in consulting girls, boys, women, and men during the implementation of the project, but failed in engaging with traditional religious leaders, who are key allies to working on sexual and reproductive health issues in many communities. Save the Children decides to organize a round table on how to engage with this specific group in future programming and will make sure that the findings are recorded in the gender hub of our knowledge management system.

Why is a Gender Analysis important?

Gender analysis is important for many reasons, including the following:⁵⁸

- **A gender analysis provides essential information that will help us to understand the context better.** A gender analysis can help us understand the position and roles of girls, boys, women, and men in society, as well as the distribution of power between them. A gender analysis will also help us to have greater clarity on existing stereotypical attitudes and practices, including existing positive practices, among different stakeholders at the household and community levels. With this information, we can identify what makes someone, or some groups, vulnerable or empowered, and take actions in our programs to account for this.
- **A gender analysis can prevent us from making incorrect assumptions.** Very often, we assume that all people are able to participate in activities and processes, or to influence and benefit equally from our interventions. However, this is rarely the case. A gender analysis is key to assess how girls, boys, women, and men can be affected by our work, and how they can participate in, contribute to and benefit from it. See the [case study on page 33](#) to get an idea of how making incorrect assumptions can lead to a project's failure.
- **A gender analysis supports high-impact and high-quality programming.** When we understand a context well and when we know the different priorities, needs, and capacities of girls, boys, women, and men, we can design more relevant and effective programs. Gender-sensitive and gender-transformative programs have a greater potential to be innovative, and create opportunities to develop high impact models for scale-up.

How can I ensure that the Gender Analysis I conduct is Child Friendly?⁵⁹

Girls and boys are usually in the best position to provide information on their own situation, so children's participation is crucial in doing these analyses. The CRC makes it clear that all girls and boys have a right for their views to be taken into account in matters that concern them. This applies to the planning, implementation, and evaluation of projects. It is not enough to ask girls and boys what they think; it is also necessary to dig deeper to find out what questions to ask, and how to interpret the answers. It is important to recognize that girls and boys can be active agents for change, while being aware that their views are formed by their experiences and backgrounds.

When conducting a gender analysis, find ways for girls and boys in the beneficiary group, as rights holders, to:

- Identify their common experiences, problems, and needs;
- Actively participate in the design, monitoring, implementation, and evaluation and learning of the project; and
- Support the identification of appropriate activities.

It is necessary to employ different strategies to promote the participation of girls and boys. For instance, take into account the different types of work girls and boys do, and when they do it. Consider the timing of the discussion group to ensure both girls and boys find this time convenient and the venue can be safely accessed by both girls and boys. You may also need to take special steps to ensure that girls, as well as boys, feel confident and safe enough to express their views. Often, this means organizing separate participatory sessions for girls and boys.

How to mainstream gender –

Guidance for Gender Mainstreaming Across the Program Cycle

Throughout the program cycle, we need to identify how gender relations and differences in the roles of girls, boys, women, and men impact program objectives, either as barriers or opportunities. We must use this information to explicitly address any relevant gender gaps and inequalities in our country strategy, proposal and project design, implementation, and monitoring and evaluation. Findings from the evaluation should be documented and shared to contribute to the development of best practices and lessons learned for integrating gender equality, for future program design. This is what gender mainstreaming is all about.

In this section, you will find a short overview of what gender mainstreaming means at each stage of the program cycle, as well as a brief description of some key actions to take.



Strategic Planning

Addressing gender equality should start at the strategic planning stage. At Save the Children, this first means integrating a gender analysis within the Child Rights Situation Analysis (CRSA), and then translating these findings into the Country Strategic Plan (CSP) and Country Annual Plan (CAP). The CRSA represents a perfect opportunity to identify the main gender inequalities that children face in a given context, and to make sure that these issues are being addressed by Save the Children in our future programming by prioritizing them in the CSP and CAP. The Save the Children International (SCI) CRSA Guidelines stress the importance of including a gender analysis in your CRSA: “The CRSA process itself is a strategic opportunity to stand back from day-to-day program activities and explore the root causes of injustice and aspects of gender, power, and influence that are significant to the enjoyment of rights and with which Save the Children may choose to engage.”⁶⁰

This section has been designed to support the integration of Save the Children’s Principles for Gender Equality within the CRSA process. The following guidance is meant to be used as a complement to Save the Children’s Child Rights Situation Analysis Guidelines⁶¹, and as such we recommend that you use this section along with the Child Rights Situation Analysis Guidelines.

CRSA GENDER ANALYSIS GUIDELINES: THE ‘WHAT-WHY’ PRINCIPLE⁶²

Gender analysis in the CRSA can lead to better decisions about programs and policies by highlighting and building understanding on:

- The differences between girls, boys, women, and men in different contexts
- The consequences of these differences in fulfillment of rights
- Gender analysis in the CRSA involves:
 - Analyzing information disaggregated by sex
 - Analyzing information from a gender perspective to explain any differences
 - Looking at specific gender considerations such as (GBV) and maternal health

The first step in a gender analysis is to determine what the differences are between groups; the second is to ask why those differences exist. We should then go on to explain why the rights of certain groups are not being fulfilled. For example, why are only 38% of secondary school students female? Is it due to traditional attitudes about girls’ education, discrimination in schools, inadequate sanitation facilities, or perhaps the fact that girls are more likely to be caring for parents with HIV and AIDS? Answering these types of questions is critical if we are to ensure all children, including girls and boys, are able to fulfill their rights.

Take these actions

- **Engage with the senior leadership team** to highlight the importance of including gender analysis in the CRSA. Strive to foster their commitment as this support will help to facilitate the overall process.
- Organize a meeting with the CRSA Coordination Team to **emphasize the importance of gender analysis in the CRSA** process as a prerequisite for program quality. Invite the CRSA Coordination Team to identify a gender focal point in the Coordination Team's steering group that would be in charge of monitoring the execution of gender analysis in the CRSA process. See pages 16-17 of the SCI CRSA Guidelines for more information on the establishment of a CRSA Coordination Team.
- **Make sure that at least one of the key informants/experts identified has a strong background in gender equality.** Ideally, at least one key informant should be a recognized gender equality specialist. See page 17 of the SCI CRSA Guidelines for more information on the role of key informants/experts.
- As part of the CRSA secondary data review, make sure to **include a review of existing literature on gender equality** in relation to all eight UNCRC reporting clusters. Solicit the inputs of key informant(s)/ specialists on gender equality previously identified. [See pages 68-69 of the toolkit for a list of 10 key questions to ask to gather sufficient information during a gender analysis.](#) See pages 19-24 of the SCI CRSA Guidelines for more information on the secondary data review and the eight UNCRC reporting clusters.



Food distribution, Rustavi camp, Georgia Credit: Chris Stowers, Panos

- As mentioned in the SCI CRSA Guidelines on page 23, **ensure that all data is disaggregated by age and sex, and then analyzed.** Compare the ratio of girls, boys, women, and men benefiting from each of the project's outputs with the breakdown for the beneficiary population. If comparatively more men or women/ girls or boys are accessing the project services then find out why through focus group and key informant interviews. This will enable you to identify gender gaps between, girls, boys, women, and men. Whenever possible, include data that portrays the situation of the most marginalized.
- Once the secondary data analysis has been completed, make sure that the **key informant(s) who are gender equality specialists** participate in the key informant meetings and provide insights on the main findings related to gender equality (including gender gaps). See pages 24-25 of the SCI CRSA Guidelines for more information on key informants meetings.
- Ensure that **key informant(s) who are gender equality specialists participate in the primary data collection planning and framework/tool development.** They should be able to provide inputs to the team about:
 - » Specific gender inequalities identified from secondary data that need follow-up.
 - » Gender-related findings from secondary data that need to be crossed-checked.
 - » Gaps in information and knowledge related to gender inequality.
 - » Marginalized and vulnerable groups that might have been overlooked.
- When collecting data with primary sources of information (such as girls and boys, mothers and fathers, caregivers, decision-makers, etc.), make sure to:
 - » Secure **meaningful participation** from girls, boys, women, and men. [See page 72 of the toolkit for more information about meaningful participation.](#)
 - » Confirm that girls, boys, women, and men are consulted in **safe spaces**. [See page 87 of the toolkit for more information on gender safe spaces.](#)
 - » Consult an **equitable number** of girls, boys, women, and men to guarantee that a representation of diverse views are heard and valued, no matter how marginalized they are.
 - » Use **gender-sensitive methods** for primary data gathering. [See page 78 of the toolkit for examples of gender equality considerations for a wide range of data collection methods.](#)
- As part of the CRSA analysis workshop, make sure to:
 - » Analyze the findings of the eight UNCRC clusters using gender lens.
 - » Use tools such as the [“Asking Why” tool \(see page 67 of the toolkit\)](#) and [the “Gender Inequality Tree” \(see pages 107-119 of the toolkit\)](#) to identify the root causes of the gender inequalities discussed.
 - » Formulate specific recommendations to redress the gender inequalities that cause child rights violations and that have been identified in the CRSA process.
- See pages 29-32 of the SCI CRSA Guidelines for more information on the analysis workshop.
- As part of the CRSA final report, make sure that **information related to gender equality is retained and made visible** in all sections of the document. See page 34 of the SCI CRSA Guidelines for a suggested list of contents for the CRSA final report.
- When the SCI national or regional office develops its Strategic Plan and Annual Plan, make sure that the **gender equality considerations identified in the CRSA are being prioritized.**

Checklist – Gender Mainstreaming in the Strategic Planning Phase

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Strategic Planning phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Question	Yes	No
Have you engaged with the senior leadership team on the importance of including gender analysis in the CRSA? Have you secured their commitment?		
Have you organized a meeting with the CRSA Coordination Team to emphasize the importance of gender analysis in the CRSA process?		
Have you invited the CRSA Coordination Team to identify a gender focal point in the Coordination Team's steering group?		
Is at least one of the key informants/experts identified a gender equality expert?		
Have you consulted the key informant(s) who are gender equality experts to provide existing literature on gender inequality to review?		
Have you conducted a review of existing literature on gender inequality (secondary data) in relation to all eight UNCRC reporting clusters?		
Have you ensured that all collected data is disaggregated by age and sex and then analyzed?		
Have you included data and data analysis that portrays the situation of the most marginalized is included?		
Have you made the necessary arrangements to ensure that the key informant(s) specialists on gender equality participate in the key informant meetings and provide insights on the main findings related to gender (including gender gaps)?		

Proposal Design

The design of a project - starting with the preparation of the proposal - is the most efficient place to identify and respond to gender gaps and constraints that will affect the project's impact on girls, boys, women, and men. During this phase of the program cycle, the results of the CRSA should be consulted, and a project-specific gender analysis should be conducted (and may be required by donors). A project-level gender analysis will help to:

- Identify root causes of existing gender inequalities and to understand how to transform them through our interventions;
- Identify different needs, risk factors, and barriers to full participation in a project by girls, boys, women, and men, over the short- and long-term;
- Avoid unforeseen consequences of programming related to gender inequality and discrimination, while ensuring programming is optimally relevant and responsive; and
- Support the effective identification of participants, broken down by sex and age, which the project should reach out to.

Some donors require that you use a Gender Marker in your project proposal. Many organizations publish toolkits or guidance to help you use their Gender Marker. We encourage you to consult these publications before using the markers.

The project team should use the gender analysis results to inform the development of the results framework (or logical framework), the performance monitoring plan, and the evaluation plan. Along with the gender analysis, the team should consider the level of gender expertise and capacity building needs of potential partners in the government and NGO sectors and plan accordingly, integrating capacity building into project plans as required. Partner organizations should be involved in the design of the project's gender approach, support its goals, and be committed to gender equality outcomes in order for the project to have the intended impact.

Take these actions

- Review the CRSA gender analysis to **identify the main gender inequalities** that your program should address. These inequalities should also be reflected in the CSP and CAP.

In doing this, you should ask yourself the following questions:

- » What does the CRSA/CSP/CAP gender analysis tell us about gender equality and discrimination affecting girls, boys, women, and men in the project area?
 - » What does the CRSA/CSP/CAP recommend as Save the Children country priorities to support gender equality?
 - » Which of these priorities are most relevant to the project that you are designing right now?
- If the CRSA of your country is gender unaware, make time to **undertake a gender analysis** at this point using [the guidance on gender analysis in the section above \(pages 53-57\)](#) as well as in the [Tools section \(pages 85-128\)](#).
 - Using the questions above, **consider how the findings of the CRSA gender analysis relate to your project focus**. If they do not, consider adapting the focus of your project to the inequalities revealed in the CRSA and present in the CSP and CAP.
 - Where time and budget permit, **conduct a more focused gender analysis at the community level**, in the area where the project will be implemented. Such an analysis will provide crucial information on gender inequalities in the communities, which might be different and/or more specific than the issues identified in the CRSA. A community level gender analysis will also provide essential guidance on how to approach these issues in a given context. Examples of tools to use at the community level are available. [Examples of information to gather during a gender analysis are available on page 68.](#)
 - Identify how you will **mitigate for possible effects of gender inequalities on your project**. Consult with your project design team and partner organizations to determine the best project response to the gender inequalities the CRSA gender analysis and community-based gender analysis have highlighted. To do so, ask yourself the following questions:
 - » What can we do about the gender gaps and inequalities that have been identified – how do we respond to them in our project?
 - » How do we ensure the project reaches girls, boys, women, and men equitably, in light of the barriers and inequalities that discriminatory gender norms can present?
 - **Identify the main beneficiary group(s)** of your project. Typically, the main beneficiary group(s) should be the group(s) of people who are disproportionately affected by the gender inequalities identified. See the story entitled [“Exploring Gender Equity” on page 19](#) for more information on gender equity, i.e. the process of being fair to girls, boys, women, and men. This will help you to identify critical beneficiary groups.
 - Identify how your project will **promote gender equality**. To do so, answer the following questions:
 - » What is in the manageable interest of the project?
 - » Have we ensured the project will have sufficient resources to make a difference?
 - » Did we consider interventions at all the levels of change needed – individual, family, community, institutions, policies, and laws?
 - **Integrate gender analysis into the Results Framework or Logical Framework**. To do so, make sure to:
 - » Identify where to address gender gaps and inequalities across the framework and consider whether a stand-alone gender equality objective/result is feasible.
 - » Match gender gaps (from the gender analysis) to intervention strategies and ensure that results statements reflect changes aimed at reducing or eliminating the priority gender gaps.
 - » Identify specific approaches and activities to address the gender gaps, and specify the causal pathway between the gender gap, the proposed intervention and the desired change.

- **Identify whether your project is gender exploitative, gender unaware, gender-sensitive or gender transformative.** Remember that the minimum standard for Save the Children's work is to implement projects that are gender sensitive. Make adjustments to your project if it does not meet this standard.
- **Integrate gender into the Performance Monitoring Plan and Evaluation Plan.** To do so, make sure to:
 - » Include age- and sex-disaggregated data collection and analysis.
 - » Include indicators that measure changes in relation to gender equality (i.e. **gender-sensitive indicators; see pages 79-81**).
 - » Include indicators that monitor any resistance to gender mainstreaming that may arise during the program.

To get more information on gender mainstreaming in Monitoring and Evaluation, as well as Accountability and Learning, including information on gender indicators see [pages 75 -84](#).

- **Consider existing gender equality programming and expertise** during partner identification and selection. To do so, you should:
 - » Identify the government ministries/offices that have programming or policies (or are the focal ministry or department) related to the gender issues identified during the gender analysis.
 - » Identify ways in which the new project could leverage its resources to help the government achieve their gender equality objectives.
 - » Identify local NGOs with experience working on gender equality in the sector of interest.
 - » Identify a local partner with gender expertise to support capacity building on gender (if the project requires such capacity).
- **Identify needs of partners (including government partners) and program staff**, regarding gender equality resources, support, and training. Often it is assumed that everyone understands gender inequality considerations and interventions in the same way, but this is not usually the case and differences in perceptions and responses therefore need to be discussed and agreed for the project to be successfully implemented. Make sure to plan trainings to meet the identified needs and to allocate sufficient budget to respond to these needs.
- **Allocate sufficient human, financial, and material resources** for activities related to gender equality. Those resources should be clearly identified in the budget and should cover all the aspects of your work, including training. If possible, establish mechanisms that track all spending made towards gender equality work. Remember, budgets that do not explicitly account for gender mainstreaming will likely result in gender unaware programs.

Identifying the Root Causes of Gender Inequalities: the “Asking Why” tool

Identifying the root causes of gender inequalities is not always easy, but using the “Asking Why” tool might help you to do so. This tool is very simple to use. Once you identify an inequality/challenge, you should ask yourself why this inequality exists. You will probably identify several answers. For each answer you will need to ask yourself, once again, why this occurrence is happening. You will go through the same process many more times, and this should lead you to the root cause you are looking for.

Example - Identified gender inequality: **Girls cannot read or write.**

1. **Why** can girls not read or write? Because they do not go to school.
2. **Why** do girls not go to school? Because they need to stay at home to take care of the house and of their siblings.
3. **Why** do girls need to stay at home to take care of the house and of their siblings? Because their family believes it is their role.
4. **Why** is it believed to be girls’ role to take care of the house and siblings? Because gender roles define household work as female work and paid productive work outside the home as male work.
5. **Why** do these gender roles exist? Because discriminatory gender norms reinforce gender discrimination which limits the power and opportunities of girls and women.

You can ask why as many times as you want! However, as a general rule, asking why 5-7 times is a good way to make sure you get to the root cause.

Having identified the causes preventing girls from learning how to read and write, the project can choose to address one or several of these causes with a program intervention. To address the root cause of this discrimination, your program would need to aim to empower girls and women and increase their participation in social, political, and economic areas, as well as work to mobilize changes in understanding, attitudes, and behavior around gender equality at the community level.

Checklist – Gender Mainstreaming in the Proposal Development and Project Design phase

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Proposal Development and Project Design phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Question	Yes	No
Have you reviewed the findings of the CRSA and made sure your project focus is aligned with them?		
Have you conducted a more focused gender analysis at the community level?		
Have you identified how you will account for the effects of possible gender inequalities on your project?		
Have you identified interventions that correspond to the root causes of key gender inequalities and promote gender equality?		
Have you identified the main beneficiary group(s) for your project, and ensured the project will equitably reach those most in need?		
Have you translated the learnings from your gender analysis into the Results Framework or Logical Framework?		
Have you identified whether your project is gender exploitative, gender unaware, gender sensitive or gender transformative and made sure that it would meet Save the Children's minimum standard (i.e. gender-sensitive)?		
Have you integrated gender equality in the Performance Monitoring and Evaluation Plan? This means including analysis of age- and sex-disaggregated data, gender-sensitive indicators and indicators that monitor any resistance to gender mainstreaming that may arise during the program.		
Have you considered existing gender equality programming and expertise during partner identification and selection?		
Have you identified the needs of partners (including government partners) and program staff regarding gender equality resources, support, and training and planned trainings to respond to these needs?		
Have you allocated sufficient human, financial and material resources for activities related to gender equality?		

10 Key Questions to Ask to Gather Sufficient Information During a Gender Analysis⁶³

Gender analysis – 10 questions	These relate to:	Example of a finding	Consequence(s)
Who does what? Why?	Activities	Girls have more responsibilities than boys in relation to domestic work. Some of their tasks include fetching wood and water, taking care of their siblings, and cleaning the house. Girls are responsible for these tasks because domestic work is considered as a “light” and “female” task.	Girls cannot attend school because they are too busy with the household work, but boys can.
How? With what?	Access to resources	Girls must walk to fetch wood and water because they do not have access to transportation (e.g. bikes, motorbikes), which are reserved for men and boys.	Girls spend a lot of time fetching water and wood and have no time to rest. Their health is also negatively affected by carrying large amounts of water and wood. This may include back and chest pain as well as headaches.
Who owns what?	Ownership of assets	Boys are entitled to new school materials, clothes, and toys.	Boys’ cognitive development may increase with the use of those new materials and toys.
Who is responsible for what?	Roles and responsibilities	Adolescent boys are responsible for providing extra income to the family	Adolescent boys can be involved in hazardous work, and may not have safe spaces to discuss any fears/concerns associated with their work environments. They may also have to drop out of school.
Who is entitled to what?	Rights	Boys will inherit the possessions of their parents, including land and assets, if they pass away.	Boys will benefit from considerable assets that can support and sustain livelihoods, while girls do not.

Gender analysis – 10 questions	These relate to:	Example of a finding	Consequence(s)
Who controls what?	Income and spending power	Adolescent boys can spend part of the salary they earn when they work outside of the home, while adolescent girls must give all their salary to their father if they work outside of the home.	Adolescent boys can increase their financial independence, while adolescent girls fully depend on their family.
Who decides what?	Power	Boys can decide to go outside of the home when they want to, while girls may not be allowed to move freely and unaccompanied outside the house because of perceived security risks.	Boys have higher mobility than girls, which allows them to interact with more people and participate in different activities at the community level.
Who gets what?	Distribution	During meals, girls must eat after their brothers and father, and very little food is left for them.	Girls do not eat enough food and the variety is not sufficient to ensure good nutrition, which impacts their health, including making them more susceptible to anemia.
Who gains – who loses?	Redistribution	Girls must work in the home, eat last and least, can't inherit land, and must contribute any salary they earn to the family. While it may not be intentional, boys benefit as a direct result of girls' losses. They inherit the land that their sister cannot. They drink the water their sister fetches, and they benefit from an increased portion size at meals, due to their sister's smaller portion.	Boys gain, due to their increased mobility and cognitive development, but they are also at risk of working in dangerous working conditions. Girls lose in this example. Their health begins to deteriorate as a result of poor nutrition coupled with the physical labor they endure daily. Additionally, as girls are unable to attend school, they are increasingly viewed as inferior.
Why? What is the basis for any situation?	Rules and laws, norms, customs	Early and child marriage is commonly supported by laws that assign different legal marriage ages for girls and boys. For example, girls can legally be married at 14 while boys must wait until 18.	Girls who are subjected to early and child marriage might need to drop out of school, and may face critical health challenges that result from sexual intercourse and/or pregnancy before their bodies are physically ready.



Getting hygiene kits, Tanjung, Western Sumatra, Indonesia
Credit: Joseph Feil

Implementation

A sound gender analysis (for more information on [Gender Analysis go to pages 53-66](#)) during project design should result in program interventions that meet the needs of all stakeholders and overcome any gender gaps or barriers to achieving project objectives. But, as with any intervention that seeks change, there is bound to be resistance. Moreover, new or previously unknown factors are likely to surface during the course of implementation, as project indicators and results are monitored.

Key opportunities to mainstream gender equality during implementation can take place during the start-up phase and in preparing annual work plans. Project managers and coordinators are responsible for implementation, but increasingly implementation is informed by monitoring data from M&E teams, as discussed in the next section

Take these actions

- Ensure that **gender analysis questions are included as part of the baseline survey**, if a baseline has not been conducted already.
- Review the results of the baseline survey and make sure that the **findings correspond to the gender-related activities** that have been planned. If they do not, try to adapt the activities to make sure they correspond to actual needs.
- Establish **mechanisms to facilitate gender mainstreaming** in the project. This should include:
 - » The designation of **gender equality as a standing agenda item** for all project implementation and review meetings with the project team and partners to ensure gender inequalities are being regularly addressed.
 - » The identification of a **gender focal point** or champion within the program team where there is not a gender advisor. The role of this person is to advocate to ensure gender analysis remains a key component in meetings and planning processes, and to coordinate support from appropriate technical specialists as required. This focal point should not, however, be responsible for implementing all gender mainstreaming work, which remains everyone's responsibility!
- Make sure that project partners have adequate skills to integrate a gender equality perspective into the project, and with a minimum gender bias. If **gender equality training** is part of the project implementation, make sure that the needs of partners and staff are assessed prior to all capacity building activities. Consider including introductory gender equality training as a preparatory activity for, or component of, the project's inception workshop.
- Conduct a gender mapping exercise to identify root causes, barriers, opportunities, and assets related to gender equality for the project and intervention area, and **develop a Gender Equality Strategic Action Plan** to address these challenges and ensure full gender mainstreaming in the project. Refer to the [References on page 183](#) for more information on the gender mapping and Gender Equality Strategic Action Plans.
- Assess whether there is **equitable participation** of girls, boys, women, and men in the project, depending on the project's intended beneficiaries. If imbalances are identified, take appropriate measures to ensure the full participation of all beneficiary groups. See the [text box on page 73](#) for more information about physical, social, and cognitive access.

Checklist – Gender Mainstreaming in the Implementation phase

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Implementation phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Question	Yes	No
Have you ensured that gender analysis questions are included as part of the baseline survey, if a baseline has not been conducted already?		
Have you reviewed the results of the baseline survey and made sure that the gender equality findings are addressed in activities that have been planned? If they do not, have you adapted the activities so they correspond to actual needs?		
Have you established mechanisms to facilitate gender mainstreaming in the project, including the designation of gender equality as an agenda item in all meetings and the designation of a gender focal point or champion?		
Have you ensured that project partners have adequate skills to integrate a gender equality lens into the project? If gender equality training is part of the project implementation, have you ensured that the needs of partners and staff are being assessed prior to all capacity building activities?		
Have you conduct a gender mapping exercise to identify key root causes, barriers, opportunities, and assets related to gender equality for the project and intervention area, and developed a Gender Strategic Action Plan to address these challenges?		
Have you assessed whether girls, boys, women, and men participate equitably in the project, both in terms of physical presence and meaningful participation?		
If there were some imbalances in the participation, have you taken appropriate measures to ensure the full and equitable participation of all girls, boys, women and men?		

By meaningful participation, we mean:

- Girls, boys, women, and men being physically present in equitable representation in all activities, including in decision making; and
- Girls, boys, women, and men participating meaningfully in all relevant activities, including in decision-making. This means that all feel comfortable, safe and empowered to share their views and inputs and to ask questions.

Access is a concept we refer to a lot in talking about gender mainstreaming, and it's an important one to reflect on and consider. One way to think of access is to organize the different types of access into three categories – physical, cognitive, and social.

Physical Access - Examples:

Distance – The greater the distance to services, resources or opportunities, the less physically accessible they are. For example, if a Community Health Center is 20 kilometers away from a village, it is likely less physically accessible than a Community Health Center that is 1 kilometer away. This example relates to gender equality because girls and women commonly have restricted mobility, and it is often the social norm that girls and women are primary caregivers and must look after all children thus making it more difficult to travel a distance.

Location – The location of a service, resource, or opportunity will influence how physically accessible it is, and sometimes even a service that is very close by can feel very

inaccessible depending on the location in which it is taking place. For example, if girls' and women's latrines are located directly beside boys' and men's, girls and women may not feel comfortable using the latrines at night. This example relates to gender equality because there may be personal security risks for girls and women if they want/need to access a service that is in an unsafe location.

Infrastructure – The infrastructure around a service, resource, or opportunity will influence how physically accessible it is. For example, if a community health worker conducts a consultation in open air, instead of inside a building, an adolescent girl or woman may not feel comfortable talking with the community health worker about family planning. This example relates to gender equality because it may be the social norm that it is not acceptable for adolescent girls and women to openly discuss or make independent decisions on whether she will use contraception.

Cognitive Access - Examples:

Education level – An individual's level of education may influence their opportunity to access or understand information. For example, if an individual did not complete primary school, they may not be able to read a pamphlet about malaria and understand how to prevent it. This relates to gender because discriminatory gender norms may determine the level of education women, men, girls, and boys receive, where girls and women often face extensive barriers to education.

Language skills – An individual's language skills also influence their opportunity to access and understand information. For example, if an individual is only able to understand information

in their local language, they may not be able to understand a message in a national language or dialect about pneumonia on the radio. This relates to gender because discriminatory gender norms may influence women's, men's, girls' and boys' opportunity to learn another language, where men and boys often have greater exposure to languages through education and work outside the home.

Confidence level – An individual's level of confidence influences their opportunity to access and understand information. For example, if a person has low confidence within a social setting to ask a question, they may not fully understand the information that is being shared with them. This relates to gender because discriminatory gender norms may limit women or girls, boys or men, from vocalizing their questions or concerns in certain contexts, or from participating in decisions that impact their wellbeing.

Social Access - Examples:

Decision making power – The level of decision making power an individual has will influence their access to services, resources, and opportunities. For example, the level of decision making power one has in relation to household funds will influence their ability to use money for (i.e.) school fees. This relates to gender equality because women and men, girls and boys may have differing levels of influence over decision making.

Level of personal independence - The level of personal independence or freedom an individual has will influence their level of access to services, resources, and opportunities. For example, the level of independence a girl or boy has in relation to travelling alone will influence their ability to attend school. This relates to gender because discriminatory gender norms may influence the level of independence women and men, girls and boys are afforded, and girls and women often have restricted personal independence.



When you carry out program activities, consistently reflect and ask yourself:

- Are there any gender access barriers we can identify and account for at the physical level?
- Are there any gender access barriers we can identify and account for at the social level?
- Are there any gender barriers we can identify and account for at the cognitive level?

Monitoring & Evaluation (M&E)

As described above, gender analysis needs to be integrated throughout the program cycle. As we monitor a program's performance, we should adjust our implementation strategies according to new findings. Gender assumptions from the initial analysis may have changed, or emerging gender inequalities could affect the implementation plans or strategic direction.

Monitoring, evaluation, accountability, and learning (MEAL) is a critical area for gender analysis and mainstreaming. The following two sections will explore critical considerations for the MEAL process, starting first with monitoring and evaluation, and then moving onward to accountability and learning. While these four components that create MEAL should always occur as ongoing and complementary processes, they are divided within this document to support clear guidance being given for each stage.

Monitoring of project objectives provides opportunities to re-examine interventions and to realign objectives and methods in order to be more effective. For example, if a project team finds that a high percentage of girls are still dropping out of school even though there is a system in place to prevent sexual harassment, there are separate latrines for girls and boys, and the provision of menstruation materials and information is present, a focus group should be organized with the girls to find out what the root cause of girls dropping out of school is, and to respond in an effective manner to the information provided.

Better programming depends on understanding what we have done well, and why. We often lack the evidence on how gender inequalities and barriers were addressed in our projects and with what effect. Without applying an explicit gender lens to our MEAL work, we can end up only accounting for certain parts of the program experience and not others, which does not allow us to holistically understand the scope and impact of our interventions. Importantly, when we fail to mainstream gender equality across our MEAL systems, we risk ignoring or limiting the experiences of girls, boys, women, or men, and lose opportunities to learn from these experiences and enhance the quality and scope of our programs. Gender-sensitive evaluations help us learn from our experiences and to scale-up approaches that promotes gender equality and have been shown to help achieve project goals and objectives.



Kasturi is an 8-year-old studying in the Government Primary School in Tirupati town of Andhra Pradesh, India. Credit: Save the Children

Take these actions

- Develop a **gender-sensitive monitoring and evaluation process** and make sure it is applied to all monitoring and evaluation actions. To do this, make sure to:
 - » Disaggregate and analyze data by sex and age;
 - » Account for the voices of girls, boys, women, and men – this involves girls, boys, women, and men participating equitably in the collection of information.
 - » Choose data collection methods carefully - See the [text box on page 78](#) about Common Types of M&E Tools and Gender Equality considerations.
 - » Work in gender safe spaces when monitoring and/or collecting data – this may mean conducting data collection separately with girls, boys, women, and men, where female enumerators engage with female stakeholders and male enumerators with male stakeholders.
 - » Choose tools, location, and timing for data collection exercises that ensures optimal accessibility for the identified stakeholders – this means accounting for key considerations such as external work schedules, domestic duties, child care responsibilities, water/fuel collection, and particularly busy time periods in the community (e.g. harvest).
 - » Include female and male enumerators/evaluators, and translators (where needed) in assessment teams.
 - » Include at least one person with gender experience and/or expertise on the M&E team.
- Require **gender analysis in all scope of work (SoW)** or terms of reference (ToR) contracts, and list experience working with/supporting gender sensitive programs as a required competency.
- Develop and utilize strong **gender-sensitive performance indicators**, including qualitative indicators, and track them from the beginning of a program cycle. See the [text boxes on page 79](#) about gender-sensitive indicators.
- Integrate **gender-sensitive performance indicators into baseline surveys**.
- Collect and analyze data to **identify any gender gaps in access, participation, or benefit** for beneficiary groups.
- If gender gaps are identified, investigate why these gaps are happening, including **identifying any root causes**. See the [“Asking Why” tool on page 66](#) that can help you to identify root causes.
- Undertake corrective actions as needed to **adjust interventions based on monitoring results for gender inequalities**. See [page 80 for an example](#) (“Monitoring gender gaps in access, participation, or benefit of girls, boys, women, and men in a project and undertake corrective actions to adjust interventions”).
- **Identify whether your project is gender exploitative, gender unaware, gender sensitive or gender transformative**, and compare the finding with the ranking you gave in the project design phase. Remember that the minimum standard for Save the Children’s work is to implement projects that are at least gender sensitive!
- Evaluate the project, adapting the baseline tool to ask the same questions and **measure changes related to gender equality** over the life of the project.

Note: the evaluation focuses on the extent to which we achieved the results related to our interventions, as measured by our gender-sensitive indicators. We should have identified unexpected gender gaps, barriers, and opportunities from monitoring data, and therefore have already adjusted our project interventions accordingly.

Checklist – Gender Mainstreaming in the Monitoring and Evaluation phase

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Implementation phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Question	Yes	No
<p>Have you developed a gender-sensitive monitoring and evaluation process? This should include:</p> <ul style="list-style-type: none"> • Analysis of age- and sex-disaggregated data. • Information collected from girls, boys, women, and men. • Gender-sensitive data collection methods. • Gender safe spaces for monitoring and/or data collection activities. • Optimal location and timing for data collection exercises. • Female and male enumerators/evaluators, and translators (where needed) in assessment teams. • Staff with gender experience and/or expertise in the M&E team. • Scope of work or terms of reference contracts that list gender analysis as a requirement. • Terms of reference contracts that list gender experience as a required competency. • Strong gender-sensitive performance indicators that are being tracked from the beginning of a program cycle. • Gender-sensitive performance indicators included in baseline surveys. 		
<p>Have you ensured that your gender-sensitive monitoring and evaluation process has been applied to all M&E actions?</p>		
<p>Have you collected and analyzed data to identify any gender gaps in access, participation, or benefit for groups of beneficiaries?</p>		
<p>Have you investigated why any gender gaps in access, participation or benefits are happening, including identifying any root causes?</p>		
<p>Have you undertaken corrective actions (as needed) to adjust interventions based on monitoring results for gender considerations?</p>		
<p>Have you identified whether your project was gender exploitative, gender unaware, gender sensitive or gender transformative, and compared the finding with the ranking that was given at the beginning of the project?</p>		
<p>Have you evaluated the project in relation to gender equality, adapting the baseline tool to ask the same questions and measure changes over the life of the project?</p>		

Considerations for Selecting Gender Sensitive M&E Tools

Common Types of M&E Tools	Brief Description of Tool	Examples of Gender Considerations for Tool
Surveys/ Questionnaires	Written instruments - self-administered or through an interviewer (in person, phone, internet)	Literacy may be a challenge, and the tool may be less accessible for girls and women where their literacy levels are lower. If gender analysis does not inform question design, questions may not be relevant and therefore findings may be missed.
Interviews	Standardized instruments - conducted either in person or over the phone - eliciting more in-depth information than a survey	Girls and women may not feel comfortable with a male facilitator (and vice versa). Boys and men may feel less comfortable sharing their thoughts and feelings where this is not traditionally the norm. Girls and women may feel uncomfortable voicing their opinion, where this is not the norm.
Focus Groups	Group discussions - sample of participants brought together to provide their opinions on specific topics	If conducted in a mixed gender stakeholder space, girls and boys, or women and men, might not feel comfortable voicing their thoughts and opinions in front of one another. If the facilitator is not of the same sex as the group of participants (i.e. a male facilitator with a group of girls), they may not feel comfortable being candid. Girls and boys engage in different ways, and therefore different approaches may be required to generate discussion and information.
Observation	Systematic process of recording the behavior patterns of people, objects and occurrences	If only conducted in public spaces, may miss key experiences of women and girls which occur in/around the domestic sphere. Without input from girls, boys, women and men there is the risk of inaccurate assumptions
Document Review	Review of documentation (internal and external to program)	What is recorded may be biased and without gender analysis – we must consider who is in control of records and remember that some experiences may not be recorded. Because girls and women have traditionally operated less in the public sphere, public records may not include their experiences.

Indicators to monitor resistance to gender mainstreaming

Based on gender analysis results, it is important to develop indicators that monitor any resistance to gender mainstreaming that may arise during the program. For example, if you are conducting a child rights activity which encourages girls to take on leadership roles and advocate for their rights where this is not the norm, it will be critical to monitor for potential resistance the girls may be subject to and build in activities that respond to this such as working with parents to promote understanding of girls' participation.

What are Gender-Sensitive Indicators (GSIs)?

GSIs work to measure change for girls, boys, women, and men, as well as measure changes in gender equality. To this end, GSIs:

- Support us in measuring the unique benefits to and challenges (including risks) for girls, boys, women, and men participating in our projects;
- Measure changes in gender roles, norms, access, and control (including decision-making power) over time, including changes in attitude and/or behavior ; and
- Ensure that there is an explicit focus on gender equality, and that we can optimally understand the impact of our programs on girls, boys, women, and men.

What do GSIs look like?

The first and best place to start in developing gender-sensitive indicators is with the collection and analysis of **sex- and age- disaggregated data**. This is fundamental to be able to describe the divergent experiences of girls, boys, women, and men, and to be able to measure the different impact on these groups of a given program.

In addition to these basic indicators on the experiences of females and males, however, it is important to capture **relevant norms, knowledge, attitudes and behaviors that reflect gender relations** in that setting. A health program, for example, should have some understanding of decision making in the household, women's and men's attitudes toward GBV, women's access to resources, and girls' and women's mobility. An education program would benefit from an understanding of, among other things, the gendered division of labor in the household, the priority given to girls' education, expectations regarding employment and marriage for girls and boys, and perceptions of safety and danger in the community and on the walk to school.

Gender-sensitive indicators measure important considerations such as:

- Participation of girls, boys, women, and men in project activities;
- Access to decision making, project resources and projects services by girls, boys, women, and men, and whether this access is equitable;
- Expected and unexpected project outcomes for girls, boys, women, and men (compared with project objectives);
- Met and unmet practical and strategic needs of girls, boys, women, and men (compared with expressed needs);
- Changes in project budget allocation towards gender equity issues;
- Changes in the capacity to mainstream gender equality approaches by project staff, project partners, and government service providers and officials; and
- Identification of new gender inequalities in the project or as a result of the project.

SCI's Global Indicators

“Global Indicators are one of the components of the Save the Children M&E system. As part of the harmonization process, Save the Children has identified a set of indicators to measure achievement of the core elements of the SCI global strategy. For each of the Global Initiatives a global outcome statement has been developed. Each of the Global Outcomes and Initiative Indicators are linked to the relevant Global Outcome Statements. Global Outcome Indicators are mandatory and measured across every relevant project/program in all SCI countries, with the ability to roll up to the country, thematic area and global level. Global Initiative Indicators are reported by the relevant Global Initiative Priority Country.”⁶⁶

When reporting on these indicators, Country Offices should at least provide sex and age disaggregated data. For example, when reporting on the following indicator for the EVERY ONE Campaign, data should be provided for both girls and boys:

Curative health: # of cases of malaria, pneumonia, acute malnutrition, and diarrhea among children [read: girls and boys] under five treated through Save the Children supported activities or facilities.

Keep in mind that gender-sensitive indicators should be used to build blocks towards the achievement of SCI's Global Indicators. Some of the Menu of Outcome Indicators developed by SCI GIs' Priority Areas include gender-sensitive indicators. For example, the Child Protection Priority Area's Menu of Outcome Indicators under the Child Protection Global Initiative includes the following gender-sensitive indicators:

- % of reported cases of children experiencing sexual violence who receive an age and gender appropriate response (disaggregated by age and sex);
- # of child protection programs/activities that address sexual violence;
- Among all children who have ever worked, % that have experienced gender-based violence (disaggregated by age and sex);
- # of schools utilizing gender-sensitive teaching and learning methods and materials; and
- % of girls, boys and community members who are able to identify forms of gender-based violence (disaggregated by age and sex).

Monitoring gender gaps in access, participation or benefit of girls, boys, women and men in a project and undertake corrective actions to adjust interventions:

A project focused on secondary school education should monitor:

- Access to and retention in secondary school for girls and boys;
- The quality of education;
- Meaningful participation in the classroom for girls and for boys; and
- The ability of girls and boys to benefit from their secondary education upon graduation via dignified work or continued education opportunities.
- Gender-based violence in or around schools creating access barrier for girls and/or for boys

Each of these considerations requires inputs from girls and boys themselves, and will impact the sustainability of the project interventions.

Possible issues that might call for corrective action include:

- Girls not entering secondary school;
- Girls not staying in school;
- Girls not participating in class and advancing academically; or
- Girls not being able to use their education for employment once they graduate.
- Girls and/or boys facing physical, sexual, emotional or psychological gender-based violence within/around schools
- Monitoring and analyzing data should allow us to flag such issues before the end of a project, when it is too late to change our interventions.

What do these indicators tell us?

Quantitative indicators

- Number of local women's organizations/gender equality focused organizations engaged in project activities by activity type
This indicator tells us whether the women's rights movement is strengthened or consolidated in a given context. This is important because research shows that interventions in favor of gender equality will have greater effects in countries where there is a strong women's movement.⁶⁴
- Percentage of girls/boys/women/men in decision-making positions
This indicator tells us whether there are gaps in the extent to which girls, boys, women and men can influence decision-making that can have an impact on their lives. This is important because all human beings are entitled to exercise their rights and to have the opportunity to realize their full potential. This is often not possible when decision-making power is not equally shared between girls, boys, women, and men.
- Average number of hours per week engaged in reproductive tasks (such as household tasks and children's care, disaggregated by girls/boys/women/men)
This indicator tells us if there are imbalances in the distribution of domestic work between girls, boys, women and men. In all regions of the world, girls and women perform the vast majority of household chores, which prevent them from engaging in other types of activities, such as education, income generating activities, community-based work or initiatives, etc. This perpetuates inequalities and constitutes an obstacle for the full realization of girls' and women's rights.

Qualitative indicators

- Girls and young women participating in Sexual and Reproductive Health Clubs who report feeling confident to negotiate the use of contraceptives with their partner(s).
This indicator tells us whether the life skills acquired by girls and young women in the clubs make them feel more confident to act on issues that affect them, such as the use of contraceptives. This is important because the increase of self-confidence is a first step towards girls' and women's empowerment and to the full exercise of their rights.
- Extent to which girls, boys, women, and men attest that FGM/C is a violation of girls' rights.
This indicator enables us to measure changes in perceptions related to the practice of FGM/C, which is crucial to end harmful traditional practices such as FGM/C; The persons who perform the practice and the girls and women who experience it must first understand it is a violation of the rights of the girls.
- Extent of satisfaction of girls and boys that the teaching methods used by their teachers at school respond to their specific needs.
This indicator tells us about the quality of the teaching methods used by teachers in responding effectively to the specific needs of girls and boys. This is important because studies show that the dynamics of learning and teaching in the classroom have an impact on girls' and boys' learning.⁶⁵

Accountability and Learning

Gender-sensitive accountability actions and mechanisms should be mainstreamed throughout the program cycle. Save the Children's accountability benchmark is about "discussing together, deciding together, and working together" with girls, boys, women, and men in our programs. Gender mainstreaming is about enabling gender-sensitive and equitable participation and accountability. At Save the Children, we think that real accountability to girls, boys, women, and men involves providing not only space for their voices to be heard, but also opportunities to influence key relevant decisions affecting whether and how we work with them. A gender-sensitive approach ensures that girls and women, as well as boys and men, have the power to hold us accountable in ways that influence the organization's strategies, policies, priorities, and actions at local, national, and global levels.

When the implementation of a project ends, we often tend to focus on other priorities, instead of taking sufficient time to document lessons learned and best practices related to gender mainstreaming or to showcase the gender-related results achieved. This is a missed opportunity, because:

- Disseminating the main gender-related achievements of a project will increase Save the Children's positioning as a key actor working towards the realization of gender equality for all children.
- Documenting lessons learned and best practices related to gender mainstreaming and recording them in a knowledge management system will help a team or an office to improve their practices in this area. Newcomers who might be asked to implement gender mainstreaming will be more efficient if able to learn from the experience of colleagues who might have departed the organization or might be too busy to share their experiences.
- Using key gender gaps or opportunities that were identified within the implementation of a project to inform the design of future programs or projects will save precious time in the project design phase and will ensure that future programming is informed by existing and relevant gender gaps and opportunities, and thereby addresses the specific needs and concerns of girls and boys in the community.

Therefore, mainstreaming gender equality in the Accountability and Learning phase is crucial to perpetuate efficient and relevant gender mainstreaming practices at Save the Children and to increase the visibility of our efforts in this area.



The 'Breaking the Silence' programme runs in the Varaura Tea Garden, in Bangladesh. Breaking the Silence works to educate people on how they can protect themselves, their children and communities against sexual abusers. Credit: Save the Children

Take these actions

- **Consult with girls, boys, women, and men** about the best ways of making information available, appropriate to the program context and situation
- **Share information equally** with girls, boys, women, and men about:
 - » Who we are,
 - » Our projects (including budgetary information),
 - » What behavior people can expect of our staff and representatives (in line with our Child Safeguarding Policy and Code of Conduct), and
 - » How people can participate in the project and provide feedback and complaints, including preventing and reporting sexual exploitation and abuse of girls, boys, women or men participating in our programs.
- Assess whether the program enables **girls, boys, women, and men to participate equitably and meaningfully.**
- **Adjust the timing and the location of project activities** to enable participation by girls, boys, women and men based on identified time and location restraints.
- Set up **formal mechanisms for girls, boys, women, and men to express views and concerns** on our approach, activities, and our impact, as well as safety issues and the behavior of our staff and partners in a gender-sensitive way which identifies barriers to participation based on gender gaps and inequalities and addresses these barriers.
- Consult with girls, boys, women, and men to **identify how they would feel most comfortable sharing feedback** with us and account for this in our choice/design of feedback and response mechanisms.
- When appraising feedback mechanisms, pay attention to the different voices of girls, boys, women, and men to **ensure we are listening equitably.**
- Consider if we need to **set up gender sensitive mechanisms** such as feedback meetings for girls' and women's groups, identifying female focal points for channeling feedback to the organization, or providing mobile phones to women to share feedback with the organization.
- **Ensure confidentiality of reported sexual exploitation and abuse** by our staff, community members, or staff of our partner organizations.
- Ensure monitoring data and data from our complaints and **feedback mechanisms informs changes in implementation**, and evaluation data informs future project design, thus building a culture of learning and continual improvement.
- **Build staff competencies for gender-sensitive and accountable programming.** This involves ensuring that our staff have the opportunity to explore their own biases and norms concerning gender discrimination and inequality, to ensure they are role models for gender equality and therefore considered approachable by girls, boys, women, or men wishing to provide feedback or complaints.
- **Disseminate the gender-related results of the project** to government authorities, donors, partners, beneficiaries, and the general public. Very often, many great accomplishments on gender equality are being realized, but are not communicated beyond the implementing organization and/or partners.
- Document **lessons learned and best practices related to gender mainstreaming.** Include gender gaps, barriers, or opportunities to which we were unable to respond to, as well as those that were successfully addressed in the project.
- Ensure **gender related learning is captured in the knowledge management process and system.** It is important to house the gendered learnings so they can be shared and used to inform development of new programming.
- Use key gender gaps or opportunities that you identified but were not able to address during project implementation as the **basis to inform the design of future programs** or projects.

Checklist – Gender Mainstreaming in the Accountability and Learning phase

Note: this checklist is intended to support you in remembering some of the key elements related to gender mainstreaming in the Accountability and Learning phase. However, the list provided below does not include all the elements that can be part of gender mainstreaming at this stage of the program cycle.

Question	Yes	No
Have you assessed accountability mechanisms to ensure equitable access by girls, boys, women and men?		
Have you assessed the confidentiality and quality of Sexual Exploitation and Abuse reporting and investigation mechanisms?		
Have you trained staff in gender sensitive accountability mechanisms and gender equality norms and behaviour?		
Have you disseminated the gender-related results of the project to donors, partners, beneficiaries and the general public?		
Have you documented lessons learned and best practices related to gender mainstreaming, including obstacles or opportunities to which we were unable to respond, as well as those which we successfully addressed in the project?		
Have you ensured gender related learning is captured in the knowledge management process and system?		
Have you or are you planning to use key gender gaps or opportunities that you identified but were not able to address during project implementation as the basis to inform the design of future programs or projects?		

Tools for Gender Analysis⁶⁷

This section provides guidance on four simple and effective gender analysis tools for use throughout the program cycle and across all thematic areas. These tools can also play a critical role in a country's Child Rights Situational Analysis. All four tools are designed for use at the community level with past, current or future project beneficiaries, or at the organizational level with staff and/or partners.

- In the Strategic Planning phase, the gender analysis tools can be used to identify gender inequalities in the local context, which can inform prioritization of which child rights violations should be addressed at the country level.
- In the Proposal Development and Project Design phase, the gender analysis tools can be used to identify:
 - » Potential impacts of a program on gender equality in a community, as well as any gender gaps that may have negative impacts on the general outcomes of a project (e.g. [Gender Analysis Matrix, pages 121-128](#));
 - » Specific gender roles of girls, boys, women, and men, as well as the gender inequalities in relation to the division of labor between them (i.e. [Gender Roles & Responsibilities Timeline, pages 93-98](#));
 - » The gender inequalities between girls, boys, women, and men in relation to access to and control over resources (e.g. [Access and Control, pages 99-105](#)); and
 - » The root causes and key effects of gender inequalities within programming contexts and how to address them (e.g. [Gender Inequality Tree, pages 107-119](#)).
- In the Monitoring phase, the tools can be used to monitor the progress of the project in achieving the desired impacts in relation to gender equality.
- During the Evaluation phase, the tools can be used to determine the positive and negative impacts that a project had on gender equality. Often this is accomplished through repeating use of one or several of the tools to assess how things have changed over time.

Strengths of the tools:

- You do not need to be a gender expert to use the tools. The facilitator's guidance can be used by all Save the Children staff who are working to apply a gender lens to their project. If you feel you need more support, start by reading the previous sections to be introduced to key gender equality concepts, and you are also welcome to reach out to the GEWG members for remote or in country support.⁶⁸
- The tools are all easy to understand and apply and use simple terms. If the terms are too complicated, they can be adapted to be more relevant within the local culture and context.
- The tools are not time consuming and permit the quick collection and analysis of data.
- The tools do not require substantive funding.
- Each of the tools can be adapted to harmonize with the specific context in which they are implemented.
- The tools are participatory, and can accommodate multiple constraints such as different levels of education or literacy of participants. They are also designed in a way that makes it possible to reach marginalized community members who might otherwise be excluded from such activities.
- The tools support transformative approaches because they encourage the communities to identify, analyze and address their own ideas about gender relations. This is key, as positive transformation cannot happen unless it is driven by the communities themselves.
- Because of their participatory nature, the tools can stimulate the interest and commitment of community members and increase community ownership of the project, which can lead to better results.
- The tools can monitor change over time if replicated on a regular basis with the same populations.

Limitations of the tools:

All four tools require good facilitation skills to engage all participants appropriately and dig deeply into the gender inequalities related to your project.

The tools might unknowingly exclude the points of views of the most vulnerable persons if no measures are taken to ensure that all participants feel comfortable to actively participate. [See the text on page 87](#) for tips to ensure gender safe spaces for participants.

General guidance to use the tools

Selecting the participants

- The tools can be used with small groups (up to 8 people) or medium groups (up to 16) as this may enable participants to feel safer to speak freely than in larger groups.
- It is up to you to decide the number of groups that will be participating in the data collection activities.

We recommend that activities should at least consult one group of girls, boys, women, and men, to ensure that a diverse and equitable representation of views are considered. When selecting the participants, it is important to ensure that the sample represents accurately the population with whom you are working. Participants should represent the diversity of the population in terms of (e.g.) gender, age, social class, caste, socio-economic status, ethnicity, sexual orientation, religion, ability, health status.

Ensuring confidentiality

- It is very important to ensure confidentiality for gender sensitive data collection activities. To encourage participants to share their thoughts, feelings and experiences, it is important to create a space where all participants agree to keep what is shared within the space confidential. Thus, whatever is shared during the training sessions should not be attributed back to one of the participants outside of the training. Below is an example of speaking points that can be used at the beginning of every activity with the participants:



Community health worker with boys, Bougouni, Mali Credit: Joshua Roberts

Ensuring gender safe spaces

Measures should be taken in all contexts to ensure that girls, boys, women, and men feel safe when participating in project activities. This includes the following:

- Organizing consultations at times and in places that are easily and safely accessed by girls, boys, women, and men. Participants should never fear for their safety when participating in activities organized by Save the Children.
- Whenever possible, making sure that gender-sensitive WASH facilities are accessible on site for all girls, boys, women, and men. This is especially important for girls and women who, in some contexts, might experience GBV when trying to access WASH facilities not located in safe environments.
- Mentioning explicitly, at the beginning of each activity, that no discrimination, such as discrimination based on (e.g.) gender, age, social class, socio-economic status, ethnicity, sexual orientation, religion, ability, health, will be tolerated during the workshops.
- Adapting your language to the literacy levels of the audience. Very often, girls and women may have lower literacy levels than boys and men, and it is important to make sure that we do not inadvertently exclude them by using language or facilitation methods they might find difficult to understand. We want to ensure meaningful participation from all. [See page 72 for more information on meaningful participation.](#)

- Grouping females and males separately when using the tools will help make sure that the points of view of both females and males are collected. In some cases, girls and women might lack confidence to express their points of views in front of men, or can be forbidden to do so; alternatively, boys and men may not feel comfortable expressing their fears or concerns where this is not seen as acceptable masculine behavior for male community members. In these cases, it is preferable to use the tools with same-sex groups so we can account for the ideas and needs of girls, boys, women, and men.

Analyzing data collected via gender safe spaces

- Where the topic discussed is not sensitive and the context supports it, you can collect data with females and males separately, and then share the findings in mixed groups. To do so, bring the groups of girls and boys, or women and men, back together, after the data is collected. When you do this, you can show them the different results collected in the groups, and undertake analysis together through asking questions such as: what differences do you see between the results of the girls/boys, women/men? Why do you think these differences exist? How do these difference impact girls/boys/women/men? Why/how do these results matter? This discussion should provide you with interesting findings regarding existing gender inequalities, and enables community members to actively participate in the analysis of data.
- In contexts where interactions between sexes are more difficult, it is advisable to collect and analyze the data in separate groups, and to share the findings in separate groups as well. For the analysis of the data, it is best to take the results of the exercise back to the office and work with the project team to explore and analyze the findings. Once this analysis is undertaken, take these findings back to the separate groups of girls/boys, women/men and ask them questions such as: Do these findings reflect your lived experience? Have any key considerations been missed? What are your recommendations for accounting for the findings? This discussion supports the validation of findings at the community level, and again enables community members to actively participate in the analysis of the data.

Speaking Points

Example of speaking points: ensuring confidentiality

To encourage us further to share our thoughts and feelings openly, I ask that everything that is shared during this training be confidential. In other words, once we are outside the training we cannot attribute what was said during the training to any person. For instance, if I share a story about myself during the training you may tell the story with others outside the training but you may not attach my name to the story. By ensuring that everything within the training is confidential, the hope is that we can be open about our personal experiences. Does everyone agree with this approach? Does anyone disagree? (provide time and space for a discussion as required)



TIME LIMITS

are stated for each session. Keep to these limits to ensure you complete all stages of the gender analysis.



MATERIALS

are listed for each session. Have these materials prepared in advance for each session. This shows respect to participants and will help you complete the gender analysis successfully.

How to Guide

Preparation

Before using any of the four gender analysis tools, hold a preparation meeting with your project team to complete the following steps:

Part 1 - Review details of the project

- 1.1 What are the desired outcomes for the project? What key services or assets are being provided to the community? What rights are being supported?
- 1.2 Review any existing project data, and analyze data disaggregated by sex and age. Are there any differences in access for girls, boys, women, and men? If yes, do you know why?
- 1.3 Consider how community members are engaged in the project. What roles are girls, boys, women, and men playing and are there gender differences in power and decision-making?
- 1.4 Discuss whether any gender inequalities have already been identified regarding the project. What are the questions you wish to further explore?

Part 2 - Prepare gender analysis guidance and develop questions related to your project

- 2.1 Review the instructions for the tool you have decided to use. Check that everyone understands the guidance.
- 2.2 Check that the tool is the right one to meet your needs and consider whether another tool would be more appropriate.
- 2.3 Consider whether you want to analyze any locally significant intersecting inequalities. For example, keep the breakdown by sex and age, but then add additional breakdowns that are more specific and that take into consideration other factors such as ability, ethnicity, sexual orientation, etc.

Part 3 - Identify participants from the community

- 3.1 Consider what diversity is present within the local community. Will you need to form groups with specific characteristics to ensure free participation of the most marginalized community members? Unless there is a strong reason not to, plan to divide participants into groups of girls, boys, women, and men to ensure participation in a gender safe space. See [pages 86-87 for more information on how to ensure safety and confidentiality](#) and how to select participants that are representative of the populations involved.
- 3.2 Discuss how to introduce the activity to the community. Define and translate into your local language all key terms. Identify child-friendly and non-literate strategies for facilitation as appropriate.

Part 4 - Assign responsibilities for facilitation

- 4.1 Review facilitation tips sheet together and identify roles (facilitator, note taker, translator, if needed). Check you have facilitators who match the characteristics of each group to ensure free participation. In general, a group of girls or women should be facilitated by a female facilitation team and a group of boys or men by a male facilitation team. If possible, the facilitator should additionally speak the first/primary language of the group they will be working with. Where this is not possible, a trusted translator of the same sex as the group should be included.
- 4.2 Agree who will organize the logistics of the trip, who will inform the community, and agree on a deadline for notes to be shared afterwards.

Part 5 - Assign responsibilities for sharing and implementing project recommendations

- 5.1 Agree on a process for recommendations identified in the gender analysis to be reviewed and prioritized for implementation. Ideally, you should prioritize interventions that are gender transformative, or at least gender sensitive. [See pages 14-17 for an explanation of these different approaches to programming.](#)
- 5.2 Decide who is responsible for feeding back recommended project changes to senior staff and ensuring insights influence project design or implementation.



An after-school session, Minya, Egypt Credit: Ahmed El-Nemr

Facilitation Tips

Adapted from IRC's Clinical Care of Sexual Assault Survivors Training Facilitator's Guide pg. 27. <http://clinicalcare.rhrc.org/>

- Establish a respectful tone right from the beginning. Establish and maintain an atmosphere of openness and respect.
- Explain the topic and time length of the session and ensure everyone understands. Ask for participants' consent to proceed and politely excuse anyone not comfortable with participating.
- Establish ground rules of respecting each other's opinions, confidentiality, one person talking at a time, everyone participating actively and staying engaged throughout the session without interruption (e.g. turn off cell phones).
- Acknowledge that all participants will have experienced the influence of gender norms and often discrimination in their lives. Acknowledge to participants that the gender analysis group work can be an emotional experience.
- Ensure participants know that they are free to share their experiences or not to share them if they choose. Emphasize that everything said during the group discussion should be kept confidential. Ask all participants to agree to this.
- Highlight that someone will be available to speak with a participant after the training if they wish to discuss an issue further. Ensure a private conversation is possible and that the focal person has the knowledge and skills to respond with support and guidance appropriately. A referral for further support may be necessary, so know the local referral pathway for GBV support services, for example.
- Keep the group work lively and engaging.
- Try to ensure everyone speaks, but demonstrate respect and sensitivity to the participants. Encourage a quiet person's opinions, for example, but do not push if they seem uncomfortable.
- Speak in the local language and check whether everyone understands regularly. Speak clearly and use simpler language to refer to an issue without referring to terms or acronyms not used by people in everyday life.
- Respect the contributions of participants and be non-judgmental. Be aware of your own beliefs and prejudices, so you can account for them. In the gender analysis exercises we encourage participants to express their opinions and provide feedback – there are no wrong answers.



Children Lead the Way teaches children about their equal rights, while providing them with sustainable opportunities within their own communities. Kenya. Credit: Paul Bettings/Save the Children

- Ensure discussions stay on topic and are relevant. Write down topics which will be followed up later and then refocus the discussion.
- Ask probing questions to help participants think more deeply about the influence of gender inequality in their lives. Dig deeper! Asking ‘why’ can be helpful to support this.
- Reflect back questions from a participant to the group for answers – rather than answering yourself.
- Demonstrate active listening skills: allow people to speak without interrupting them and show that you are concentrating on what the participant is saying. In this way you both model good group skills and establish credibility with the group.
- Relax and strive to act as you typically would in day-to-day conversation. If you are comfortable, the participants will feel at ease.
- If you do not know the answer to a question, do not be afraid to say so. But tell the questioner that you will try to find the answer and will get back to her or him —and then do so.
- Talk about strengths and about problems. A gender analysis should include discussion of positive behavior and models as well as inequalities. Ensure there is a balance of both.
- When groups of people come together, different personalities emerge. It is important for the facilitators to recognize personality differences and take them into account so the group can operate at its most productive level.
- If a particular participant becomes disruptive or tries to dominate the session, facilitators should find a way to speak with him or her about it privately (possibly during a break). If the individual continues to disrupt the session, then the facilitator should discretely ask him or her to leave.

The following dos and don'ts should be kept in mind by facilitators during any session.

DO'S

- Do maintain good eye contact.
- Do prepare in advance.
- Do speak clearly.
- Do speak loud enough.
- Do encourage questions.
- Do bridge one topic to the next.
- Do encourage participation.
- Do write clearly and boldly.
- Do use good time management.
- Do give feedback.
- Do use visuals so everyone can see them.
- Do keep the group focused on the task.
- Do provide clear instructions.
- Do check to see if your instructions are understood.
- Do be patient.

DON'TS

- Don't talk to the flip chart
- Don't read from the curriculum.
- Don't block the visual aids.
- Don't shout at the participants.
- Don't ignore or judge the participants' comments and feedback (verbal and non-verbal)



A farmer in Ségou, Mali
Credit: Joshua Roberts

Tool 1:

Gender Roles & Responsibilities Timeline

Introduction

The Gender Roles and Responsibilities Timeline provides an overview of gender roles at the household level and allows staff to assess inequality in the division of labor and time between girls, boys, women, and men. This can lead to analysis of whether the project activities equally benefit girls, boys, women, and men and what steps can be taken to promote gender equality through the project and to ensure the full and equal participation of girls, boys, women and men.

Objectives

- Identify how gender roles affect girls, boys, women and men at the household level.
- Identify ways to improve the quality of the project by ensuring that girls, boys, women, and men can access the activities and benefit from the project equitably.
- Share the gender analysis findings, agree which changes are priorities, and take steps to adapt the project.

Timeline Template

	Girls	Boys	Women	Men
.....				
5:00				
6:00				
7:00				
8:00				
9:00				
10:00				
11:00				
.....				
.....				



TIME

The full Timeline exercise can take approximately 2 hours to complete: 1 hour to complete the chart and 1 hour to analyze the findings plus introduction and wrap up.

Add in extra time if you plan to take a refreshment break at half time



MATERIALS

- Two pieces of flipchart taped together with an empty timeline
- Additional pieces of flipchart
- Board marker pens
- Note pad and pen for note taker

How to Guide

Preparation

Complete the steps outlined in the preparation section with your team ahead of using this Gender Analysis tool. You do not need to prepare specific project related questions/categories before you use the Timeline Tool.

Part I - Introduction (20 minutes)

- 1.1** Introduce yourselves to the community and explain the roles you are playing as facilitator and note taker.
- 1.2** Ask all participants to introduce themselves.
- 1.3** Check that everyone understands the language being spoken.
- 1.4** Explain to the community that you are here because you are very interested in their thoughts and feedback about a project and that you are equally interested in everyone's opinion.
- 1.5** Establish ground rules (in a participatory way) to ensure the group will treat each other with respect during the discussion and keep information shared confidential afterwards. Encourage participants to listen to each other and participate actively. [See pages 86-87 for an example of speaking points](#) to talk about the issue of confidentiality.
- 1.6** Provide a brief overview of the project and whether the project is in the design, implementation, monitoring, or evaluation stage.
- 1.7** Explain you will spend 1 hour filling this chart and then 1 hour discussing together the ideas to improve the project. Agree to take a break half way through for refreshment, if available.
- 1.8** Ask participants if they have any questions.
- 1.9** Ask directly for everyone's consent to engage in this activity.
- 1.10** Play an icebreaker to build some rapport and trust.

Timeline: a limitation

The results of the Timeline might not necessarily represent the overall division of labor at the regional or national levels. Since the tool reflects the division of labor at the household level, it does not mean that the results would be replicated in all regions, as gender roles vary from one location to another, and this influences the division of labor within households.

Part 2 - Data gathering (1 hour)

- 2.1 Introduce the key categories of the Timeline: girls, boys, women, and men within the community.
- 2.2 Encourage the group to mention during the discussion any differences within these groups, such as how infant or adolescent girls are affected or girls and boys from a different ethnic group or with disabilities, as these groups are diverse.
- 2.3 Explain that you will fill in the Timeline together with an example for a weekday, during school time, and for the current time of year. However, encourage participants to mention when there would be substantial differences in how girls, boys, women, and men spend their time during a different season.
- 2.4 Explain you now have less than an hour to complete the chart together (as you need to leave an hour for discussion afterwards).
- 2.5 Begin by asking the group what time girls/boys/women or men generally wake up in the community. Start filling in the hour slots from the earliest time.
- 2.6 Begin to complete the girls' column first. Ask for examples of how girls in this community spend their time on an average school day.
- 2.7 Move down the rows to complete a girl's average day.
- 2.8 When you've completed the column for girls, continue the same process for boys, women and men.

Part 3 - Analysis and program recommendations (1 hour)

- 3.1 Explain that you have now completed the chart and would like to spend the next hour to discuss the ideas in more depth and identify ways to strengthen the project.
- 3.2 Ask the group to begin an open-ended question to kick off the discussion. What do you see happening in this chart?
- 3.3 Usually the group will comment on the amount of work girls and women do. If not, draw the group's attention to the differences between the lives of girls, boys, women, and men.
- 3.4 Ask the group whether this gendered division of time and labor has any effect on the rights and wellbeing of girls, boys, women, and men.
- 3.5 How might the project address any negative affects?
- 3.6 Now consider the project aims and outcomes. Are the project's effects positive and suitable for everyone's time and labor?
- 3.7 Do gender roles affect the project effectiveness?
- 3.8 Ask participants which results are unexpected.
- 3.9 Ask participants how to improve the project so that the rights of everyone are respected.
- 3.10 Ask the group whether this gendered division of time and labor has any effect on full participation of girls, boys, women, and men in the project, as well as on their ability to equally benefit from the outcomes of the project.
- 3.11 What actions could be taken to balance out responsibilities for household work to free up the time of those who have the least amount of time? What actions could be taken to make sure that girls, boys, women, and men all fully participate in the project and equally benefit from its outcomes?
- 3.12 Make notes on recommended changes to the project on another flipchart paper.

Part 4 - Wrap up (10 minutes)

- 4.1 Summarize back to the group the main lessons learned during the data gathering and analysis.
- 4.2 List out the project recommendations you have written up on the second flipchart and will take back to the team to improve the project.
- 4.3 Explain you can't promise all will be adopted but that the most critical issues identified will be addressed.
- 4.4 Thank participants for sharing their insights and giving up their valuable time to take part in this exercise.

Notes from community analysis discussion, based on the case study to the right (page 97)

In the discussion, the participants and facilitator analyzed the information provided in the table and came up with the following findings regarding gender inequalities with regards to the division of labor within the household:

1. Gender inequalities in relation to rights and well-being of girls, boys, women, and men:

- Strict gender roles restrict girls' and women's work to household-related work (reproductive work), while boys' and men's work are limited to education and/or income generating activities (productive work), community work, and leisure. This strict division of gender roles has a negative impact on girls' and women's right to education. It also prevents girls and women from earning money, which limits their access to and control over various resources.
- Girls and women have very little time to rest or engage in social activities. This has many negative impacts, including health impacts and involvement in community activities, which can lead to social isolation.

2. Gender inequalities in relation to the full participation of girls, boys, women, and men in the project, as well as on their ability to equally benefit from the outcomes of the project:

- Girls are too busy with household work so they are not able to attend school every day, which can lead them to drop out of school.
- Girls are too busy with household work so they are not able to do their homework, which can lead them to drop out of school.
- Girls are too busy to rest, which make them very tired, and which has an impact on their ability to go to school and/or stay awake and focused when they are able to go.

Child-Friendly Timeline

To make this activity more child friendly, ask children to write down or draw all the activities they perform every morning, afternoon, and evening; and/or that their parents perform each day. Another option is to bring drawings or pictures of the activities usually carried out by children and adults, and ask them to stick them on the flipchart.

The questions asked at the end of the exercise to stimulate the discussion can also be more child friendly. Below is a list of examples:⁶⁹

- When you are not at school or not working, where do you spend most of your time?
- How much of your time each day is spent on work inside the household?
- How much of your time each day is spent earning income for yourself or the family (i.e. working outside the home)?
- Do you spend time with your friends? If yes, when does this happen?
- What are the differences between your life and that of your brothers and/or sisters?

Example of a Timeline

This example represents a gender analysis undertaken by Save the Children to inform the design of a project on girls' education.

Case study: Save the Children plans to start working on the topic of girls' education in a rural community where most girls drop out of school before completing their elementary education. Before designing the project, Save the Children wants to confirm one of the findings of the CRSA which revealed that girls and women are responsible of doing the majority of household-related tasks, which prevent them from participating in school, economic, and community activities. Save the Children organizes a set of focus groups with members of the community (girls, boys, women, and men; each group meets separately to ensure gender safe spaces) to complete the Timeline. Below is the completed Timeline filled by the group of girl participants:

	Girls	Women	Boys	Men
5:00	Sleeping	Feeding pigs and chickens	Sleeping	Sleeping
6:00	Helping her mother to prepare breakfast	Preparing breakfast	Doing exercise	Doing exercise
7:00	Having breakfast	Having breakfast	Having breakfast	Having breakfast
8:00	Collecting water	Taking the children to school	Going to school	Working in the field
9:00	Collecting wood	Washing the dishes	School	Working in the field
10:00	Helping mother to wash the clothes	Washing the clothes	School	Working in the field
11:00	Helping mother to prepare lunch	Preparing lunch	School	Working in the field
12:00	Having lunch	Having lunch	Having lunch	Having lunch
13:00	Helping mother to wash the dishes	Washing the dishes	Noon break	Noon break
14:00	Going to school (if done with the household work)	Going to the market	School	Working in the field
15:00	School (if done with the household work)	Going to the market	School	Working in the field
16:00	Coming back from school (if done with the household work)	Picking up children at school	Coming back from school	Working in the field
17:00	Helping mother to prepare dinner	Preparing dinner	Playing with friends	Showering
18:00	Having dinner	Having dinner	Having dinner	Having dinner
19:00	Feeding pigs and chicken	Helping the children with the homework	Doing homework	Participating in a village meeting
20:00	Helping her mother to wash dishes	Washing the dishes	Showering and going to bed	Drinking tea with neighbors
21:00	Helping her mother to clean the house	Cleaning the house	Sleeping	Drinking tea with neighbors
22:00	Sleeping	Sleeping	Sleeping	Sleeping

Recommended changes to the project

Project staff considered the information gathered using the Timeline tool and recommended the following gender-sensitive and gender-transformative actions to respond to the possible gender inequalities outlined above:

Gender inequality	Recommended change(s)
Gender inequalities in relation to rights and well-being of girls, boys, women, and men	
<p>Strict gender roles restrict girls' and women's work to household-related work (reproductive work), while boys' and men's work are limited to education and/or income generating activities (productive work) and community work and leisure.</p>	<ul style="list-style-type: none"> • Design awareness raising activities at the community level to challenge discriminatory gender roles within the household. Such measures might facilitate the involvement of boys and men in household work, which would ensure a more equal repartition of the work at the household level. • Engage community leaders as well as boys and men in the awareness raising activities. • Make sure that awareness raising activities highlight the benefits of a more equal division of labor in the household for girls, boys, women, and men.
<p>Girls and women have very little time to rest or engage in social activities.</p>	
Gender inequalities in relation to the full participation of girls, boys, women, and men in the project, as well as on their ability to equally benefit from the outcomes of the project	
<p>Girls are too busy with household work so they are not able to attend school every day, which can lead them to drop out of school.</p>	<ul style="list-style-type: none"> • Address discriminatory gender norms within the household, which restrict the educational opportunities of girls. The measures outlined above can be put in place to address these discriminatory norms. • Engage with parents to highlight the right of girls to education and propose measures to lighten their schedule (with a more balanced distribution of labor within the household) so they can also attend school every day and take sufficient time at night to do their homework. • Work with schools to adjust the school hours to the specific schedule or girls. • Support the creation of girls' clubs where girls can access life-skills trainings that increase their self-confidence and build their capacity to assert their rights.
<p>Girls are too busy with household work so they are not able to do their homework, which can lead them to drop out of school.</p>	
<p>Girls are too busy to rest, which make them very tired, and which has an impact on their ability to go to school and/or stay awake and focused when they are able to go.</p>	

Tool 2:

Access & Control

Introduction

The Access and Control Tool facilitates an analysis of girls', boys', women's, and men's access to and control over resources.

Objectives

- Identify how girls, boys, women, and men have access to and control over resources or services;
- Identify ways to improve the quality of the project to ensure equal access to and control over resources for girls, boys, women and men; and
- Share the gender analysis findings, agree which changes are priorities, and take steps to adapt the project.

Access and Control Template

Resources or Services	Access				Control				Explanation
	Girls	Women	Boys	Men	Girls	Women	Boys	Men	



TIME

The Access and Control Tool can take up to 2 hours and a half to complete: 1 hour to complete the chart and 1 hour to analyze the findings plus introduction and wrap up.

Add in extra time if you plan to take a refreshment break at half time.



MATERIALS

- Two pieces of flipchart taped together with an empty Access and Control Tool
- Pieces of flipchart to note down project recommendations
- Board marker pens
- Note pad and pen for note taker

How to Guide

Preparation

Complete the steps outlined in the preparation section with your team ahead of using this Gender Analysis tool. You additionally need to prepare a list of resources or services which align to your specific project context before you use the Access and Control Tool.

Part I - Introduction (20 minutes)

- 1.1** Introduce yourselves to the community and explain the roles you are playing as facilitator and note taker.
- 1.2** Ask all participants to introduce themselves.
- 1.3** Check that everyone understands the language being spoken.
- 1.4** Explain to the community that you are here because you are very interested in their thoughts and feedback about a project and that you are equally interested in everyone's opinion.
- 1.5** Establish ground rules (in a participatory manner) to ensure the group will treat each other with respect during the discussion and keep information shared confidential afterwards. Encourage participants to listen to each other and participate actively. See [pages 86-87 for an example of speaking points](#) to talk about the issue of confidentiality.
- 1.6** Provide a brief overview of the project and whether the project is at the design, implementation, monitoring, or evaluation stage.
- 1.7** Explain you will spend up to 1 hour filling this chart and then 1 hour discussing together the ideas to improve the project. Agree to take a break half way through for refreshment, if available.
- 1.8** Ask participants if they have any questions.
- 1.9** Ask directly for everyone's consent to engage in this activity.
- 1.10** Play an icebreaker to build some rapport and trust.

Part 2 - Data gathering (1 hour)

- 2.1 Introduce the key categories of the Access and Control Tool. First introduce the list of resources or services which the project aims to provide.
- 2.2 Then explain the meaning of 'access' and 'control' over these resources or services:
 - Access to resources is defined as the “opportunity to make use of a resource.”⁷⁰
 - Control over resources is the “power to decide how a resource is used, and who has access to it.”⁷¹
- 2.3 Ask the group if they have any questions about the categories?
- 2.4 For every resource or service, ask the group whether girls, boys, women, and men can usually access the resource/service or not, and whether they have control over it. You can write “yes” or “no” in the table, add a percentage, or draw symbols such as stars or happy/unhappy faces. You can also provide details or clarifications about your answers in the “Explanation” column.
- 2.5 Encourage the group to mention during the discussion any differences within these groups, such as how infant or adolescent girls are affected or girls and boys from a different ethnic group or with disabilities, as these groups are diverse.

Note for Facilitators

Consider this a brainstorming exercise where answers are noted, even if not all members of the group agree. Bringing consensus on each point before noting it down will take too long. There are many squares to fill, so keep the discussion moving.

Remember the facilitation tips: summarize points and reflect them back to the rest of the group for comment. Draw in quieter participants and ask more dominant participants to give others a chance to share their ideas. Keep the discussion focused on gender –acknowledge other issues that are a distraction and explain how they can be followed up on.

If the group jumps ahead with information that fits in another row or column, don't worry, this is very common! Write the response in the relevant square and then encourage the group to go back to the previous square to ensure nothing is missed.

Keep an eye on the time as you need to leave 1 hour for the analysis discussion.

Part 3 - Analysis and program recommendations (1 hour)

- 3.1 Explain that you have now completed the chart and would like to spend the next hour discussing the ideas in more depth and identifying ways to strengthen the project.
- 3.2 Ask the group an open ended question to kick off the discussion. What do you see happening in this chart?
- 3.3 Do girls, boys, women, and men have equal access to resources? If not, why?
- 3.4 What types of resources are not equally accessed by girls, boys, women and men? Why?
- 3.5 Do girls, boys, women, and men have equal control over resources? If not, why?
- 3.6 What types of resources are not equally controlled by girls, boys, women and men? Why?
- 3.7 Stimulate discussion with questions such as the following:
 - Why do you think these differences between girls, boys, women, and men exist?
 - Who benefits from these differences?
 - Who loses from these differences?
 - What are the implications of these differences in your lives?
 - It is possible to change these differences? If, so, how?
 - How would your life be different if decision-making power was shared equally among family members?
- 3.8 Ask the group whether this unequal control of resources has any effect on how girls, boys, women, and men will participate in the project?
- 3.9 Ask the group whether this unequal control of resources has any effect on how girls, boys, women and men benefit from the project?
- 3.10 Ask participants for suggestions to improve the project so that the rights of everyone are respected. How can we take action to ensure the rights of girls and women are supported? What changes need to take place within the decision making roles of the household to ensure everyone equally participates in the project and benefits from the project's resources and services?
- 3.11 Make notes on recommended changes to the project on another flipchart paper.

Part 4 - Wrap up (10 minutes)

- 4.1 Summarize back to the group the main lessons learned during the data gathering and analysis.
- 4.2 List out the project recommendations you have written up on the second flipchart and will take back to the team to improve the project.
- 4.3 Explain you can't promise all will be adopted but that the most critical issues identified will be addressed.
- 4.4 Thank participants for sharing their insights and giving up their valuable time to take part in this exercise.

Example of a Access and Control Tool

This example represents a gender analysis undertaken by Save the Children to inform the design of a project on the provision of sexual and reproductive health services through community health centers.

Case study: Save the Children wants to respond to the expressed needs of a community to access sexual and reproductive health services. In the project planning phase, Save the Children wants to check whether girls, boys, women and men will be able to access such services if they are made available to them. To do so, Save the Children organizes a set of focus groups with some of the members of the community (girls, boys, women, and men separately) to complete the Access and Control Tool. Below is the completed and compiled Access and Control Tool filled by the participants:

Resources or Services	Access				Control				Explanation
	Girls	Women	Boys	Men	Girls	Women	Boys	Men	
Income	no	yes	yes	yes	no	no	no	yes	
Means of transportation	no	no	yes	yes	no	no	no	yes	
Education	no	no	yes	yes	no	no	no	yes	
Sexual and Reproductive Health Services	no	yes	no	yes	no	no	no	yes	

Child-Friendly Timeline

To make this activity more child friendly, ask children the questions orally or as part of game and a note taker can then fill in the matrix with the children's answers. For example, the facilitator can first ask the girls or boys if they can access food at home. Then, those who answer "yes," are invited to move to the left corner of the room or to grab a green object/toy that is made available to them. Those who say no are invited to move to the right corner of the room or to hold a red object/toy in their hands. The questions asked at the end of the exercise to stimulate the discussion can also be more child friendly. Below is a list of examples:

- Do you think you can access the same resources (e.g. education, health, money) as your parents, brothers, and sisters? Why?
- What types of resources are accessible by your different family members (i.e. mother, father, brother, sister, cousin, caregiver, grandparent, aunt, uncle), but not by you? Do you know why?
- Do you think you can control the same resources as your family members? Why?
- What types of resources are controlled by your different family members, but not by you? Do you know why?

Recommended gender-sensitive and gender-transformative changes to the project

Project staff considered the information gathered using the Access and Control Tool and recommended the following actions to respond to the possible gender inequalities outlined above:

Gender inequality	Recommended change(s)
<p>Girls have no access and control over income, which prevents them from accessing sexual and reproductive health services if they need to pay some fees.</p>	<ul style="list-style-type: none"> • Organize awareness raising activities at the community and household levels to discuss the fact that girls and women should have equal access and control over the income of the household. • Allocate a budget line in the project to cover the costs of girls' and women's visits to the community health centers (transport, medication, consultation fees, etc.). • Educate parents and families about the importance of sexual and reproductive health services for girls so that families are more supportive and willing to provide financial support for girls to gain access to these services.
<p>Girls and women are not allowed to use the means of transportation and might not be able to access sexual and reproductive health services if the facilities are located far from the house.</p>	<ul style="list-style-type: none"> • Add an activity that would ensure free transportation for girls and women who want to visit the community health centres to access sexual and reproductive health services. • Organize awareness raising activities at the community and household levels to change the current practice that prohibit girls and women from using the household's funds to pay for public transportation. • If the project includes infrastructure building, make sure that the community health center is located in a safe space that is easily accessible for girls and women.
<p>Girls and women cannot access education and therefore might not be equipped with sufficient knowledge to understand sexual and reproductive health information and/or to read any documentation or the labels of the medicine that might be provided by community health workers.</p>	<ul style="list-style-type: none"> • Provide girls and women with literacy classes. • Arrange information session on sexual and reproductive health at the community level. • Organize awareness raising activities at the community level to highlight the importance of girls' and women's right to education and training. • Implement trainings on gender with community health workers to sensitize them on the existence of gender barriers (including education) that can have an impact on girls' and women's access to health services.

(continued on next page)

<p>Girls and women cannot control the decisions related to their own sexual and reproductive health, which mean they must obtain the consent of the man of the household before accessing such services.</p>	<ul style="list-style-type: none"> • Organize awareness raising activities at the community level that challenge the unequal power relations within the household which prevent girls and women from making decisions regarding their own sexual and reproductive health. Make sure to involve community and religious leaders as well as boys and men. • Set up clubs where girls and women can: <ul style="list-style-type: none"> • Access information on sexual and reproductive health; • Attend life skills trainings that include components on negotiation skills and decision-making power related to sexual and reproductive health. • Work with boys and men to sensitize them on the importance of sharing the decision-making power related to sexual and reproductive health with girls and women.
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Notes from community analysis discussion

In the discussion, the participants and facilitator analyzed the information provided in the table and came up with the following findings regarding gender inequalities with regards to access to and control over resources:

Girls have no access and control over income, which prevent them from accessing sexual and reproductive health services if they need to pay some fees. Women and boys can also be prevented from accessing these services if the man in the household does not agree with this expense.

- Girls and women are not allowed to use the means of transportation and might not be able to access sexual and reproductive health services if the facilities are located far from the house. In addition, since girls and women cannot control the income of the family, they might not be able to use money for transportation.
- Girls and women cannot access education and therefore might not be equipped with sufficient knowledge to understand sexual and reproductive health information and/or to read any documentation or labels of any medicine that might be provided by community health workers.
- Girls and women cannot control the decisions related to their own sexual and reproductive health, which means they must obtain the consent of the man of the household before accessing such services.

Access and Control Tool: a limitation

The results of the Access and Control Tool might not necessarily represent of the overall decision-making power within the household at the regional or national levels, since this tool reflects power dynamics at the household level, and those dynamics can vary from one community to another.

Notes

Tool 3:

The Gender Inequality Tree

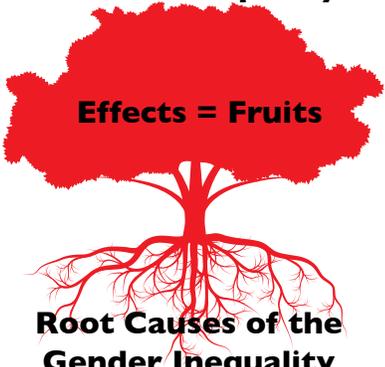
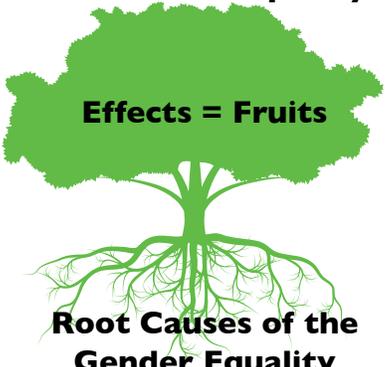
Introduction

The Gender Inequality Tree is based on a widely used participatory tool in development programming. It has many variations and adaptations, including the version presented here that has been designed to conduct a gender analysis. Even if you are familiar with using this tool for problem analysis, you are encouraged to read this guidance to find out how to use this tool specifically in the context of a gender analysis.

Objectives

- Identify gender inequalities in an area of programming.
- Identify the root causes of gender inequalities that cause harm, violence and lack of opportunities for girls, boys, women, and men.
- Identify ways to address the root causes of these gender inequalities in programming.
- Share the gender analysis findings, agree which changes are priorities and take steps to adapt the project.

Gender Inequality Tree Template

Inequality Tree (Part 2)	Activities List (Part 4)	Action Tree (Part 3)
<p>Gender Inequality</p>  <p>Effects = Fruits</p> <p>Root Causes of the Gender Inequality</p>	<p>Community level</p> <p>Local government level</p> <p>National policy level</p> <p>Global advocacy level</p>	<p>No Gender Inequality</p>  <p>Effects = Fruits</p> <p>Root Causes of the Gender Equality</p>



TIME

The Gender Inequality Tree can take up to 3 hours to complete: up to 1 hour and a half to complete the Gender Inequality Tree, 30 minutes to complete the Vision Tree and up to 1 hour to complete the Activities List to improve the project.

Add in extra time if you plan to take a refreshment break at half time.



MATERIALS

- Chalk or markers to draw the tree outline (depending on where you wish to draw it – on a flipchart or on the floor);
- Two pieces of flipchart taped together to draw the tree (if you draw it on paper);
- Pieces of A4 paper cut in half or post it notes: each participant will need 4 or 5 pieces of paper or post its;
- Board marker pens for each participant – use marker pens, not regular pens so everyone can easily see what is written or pictures drawn (for non-literate or child friendly groups); and
- Note pad and pen for the note taker.

This tool can be used for two different purposes

Option #1: To identify gender inequalities that are relevant to a particular context or specific project. In these situations, no previous gender analyses are needed. For example, the tool could be used to identify gender inequalities in a project on youth employment, or could be used in the CRSA process to identify the main gender inequalities that affect the population of a given country/region/community. [See page 119 for more detailed instructions on this option.](#)

Option #2: To identify the root causes of a gender inequality which has been previously identified as crucial by Save the Children or our implementing partners, and/or that can easily be identified by the stakeholders with whom Save the Children will use this tool. For example, the Gender Inequality Tree could be used within the framework of a project focused on girls' education. It would help us to identify the root causes of girls' restricted access to education and solutions to address these root causes. With this approach, the tool enables us to 'dig deeper' to better understand the identified inequality and how we can best address it.

How to Guide

Preparation

1. Choose the context in which the tool will be used. As explained to the left, the tool can be used to: 1) identify gender inequalities in a project or a given context, or 2) identify the root causes of a gender inequality which has been previously identified as crucial by Save the Children and partners, and/or that can easily be identified by the stakeholders with whom Save the Children will use the tool. In either case, the tool can support the development of solutions and next steps to address the inequality in questions.
2. Complete the steps outlined in the preparation section with your team ahead of using this Gender Analysis tool.
3. Depending on the context, decide whether it is best for you to identify which gender equality/topic the participants should focus on, or if it is best to ask the participants to identify a gender inequality/topic on which they think they should focus.
4. Where available, review the list of gender inequalities your project is facing (for example: read the CRSA, the CSP and CAP, or previous gender analyses) and review the thematic section in this toolkit which relates to your project. Each thematic section provides examples of gender inequalities which critically affect the success of a project and infringe on children's rights. This will help you to choose a gender inequality/topic on which to focus, or to guide the discussion with the participants in which they will choose a gender inequality/topic on which to work.

Part I - Introduction (20 minutes)

- 1.1 Introduce yourselves to the community and explain the roles you are playing as facilitator and note taker.
- 1.2 Ask all participants to introduce themselves.
- 1.3 Check that everyone understands the language being spoken.
- 1.4 Explain to the community that you are here because you are very interested in their thoughts and feedback about a project and that you are equally interested in everyone's opinion.
- 1.5 Establish ground rules to ensure the group will treat each other with respect during the discussion and keep information shared confidential afterwards. Encourage participants to listen to each other and participate actively. [See pages 86-87 for an example of speaking points](#) to talk about the issue of confidentiality.
- 1.6 Provide a brief overview of the project and whether the project is at the design, implementation, monitoring, or evaluation stage.
- 1.7 Explain you will spend up to 2 hours filling this chart and then up to 1 hour discussing together the ideas to improve the project. Agree to take a break half way through for refreshment, if available.
- 1.8 Ask participants if they have any questions.
- 1.9 Ask directly for everyone's consent to engage in this activity.
- 1.10 Play an icebreaker to build some rapport and trust.

Part 2: Inequality Tree (up to 1 hour and 30 minutes)

- 2.1** If you have decided to select within the project team the gender inequality/topic on which the participants will be working, start by mentioning to the group the gender inequality/topic that you have selected.
- 2.2** If you think it is best for the participants that they choose themselves which gender inequality/topic they will focus on, ask them to identify one gender inequality/topic that is central to the project or current content. For example, consider asking: what do you feel are the biggest challenges facing girls and facing boys within this project/context?
- 2.3** When a gender inequality/topic has been selected, provide key information about this inequality to make sure everybody is on the same page. At this stage, you can share the findings of previous gender analyses where available, such as any gender analysis conducted within the framework of the project, the gender analysis available in the CRSA, or the relevant thematic section(s) of this toolkit. This may help participants to share a common understanding of the selected gender inequality/topic.
- 2.4** Draw the outline of the tree, and add the name of the selected gender inequality in the trunk. As you draw the rest of the tree, explain how the fruits/leaves of the tree will represent the effects that the gender inequality has and the roots of the tree will represent the root causes of the gender inequality/topic.
- 2.5** Distribute 2 pieces of paper or post-its to each participant.
- 2.6** Ask participants to write down or to take a moment to think about the two most important effects of the gender inequality which they observe in their community. Ask everyone to write in large letters and write only 3 or 4 words so that everyone can easily read them when placed on the tree. Should participants not feel comfortable writing their answers, they can simply take a moment to reflect on them and share them verbally – the facilitator can then capture these responses by writing them on the tree.
- 2.7** Now go around the group and one by one have each participant say one of the effects they have written down/or reflected upon and place it on the top of the tree, near the fruit and branches. If an effect is similar to another which has already been mentioned then place them close together.
- 2.8** Continue going around until everyone's idea is represented on the tree. If this is a non-literate group, it can be done verbally and the facilitator can draw a symbol to represent the idea. For example, a girl stick figure and a school book crossed out could illustrate girls' lack of access to school. This can also make the exercise more child friendly by inviting children to draw instead of write words.
- 2.9** Now consider the groups of effects. Are some effects repeated? If so, remove the repetitions so each effect is represented only once (only remove identical problems).
- 2.10** Ask the group whether some effects of this gender inequality/topic are missing. Write down new effects that are identified, and make sure to highlight how they may differently concern girls, boys, women, and men.
- 2.11** Help participants to identify more effects by asking about the consequences of each of the effects. Encourage participants to think about physical, psychological, and social effects. Where one effect clearly leads to another or several others, draw a line connecting them.
- 2.12** When all of the possible effects of an issue have been documented, move on to causes. To do so, start with distributing another 2 pieces of paper or post-its to each participant.
- 2.13** Ask participants to write down what they consider to be the two most important causes of the gender inequality. Ask participants to write in large letters and only write 3 or 4 words so that everyone can easily read.

- 2.14** Go around the group and one-by-one each participant should say one of the causes they have written down and place it on the bottom of the tree, near the roots. If a cause is similar to another which was mentioned, then place them close together.
- 2.15** Now consider the groups of causes. Are some causes repeated? If so remove the repetitions so each cause is represented only once (only remove identical problems).
- 2.16** Ask the group whether some causes of this gender inequality/topic are missing. Take one cause and ask participants to consider why this happens.
- 2.17** Make sure your questions are specific to girls, boys, women, and men. For example, “why does our culture support treating girls in this way;” “why does our culture support treating boys in this way?”
- 2.18** Where new causes are identified, write down the new cause and place on the roots. You can encourage participants to think about causes that are cultural, religious and societal norms and values, and limitations of legal rights or policy.
- 2.19** When one cause clearly contributes to another, draw a line connecting the two.
- 2.20** Keep asking “why” until you have identified the root causes of the gender inequality under discussion. [See the “Asking Why” tool on page 66](#) to get more guidance on how to identify root causes.

Part 3: Vision Tree (30 minutes)

- 3.1** Now explain that we are going to turn this inequality tree into a vision tree to understand what society would be like if these gender inequalities were successfully overcome.
- 3.2** Draw another tree.
- 3.3** Ask participants to reverse the gender inequality/statement at the heart of the tree. Be wholehearted and consider the issue completely eradicated or 100% successfully overcome. For example, if the gender inequality is “low school attendance for girls,” then the vision is, “all girls graduate from school.”
- 3.4** Now go around the group and have each participant choose an effect from the Gender Inequality Tree and suggest what the opposite could be. Be as optimistic and wholehearted as possible so the opposite of “maternal mortality” wouldn’t be “reduction in maternal mortality,” but “no maternal mortality.”
- 3.5** As each effect is turned into a benefit, write down the idea on a new piece of paper or post it note and place on the new tree amongst the branches and fruit.
- 3.6** Now move onto the root causes. Again ask each participant to choose a cause and reverse it.
- 3.7** Each cause of the gender inequality therefore becomes a solution to achieving the vision. So if the cause is “women and girls cannot legally inherit property” then the solution would be “equal inheritance rights for girls, boys, women, and men.” Again, be as optimistic and wholehearted as possible.
- 3.8** As a final step, spend a few minutes discussing how the underlying root causes of the gender inequality can be transformed to create gender equality – or equal rights and opportunities for girls, boys, women, and men.
- 3.9** Ask participants whether this society would be a good place to live in for everyone.
 - » Explain that the vision tree has given us an insight into the benefits of overcoming this gender inequality specifically and some of the benefits of gender equality in general. Focusing on these benefits can be useful when promoting change.

Part 4: Activities List (up to 1 hour)

4.1 Explain that we can see on the vision tree some ideas about what we want to achieve at the community, regional , and/ or national levels relating to the root causes of the gender inequality we want to address. Now we need to think about how we can get from the current reality of the inequality tree, to the future reality we have mapped out in the action tree. This can be done by addressing the root causes of the gender inequalities.

4.2 Draw a table on another piece of flipchart with rows for each vision and activities.

Vision	Actions taken to accomplish the vision (at the community, local government, and/or national levels)
No girl gets married before 18	<ul style="list-style-type: none"> • Lobby national government for new law that would make it illegal for girls and boys to get married before 18 years old. • Pass new law that sets 18 years old as the legal age for marriage for both girls and boys. • Raise awareness on the new legal age for marriage (18 years old for both girls and boys). • Train relevant authorities on the new law to ensure compliance and oversight (for example: within Marriage Registration Authorities). • Train traditional marriage celebrants on the new law. • Raise awareness on the consequences of early and forced marriage for girls within the community. • Engage girls and boys in participatory sessions to build their knowledge of gender equality, as well as their confidence, leadership skills and sense of empowerment.

4.3 Choose one vision, and ask the group to brainstorm what actions need to take place to achieve the vision for each level. You can choose to focus on one or many levels, depending on the context.

4.4 Ask the community to suggest which activities Save the Children would be best suited to address within the current project and which activities they would like Save the Children to support in the future.

4.5 Repeat step 4.3 and 4.4 for all visions.

Part 5: Wrap up (10 minutes)

- 5.1 Summarize back to the group the main lessons learned during the data gathering and analysis.
- 5.2 List out the project recommendations you have written up on the second flipchart and will take back to the team to improve the project.
- 5.3 Explain you cannot promise all will be adopted, but the most critical issues identified will be addressed.
- 5.4 Thank participants for sharing their insights and giving their valuable time to take part in this exercise.

Child-Friendly Gender Inequality Tree

To make this activity more child friendly, make sure to take the ownership of filling the tree with the answers children provide. Alternatively, you can ask children to come up with answers, and then ask them to draw the answers on the tree. If you do that, make sure to provide sufficient support to the children when they draw. They might need you to tell them, depending on their age, exactly where they should draw, etc.

In addition, the questions asked during the exercise should be asked in simple language, since some of the terms might be difficult for children to understand. For example, if you want to ask children what the effects and root causes of early and forced marriage on girls are, you can ask the following questions:

- If girls are married when they are very young, what are the good and bad things that will happen to them?
- Why do you think girls are married when they are very young, but not boys?

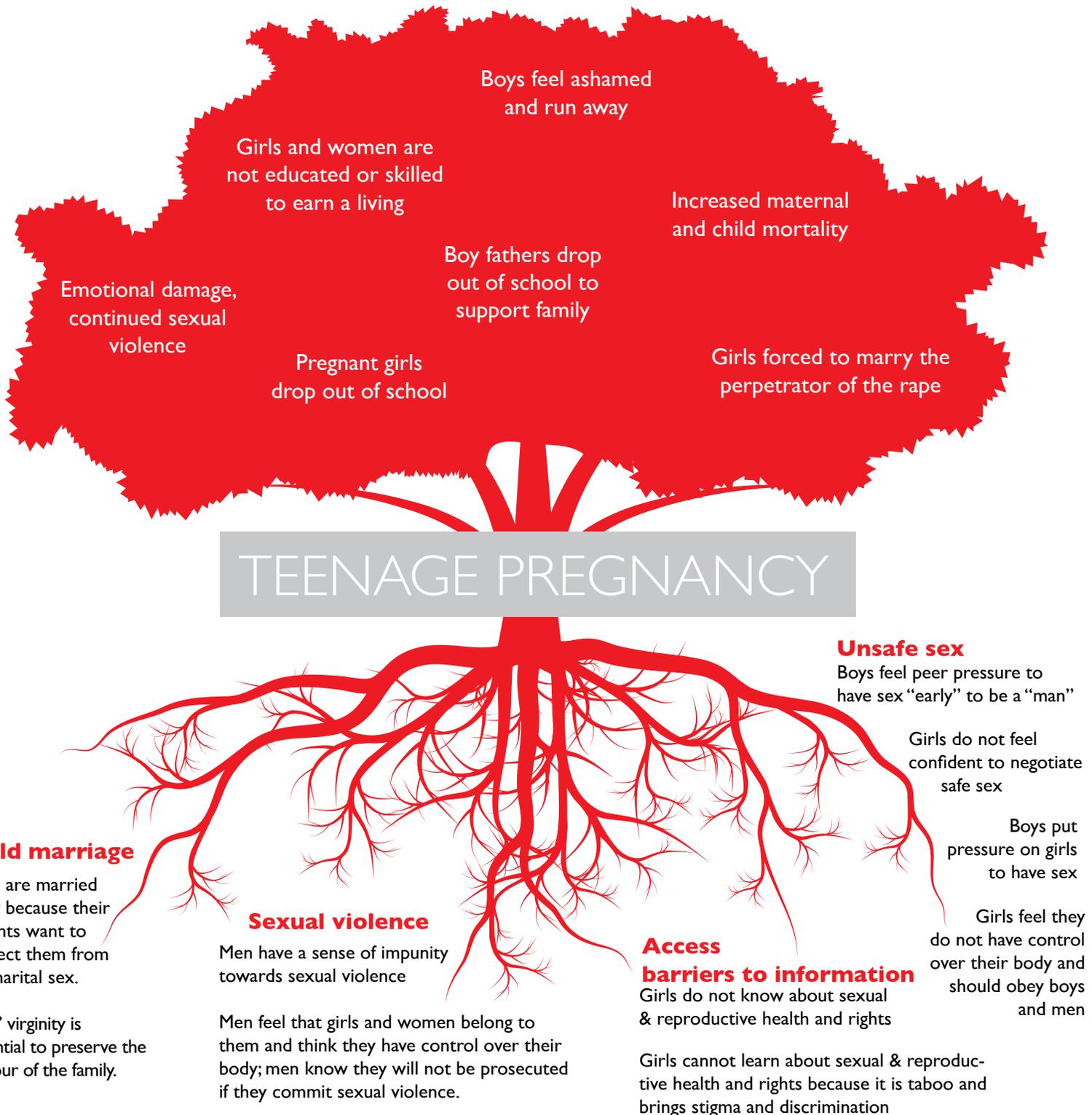
Example of a Gender Inequality Tree

The example on the following two pages represents a gender analysis undertaken by Save the Children to inform the design of a program component on sexual and reproductive health.

Case study: Save the Children plans to start working on the issue of sexual and reproductive health and rights. During the project design phase, the staff want to ask the community what a primary gender inequality is related to sexual and reproductive health in this particular community, and to identify the root causes of that gender inequality, to make sure this new program would address the root causes. Therefore, Save the Children organizes a focus group with some of the members of the community (girls, boys, women, and men separately) to complete the Gender Inequality Tree. Below is the completed Gender Inequality Tree filled by the adolescent girl participants.

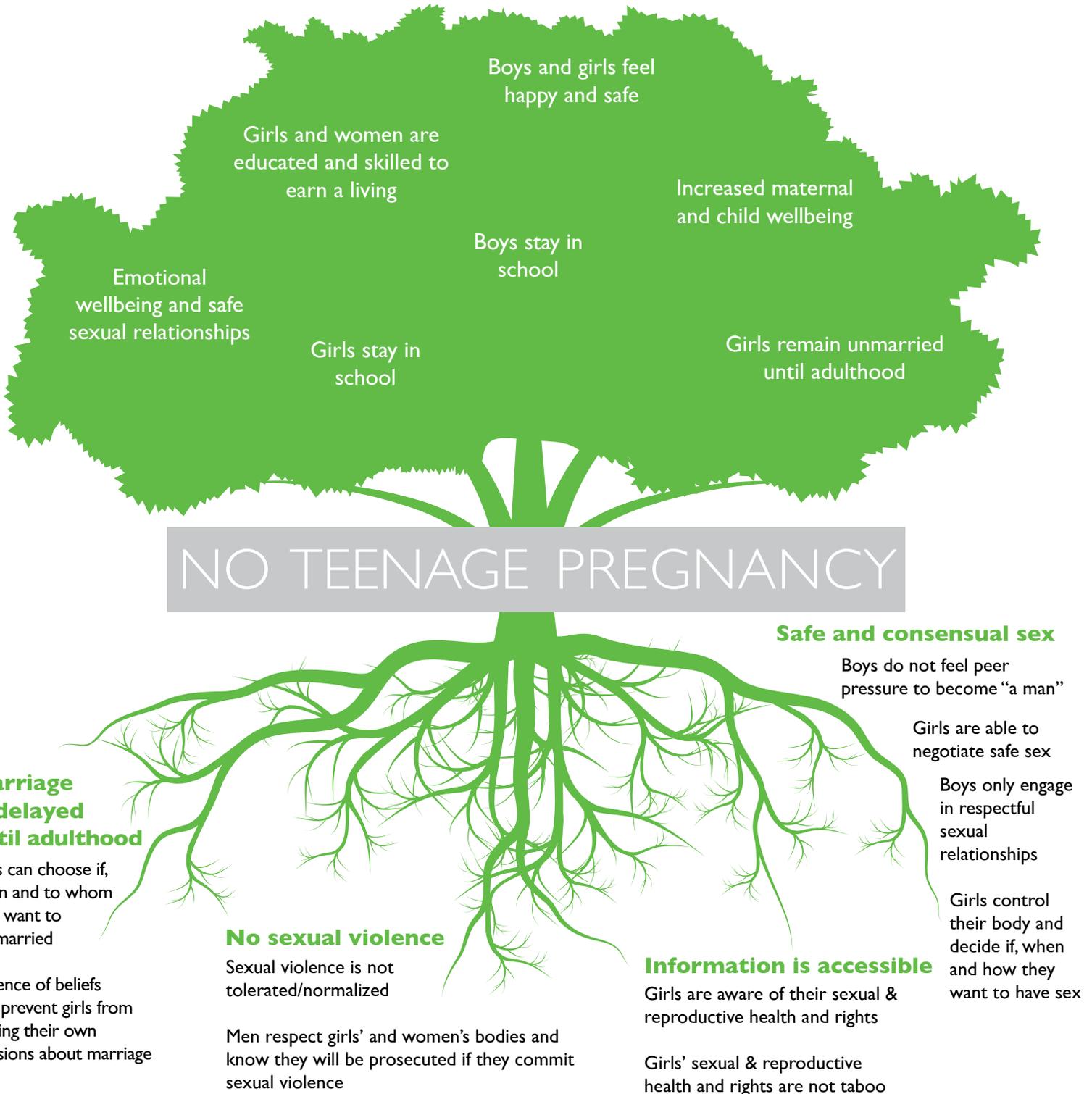
Note: when asked about a gender inequality that is central to sexual and reproductive health (step 1.1), the participants identified “Adolescent Pregnancy,” which therefore constitutes the trunk of the tree.

Example: Gender Inequality Tree (Part 2)



GENDER DISCRIMINATION

Example: Vision Tree (Part 3)



Example: Activity List (Part 4)

Vision		Activities to be done to accomplish the vision (at the community, local government and/or national levels)
Marriage is delayed until adulthood	Girls can choose if, when and to whom they want to get married	<ul style="list-style-type: none"> • Raise awareness at the community level of girls' right to decide if, when, and to whom they want to get married. • Raise awareness at the community level of the harmful consequences of child marriage. • Create girls' clubs where girls can discuss marriage and learn about their rights. • Work with traditional and religious leaders to transform the discriminatory norm that defines girls' virginity as a requirement to preserve the honor of a family.
	Absence of beliefs that prevent girls from making their own decisions about marriage	
Absence of sexual violence	Sexual violence is not tolerated/normalized	<ul style="list-style-type: none"> • Advocate for the adoption and/or full implementation of laws against sexual violence. • Train police officers and judges on existing laws against sexual violence. • Raise awareness at the community level that sex with a child is against the law and on the rights of girls and women to control their own body. • Raise awareness of local authorities and the community of how to report perpetrators of sexual violence and support prosecution. • Create clubs to engage men and boys in actions against sexual violence. • Promote alternative masculinities in the school curriculum and text books.
	Men respect girls' and women's bodies and know they will be prosecuted if they commit sexual violence	

Safe and consensual sex	Girls are aware of their sexual & reproductive health and rights	<ul style="list-style-type: none"> • Include modules about sexual & reproductive health and rights in the school curriculum. • Include sexual & reproductive health and rights in life skills courses for girls. • Offer sexual & reproductive health and rights services and information in clubs frequented by girls. • Raise awareness at the community level about the importance of girls' sexual & reproductive health and rights. • Engage with parents as well as traditional and religious leaders on the importance of girls' sexual & reproductive health and rights • Organize a national campaign on girls' sexual & reproductive health and rights in order to break taboos on the topic.
	Girls' sexual & reproductive health and rights are not taboo	
	Girls are able to negotiate safe sex	<ul style="list-style-type: none"> • Girls' clubs are created and provide life skills course which include topics such as self-esteem, negotiation skills and confidence building. • Boys' clubs are created and provide life skills course which include topics such as shared decision-making, especially in relation to sexual and reproductive health and rights. • Raise awareness at the community level about the importance of girls' sexual & reproductive health and rights.
	Girls control their body and decide if, when and how they want to have sex	
	Boys only engage in respectful sexual relationships	<ul style="list-style-type: none"> • Boys' clubs are created and provide workshops that discuss alternative masculinities, thus challenging dominant masculinities those may be harmful to others and themselves. • Organize a national campaign that provides information about harmful perceptions of masculinity and promotes alternative masculinities. • Engage traditional and religious leaders in awareness raising efforts at the community level about the benefits of transforming perceptions of masculinities that are harmful to girls, boys, women, and men.
	Boys do not feel peer pressure to become "a man"	

Notes from community analysis discussion

The identified gender inequality – adolescent pregnancy - happens because of existing discriminatory gender norms that govern the behavior of girls, boys, women, and men. The example provided identified the following root causes:

- Early marriage happens because parents want to marry their daughters early to protect them from premarital sex, because they believe that girls' virginity is essential to preserve the honor of their family.
- Sexual violence happens because men have a sense of impunity towards sexual violence, they feel that girls and women belong to them and think they have control over their body, and because they know they will not be prosecuted if they commit sexual violence.
- Girls take part in unsafe sex because they do not know enough about sexual and reproductive health and rights, and they cannot learn about sexual and reproductive health and rights because it is not culturally acceptable to discuss.
- Girls take part in unsafe sex because they do not feel confident to negotiate safe sex, and this happens because they feel they do not have control over their body and should obey to boys and men.
- Girls take part in unsafe sex because boys put pressure on them to have sex, and boys do this because they feel peer pressured to have sex "early" to be a "man."

Recommended changes to the project

Project staff considered the information gathered using the Gender Inequality Tree tool and recommended the gender-sensitive and gender-transformative actions to respond to the main gender inequality identified. These actions are listed in the Vision/Activities table above.

Vision Tree: some limitations

- This tool requires a strong facilitator who is able to guide participants in their thinking and who would ensure that participants examine gender inequalities in depth.
- The group must be able to achieve consensus on key problems, causes, and effects for the exercise to be translated into action.
- Some participants may not be comfortable with the arts-based approach of this tool. Alternatively, participants can choose to work with a different model that would be easier to draw (for example, a model that utilizes classic boxes instead of a tree).

Guidance Notes (Option 1) - Identifying Gender Inequalities

Steps to perform if you are using the tool to identify gender inequalities which are relevant to a particular context or specific project (option #1):

As mentioned above, the Gender Inequality Tree can be used to identify gender inequalities, which are relevant to a particular context or specific project (including in the CRSA process). If you choose to use the tool in this context, you should:

- Perform all the steps of Part 1: Introduction.
- Perform steps 2.4 to 2.20 of Part 2: Inequality Tree, by making sure to applying the following changes:
 - » Instead of drawing one tree, draw four: one for girls, boys, women and men.
 - » Instead of writing the selected gender inequality in the trunk of the tree, write down the main challenge that needs to be addressed in the project, such as a lack of opportunities for employment, malnutrition, illiteracy, or violence. This should be done on all four trees and the participants should be able to provide you with this information.
 - » Instead of asking participants about the effects of the identified gender inequality, ask them about the effects that the main project challenge has on girls, boys, women and men. The answers should be placed on the corresponding trees.
 - » Instead of writing down the causes of the identified gender inequality on one tree, write down the causes of the main project challenge as they apply to girls, boys, women and men. The answers should be placed on the corresponding trees.
 - » When the trees are completed, ask the participants to compare them and to identify the differences between them. This is how the group will be able to identify the gender inequalities between girls, boys, women, and men. For example, you might find out that the lack of employment opportunities will lead girls to get married early and/or to drop out of school. This is a gender inequality because boys may not face such effects when there is a lack of employment opportunities.
- To dig deeper into one of the identified gender inequalities, you can continue using the tool to identify the root causes of the gender inequalities that were just identified by the group, and some solutions to address them. Read the next step if you want to continue with your gender analysis.
- Ask the group to select a gender inequality on which they would like to work.
- Proceed with steps 2.4 to 5.7.

Notes

Tool 4:

Gender Analysis Matrix (GAM)

Introduction

Save the Children has adapted the Gender Analysis Matrix, which was developed by Rani Parker⁷² in the 1990s. The version in this Toolkit includes a focus on how gender equality affects girls and boys. This supports an analysis of whether the project activities equally benefit girls, boys, women, and men and what steps can be taken to promote gender equality through the project.

Objectives

- Identify how gender inequality affects girls, boys, women, and men in relation to their rights, labor, time, resources, and culture.
- Identify ways to improve the quality of the project to make it more gender sensitive and transformative.
- Identify gender-related factors that can have a negative impact on the outcomes of the project. [See page 33 for a case study](#) that shows how a gender analysis can help with the identification and mitigation of gender-related factors that could potentially lead to the failure of a project.
- Share the gender analysis findings; agree which changes are priorities and take steps to adapt the project.

Gender Analysis Matrix Template

	Rights	Labor	Time	Resources	Culture
Girls					
Boys					
Women					
Men					
Household					
Community					



TIME

Depending on the number of participants, the GAM can take up to 2 or 3 hours to complete: 1 or 2 hours to complete the GAM and 1 hour to analyze the findings.

Add in extra time if you plan to take a refreshment break at half time.



MATERIALS

- Two pieces of flipchart taped together with an empty GAM written out in local language
- Pieces of flipchart to note down project recommendations
- Board marker pens
- Note pad and pen for note taker

How to Guide

Preparation

Complete the steps outlined in the preparation section with your team ahead of using this Gender Analysis tool. **You will need to consider which rights your project is primarily addressing to inform what questions to ask when completing the rights column.**

Part I - Introduction (20 minutes)

- 1.1** Introduce yourselves to the community and explain the roles you are playing as facilitator and note taker.
- 1.2** Ask all participants to introduce themselves.
- 1.3** Check that everyone understands the language being spoken.
- 1.4** Explain to the community that you are here because you are very interested in their thoughts and feedback about a project and that you are equally interested in everyone's opinion.
- 1.5** Establish ground rules to ensure the group will treat each other with respect during the discussion and keep information shared confidential afterwards. Encourage participants to listen to each other and participate actively. [See pages 86-87 for an example of speaking points](#) to talk about the issue of confidentiality.
- 1.6** Provide a brief overview of the project and whether the project is at the design, implementation, monitoring, or evaluation stage.
- 1.7** Explain you will spend between 1 to 2 hours filling this chart and then 1 hour discussing together the ideas to improve the project. Agree to take a break half way through for refreshment, if available.
- 1.8** Ask participants if they have any questions.
- 1.9** Ask directly for everyone's consent to engage in this activity.
- 1.10** Play an icebreaker to build some rapport and trust.

Part 2 - Data gathering (1 hour 30 minutes)

- 2.1 Introduce the key row categories of the GAM: girls, boys, women, men, household, and community. Encourage the group to mention during the discussion any differences within these groups, such as how infant or adolescent girls are differently affected, as these groups are diverse.
- 2.2 Now introduce the key column categories of the GAM: rights, labor, time, resources, and culture. Provide a local example of each of the following categories and make sure to use locally accessible terms.
 - **Rights:** This refers to changes in access to human rights – highlight the particular rights the project aims to address, but explain participants can bring up any additional rights they believe have been affected by the project.
 - **Labor:** This refers to changes in tasks (e.g. fetching water from the river), the level of skill required (skilled or unskilled, formal education, training), and labor capacity. (How many people carry out a task, and how much can they do? Is it necessary to hire labor, or can members of the household do the work?)
 - **Time:** This refers to changes in the amount of time (e.g. three hours, four days) it takes to carry out the task associated with this project or activity.
 - **Resources:** This category refers to the changes in access to resources (i.e. income, land, and credit, or the resource could be improved health and well-being) as a consequence of the project, and the extent of control over changes in resources for each group analyzed.
 - **Culture:** This refers to changes in social aspects of the participants' lives, including changes in gender roles, norms or status as a result of the project.
- 2.3 Explain you would like the group to think of longer term changes which may be created by the project, as well as immediate effects.
- 2.4 Ask the group if they have any questions about the GAM categories.
- 2.5 Begin to complete the chart by asking the group a general open ended question about how the project affects the rights of girls.
- 2.6 Ask follow-up questions to deepen the discussion regarding girls' rights.
- 2.7 Make notes in the girls rights' square of the matrix, or use symbols and drawings if the group is non-literate.
- 2.8 Repeat steps 2.5, 2.6 and 2.7 with the other column categories (labor, time, resources, and culture).
- 2.9 Once the row for girls is completed, repeat steps 2.5, 2.6, 2.7 and 2.8 with the other row categories (boys, women, men, household, and community). Do not forget to remind participants if necessary of the meaning of each category.
- 2.10 Continue through the GAM matrix until all squares have a note.

Note for Facilitators

- Consider this a brainstorming exercise where answers are noted, even if not all members of the group agree. Bringing consensus on each point before noting it down will take too long. There are many squares to fill, so keep the discussion moving.
- Remember the facilitation tips: summarize points and reflect them back to the rest of the group for comment. Draw in quieter participants and ask more dominant participants to give others a chance to share their ideas. Keep the discussion focused on gender – acknowledge other issues that are proving a distraction and explain how they can be followed up later by the project staff.
- If the group jumps ahead with information that fits in another row or column, don't worry, this is very common! Note down the response in the relevant square and then encourage the group to go back to the previous square to ensure nothing is missed.
- If participants suggest nothing has changed for a particular square, then check the diversity of each category has been explored. What about for female and male babies? Female adolescents? What about for girls or boys who are differently abled? Also check that the group is considering longer-term effects as well as immediate ones.
- Keep an eye on the time as you need to leave 1 hour for analysis discussion.

Part 3 - Analysis and program recommendations (1 hour)

3.1 Explain that you have now completed the matrix and would like to spend the next hour discussing the ideas in more depth and identifying ways to strengthen the project.

3.2 Ask the group to first discuss the information in the rights column.

- Are the project's effects positive for everyone? If not, why not?
- Are there any unexpected negative effects that disadvantage girls, boys, women, men, or reinforce gender inequality?

To document the discussion, as you go down the column of rights, add:

- a plus sign (+) if the outcome is considered by the group to be positive;
- a minus sign (-) if the outcome is considered negative; and
- a question mark (?) if they are unsure.

3.3 Ask participants for suggestions to improve the project so that the rights of everyone are respected. How can we take action to ensure the rights of all are supported and that gender gaps are closed?

3.4 List out recommended changes to the project on another flipchart paper.

3.5 Now ask the group the same questions for labor, time, resources, and culture.

Part 4 - Wrap up (10 minutes)

- 4.1 Summarize back to the group the main lessons learned during the data gathering and analysis.
- 4.2 List out the project recommendations you have written up on the second flipchart and will take back to the team to improve the project.
- 4.3 Explain you can't promise all will be adopted but that the most critical issues identified will be addressed.
- 4.4 Thank participants for sharing their insights and giving up their valuable time to take part in this exercise.

Child-Friendly Timeline

The GAM can be quite repetitive as the group progresses through each of the squares. To engage children in completing the GAM, use child-friendly language and simplify terms, and use a game to keep children active whilst asking questions to fill in each square. For example, children can play musical chairs and provide answers when they are left out without a chair. If children are not comfortable to be put on the spot, some group games can be put in place to invite children to share their views in small groups.

Example GAM

This example represents a gender analysis undertaken by Save the Children to inform the design of a project addressing hazardous work by adolescent girls and boys in small-scale mines.

Case study: Save the Children plans to start working on the topic of children and work in a community where it has never worked before. Two of the main issues identified by Save the Children staff in the strategic planning phase were the extreme levels of poverty and the high number of adolescent girls and boys working in small-scale mines. The impact of this work on children is well documented. For example, both girls and boys are exposed to health risks such as injuries or diseases associated with exposure to contaminated water or toxic chemicals, they are also denied access to education, and girls often face sexual abuse and violence in those contexts.

To respond to the issue of children involved in hazardous work, Save the Children is planning to develop and implement a program that would offer alternatives to children working in mines. The program would provide free basic literacy and vocational training to children, with the objective of increasing their access to education and equipping them with sufficient skills to engage in dignified work. The literacy and vocational training classes would be free for both girls and boys, but would take place during the children's usual working hours. They would therefore need to stop working in the mines for the year the program will be implemented. The vocational training classes for girls would be dedicated to learning cooking and sewing skills. For boys, the classes would focus on learning the necessary skills to work in the wood and metal industries.

Before designing the program, Save the Children wants to assess the possible gender-related impacts of the program. One staff member suggests using the GAM in the community. A focus group with some of the members of the community (girls, boys, women, and men) takes place. The participants are asked to assess the possible impacts together and to fill the matrix with the facilitator. Below is the completed matrix filled by the participants:

GAM: Gender-related impacts of a program aimed at providing basic literacy and vocational training to children engaged in hazardous work.

	Rights	Labor	Time	Resources	Culture
Girls	+ Access to education and training + Protected from hazardous work - Working in the textile industry may also include sexual exploitation - No self-confidence skills to assert their rights	+ Reduced fears about being sexually harassed or assaulted - Not many work opportunities available in the cooking and sewing industries	- Still have to engage in domestic work at home - Too much domestic work can prevent them from attending all classes	- Not able to bring financial resources to the family + Improved health + Improved education	+ Possibility of interacting with role models at school + Opportunity to engage with other children - Not able to engage in less traditional forms of work
Boys	+ Access to education and training + Protected from hazardous work	+ Can easily find jobs in the metal or wood industries with the right skills - Not able to engage in less traditional forms of work	+ More leisure time after school	- Not able to bring financial resources to the family + Improved health + Improved education	+ Opportunity to engage with other children
Women	No change	- More domestic work to do if girls have less time to help	- Less time to rest	- Less financial resources available	+ Possibility of engaging in school-related activities and structures + Will worry less about the security of the children
Men	No change	More work to do if children do not support them anymore	- Less time to rest	- Less financial resources available	- Will worry about finding new livelihoods to engage in - Will worry about seeing their daughters engaging in other forms of work
Household	No change	Domestic work can be allocated to younger siblings	- More meetings to attend	- Less financial resources available	+ Household can engage with other households through school meetings
Community	No change	+ Increased competitiveness in other sectors of the economy + Skilled youth	- More community meetings to be held within the framework of the program	+ The next generation will be more educated + Sustainable growth + Market development	+ Prestige for the community to have a high number of children engaged in education and vocational training

Notes from community analysis discussion

In the discussion, the participants and facilitator analyzed the information provided in the table and came up with the following findings regarding possible gender inequalities in the project:

1. Gender inequality: The vocational training in the project design reinforces traditional gender roles which discriminate against girls and/or boys, perpetuates gender inequality and can create unequal work opportunities for girls and boys. The vocational training offered to girls and boys is based on gender norms and traditional gender roles which are discriminatory: girls would be trained in cooking and sewing skills while boys would learn skills to work in the metal and wood industries. In addition to perpetuating discriminatory gender norms and constraining girls and boys to traditional forms of work, this can potentially create inequalities between girls and boys in relation to their chances of finding work in the areas they have been trained in. In this particular context, it seems that more work opportunities will be available for boys than for girls.
2. Gender inequality: Sexual exploitation is a risk in the textile industry as well as in mines, especially for girls.
3. Gender inequality: Girls still have to engage in domestic work at home and may not have time to participate in literacy and vocational training.
4. Gender inequality: Girls feel they do not have sufficient self-confidence skills to assert their rights and to engage with other children and adults.

GAM: some limitations

Even if the GAM is easy to use, it needs a good facilitator to allow the collection of sufficient and quality information. When a facilitator does not have good facilitation skills or does not fully understand how to use the GAM, a lot of valuable information can be missed. A good facilitator should be able to invite the participants to provide answers on many aspects of a single category, and not just on the most obvious ones. For example, an important issue such as GBV can be forgotten if a facilitator does not understand that categories can include many aspects.

The GAM treats girls, boys, women, and men as homogenous (uniform) groups and does not consider the specific vulnerabilities of individuals in these categories or other factors such as age, ethnicity, ability, or religion. However the GAM can be adapted to include additional rows for inputs based on discussions with the community. Examples of additional groups to include as rows in the GAM are girls and boys with disabilities, girls and boys from a specific ethnicity, income level, or LBGTI girls and boys.

Recommended gender-sensitive & gender-transformative changes to the project

Project staff considered the information gathered using the GAM tool and recommended the following actions to respond to the possible gender inequalities outlined above:

Gender inequality	Recommended change(s)
<p>The vocational training in the project design reinforces traditional gender roles which might discriminate against girls and/or boys, perpetuates gender inequality, and can create unequal work opportunities for girls and boys.</p>	<ul style="list-style-type: none"> • Vocational training options should not be limited according to sex – adolescents should have introductory course for all topics and then be able to choose a focus. • Vocational training topics should be identified through market skills assessments, and training which will lead to a viable and safe occupation should be prioritised. • Girls and boys should not be forced to engage in vocational training topics they do not want to undertake. Their personal aspirations must be considered. • An awareness-raising campaign that challenges existing gender stereotypes and gender roles should be undertaken to change existing discriminatory gender norms related to work.
<p>Sexual exploitation is a risk in the textile industry as well as in mines, especially for girls.</p>	<ul style="list-style-type: none"> • Measures to address sexual exploitation in the textile/ mining industry should be implemented (prevention, law enforcement, etc.). • Information sessions on sexual exploitation should be held with employers and employees of the textile and mine industries as well as with caregivers, girls and boys. • Activities to engage boys and men in the fight against sexual exploitation should be undertaken. • Activities to increase girls' and boys' awareness and assertiveness about their rights should be put in place.
<p>Girls still have to engage in domestic work at home and may not have time to participate in literacy and vocational training.</p>	<ul style="list-style-type: none"> • Community mobilization should be undertaken to promote gender equality and the sharing of gender roles in the home and at work. • Measures should be undertaken to reaffirm the value of girls' education.
<p>Girls feel they do not have sufficient self-confidence skills to assert their rights and to engage with other children and adults.</p>	<ul style="list-style-type: none"> • Life skills training for girls and boys to improve their confidence and self-esteem should be included. Life skills training should include topics such as gender equality, gender roles, sexual reproductive health, leadership, etc. Such a focus would lay the foundations for girls' and boys' full participation, learning, and engagement in the society, as well as for girls and boys to build understanding around and advocate for gender equality.

How to mainstream gender –

Guidance For Gender Mainstreaming Across Thematic Areas Of Focus

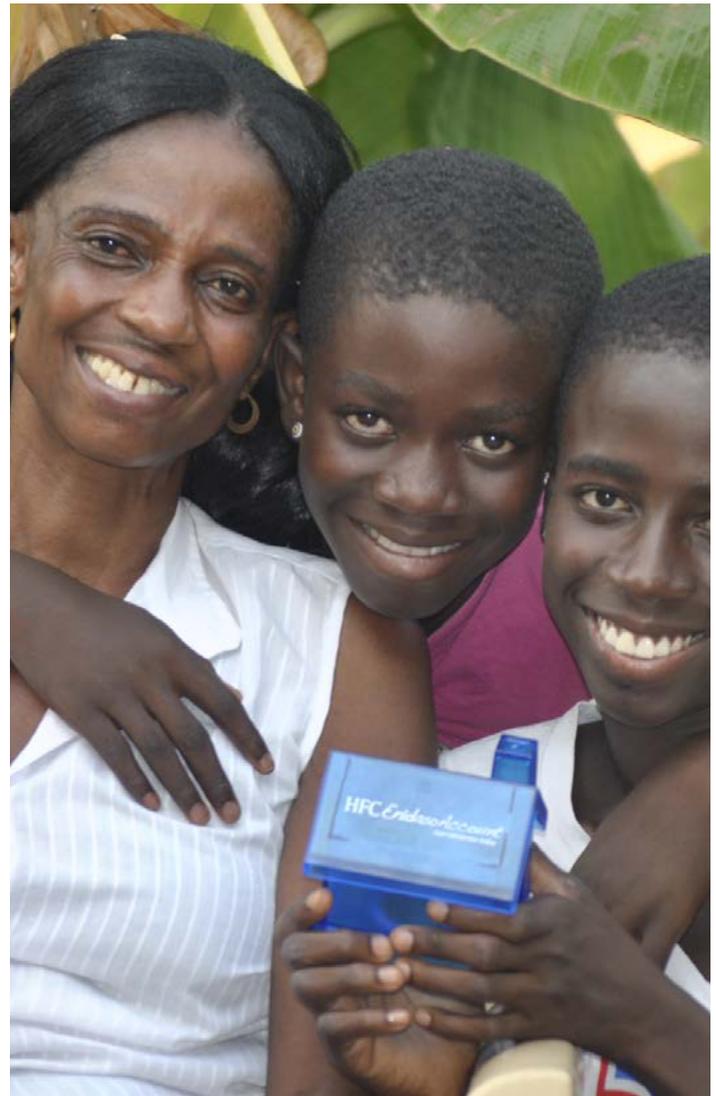
Gender inequality harms children and prevents both girls and boys from fulfilling their full rights and potential. This section provides an overview to start us thinking about some of the key gender inequalities which affect children in your thematic area.

Accounting for the effects of gender inequality in each of our thematic areas allows us to ensure our thematic programming is relevant and responsive to the unique needs of girls, boys, women, and men. It also enables us to develop innovations and best practices for ensuring that the equal rights of girls and boys to child protection, child rights, education, health and nutrition, and livelihoods are fulfilled. Without gender-sensitive and gender-transformative programming in each thematic area, we will not successfully achieve our program goals.

Gender equality can be a standalone area of focus within each thematic program area, and is additionally a priority cross-cutting theme. In this section, you will find a brief overview of what gender mainstreaming means for each of our thematic areas of focus. Each overview includes:

- A selection of key gender equality considerations for the thematic area;
- Illustrative questions to guide interventions;
- Examples of how conducting a gender analysis can strengthen project activities;
- Examples of gender-sensitive indicators for each specific sector; and,
- Case studies showcasing promising models and practices.

It is important to note that this section is not a comprehensive 'how to' guide and should be seen as only the start to your journey to consider and address the issues, barriers, and harm girls and boys face as a result of gender inequality in each thematic program area. The gender considerations within each thematic area are extensive and what this section strives to do is provide a snapshot of some of the key gender considerations



Credit: Adadzewa Oto / Save the Children

we should be conscious of within our work. A list of resources, both internal and external, is therefore provided at the end of each section for your continued learning. Please feel free to reach out to the Gender Equality Working Group for additional guidance on working to address gender inequalities in your thematic field of work.



Child Protection

Child Protection and Gender Equality

Promoting gender equality is central to ensuring child protection and child rights, as abuse, neglect, violence, and exploitation both reflect and reinforce gender inequalities. For girls and boys to have an equal opportunity to survive, learn, participate, play, and develop, child protection programming must be informed by, and must challenge, restrictive gender norms and gender discrimination between girls and boys which result in gender inequality in all contexts where we work. Save the Children is a leading child protection organization globally, and our commitment and actions are imperative to successfully reduce gender inequality around the world.

- Gender inequality, perceptions of masculinities and femininities, and unequal power relations between adults and children, as well as intersecting inequalities such as disability, poverty marginalized ethnicity, all make girls and boys vulnerable to **sexual violence**.⁷³ Available data suggests that about 20% of women and 5-10% of men suffered sexual abuse as children.⁷⁴ GBV, which disproportionately affects women and girls, increases during emergencies, and often turns into a deliberate tactic of war in armed conflicts.⁷⁵ In addition, the prevalence of sexual violence against boys and men is often underestimated.⁷⁶
- **Harmful traditional practices** are a means of controlling girls and boys to enforce rigid gender roles. FGM/C currently affects an estimated 100 to 140 million girls and women in the world.⁷⁷ In some countries, such as Sierra Leone and South Sudan, boys also experience painful initiation rites into manhood. A survey of girls aged 15-24 found that 48% of girls reported being married before the age of 18 in South Asia (9.7 million girls), 42% in Africa, and 29% in Latin America and the Caribbean.⁷⁸
- **Sexual exploitation and abuse** disproportionately affects adolescent girls, and because of their lower status and role in society this form of GBV is more likely to be tolerated.
- **Physical punishment and psychological abuse** is the most common form of violence against girls and boys. Boys are often targeted because discriminatory gender roles require boys to act tough and withstand harsh physical punishments. Psychological abuse is used against girls and boys to force them to conform to discriminatory gender stereotypes. In particular, LGBTI youth are disproportionately affected by bullying and other forms of abuse on the basis of their sexual orientation and gender identity. Psycho-social support might not be available to girls and/or boys because of discriminatory attitudes and practices based on gender or age, especially in emergency contexts.
- **Harmful work** affects girls and boys differently: physically demanding labor, such as mining, involve a greater proportion of boys, while girls are more likely to engage in domestic work, including cleaning and childcare, which limits their access to education. Children (especially girls) involved in harmful work are also vulnerable to sexual and gender-based violence.
- **Separated or unaccompanied** girls and boys, as well as children on the move, often experience different harm and violence. Boys fleeing military or armed group recruitment make up large numbers of unaccompanied children in some refugee contexts. Unaccompanied girls are often unprotected from sexual violence and less easy to identify in their domestic servitude or child marriage, which keeps them hidden within the home. Children on the move, such as girls who have been trafficked or boys who have migrated, might not receive the appropriate care they should be receiving or might not receive adapted services for their recovery, integration, and reintegration.
- Girls and boys face different challenges and barriers when accessing support from their local **child protection system**. Child friendly spaces might not be safe or meet the needs of adolescent girls and child protection committees might reflect local attitudes and not consider harmful tradition practices as problematic. The dismantling of national and community-based child protection systems in emergency situations makes girls and boys especially vulnerable to abuse, exploitation, violence, and neglect.

An illustrative list of gender analysis questions to use when designing Child Protection projects

Understanding gender inequality in the local context is critical to designing effective child protection projects and strengthening child protection systems. A gender analysis should identify GBV and harm that affect girls and boys and limits their ability to exercise their rights. Important questions are those which lead to the analysis of who does what (i.e. gender roles), who has what (i.e. access to and control of resources), who decides and how (i.e. gender roles and power), which girls and which boys (i.e. equal representation of boys and girls). The following examples are questions you may need to consider.

- Are sexual violence services available for girls and for boys, including clinical management of rape, legal services, safe housing, and psychosocial support services? Do these services adequately serve girls and boys? Do police stations have a focal point for child survivors of sexual violence and abuse? Are married and unmarried girls and boys able to access reproductive health services? What is the community response to sexual violence against children? How does this differ between girls and boys? Is there stigma associated with sexual violence survivors? Are unmarried girls forced or pressured to marry their perpetrator?
- What harmful tradition practices are prevalent in local communities affecting girls and boys? Are honor killings, acid attacks, FGM/C, harmful ritual initiations for boys, child marriage, or other types of GBV prevalent? Do formal or customary courts support or outlaw harmful traditional practices? Are community based mechanisms challenging harmful tradition practices? Do girls and boys know about the dangers of GBV and harm and how to seek help?
- What sexual exploitation and abuse (SEA) reporting mechanisms are available for girls and boys? What are the types of SEA girls and boys are worried about? What do they want Save the Children to do to protect them?
- What kinds of physical punishment and psychological abuse are inflicted on girls and boys? What are the differences?
- What harmful work do girls and boys do inside or outside the home?

GENDER-BASED VIOLENCE THROUGHOUT THE LIFE CYCLE⁷⁹	
Antenatal	Sex-selective abortions, battering during pregnancy, coerced pregnancy
Infancy	Female infanticide, emotional and physical abuse, differential access to food and medical care, negligence
Childhood	Child marriage, genital mutilation, sexual abuse, differential access to food and medical care, child trading, physical and degrading abuse
Adolescence	Dating and courtship violence, economically coerced sex, rape, sexual harassment, physical and degrading abuse
Adult	Abuse by intimate partner, marital rape, dowry abuse and murder, partner homicide, psychological and physical abuses, sexual exploitation, physical harm, rape
Elderly	Physical and psychological abuse, negligence

- What are the numbers of separated or unaccompanied girls and boys? If there is a significant difference in the numbers, what is the underlying cause for this difference? What are the different risks and types of GBV they face? Are services which identify and address the unique needs of girls and boys (gender sensitive) being provided to unaccompanied and separated girls and boys?
- Does the child protection system equally benefit and protect girls and boys? Do intersecting inequalities such as disability, ethnicity, or poverty put girls or boys at further risk? Disaggregated by sex, how many girls and boys are benefiting from Save the Children's programs in the area? What explains any differences?

Example of a gender analysis for a Child Protection project

After gathering information from community discussions and a review and analysis of existing data sources, you may want to adapt your project. Discuss how to respond to the findings of the gender analysis with relevant community members, staff, and partners. Here is an example of some possible findings and the changes that could be made in the project design phase.

Possible findings of a gender analysis	How the key findings of the gender analysis informed the project design
<ul style="list-style-type: none"> Boys do not have equal access to sexual violence response services housed in the local maternity wing of the hospital. The harmful traditional practice of child marriage is illegal, but there is no government policy or coordinated action to hold perpetrators (usually parents and prospective husbands) or the customary court system accountable for the continued practice of child marriage. Adolescent girls have nowhere to seek help. Adolescent girls are at a heightened risk of sexual abuse and exploitation in schools where teachers are routinely engaging in sexual abuse in exchange for improved grades or to waive school fees. Teachers regularly use physical punishment to punish unruly boys in schools. Girls report facing psychological abuse and bullying from other students when they have their periods and prefer to stay home from school. Girls are burdened with harmful work in the form of overwhelming demands for household cooking, cleaning, and child care which doesn't allow regular school attendance or homework completion. Boys represent 90% of separated children in a refugee context as they flee militia recruitment in their home region. The high levels of adolescent boys is increasing violence against girls. The child protection system doesn't protect girls from child marriage (see point 1 above). Save the Children child friendly spaces are more frequently accessed by girls under 10, but adolescent girls report they do not feel safe attending the center because they are sexually harassed by boys. 	<ul style="list-style-type: none"> Sexual violence response services are extended into the outpatient department of the hospital through training and mentorship. Boys and men now access sexual violence care. Community based groups are trained in the negative health consequences of harmful tradition practices. Community groups take action to advocate with parents about the importance of delaying their daughter's marriage and keeping her in school until she reaches 18. 'Cutters' from the community agree to stop their work and are trained in a new livelihood skill. A zero tolerance sexual exploitation and abuse and physical punishment policy and campaign are implemented in 50 schools. Teachers who physically punish or sexually abuse and exploit pupils face disciplinary proceedings, as well as the teachers who engage in psychological abuse. Save the Children's CHOICES curriculum engages 10 – 14 year old adolescent girls and boys in discussions and activities concerning gender norms. The harmful work girls had reported reduced due to boys choosing to increase their participation in housework and advocate for their sisters to go to school and not marry early. Advocacy is undertaken in the country to prevent the recruitment of boys into the army and local militias, and services are increased to respond to the needs of boys and girls who have survived the military conflict. 1500 separated children, mostly boys, are provided with foster care and education support services that respond to the different needs of boys and girls. GBV prevention campaigns deliberately reach out to schools and youth groups to ensure adolescent male perpetrators of violence are reached with messaging. Government, NGO, and community actors working in the child protection system taskforce to prevent child marriage. Boys and men, including fathers, are actively engaged as agents of change. Facilitators of child friendly spaces are trained in addressing gender dynamics within the center and adolescent girls and boys engaged in Save the Children's CHOICES gender equality curriculum.

CASE STUDY

Allies for Change: Engaging Boys for Social Change in Surkhet, Nepal

Situation

In Nepal, gender-based violence is a daily and deadly reality for millions of women, girls, and boys. Violence is often sanctioned by families, schools and social institutions, and patriarchal structures. Nepali women and children suffer multiple forms of violence including domestic violence, rape, child marriage, dowry deaths, sexual harassment and abuse, suicide, forced marriage, trafficking, and psychological and financial oppression.

The way masculinity is defined and understood in society often puts men and boys in a position of power over women and girls. Masculinity, experienced through existing social structures, not only oppresses women, but also men and boys who do not conform to dominant notions of masculinity. It is becoming increasingly recognized that to eliminate GBV, interventions need to reach out to boys and men, in addition to girls and women, and to entire communities.

Action

Save the Children Sweden has been advocating for and facilitating work on engaging boys and men to prevent violence against women and children in the region since 2003. In 2008, Save the Children Sweden launched a pilot

project with Save the Children Nepal in Surkhet called –“Allies for Change: Creating a Safer Environment for Girls, Women and Boys”. It was implemented through a girls’ youth-led local organization called “Safer Society.” The project aimed to engage boys and young men to work together with girls and young women in promoting a safer environment. This project used life cycle and socio-ecological based approaches to initiate social behavior change, addressing GBV and harmful forms of masculinities among boys at individual, peer, and community levels.

This project encouraged and involved boys to take responsibility for challenging discriminatory gender norms, values, and harmful notions of masculinities. Boys and girls developed strategies to prevent violence in the community. The project identified pilot groups of boys and girls from 12 child clubs, including 1 boys-only pilot group. Some of the group members received a Training of Trainers training on gender equality that included how to work with boys and men, the socialization process, communication and facilitation skills and peer education. Though boys were prioritized, girls were also involved.

The pilot group members from child and youth clubs then mobilized other actors in the district by carrying out various kinds of capacity development, awareness raising and advocacy campaigns, such as trainings at club level, a month long white ribbon campaign on violence against women and girls, and through other artistic events .

Credit: KJ Borja/Save the Children



“If boys and girls work together to create a safer environment, this will be great advantage to society. The first thing we need to do is make sure boys and girls have equal status. If girls and women are empowered and safe, they can do any work of their choice. And more, if they face any problems, they can report it and get support easily.”

- Jitendra Dhakal, Model Fren's Club, Birendranagar, Surkhet

Impact

- 348 volunteer members, 201 boys and 147 girls representing 12 child clubs, were mobilized, and then did outreach to around 44,500 children and youth in the focused village development committees and municipality.
- Child and youth clubs mobilized and involved more than 30 other organizations working on various issues in the Surkhet district, including government agencies and community police.
- In response to the work done by the child and youth clubs, there was a significant increase in support provided by the District Administration Office and the community police in catching and punishing the perpetrators and controlling the prevalence of the violence in the intervention areas.
- Built capacities of the Child Club members, and reinforced existing structures in place at grassroots level for sustainability.
- Created momentum and mobilized communities against GBV in the district.
- Informed policies, supporting a greater understanding of gender equality and gender-based violence in national legislation.

Lessons learned

- There are many dimension of being a man and boy.
- Masculinity is an important entry point for working with boys and men.
- Current changes in traditional notions of masculinities provide new opportunities for change.
- Forming a “critical mass” of boys and young men makes it easier to challenge and mobilize others for larger societal changes.
- Greater and more sustainable impact could be achieved by implementing project with boys and young men in cooperating with girls & young women, including others.
- Small groups and an atmosphere of trust, respect and safety is important.
- Works around sensitizing and mobilizing towards gender equality should start at an early age.
- Community-based child protection systems are essential for preventing and responding to violence against children

This project is currently being replicated in Bangladesh, India, and Pakistan.



Photocredit: Save the Children Sweden, regional Office for South and Central Asia

Examples of Gender sensitive indicators for Child Protection projects

Once you have undertaken the gender analysis and identified the changes your project seeks to address in relation to gender equality, you will want to monitor and evaluate the change. Below are some example indicators you may wish to incorporate into the project's monitoring framework so that progress is monitored, reported, and acted upon where appropriate. Consider the choice of indicators in the framework to ensure key terms are clearly defined and that the indicators can be measured.

In addition, you may want to consider indicators that measure unintended, negative consequences of a program that may have been identified in the gender analysis. For example, if your gender analysis has identified a potential backlash to a program challenging discriminatory gender norms and attitudes, then an indicator to measure this consequence should be included.

- Number of girls/boys accessing local sexual violence services (disaggregated by type of service). Proportion of girls/boys who have accessed sexual violence services who report they are satisfied with the service. Proportion of girls/boys able to identify what and where services are available following sexual violence (all sex disaggregated).
- Proportion of girls/boys who have experienced harmful tradition practices (disaggregated by sex and type of practice) in local communities.
- Number of sexual exploitation and abuse cases reported. Proportion of reported SEA cases investigated by police (all sex disaggregated).
- Proportion of girls/boys who have experienced abuse in schools (disaggregated by type of abuse). Number of girls/boys accessing safe space centers after zero tolerance policy and campaign is implemented (all sex disaggregated).
- Proportion of girls/boys who undertake harmful work inside the home/outside the home.
- Number of girls/boys who are separated and unaccompanied accessing relevant services (disaggregated by sex and type of service).
- Number of girls/boys accessing services from the child protection system (disaggregated by type of service). Number of national laws that grant different rights based on sex (e.g. property, marriage, inheritance, divorce, voting; all disaggregated by sex).
- Percentage of girls and boys who attest to feeling able to protect and promote their own well-being.
- Girls and boys participate equitably in discussions with government regarding their protection needs.

Resources for Child Protection and Gender Equality

Save the Children resources

- Save the Children's Resource Center on Gender <http://resourcecentre.savethechildren.se/search/library/gender>
- Save the Children, Children and GBV, 2007 <https://onenet.savethechildren.net/whatwedo/genderequality/>
- Save the Children, Engaging boys to stop violence: A step-by-step guide for initiating social change <http://resourcecentre.savethechildren.se/library/engaging-boys-stop-violence-step-step-guide-initiating-social-change>
- Allies for change: Engaging boys for social change in Surkhet Nepal, <http://resourcecentre.savethechildren.se/library/case-study-allies-change-engaging-boys-social-change-surkhet-nepal>
- Save the Children, Addressing the needs and rights of girls and boys - A reference guide for gender-aware planning and monitoring in the work of Save the Children Sweden <http://resourcecentre.savethechildren.se/library/addressing-needs-and-rights-girls-and-boys-reference-guide-gender-aware-planning-and>
- Save the Children curriculum CHOICES Research Report "Whose turn to do the dishes? Transforming gender attitudes and behaviors among very young adolescents in Nepal" <http://resourcecentre.savethechildren.se/library/whose-turn-do-dishes-transforming-gender-attitudes-and-behaviours-among-very-young> CHOICES curriculum and intro from Nepal and Egypt <https://onenet.savethechildren.net/whatwedo/genderequality/>
- Save the Children, Policy Brief: Gender, Discrimination and Child Survival <http://resourcecentre.savethechildren.se/library/policy-brief-gender-discrimination-and-child-survival>
- Save the Children, Statement & Recommendations for Protection from Gender-Based Violence (GBV) during Armed Conflict <http://resourcecentre.savethechildren.se/sites/default/files/documents/2979.pdf>

International resources

- IASC Gender Marker Tip Sheet for Child Protection http://cpwg.net/starter_pack/cp-gender-marker-tip-sheet-eng/
- Child Protection Working Group 2014 Webinar Series – Promoting Gender Equality in Humanitarian Settings <http://cpwg.net/new-cpwg-2014-webinar-series-promoting-gender-equality-in-humanitarian-child-protection-responses/> and educational video http://www.youtube.com/watch?v=yPPb_33ZMM&list=UUoIySbYPfj5AFmAq5rDytOg
- UNICEF Gender Equality webpage <http://www.unicef.org/gender/> Gender Policy http://www.unicef.org/gender/gender_57854.html and Promoting Gender Equality through UNICEF-Supported Programming in Child Protection Operational Guidance Brief http://www.unicef.org/mdg/files/Protection_2pager_Web.pdf
- Inter-Agency Standing Committee, 2005, Guidelines for gender-based violence interventions in humanitarian settings <http://gbvaor.net/tools-resources/>
- IRC UNICEF, 2012, Caring for Child Survivors of Sexual Abuse Guidelines and Toolkit <http://gbvresponders.org/>
- UNICEF 2013 Female Genital Mutilation/Cutting: A statistical overview and exploration of the dynamics of change Accelerating Change. http://www.unicef.org/media/files/FGCM_Lo_res.pdf UNFPA-UNICEF Joint Program on Female Genital Mutilation/Cutting http://www.unfpa.org/webdav/site/global/shared/documents/publications/2012/Annual_report_on_FGM-C_2011_low_res.pdf



Three-year-old Agness Benson at the Thundu preschool, supported by Save the Children, in Maulidi Village, in the Zomba District of southern Malawi. Photo by Amos Gumultra.

Child Rights Governance

Child Rights Governance and Gender Equality

Gender equality is a basic right for all girls and boys and non-discrimination is one of the core principles of the UN Convention on the Rights of the Child. Save the Children believes that only by directly addressing discrimination on the basis of sex and promoting gender equality can we ensure that no harm comes to children, and advance our vision for a world where every child attains their equal right to survival, protection, development, and participation. Save the Children believes strongly that “girls should have the same opportunities as boys.”⁸⁰ Poor child rights governance (CRG) can result in widespread gender inequality when it fails to encourage girls and women to participate in public life, does not allocate a fair share of resources to girls and women, and it fails to include their interests in policy decision-making processes.

The CRG Analysis Tool and the CRSA guidelines offer a strategic opportunity to “explore the root causes of injustice and aspects of gender, power, and influence that are significant to the enjoyment of rights and with which Save the Children may choose to engage.”⁸¹ The SCI CRSA Guidelines include a section on Gender Analysis (page 14) and refer throughout the guidelines to the importance of collecting and analyzing sex-disaggregating data to determine why girls and boys may have unequal rights or differing levels of access to their rights.

Article 2 of the CRC specifies: States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s, parent’s, or legal guardian’s race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth, or other status.

The CRG analysis tool enables Save the Children to hear and respond to the views of girls and boys and to engage girls and boys in data gathering and analysis and in advocating for an end to GBV and harm against children. It is essential to ensure that both girls and boys have an equal voice and can participate safely in the analysis. Staff engaged in the analysis must understand local gender norms which may be discriminatory and limit girls from participating in activities. Staff should respond by creating a safe space where girls can equally participate.

Key facts relating to child rights governance and gender equality:

- Girls are often excluded from representation in decision-making bodies and from playing an active role in local processes. Girls who speak up may be the target of GBV or harm and can be discouraged from expressing their views in families, schools, communities or public governance processes. Girls voices may also be less valued by others.
- Inequitable laws continue to limit girls’ horizons throughout the world. According to the 2012 Social Institutions and Gender Index, 86 out of 121 countries have discriminatory inheritance laws or practices against women and girls and women hold only 15% of land titles.⁸² Governments have an important role to play in promoting gender equality through the enactment of equal laws that protect girls and boys from GBV and restrict their rights. Yet many governments discriminate, often excluding females from equal protection and rights under the law and equal access to resources.
- Policy has an important impact on challenging inequity between girls and boys. Government commitments to protect girls and boys from GBV and facilitate access to their rights must be made a reality. Gender- and child-based budgeting is important to ensure that girls receive their fair share of national resources. Policies must be targeted to achieve gender equality for all children. Awareness raising campaigns and response programs to combat GBV and harm against girls and boys and promote equal access to reproductive health, education, livelihoods and public space are critical.
- In many countries and regions, unequal laws and systems cause single mothers to not be able to legally register the births of their children. Birth registration is the key to accessing all rights and basic services. Girls and boys without birth registration are less likely to attend school. Unregistered girls are more susceptible to GBV including child marriage and trafficking, while unregistered boys are more susceptible to harmful child labor and recruitment into armed conflicts.

An illustrative list of gender analysis questions to use when designing Child Rights Governance projects

Understanding gender inequality in the local context is critical to designing effective child rights governance projects. A gender analysis should identify gender-related issues that affect girls and boys and limit their ability to exercise their rights. Important questions are those which lead to the analysis of who does what (i.e. gender roles), who has what (i.e. access to and control of resources), who decides and how (i.e. gender roles and power), and which girls and which boys (i.e. equal representation of boys and girls). The following examples are questions you may need to consider.

- Do girls and boys enjoy equal representation in children's parliaments, committees and networks at the State or local level? What are the power dynamics: are girls and boys equally able to participate and equally listened to? Do girls and boys find these leadership spaces equally safe?⁸³
- Are females granted the same rights under the law as males? Do girls and women have equal rights to inherit and own property as men and boys? Is the minimum age of marriage the same for males and females? Is the right to initiate divorce and the right to vote the same for women and men? Are all forms of GBV illegal? Are their paralegal support services for victims? Are perpetrators held to account before the law?
- Do child rights legislation and policies currently exist which promote gender equality, address GBV, and actively encourage the equal participation of girls and boys in public life? Is the State legally required to complete a gender assessment of the impact on children of all new legislation, policies, and budget allocations (including related to emergencies)? Is the proportion of the national budget spent on children reaching girls and boys equally?
- Are birth registration rates the same for girls and boys? Are single mothers or mothers whose husbands are not citizens allowed to register their children?



After Typhoon Haiyan, Calubian Barangay, Philippines Credit: Lynsey Addario

Example of a gender analysis for a Child Rights Governance project

After gathering information from community discussions and a review and analysis of existing data sources, you may want to adapt your project. Discuss how to respond to the findings of the gender analysis with relevant community members, with staff, and with partners. Here is an example of some possible findings and the changes that could be made in the project design.

Possible findings of a gender analysis	How the key findings of the gender analysis informed the project design
<ul style="list-style-type: none"> Girls make up 15% of representation in the local children's leadership committee. Parents have been unwilling to let girls participate as they don't believe girls should be encouraged to speak out in public and they are worried girls will pick up bad habits if they participate in the group. In addition, the girls who were already represented in the group felt unable to speak up and equally participate in discussions and felt unsafe when they travelled back home from meetings after school. Girls are not equal to boys under national law. The age of marriage is earlier for girls at 16. Girls cannot inherit property. A review of how policies reinforce gender inequality or enhance gender equality found that girls are marginalized by a recent policy initiative to improve knowledge of family planning. Girls and boys were segregated for the information session and girls receive less specific and less comprehensive information. Birth registration was found to be low for single mothers who were stigmatized by local administrators if they were unmarried. 	<ul style="list-style-type: none"> The girls already represented in the children's leadership committee presented an action plan to the committee which addressed their concerns and created space for them to participate freely. In addition, pairs of girls and boys went door-to-door to explain the purpose of the committee and to make an effort to engage parents and children to support more girls to participate. A quota was set for 50% girls and 50% boys representation going forward. A children's campaign to reform the national inheritance law was chosen as a priority by a local children's network and supported by Save the Children. Further research into legal protection from GBV was initiated by Save the Children. Save the Children convened a taskforce to carry out a policy level review of the curriculum used to improve the life skills of girls and boys. The taskforce was able to influence the Education Department to rewrite the curriculum to include comprehensive and equal information to be presented to girls and boys on all subjects. In addition to the ongoing campaign to increase birth registration, which Save the Children was already implementing, an attitude and behavior change workshop was held for all administrators engaged in birth registration to improve their ethical treatment of single mothers.

Examples of Gender-sensitive indicators for Child Rights Governance projects

Once you have undertaken the gender analysis and identified the changes your project seeks to address in relation to gender equality, you will want to monitor and evaluate the change. Below are some example indicators you may wish to incorporate into the project's monitoring framework so that progress is monitored, reported, and acted upon when appropriate. Consider the choice of indicators in the framework to ensure key terms are clearly defined and that the indicators can be measured.

In addition, you may want to consider indicators that measure unintended, negative consequences of a program that may have been identified in the gender analysis. For example, if your gender analysis has identified a potential backlash to a program challenging discriminatory gender norms, then an indicator to measure this consequence should be included.

Note: all indicators should be disaggregated by sex and age.

- Number of measures introduced (disaggregated by type of action) to improve equal **representation** for girls and boys in children's parliaments/committees/groups/clubs. Girls and
- Proportion of girls and boys who attest to taking on leadership roles with children's parliaments/committees/groups/clubs. Proportion of girls and boys who attest to safe and equal participation opportunities within children's parliaments/committees/groups/clubs. Change/increase in number of girls participating in decision making processes.
- Number of national **policies** introduced to promote gender equality. Proportion of the national budget spent on girls as a proportion of the total budget spent on children. Proportion of justice and human rights staff who have received a gender training within the last two years.
- Number of national **laws** that grant different rights based on sex (e.g. property, marriage, inheritance, divorce, voting), whether the county has ratified the CEDAW, and the number of timely CEDAW government reports submitted.
- Number of girls/boys **births' registered**. Proportion of single mothers who register births of their girls/boys (both disaggregated by sex).



Resources for Child Rights Governance and Gender

Save the Children resources

- Demystifying non-discrimination and gender for effective child rights programming, Save the Children, 2003 <http://resourcecentre.savethechildren.se/sites/default/files/documents/2711.pdf>
- Gender Analysis pg. 14 of Save the Children's Child Rights Situation Analysis Guidelines http://resourcecentre.savethechildren.se/sites/default/files/documents/crsa_guidelines2.pdf

International resources

- UNICEF UNFPA, 2011, Women's and Children's Rights: Making the Connection, http://www.unicef.org/gender/gender_57302.html
- UNICEF UNFPA, 2011, Facilitator's Guide Women's and Children's Rights: Making the Connection, http://www.unicef.org/gender/gender_57302.html
- UNECE, 2007, Gender and minorities http://unstats.un.org/unsd/demographic/meetings/wshops/Gender_Statistics_10Dec07_Rome/docs/2.3_Me.pdf

CASE STUDY: Child Rights Governance and Gender

Including girls and boys in Zanzibar Child Advisory Board

Save the Children's Child Rights program in Tanzania brought children's voices to the forefront by creating a Children's Advisory Board (CAB), a type of Children's Council, in Zanzibar in 2010. The intention of the CAB was to give girls and boys an equal voice and influence the work we do at Save the Children. The Children's Councils are groups of children who meet at the community (shehia) level. Child members stated that the objectives of the Children's Councils included ensuring girls and boys have a voice in their communities, helping elected officials to protect the equal rights of girls and boys, and representing girls and boys as active citizens who are concerned with and affected by changes to their communities.

During the CAB election process in Zanzibar, program staff, understanding that girls were likely to be underrepresented in elections, took steps to ensure equal representation of girls and boys by electing one girl and one boy from each region. The impact of having more gender equality in the advisory board led to more diversity of issues being discussed and some of the main concerns that the advisory board listed included sexual abuse and discrimination against girls. In response, Save the Children drafted a proposal about sexual violence with the ministry, and consulted ten schools. CAB members are now working with other children in schools and communities to raise awareness about sexual abuse.



Mary has returned to school as part of the Children Lead the Way programme in Kenya. Credit: Paul Bettings/Save the Children

Education

Education and Gender Equality

Save the Children's vision is that "every child receives a good, quality education and learns the skills and knowledge they need to thrive in the 21st century. This is the right of every child, irrespective of their sex, gender, ethnicity, social class, and income or whether they live in conflict zones or fragile states."⁸⁴ The Millennium Development Goals aim to achieve gender equality at all levels of education by 2015. As Save the Children's Education Strategy for 2012 – 2015 states, "significant progress has been made during the first decade of the 21st century in increasing girls' enrollment in primary education. Despite this, in the vast majority of developing countries, girls are more likely than boys to be deprived of educational opportunities. Girls face multiple barriers and forms of discrimination, resulting in being more likely to drop out of school and less likely to complete their education successfully. Gender inequality, especially where it interacts with other forms of disadvantages such as poverty, ethnicity,

ability, and living in rural areas, is a decisive factor in reducing educational access and achievement."⁸⁵

Education is a right in itself, but can also be a powerful and transformative tool for addressing deep-rooted gender inequalities. If schools can provide girls and boys with the tools to question their gender roles and responsibilities and to devise strategies to overcome disparities, then transformation in society can take place. Education is also empowering and improves a woman's lifetime earnings, her health and the health of her family. An additional year of schooling for a mother reduces her child's likelihood of infant mortality by 5-10%. A good, basic education is an important vehicle for better health and having fewer, safer pregnancies. Girls who complete secondary schooling have a reduced risk of contracting HIV and are more likely to practice safer sex.⁸⁶



Eleven-year-old Delwara dreams of becoming an educator one day — just like her teacher at a Save the Children elementary school program in Bangladesh. Credit: Save the Children

Key facts relating to education and gender equality:

- Girls' access to schooling is increasing in almost all countries but overall girls continue to enroll in school at lower rates than boys. In Sub-Saharan Africa 93 girls are enrolled in primary school for every 100 boys.
- As Save the Children's Education Strategy for 2012 – 2015 states, "if girls' participation in primary education were equal to boys then 3.6 million more girls would be in school."⁸⁷
- The gender gap in school attendance widens further in secondary education. Only 2 out of 130 countries have achieved gender parity in all levels of education.
- Access to schooling is limited by parents who do not prioritize girls' education as relevant to their future roles as a mother and housekeeper. Girls are much more likely to be married off young or kept at home by their parents to care for younger siblings, cook, and maintain the household. If parents can't afford to pay the school fees, uniforms, and transportation costs to send all of their children to school, they often prioritize boys. Intersecting inequalities such as disability, poverty, and ethnicity also compile to limit girls access to education.⁸⁸
- Gender inequality persists when looking at learning outcomes for girls and boys. In higher income countries, girls are usually more precocious readers than boys, meaning that they often outscore their male counterparts in assessments of early reading. However, the same is not true in many lower or middle income countries. Due to differences in expectations placed on girls and boys, girls can fall behind boys in learning skills such as early reading development. For girls attending school, household demands often prevent girls from focusing on homework and other learning opportunities outside of the classroom, which contributes to decreased learning outcomes.
- Girls' access to education and learning outcomes are also affected by a safe and quality school environment. Girls may be subjected to GBV both in school and on their way to and from school, while boys are more vulnerable to increased levels of corporal punishment. Girls are more likely to have high rates of absenteeism and drop out due to their reluctance to attend school during menstruation, particularly when sex-segregated latrines and washing facilities are not private or safe, or are simply unavailable. A lack of female teachers and mothers on parent-teacher associations or school management committees can also contribute to a perceived unsafe or inaccessible school environment and a lack of retention of girls in school. Female teachers are role models for girl and boy students and can act as focal points for reports of sexual exploitation and abuse by teachers.
- Gender biased curriculum and teaching methods also influence attendance and learning outcomes for girls and boys. Some teachers give preferential treatment to boys, by calling on them more often and giving them preferential seating in the front of the classroom or close to light sources.
- Emergencies are experienced profoundly differently by girls, boys, women, and men. GBV increases within schools and more widely in the community. Educational needs change and different barriers for girls and boys are often apparent, with girls usually experiencing greater disadvantage. Being aware of these gender dynamics and understanding social constraints will help to ensure gender inequalities are not widened in times of crisis.⁸⁹



El Alto school children, Bolivia Credit: Michael Bisceglie

An illustrative list of gender analysis questions to use when designing Education projects

Understanding gender inequality in the local context is critical to designing effective education projects. A gender analysis should identify GBV and harm that affect girls and boys and limits their ability to exercise their rights. Important questions are those which lead to the analysis of who does what (i.e. gender roles), who has what (i.e. access to and control of resources), who decides and how (i.e. gender roles and power), which girls and which boys (i.e. equal representation of boys and girls). The following examples are questions you may need to consider.

- Do girls and boys have equal access to education? What are the differences, if any, between girls' and boys' enrollment and completion rates? What are the obstacles (e.g. school fees, work burdens, child marriage, distance from school, security, sexual harassment by teachers and students, and lack of female teachers)? If children are not enrolled, how do parents and community members explain their decision not to enroll girls and boys in primary school?
- What are the differences, if any, between girls' and boys' learning outcomes and the numbers of girls and boys completing primary and secondary school? Are girls and boys given equal positive encouragement to learn? What do girls and boys say about the social and emotional learning environment at the school? Is the learning environment free of bullying and harassment? Do girls and boys have equal and sufficient time in the day to do homework? Do both mothers and fathers read with girls and boys at home?
- Is there a safe school environment? Do teachers treat girls and boys in a positive and respectful manner? What is the proportion of female to male teachers? Are women and men equally involved in school management committees and parent teacher associations? Are there any reports of physical or sexual violence at school? Are teachers exchanging sex for grades or instead of school fees? Is a zero tolerance policy of such sexual exploitation and abuse SEA present and implemented as part of teachers' Code of Conduct? Has the school taken action to prevent SEA and established confidential complaint mechanisms to receive and investigate allegations of SEA? Are girls and boys safe on their way to school? Are there separate latrines, washing facilities, and water for girls and boys? Are they safe and private? Is menstrual hygiene taught to girls so they are informed and empowered to attend school during menstruation?



Majesta, 17, lives in Ntoroko, a town in rural Uganda. She participates in the Youth in Action program, run by Save the Children. Credit: Paul Bettings / Save the Children

- Are the curriculum and teaching methods gender biased? Are girls and boys given equal attention? Do teachers encourage quiet girls to speak up? Do learning materials have a stereotypical approach to gender roles, or do they represent the equal and diverse roles girls and boys can have? Are gender equality and sexual and reproductive health issues part of the school curriculum?
- Has an emergency affected whether girls or boys are able to attend school? Are girls engaged in increased household and childcare chores? Are boys pressured to contribute to the family income? Are there increased restrictions in mobility, or do they face less time and privacy for homework?⁹⁰ Are boys being targeted for recruitment into armed groups while they are travelling to and from school?⁹¹

Example of a gender analysis for an Education project

After gathering information from community discussions and a review and analysis of existing data sources, you may want to adapt your project. Discuss how to respond to the findings of the gender analysis with relevant community members, with staff, and with partners. Here is an example of some possible findings and the changes that could be made in the project design.

Possible findings of a gender analysis	How the key findings of the gender analysis informed the project design
<ul style="list-style-type: none"> National and local statistics show decreased access to education for girls who continue to drop out at higher rates to boys in upper primary and secondary school. Lower learning outcomes for girls are identified by students and teachers as primarily being caused by girls spending their time after school engaging in housework and childcare, while boys have more time to study and complete homework. A survey of students identifies a dozen reports of sexual exploitation by teachers of very young adolescent girls, girls between 10 and 14 years old. Ongoing SEA has created an unsafe school environment and has caused some students to drop out. The local curriculum is reported to depict girls, boys, women, and men in gender inequitable roles and situations. Focus group discussions with girls highlight that they feel less confident to participate in class than boys. Since the emergency displaced the community, schools are far away and girls and/or boys are unable to access them safely.⁹² 	<ul style="list-style-type: none"> The project increases the focus on working with communities and local organizations to promote the importance of girls' access to education. Focus groups are established for girls, boys, women, and men to brainstorm initiatives that will help girls and vulnerable groups access, participate in, and stay in school. Religious leaders are approached with the aim of obtaining their support in promoting girls' education. A national school campaign is designed with the Ministry of Education to improve learning outcomes of students. As part of this campaign, both mothers and fathers are encouraged to spend time reading with their sons and daughters. Posters with a picture of a father listening to his daughter read are made available to each school that holds an event with fathers to teach them skills in supporting their children's reading. Safe school environment: the anonymous findings of the survey are shared with district schools and a zero tolerance policy addressing sexual exploitation and abuse is rolled out as part of the teachers' Code of Conduct in all district schools. Student committees, PTAs and teachers are trained in how to report SEA and a core group of female and male senior teachers are trained in investigation skills. A review of curriculum and teaching methods is undertaken using a gender perspective and a student group is engaged to provide feedback. The curriculum is then adapted to ensure gender equality and teachers attend a teaching method workshop to discuss how to more equitably engage girls in classroom activities. In response to the emergency, temporary learning spaces are established near communities. Adults accompany groups of learners to and from school. Equal numbers of male and female teachers are recruited.⁹³

Examples

Gender sensitive indicators for Education projects

Once you have undertaken the gender analysis and identified the changes your project seeks to address in relation to gender equality, you will want to monitor and evaluate the change. Below are some example indicators you may wish to incorporate into the project's monitoring framework so that progress is monitored, reported, and acted upon where appropriate. Consider the choice of indicators in the framework to ensure key terms are clearly defined and that the indicators can be measured. In addition, you may want to consider indicators that measure unintended, negative consequences of a program that may have been identified in the gender analysis. For example, if your gender analysis has identified a potential backlash to a program challenging discriminatory gender norms, then an indicator to measure this consequence should be included.

Note: all indicators should be disaggregated by sex and age.

- The proportion of girls/boys enrolled in primary/secondary education, by age. The proportion of girls/boys enrolled in the first grade of primary school who complete primary school(disaggregated by sex).
- Number of schools that have sex-disaggregated enrollment and retention records for each level of schooling. Proportion of girls/boys completing primary school with appropriate learning outcomes for literacy/numeracy (disaggregated by sex).
- The proportion of girls/boys reporting improvements in the safe school environment (A safe school environment may be defined by factors such as: no physical and humiliating punishment, teachers praise the children by using their names and by smiling and having a friendly manner. Refer to the Quality of Learning Environments Basic Education tool, Guiding Principle I, for further examples).
 - The number of schools with a Code of Conduct that specifies zero tolerance for sexual exploitation and abuse.
 - The proportion of girls/boys who report they feel safe when traveling to and from school.
 - The proportion of girls/boys who report confidence that a system exists that will support them if they report abuse.
 - The total number and proportion of girls' and boys' reporting incidents of physical, sexual and verbal violence and abuse in school, from peers and/or teachers.
 - The proportion of schools with separate, functioning and unlocked latrine facilities for girls and boys (sex disaggregated).
 - The ratio of female and male teachers, women and men on school management committees, and mothers and fathers on parent teacher associations.
- The proportion of schools that have reviewed their curriculum and teaching methods with a gender lens and adapted the curriculum and teaching methods to ensure gender equality.
 - The proportion of teachers in a school who have attended in-service or pre-service teacher training on gender-sensitive methodologies.
 - The proportion of teachers who self-report gender sensitive attitudes towards and treatment of girls and boys.
 - The ratio of women to men on school management committees.
- The proportion of girls and boys attending school or learning spaces since the emergency.
 - The number of temporary learning spaces with separate latrines for girls and boys.
 - The ratio of women to men on emergency education committees.
 - The ratio of women to men teaching in temporary learning spaces.⁹⁴

Resources for Education and Gender

Save the Children resources

- Global Campaign for Education (including Save the Children as a member), 2011, From rhetoric to results: Closing the global education gap for the world's girls and women <https://www.savethechildren.org.uk/resources/online-library/rhetoric-results-closing-global-education-gap-world%E2%80%99s-girls-and-women>

International resources

- UN Girls' Education Initiative, http://www.ungei.org/news/index_5636.html
- Sussex University site on GBV in schools <http://www.sussex.ac.uk/cie/projects/completed/genderviolence>
- IASC, 2013, Gender Equality Tip Sheet for Education in Emergencies https://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker/tipsheets_english
- Inter-agency network for Education in Emergencies, 2010, INEE Pocket Guide to Gender: Gender Equality in and through Education <http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1009>
- UNESCO, 2014, Global Monitoring Report: Gender Analysis <http://unesdoc.unesco.org/images/0022/002266/226662E.pdf>

CASE STUDY: Education and Gender

Bangladesh Sponsorship Program

The dropout rates of girls in secondary school in Bangladesh are much higher than those of boys, and child marriage is a major cause of girls leaving secondary school. Gender analysis conducted at the project design phase identified fathers as key stakeholders in deciding who and when their daughters will marry. As a result, Save the Children's Child Sponsorship Program in Bangladesh included a strategy in 2012 to change fathers' attitudes as a means of increasing adolescent girls' enrollment in school and preventing them from becoming child brides. Fathers' gatherings were held at secondary schools and parental meetings helped to sensitize both fathers and mothers to the consequences of child marriage and to educate them about practical alternative solutions, such as allowing their daughters to continue their education instead of becoming a child bride. At the end of the year, the program reported that both the numbers of child marriages and the dropout rates in secondary schools were reduced.

All Children Reading Project, Sri Lanka

Through this project, data collected from reading assessments were disaggregated by sex and then analyzed to ensure that the distinct challenges of girls and boys were thoroughly understood. The sex-disaggregated data was analyzed and remediation strategies were designed to take into account constraints that girls may face to attending classes after school due to safety concerns and tradition. This included awareness raising with parents and communities, and community mobilization activities. Through monitoring of the project activities, a preliminary finding was that a consistent gap was observed between girls and boys of the sample, with the girls significantly outperforming the boys on nearly every sub-skill measured. A critical examination of the factors that influence this gender gap, including access to reading materials, the amount of work that each sex may differentially do, and others will be examined and discussed, with the aim of helping boys improve their scores and achieve equitable outcomes.

Health and Nutrition

Health, Nutrition, and Gender Equality

Increased gender equality has a direct impact on maternal and child health and nutrition. Girls who receive an education are more likely to marry later, delay pregnancy, and to space their births. Better educated mothers are more likely to immunize their children, know more about nutrition, and to seek equal access to health services, nutrition, and education for both girl and boy children. Increased gender equality means men and boys are less likely to use violence, are better educated about maternal and newborn health, and share decision-making power with their partners. Additionally, increasing the health-seeking behavior of men and boys leads to better outcomes for males, females, and families.

Save the Children recognizes that gender inequalities play an important role in health and nutrition programs and services. “In most countries with high burdens of under-five mortality, girls face higher risk of death than their brothers. Gender

inequities impact women’s access to nutritious foods in the household. Where women suffer a low social status, women and girls eat least and last. Girls who are chronically malnourished are more at risk and their babies are more at risk. Women are often constrained in their ability to access health care for themselves and their children. This includes family planning and birth spacing, and raising healthier children. Girls who don’t get an education tend to marry earlier and are at a heightened risk of becoming pregnant before their bodies are fully developed, putting both mother and newborn at risk. To increase gender equality, Save the Children works with governments and partner organizations to increase girls’ access to education; to ensure proper nutrition for girls and women; to promote youth-friendly services so that adolescents of all sexes have access to information, health care, and contraception options; and to improve access to and quality of health care for women along the continuum of care.”⁹⁵



Nursing staff at Agha Khan University, Karachi, Pakistan Credit: Ayesha Vellani

Key facts relating to health, nutrition and gender equality:

- Child marriage for girls is a key factor in sustaining high newborn and child mortality rates because infants born to mothers under the age of 20 have a 73% higher mortality rate than infants born to adult mothers.⁹⁶ Child marriage remains highly prevalent in the regions where Save the Children works. Among girls aged 15-24, 48% were married before the age of 18 in South Asia (9.7 million girls), 42% were married in Africa, and 29% were married in Latin America and the Caribbean. Ending this form of GBV is therefore a critical activity to ensure no child is born to die.⁹⁷ Son preference is also a serious concern for the survival of girls. A Save the Children report in 2011 highlighted that in one hospital in Mumbai, India, 7,999 of 8,000 aborted fetuses were female. The report also highlighted that the number of females “missing” as a result of feticide and infanticide is estimated to be 106 million.⁹⁸
- Maternal health, mortality and poor health is critically affected by gender equality. Every year, 358,000 women die during pregnancy or childbirth. Sixteen million girls aged between 15 and 19 give birth every year. This represents 11% of global births, and 70,000 girls die during pregnancy and childbirth every year.⁹⁹ As well as increasing mortality rates, GBV against children, such as child marriage and FGM/C increase the risks of obstetric fistula. Ninety percent of all women and girls in the fistula hospital in Addis Ababa, Ethiopia, are survivors of child marriage or FGM/C.¹⁰⁰
- It is estimated that 150 million girls and 73 million boys worldwide are raped or subjected to other forms of sexual violence each year.¹⁰¹ Gender discrimination, perceptions of masculinities and unequal power relations between adults and children, make girls and boys vulnerable to sexual violence.¹⁰² Gender-based and sexual violence, which disproportionately affects women and girls, increases during humanitarian crises, and often turns into a deliberate tactic of war in armed conflicts.¹⁰³ In addition, the prevalence of sexual violence against boys and men is often underestimated.¹⁰⁴ Gender equitable, confidential and caring clinical management of rape services are critical in enabling survivors to seek help.
- It's estimated that 222 million women in developing countries who want contraceptives don't have access to them.¹⁰⁵ Sexual and reproductive health services are even less accessible to adolescent girls and boys than to women and men. Women and girls have limited power to negotiate safer sex with their partners. In many settings,



Goat's milk is nutritious; Media Luna, Guatemala Credit: Susan Warner

a female attempting to negotiate safer sex or wishing to control her fertility by accessing contraceptives may be the target of gender-based violence. Promoting gender equality, specifically women and girls empowerment, and addressing GBV are key to improving SRH outcomes. Improved control and access to SRH services contributes to lower child and maternal mortality rates by increasing spacing of pregnancies, improving the health of the mother and by delaying adolescent girls' first pregnancy.¹⁰⁶ A quarter of women in 41 countries indicated not having a female health provider as a reason why they did not go to a health facility to give birth.¹⁰⁷

- Gender inequality impacts girls' and women's access to good nutrition. Where girls and women are considered to be a lower social status, they tend to eat least and last. Girls who are chronically malnourished and become stunted are at a higher risk of having stillbirths, preterm babies and newborn deaths later in life.¹⁰⁸
- Water and sanitation interventions protect women and children, particularly young girls. A lack of sex-segregated toilets in school and menstrual hygiene products means 51% girls in Ethiopia miss between one and four days of school each month during their menstruation and 39% reported reduced performance.¹⁰⁹ Girls and women also spend a disproportionate amount of time fetching water each day and often travel long distances to fetch the water. This subjects them to external risks and interferes with schooling and homework.¹¹⁰

An illustrative list of gender analysis questions to use when designing Health and Nutrition projects

Understanding gender inequality in the local context is critical to designing effective health and nutrition projects. A gender analysis should identify GBV and harm that affect girls and boys and limits their ability to exercise their rights. Important questions are those which lead to the analysis of who does what (i.e. gender roles), who has what (i.e. access to and control of resources), who decides and how (i.e. gender roles and power), which girls and which boys (i.e. equal representation of boys and girls). The following examples are questions you may need to consider.

- What are the local newborn and child mortality rates, disaggregated by sex and age? Is a form of gender-based violence or harm causing increased rates of mortality? Are sex-selective abortions taking place? What is the average age of marriage and first pregnancy?
- What are the local maternal mortality and morbidity rates? What limits pregnant women's and girls' access to health facilities for antenatal care, delivery, and postnatal care? Are fathers accompanying pregnant partners? Is child marriage, FGM/C or other GBV and harm contributing to the risks of pregnancy and childbirth?
- Are sexual violence services available at the primary health care level for girls, boys, women, and men? Is quality clinical management of rape support and referrals to legal, safe housing, and psychosocial support services available? Do these services adequately serve girls and boys? Do girls and boys access these services? If not, why? How soon after rape do girls, boys, women, and men seek health care? What are the barriers for them to do so?
- Do girls, boys, women, and men have equal access to sexual and reproductive health information and a range of contraceptive choice methods? If not, why not? Do girls and women exercise control over their use of contraception? What role are men playing in the choice of family planning methods? Are girls limited or empowered to negotiate safer or delayed sex in their relationships?
- What is the health and nutrition situation of girls and boys respectively? How does this differ with age? Do nutrition programs recognize the nutritional requirements of adolescent girls and pregnant and lactating women and girls? What decisions do women and men make that affect family nutrition? Who makes the decisions around breastfeeding – whether or not to breastfeed, when to start, and for how long?
- Are water and sanitation points accessible and safe for girls and boys? What are the roles of girls, boys, women, and men in collecting, handling, managing, storing, and treating water?¹¹¹ Are girls missing school to collect water? Are public and school toilets segregated by sex? Do girls and women have access to menstrual hygiene products? Are women as well as men actively engaged in WASH management committees or other community forums?
- Is there a difference in access for girls and boys to health services? If so, what factors affect it? What is the ratio of male to female health providers? What are the consequences of this ratio? Do health center opening hours or mobile outreach services meet women's and men's needs in terms availability (from household chores, childcare, working in the fields)?



Roset, 16, lives in a small home in remote area near Kasese, a town in rural Uganda. She participates in the Youth in Action program, run by Save the Children. Credit: Paul Bettings / Save the Children

Example of a gender analysis for a Health and Nutrition project

After gathering information from community discussions and a review and analysis of existing data sources, you may want to adapt your project. Discuss how to respond to the findings of the gender analysis with relevant community members, with staff, and with partners. Here is an example of some possible findings and the changes that could be made in the project design.

Possible findings of a gender analysis	How the key findings of the gender analysis informed the project design
<ul style="list-style-type: none"> • Newborn and child mortality rates are higher for girls than for boys. Community attitudes towards girls are inequitable and parents bring girls to local health facilities less frequently than boys and less quickly when they are sick. • Boys do not have equal access to sexual violence response services, which are housed in the local maternity wing of the hospital. • Sexual and reproductive health services, including contraception advice and counseling services, are only accessed by adults; adolescent girls and boys don't find local reproductive health services friendly or accessible. • Knowledge about adequate child nutrition was found to be low among male family members and the community reports this contributes to misunderstandings and conflict within the family. • Girls and women accessing water and sanitation points are routinely subjected to sexual harassment and violence in a refugee camp. • Female health providers are only present in 45 out of 100 local health centers with resulting lower attendance rates by girls and women. Births in the 45 local health centers are 50% less than in centers with a female health provider. 	<ul style="list-style-type: none"> • Community groups lead a newborn and child mortality campaign to promote equal feeding and health care for girls and boys. An outreach program to deliver community-based postnatal care is initiated 6 weeks after a child is born to identify warning signs of malnutrition or illness among girls and boys and to reduce child mortality. • Sexual violence response services are extended into the outpatient department of the hospital through training and mentorship. Boys and men now access sexual violence care and services equitably. • Adolescent-friendly trainings are held for sexual and reproductive health and rights, including comprehensive sexuality education, provided across the community, where age- and sex-appropriate groups are held to discuss the benefits of SRH information and services. • Adolescent boys, single men, and married men from a local community group were educated on child nutrition and encouraged to participate in childcare for their siblings and children at home. • Water and sanitation points are provided with lighting and new water and sanitation points are to be located indoors, not outside, in the refugee camp to improve security. Women are supported to become active participants on the WASH management committee. • Female health providers are recruited through a secondary school campaign which provides community health vocational training scholarships to female pupils.

Examples of Gender sensitive indicators for Health and Nutrition projects

Once you have undertaken the gender analysis and identified the changes your project seeks to address in relation to gender equality, you will want to monitor and evaluate the change. Below are some example indicators you may wish to incorporate into the project's monitoring framework so that progress is monitored, reported and acted upon where appropriate. Consider the choice of indicators in the framework to ensure key terms are clearly defined and that the indicators can be measured. In addition, you may want to consider indicators that measure unintended, negative consequences of a program that may have been identified in the gender analysis. For example, if your gender analysis has identified a potential backlash to a program challenging discriminatory gender norms, then an indicator to measure this consequence should be included.

Note: all indicators should be disaggregated by sex and age.

- **General**
 - The proportion of health staff who have participated in gender equality training
 - The proportion of health staff who can list three elements of a gender sensitive approach to health care.
 - The proportion of health staff who attest to applying gender sensitive approaches to health care/promotion/ services.
 - The number of community/religious leaders who participate in sessions on gender equality and health. The number of community/religious leaders who advocate for gender equality.
- **Maternal, Newborn and Child Mortality**
 - Prevalence rates of GBV against children (disaggregated by sex)
 - The number of women and girls who die during pregnancy and childbirth, per 100,000 live births (disaggregated by age).
 - The number of girl/boy infants who die before reaching one year of age, per 1,000 live births in a given year (disaggregated by sex). The proportion of girl/boy children that die before their fifth birthday. The proportion of girl/boy children that die between the ages of 1 and 5.
 - The proportion of fathers who accompany their children to be vaccinated.
 - The proportion of women who attest to having opportunities to access relevant and supportive maternal health services.
 - The proportion of community health workers/midwives who have participated in gender equality training.
- **Sexual Violence**
 - The number of health facilities providing confidential, quality care for child and adult survivors of sexual violence according to World Health Organization standards.
 - The proportion of girls/boys able to identify what and where health services (e.g. post exposure prophylaxis for HIV, STIs, emergency contraception, safe abortion) are available following sexual violence (disaggregated by sex).
- **Sexual and Reproductive Health**
 - The number of facilities with basic infrastructure, equipment, supplies, drug stock, space, and qualified staff for reproductive services, including delivery and emergency obstetric care services (as defined by MISP).¹¹²
 - The proportion of girls/boys/women/men who can identify 3 risks of childbirth for adolescent girls.
 - The number of obstetric fistula cases, by age.
 - The proportion of pregnant women whose male partner accompanies her to one or more antenatal care visit,
 - The number of programs focusing on age appropriate comprehensive sexuality education programs or information services available for girls and boys.

- **Nutrition**
 - The proportion of girls, boys, women, pregnant and lactating women, and men receiving minimum daily energy requirements (disaggregated by sex).¹¹³
 - The proportion of girls/boys receiving supplementary feeding and treatment for moderate acute malnutrition (disaggregated by sex).
 - The proportion of girls/boys whose height and weight for age is more than two standard deviations below the median for the international reference population for ages 0-59 months (disaggregated by sex).
 - The proportion of women/men who attest to feeling better able to ensure good nutrition for themselves and/or their families.
- **Water and Sanitation**
 - Ratio of female to male representation on water and sanitation committees.
 - Proportion of girls ages 12 – 18 receiving sanitary supplies.
 - The number of hours per day on average spent by girls, boys, women and men fetching water.
 - The number of sex-segregated, fully functioning, lockable, and well-lit public toilets.
 - The ratio of female/male health providers available in local primary health care centers.
 - The ratio of female/male community health workers in local health committees.
 - The proportion of female/male students in vocational and university medical courses.

Resources for Health, Nutrition and Gender Equality

Save the Children resources

- Save the Children 2011, An Equal Start: Why gender equality matters for child survival and maternal health <https://www.savethechildren.org.uk/resources/online-library/equal-start-why-gender-equality-matters-child-survival-and-maternal-health>
- Save the Children, 2010, Policy Brief: Gender, discrimination and child survival <https://www.savethechildren.org.uk/resources/online-library/policy-brief-gender-discrimination-and-child-survival>
- Save the Children, 2013, What Do Menstruating Girls Need in Schools? http://www.aglobalvillage.org/journal/issue9/adolescent_health/what-do-menstruating-girls-need-in-schools-seung-lee-brad-kerner-save-the-children/
- Save the Children, 2014, Health and Nutrition Webinar Series: Men and fathers engaged in Maternal and Child Health and SRHR https://onenet.savethechildren.net/whatwedo/health/Library_Technical_Resources/HN_Webinar_Series_-_Making_Fathers_Matter_-_Engaging_Men_in_MNCH_and_SRHR.pptx
- Save the Children & ODI, 2012, Charting the future: empowering girls to prevent early pregnancy <http://www.odi.org.uk/publications/6689-family-planning-empowerment-girls-early-pregnancy-youth>

International resources

- Reproductive Health and Gender Equality Minimum Initial Service Package (MISP) for Reproductive Health, 2011, <http://misp.rhrc.org/>
- IASC, 2012, Health Gender Marker Tip Sheet https://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker/tipsheets_english

- Save the Children, 2012, Every Woman's Right: How family planning saves children's lives <http://www.savethechildren.org.uk/resources/online-library/every-womans-right-how-family-planning-saves-childrens-lives>
- Sonke Gender Justice Network, 2012, Building Male Involvement in SRHR <http://menengage.org/wp-content/uploads/2014/01/Sonke-Gender-Justice-Model-for-Male-Involvement-in-SRHR.pdf>

Nutrition and Gender Equality

- IASC, 2013, Nutrition Gender Marker Tip Sheet https://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker/tipsheets_english

Sexual Violence

- IASC, 2013, GBV Gender Marker Tip Sheet https://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker/tipsheets_english
- WHO UNHCR, 2004, Clinical Management of Survivors of Rape: Developing Protocols for Use with Refugees and Internally Displaced Persons http://www.who.int/reproductive-health/publications/clinical_mngt_rapesurvivors/clinical_mngt_rapesurvivors.pdf and training toolkit
- Inter-Agency Standing Committee, 2005, Guidelines for gender-based violence interventions in humanitarian settings <http://gbvaor.net/tools-resources/>

WASH and Gender Equality

- WASH Gender Marker Tip Sheet https://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker/tipsheets_english
- World Bank, 2005, Toolkit on Hygiene Sanitation & Water in Schools: Gender Roles and Impact <http://www.worldbank.org/en/topic/sanitation>
- SHARE WaterAid, 2012, Hygiene Matters: A Resource for Improving Menstrual Hygiene around the World. http://www.shareresearch.org/Resource/Details/menstrual_hygiene_matters_manual



El Carrizal Harvest, Guatemala Credit: Save the Children

CASE STUDY

What do girls need in schools during menstruation?

By Seung Lee & Brad Kerner, Save the Children

Imagine attending a school without any toilets or drinking water. Imagine attending a school with a single latrine for all the students. Imagine that the latrine is smelly, with no toilet paper, and the door no longer closes. Imagine attending one of these schools while you are sick from the flu or malaria or have diarrhea.

Imagine trying to attend classes in these schools while you have your menstrual period. Imagine your menstrual period is extremely painful. Imagine your reusable pad is soaked through but there is no running water to clean it, or that there is no trash bin for disposing of your used pad. Imagine having your pad soaked through to your pants so you have to hide the stain with your book bag. And don't forget this happens every month.

Sadly, adolescent girls in the developing world do not have to imagine these situations. They experience it every year, even every month – if they manage to stay in school. Many are not able to stay in school after too many missed classes, too many embarrassing moments, too many failed tests, too many repeated grades, and too many disappointments.

As 2015 approaches, analysis of the Millennium Development Goals (MDG) indicates that the education sector goal of universal education (MDG 2) will not be achieved by 2015. Tremendous progress with child school enrollment has been made, and the current global rate is at 89%; however it has plateaued since about 2004. Beyond enrollment in school, children need to complete their schooling to benefit from this access, however, in some regions such as Africa, 30% of children drop out before they complete their primary school education. Equal enrollment parity between girls and boys has not yet been achieved, although we are closer than ever before, and gender equity decreases at higher levels of schooling.

The reasons for low enrollment and incompleteness of education are numerous, but the health and nutrition status of the children are critical factors. According to the World Health Organization, 272 million school days are lost each year due to diarrhea alone and about 400 million children in the developing world have worms that prevent them from learning. These barriers to education are further exacerbated with puberty. Adolescence brings with it rapid biological changes including the development of reproductive capacity and changes in the sexual response system. Adolescence

is also a critical time for cognitive changes that lead to the emergence of advanced mental capabilities, such as increased capacity for abstract thinking and empathy. It is also the time for major socio-emotional changes as children transition into adults and shift from dependency to interdependency within their society.

Yet most girls and boys are unprepared for these changes; some studies indicate that around 66% of girls know nothing about menstruation until they start their menses, which makes for not only a negative, but also a traumatic experience. The lack of knowledge and skills for menstrual management can be detrimental to school attendance, quality, and enjoyment of learning for girls. According to UNICEF 1 in 10 school-age African girls 'do not attend school during menstruation, or drop out at puberty because of the lack of clean and private sanitation facilities in schools'. In another survey conducted by FAVE in Uganda, 94% of girls reported issues during menstruation and 61% indicated missing school during menstruation. According to Water Aid, "95% of girls in Ghana sometimes miss school due to menses and in Kenya 86% and 53% of girls in Garissa and Nairobi respectively miss a day or more of school every two months. In Ethiopia 51% of girls miss between one and four days of school per month because of menses and 39% reported reduced performance."¹⁴

Girl Troubles

For girls in particular, the impact of low school attainment and poor health and nutrition can have a magnified impact on the next generation. Malnourished girls become mothers who face high levels of maternal mortality, and bear low birth weight babies. In addition, the link between female educational attainment and lifetime health is unequivocal; a better educated girl takes better care of herself and as a woman, has healthier and fewer children.

Save the Children's experience in Ethiopia illustrates these health issues and provides evidence of what can be done to ensure adolescent girls stay in school. Girls in Ethiopia navigate puberty without proper information about the physical changes they can expect, without support from family members, without schools that have a girl-friendly water and sanitation infrastructure, and without information on feminine hygiene products. Ethiopian adolescents have limited access to sexual and reproductive health information and services, and the socio-cultural context perpetuates an environment in which these issues remain taboo to discuss with parents.

Within this context, Save the Children has been working in Ethiopia since 1998 to improve adolescents' sexual and reproductive health with comprehensive, multifaceted

programs. More recently, we began to pay particular attention to the needs of girls in their early adolescence who were making the critical transition from primary to lower secondary school. There is a particularly high dropout rate and declining school attendance at this stage. The Menstrual Hygiene Management (MHM) program was designed to identify these issues through a qualitative study (including forty-nine girls, forty-seven parents, and fifty-two teachers). The results concluded that:

- Information on reproductive health is very limited – particularly on puberty, feminine hygiene, and menstruation. A few girls reported receiving some information on reproductive health and puberty from science and biology classes.
- Girls learned about feminine hygiene from peers and sometimes from elder sisters and mothers. Many experienced their first period on their own without prior information about the onset and nature of menstruation.
- Many girls were surprised or panicked by their first menstruation.
- Some girls described not wanting to go to school when menstruating because they felt they could not fully participate in school activities.
- Girls, teachers, and parents all agreed that girls' menstruation and related issues have an effect on school performance and attendance.
- Most of the girls use cotton or cloth from old dresses as sanitary protection materials and complain about their lack of comfort and inadequate protection quality. Only a few described having used commercially produced sanitary pads.

Most girls, particularly those in rural areas, had never seen sanitary pads, although most had heard about them. Almost all girls were enthusiastic about learning about these alternative menstrual blood management products.

- While participants said they looked forward to the opportunity to use sanitary pads, they also expressed concern about sustained usage due to cost.
- Girls stated that school latrines have limited privacy and poor hygienic conditions. Teachers and girls also confirmed that there are no hand-washing facilities at the schools.

Girl-Friendly Schools

Based on these results, Save the Children developed a four-part program using the School Health and Nutrition (SHN) programming framework. SHN addresses the critical health, hygiene, and nutrition factors that keep children and adolescents out of school and reduce their ability to learn.

First, they created community dialogues and community spaces where mothers, teachers, community leaders, and girls could come together to talk about puberty and menstruation in order to begin breaking down taboos that prevented discussion of these issues. The conversations helped families and teachers begin to understand the challenges that adolescent girls face in school when they are menstruating, and together they are now finding ways to make communities and schools more girl friendly. For example, once communities recognized that menstruation was not initiated by sex and that the girls needed assistance, the parents helped build better latrines and sought out local materials for sanitary pads.

Second, a school-based sexual education program was developed to teach adolescent girls about puberty, menstruation, and menstrual hygiene. They linked this effort to a broader curriculum for VYAs in which girls also learned about the risks of child marriage and preventing pregnancy, coupled with other exercises for building life skills, to help them negotiate a healthy adolescence. Teachers and girls' peer leaders were trained to roll out this life-skills curriculum as an extracurricular learning opportunity.

Third, Save the Children collaborated with communities to improve the water and sanitation infrastructure within schools. Unfortunately, too many schools in Ethiopia have no bathrooms or latrines. Girls describe such an environment as being unsafe and undignified. The new latrines designed by the girls are separated from boys' latrines and have doors that lock from the inside, as well as a place to dispose of menstrual hygiene materials.

Lastly, the girls were introduced to all the menstrual hygiene products available to them including both traditional and commercial products. Girls in the program were provided with a three-month supply of sanitary napkins to help them understand the different methods of menstrual blood management.

The success of this multi-sector program depends on effective partnerships between education, health, and other sectors, as well as with communities and with children and adolescents. Save the Children's implementation approach is to create model programs through strong partnerships with governments, local organizations and communities. The engagement of communities is especially critical when challenging current discriminatory gender norms and addressing reproductive health issues. Mobilizing and educating parents and community leaders were necessary for the success of these projects and should be the first step in future efforts to address the needs of girls in and out of schools.



HIV & AIDS

HIV & AIDS and Gender Equality

Gender inequality and unequal power relations between girls, boys, women, and men are key drivers of the HIV epidemic. The promotion of gender equality and ending GBV and harm is therefore essential to protect children from the epidemic and to ensure an HIV-free future generation. As the Save the Children Peer Education Guidelines state, “Gender affects everything to do with work on sexual and reproductive health and HIV/AIDS” .

The promotion of negative gender roles can affect the sexual and reproductive health and rights of girls, boys, young women, and young men and increase their vulnerability to HIV. “For example, girls are often unable to control decisions regarding their first sexual experience, marriage, or pregnancy, while boys are encouraged to develop aggressive and ‘macho’

attitudes towards girls. “ Save the Children recognizes that young girls are particularly vulnerable to infection, especially when they do not have the social and economic power to prevent unwanted sexual activity or to make life choices that help avoiding infection. When poverty forces a girl to leave school to help out at home, it also deprives her of an essential tool that could protect her from the disease: education. Girls who are educated tend to take better care of their health and have fewer reproductive and sexual health problems, including HIV and AIDS.¹¹⁵

Young boys are also vulnerable to infection due to peer pressure and gender roles that encourage male risk taking and aggression.



A drop-in center, Barisal, Bangladesh Credit: Jeff Holt

Key facts relating to health, nutrition and gender equality:

- Limited **access to information** about sexual and reproductive health and rights make girls and boys vulnerable to HIV infection. When asked about HIV prevention and transmission, only 24% of young women and 36% of young men worldwide responded correctly.¹¹⁶ “Research has shown that lack of knowledge and misconceptions about HIV/AIDS are still widespread and that girls and women are usually much less well informed than men.”¹¹⁷ The difference between girls’ and boys’ access to information can be linked to several gender inequalities, one of them being girls’ access to education. Since most sexuality education is delivered through school-based curricula, girls who are not in school are denied access to sexuality education,¹¹⁸ limiting their knowledge of sexual and reproductive health and rights. In addition, girls’ and women’s lower literacy levels in comparison to boys’ and men’s can prevent them from understanding the HIV/AIDS information they need to protect themselves.
- Unequal power relations and discriminatory gender norms can affect girls’ **agency**, or their ability to define their own life-choices and to pursue their own goals, in the face of resistance from others.¹¹⁹ This, in turn can have an impact on their ability to protect themselves from HIV. When girls and women experience lowered agency, their ability to refuse sex or to demand the use of contraceptives (including condoms) is diminished, and their vulnerability to HIV is increased. For example, child marriage, which is prevalent in many societies, is often a result of girls’ lack of agency and can increase girls’ vulnerability to HIV.¹²⁰ Adolescent girls with sexual partners who are considerably older are at greater risk of coerced sex and sexually transmitted infections. The age difference reinforces unequal power relations between them, making it difficult for adolescent girls to protect themselves from HIV and other sexually transmitted infections, notably because they are unable to negotiate safer sex through the use of condoms.¹²¹
- **Gender-based violence** increases the risk of HIV infection¹²² and places girls and women at greater risk. Fear of violence can compromise the ability of girls and young women to negotiate safe sex.¹²³ Fear of violence can also prevent girls and women from learning and/or sharing their HIV status and accessing treatment and prevention services,¹²⁴ including preventing mother-to-child-transmission (PMTCT) programs. “Displacement and conflict make girls and women especially vulnerable to HIV, as they may be forced to exchange sex for food, protection or money when their usual coping mechanisms are taken away”.¹²⁵ Young girls are also extremely vulnerable to sexual violence and HIV in contexts where there is widespread belief that having sexual intercourse with a virgin can cure HIV.¹²⁶
- The **stigma and discrimination** experienced by girls and women living with HIV have a strong impact on the extent to which girls, boys, women, and men access HIV-related services, including PMTCT programs.¹²⁷ The fear of stigma and discrimination affects girls and women’s choice to seek or accept an HIV test.¹²⁸ When stigma and discrimination are present, HIV-positive pregnant girls and women who are aware of their status are less likely to adhere to antiretroviral drugs treatment, because they fear to disclose their status to partners, family members and friends or fear that they will be judged by health care workers.^{129 130} High levels of stigma and discrimination can also prevent adolescents and their families from accessing treatment, care, support, and prevention services.¹³¹ Stigma and discrimination towards children infected and affected by HIV and AIDS, such as children made orphans by AIDS, can also have an impact on their access to information and services. “Children who have lost their parents to HIV/AIDS may also experience discrimination, as caregivers struggle to provide for them as well for their own children. As a result, children directly or indirectly affected by HIV/AIDS frequently run away and end up living on the streets where they are vulnerable to sexual exploitation and drug use.”¹³²
- Girls and women are the primary **caregivers** of people living with HIV & AIDS.¹³³ This disproportionate burden carried by girls and women is caused by discriminatory gender norms that assign girls and women caring roles while at the same time preventing boys and men from engaging in this type of work. The burden of caring increases gender inequalities between girls and boys as well as women and men. For example, girls and women who are engaged in care giving work will have less time to engage in other activities, which diminishes their educational and economic opportunities.¹³⁴ “In communities where HIV/AIDS has had a strong impact, young children are often taken out of school because families are unable to support their education due to illness. It may be difficult to these children to gain employment without education.”¹³⁵

An illustrative list of gender analysis questions to use when designing HIV and AIDS projects

Understanding gender inequality in the local context is critical to designing effective HIV and AIDS projects. A gender analysis should identify GBV and harm that affects girls and boys and limits their ability to exercise their rights. Important questions are those which lead to the analysis of who does what (i.e. gender roles), who has what (i.e. access to and control of resources), who decides and how (i.e. gender roles and power), which girls and which boys (i.e. equal representation of boys and girls). The following examples are questions you may need to consider.

- Do girls and boys have equal **access to information** about sexual and reproductive health and rights? Can married girls or out-of-school girls access such information too? What are the factors that can reduce girls' and boys' access to information about sexual and reproductive health and rights? What are the rates of STIs including HIV among girls and boys in different age groups? What is the level of knowledge of girls and boys about HIV? What are the levels of literacy of girls and boys? Are stigmatized groups such as children infected and affected by HIV less likely to look for and access information about HIV/AIDS?
- Are there unequal power relations and discriminatory gender norms that affect girls' and boys' **agency** to protect themselves from HIV? Are child marriage and/or polygamy prevalent? Do girls feel confident to negotiate safer sex? With older partners? Do girls fear violence when wanting to access contraception to protect themselves against STIs?
- Are **sexual violence** services available for girls and for boys, including clinical management of rape, legal, safe housing, and psychosocial support services? Do these services adequately serve girls and boys? Do these services adequately include Post Exposure Prophylaxis (PEP) treatment? Is rape used as a weapon of war in conflict and emergency contexts? Are there myths and beliefs that can increase boys' and girls' vulnerability to rape? Are girls and boys at risk of being trafficked for the purpose of sexual exploitation?
- What are the levels of real or perceived HIV-related **stigma and discrimination** among girls, boys, women, and men? Is there a gender imbalance in those seeking and/or accepting HIV testing? Do girls, boys, women and men living with HIV have access to resources and services? What is the proportion of girls, boys, women and men living with HIV who are comfortable to share their HIV status with their partners or family members? What are the main reasons that explain the society's stigma towards people living with HIV? Are the main reasons the same for girls, boys, women, and men living with HIV?
- Who are the main **caregivers** in families affected by HIV and AIDS? What are the factors that push family members to assign girls or boys as the main providers of care in the family? What are the tasks and responsibilities usually expected from girls and boys when caring for family members living with HIV? How much time do girls and boys allocate to care giving in the context of HIV and AIDS? Do girls and boys have to stop participating in economic, educational, and/or social activities to provide care to family members? Is there a difference in the overall participation of girls and boys in economic, educational and/or social activities? What are the health risks for girls and boys?

Example of a gender analysis for an HIV and AIDS project

After gathering information from community discussions and a review and analysis of existing data sources, you may want to adapt your project. Discuss how to respond to the findings of the gender analysis with relevant community members, with staff, and with partners. Here is an example of some possible findings and the changes that could be made in the project design.

Possible findings of a gender analysis	How the key findings of the gender analysis informed the project design
<ul style="list-style-type: none"> • Out of school girls do not have access to information about sexual and reproductive health and rights which is included in the education curriculum but not largely available in the community. • A high percentage of girls report a lack of confidence and agency which prevents them from negotiating safer sex. Girls fear discrimination if they appear knowledgeable about safer sex and the majority of girls and boys report they do not believe it is the girls' responsibility to initiate a discussion on safer sex. • Young girls are extremely vulnerable to gender-based and sexual violence and HIV infection because of the widespread local belief that having sexual intercourse with a virgin can cure HIV. • HIV-positive pregnant girls and women do not want to adhere to antiretroviral drugs treatment and use antenatal services because they fear the stigma and discrimination often associated with the disclosure of a HIV-positive status. • Girls must drop out of school to become the principal caregivers of family members living with HIV. 	<ul style="list-style-type: none"> • Youth-friendly and gender-sensitive sexual and reproductive health and rights centers are established in communities. Girls now access information and services about sexual and reproductive health and rights based on their needs. The centers are located in places and open at hours convenient for girls and ensure girls' privacy. • With the aim of increasing girls and boys agency, safer sex negotiation skills are introduced to life skills-based education curriculum. Girls and boys learn how to protect themselves from violence and HIV. A peer education campaign to change the discriminatory gender norms around safer sex negotiation is led by a girls' and boys' group in the local school. • Large-scale community awareness campaigns are undertaken to deconstruct the misconception that sexual intercourse with a virgin can cure HIV and to provide information on the devastating impact of sexual violence. • Preventing mother-to-child-transmission programs include strong components to address the social barriers that prevent girls and women from adhering to antiretroviral drugs treatment and using antenatal services, with a focus on the reduction of stigma and discrimination associated with HIV in the community and with health workers, as well as engaging male partners to be involved. • The project engages community and religious leaders to take action to transform the discriminatory gender norms discouraging boys and men from taking equal responsibility for care giving.

Examples of Gender-sensitive indicators for HIV & AIDS projects

Once you have undertaken the gender analysis and identified the changes your project seeks to address in relation to gender equality, you will want to monitor and evaluate the changes. Below are some example indicators you may wish to incorporate into the project's monitoring framework so that progress is monitored, reported, and acted upon where appropriate. Consider the choice of indicators in the framework to ensure key terms are clearly defined and that the indicators can be measured.

In addition, you may want to consider indicators that measure unintended, negative consequences of a program that may have been identified in the gender analysis. For example, if your gender analysis has identified a potential backlash to a program challenging discriminatory gender norms, then an indicator to measure this consequence should be included.

Note: all indicators should be disaggregated by sex and age.

- Number of girls and boys accessing information and services about sexual and reproductive health and rights by youth-friendly centers.
- Agency: proportion of girls who feel able to say no to sexual activity.
- Number of girls/boys accessing local sexual violence services (disaggregated by type of service).
- Proportion of people (disaggregated by girls, boys, women, and men) who are able to distinguish false myths and beliefs about possible modes of HIV transmission.
- Number of public declarations made by community and religious leaders in favor of transforming discriminatory gender norms that prevent boys and men from engaging in care work.

Resources for HIV & AIDS and Gender

Save the Children resources

- Save the Children, ActionAid, ACCORD, 2002. Gender and HIV/AIDS: Guidelines for integrating a gender focus into NGO work on HIV/AIDS, <https://www.savethechildren.org.uk/resources/online-library/gender-and-hivaids-guidelines-integrating-gender-focus-ngo-work-hivaids>
- Save the Children, 2004, Effective Peer Education, pg. 49 Promoting Gender Sensitivity <http://www.savethechildren.org.uk/resources/online-library/effective-peer-education-working-children-and-young-people-sexual-and>

International resources

- UNESCO, Gender Equality eLearning Program, Module 7 on Gender and HIV & AIDS, <http://www.unesco.org/new/index.php?id=34592>.
- Stepping Stones: A training package on HIV and AIDS, communication and relationship skills, <http://www.steppingstonesfeedback.org/>.
- UNICEF, HIV & AIDS and Children Portal Homepage, http://www.unicef.org/aids/index_documents.html.
- UN Women, Gender Equality and HIV & AIDS Web Portal, <http://www.genderandaids.org/>.
- UNAIDS, 2006, Resource Pack on Gender and HIV/AIDS: A Rights-Based Approach, <http://www.unfpa.org/public/publications/pid/357>.
- UNESCO, HIV and AIDS Clearinghouse, <http://hivaidsclearinghouse.unesco.org>

CASE STUDY: HIV and Gender

Save the Children's Sissy Aminata program in Sierra Leone encourages discussion of formerly taboo topics such as safer sex and sexual abuse. The program produces books and pamphlets with fictional letters sent to an 'agony aunt' Sissy Aminata. The letters are read out and used as a catalyst for discussion on reproductive and sexual health. The program involves more than 2,000 children and young people in 49 communities in the country.

The **Positive Living, Positive Loving: Development of Peer Support Materials for Adolescent Girls Living with HIV** project in Uganda was challenged with answering the question of how HIV positive adolescent girls want to be supported and empowered for positive living, and whether that differs from HIV positive adolescent boys. An estimated 2 million adolescents between 10 and 19 are living with HIV. Project researchers carried out formative research, including interviews with adolescent girl peer leaders living with HIV, which formed the basis for the development of a packet of peer materials. The most important issue identified among adolescent girls was self-esteem and stigma; researchers found that self-esteem declines considerably for HIV positive girls around the age of puberty, but does not have the same impact on HIV positive boys. This is important for designing projects for adolescents living with HIV, since managing stigma appears to have much more impact on girls' perceptions of self-worth. Promoting the leadership and other life skills for adolescent girls is key to ensuring they follow treatment regimens and navigate relationships in a healthy manner.

The TransACTION program in Ethiopia, a collaborative effort of Save the Children US and its partners, aims to reach the most at risk population for HIV/STI prevention in 120 towns across Ethiopia. TransACTION's strategic objective envisages preventing new HIV infections among at risk populations, including female sex workers, waitresses, day laborers and truck drivers and strengthening linkages to care and support services in towns and commercial hotspots. In a baseline survey 35% of sex workers reported to have begun engaging in sex work before they were 18 years old; 27% of sex-workers reported that they were students just before joining sex work, and 13% were out of school youth. Among both female waitresses and female day laborers, cross-generational sex and transactional sex, which significantly increases HIV risk, appeared to be common, requiring interventions that address power imbalances in gender relationships, inequity and poverty. Advocacy effort to raise public awareness and create public dialogue about cross-generational and transactional sex constitute Save the Children US's and its partners' intervention activities in the next phase of activities.



Since enrolling in Save the Children's Children Lead the Way programme, Mary has started a small business, selling bread and mangoes, which provides her safely with the income she needs to meet her needs but also enough time to attend school every day. Credit: Paul Bettings/Save the Children

Hunger Reduction and Livelihoods

Hunger Reduction and Livelihoods and Gender Equality

Empowering women and girls to have greater access to, and control over, the resources they need is critical for the nutrition of their children, as well as for fulfilling women and girls' rights. Empirical research has shown that the overall status of women and girls corresponds with mother and child nutrition, with a woman or adolescent girl's control over income being closely linked to positive health and nutrition outcomes for her children. Evidence has shown that giving transfers to women is correlated with improving the wellbeing of children. When discrimination compromises a mother's access to health care and food, restricts her mobility, or threatens her physical integrity, it affects her children's wellbeing as well as her own.¹³⁶

Save the Children's approach to hunger reduction addresses the causes of malnutrition. Our approach acknowledges

the fact that the status of women is a determinant of child malnutrition. The effectiveness of programs to improve children's nutritional status should, where possible, be linked to programs with approaches that improve women's control over resources. Save the Children is committed to challenging unequal power structures and focusing on those who are most discriminated against. Save the Children aims to enhance the inclusion of girls and women in economic activities and to counteract GBV and harm. We work to remove barriers to women and adolescent girls' equal participation in the economy, and design food security and livelihoods programs to improve women's access to resources including credit and other financial resources, and information.¹³⁷



Luzmila (12) carries to her house the barley that she harvested for her family, Ccasapata district, Peru. Credit: Alejandro Kirchuk

Key facts relating to to hunger, livelihoods, and gender equality:¹³⁸

- “Women are more vulnerable to poverty than men because they earn less or are engaged in unpaid work in the agricultural sector, and have few decision-making powers over the family’s income.”¹³⁹ The relationship between gender inequality and poverty is complex and dependent on context. However, there is global evidence to suggest that greater gender equality in education and access to employment reduces the likelihood of a household being poor.¹⁴⁰
- Women and girls often have less access to resources such as land and credit, as well as more limited access to markets (both labor markets and goods).¹⁴¹
- “Globally, more men than women own land. On average, across 10 countries in Africa, 39% of women and 48% of men report owning land, including both individual and joint ownership. Only 12% of women report owning land individually, while 31% of men do so.”¹⁴² This disparity leaves women incredibly vulnerable; the loss of a husband, father or brother can often also signal a loss of land or other key resources and with it, a main source of food security, income, bargaining power, and status within the household and community, making it very hard for women to provide for their children and themselves.
- Barriers to female labor force participation remain significant in some countries due to the time burden associated with child-rearing and other domestic tasks, low educational levels compared with boys and men, the role of existing wage gaps between females and males, in generating an “underinvestment” in female education, and laws and customs that inhibit women’s participation in labor markets.
- Girls’ and women’s involvement in unpaid work within households not only drastically limits their opportunities for education and income earning opportunities, but also their ability to take time off for government programs, social exchanges, and for their own needs for rest, recuperation, or health care.
- In an emergency, routine agriculture and livelihood activities are disrupted. In most settings, men and women who previously worked according to clearly defined and gender-specific roles, now have to find new ways of working. With missing spouses and family members, flexibility is necessary and the community must support women and men to learn new skills from each other.



Producing handicrafts, Kobe camp, Dollo Ado, Ethiopia Credit: Olivia Zinzan

An illustrative list of gender analysis questions to use when designing Hunger and Livelihood projects

Understanding gender inequality in the local context is critical to designing effective hunger and livelihood projects. A gender analysis should identify GBV and harm that affect girls and boys and limits their ability to exercise their rights. Important questions are those which lead to the analysis of who does what (i.e. gender roles), who has what (i.e. access to and control of resources), who decides and how (i.e. gender roles and power), which girls and which boys (i.e. equal representation of boys and girls). The following examples are questions you may need to consider.

These guiding questions have been taken from the Save the Children “Guidance for integrating a gender lens into nutrition, food security, livelihoods, and social protection programs.” For more in depth information on each of the areas below, please refer to the original document.¹⁴³

- How does women’s access to resources, information, and time affect her own and her children’s nutrition? Who makes food purchasing decisions in the household and why? Are there any socio-cultural practices, taboos, traditional beliefs, or caring practices that may affect the nutritional status of girls, boys, women, and men differently? Who makes decisions over whether and how women breastfeed, when to start, and for how long and why? Are there any differences in breastfeeding and complementary feeding practices for girls and boys?
- Have women and men been engaged in discussions to design the cash, voucher, or asset transfer system? How will the system be affected by discriminatory gender norms which may limit a woman’s agency in deciding how the money, voucher, or asset is used? Does the project consider women as one single group or does it distinguish between power dynamics within a household? For example, how will a woman’s agency be affected by her position in the household (i.e. wife, daughter-in-law, daughter, mother-in-law, first wife, last wife)?
- Are women and men given equal opportunities to design and to participate in cash for work programs? Have special provisions been made for female-headed households and for pregnant and lactating women? Are childcare facilities available? Does the timing of work affect women’s ability to feed young children? Are women at risk of sexual or physical violence during journeys to the work site?
- Who owns and controls agriculture production and livestock rearing and why? Are women or men particularly responsible for the different stages of cultivation, rearing, processing, and marketing crops/animals? What scope is there for changing these gender roles? Who decides which crops are grown when, and whether products will be sold or consumed? Do women face particular constraints in accessing inputs and new technology, markets, or credit? What access do women and men have to information and extension support? What is the difference in access for men and women to a range of information, including on business and agricultural knowledge, risks, hazards, and legal rights? Do women face particular constraints in accessing credit? Do women face particular challenges in accessing markets? Do women actively participate in farmer organizations? Is the project planning to engage women in traditional areas of work, or has it considered non-traditional opportunities to involve women in new agricultural roles?
- Is all information on the value chain disaggregated by sex and is gender a key concern in the value chain analysis? Are gendered power relations within and between enterprises part of the analysis and recommendations throughout? Are the full range of female stakeholders included throughout the process and do they have an equal voice? Where in the value chain are women and men located? Which would be the best levels of interventions to increase access to skills and resources?
- Are poor girls, boys, women, and men equally aware of the purpose and nature of community-based savings and credit groups and training available? Do group eligibility criteria allow equal access? Do groups discriminate against particularly disadvantaged girls, boys, women, or men, such as very poor women, younger women, women or men from particular ethnic groups? If yes, how will this be addressed in the program design? Do group structures actively promote girls and women to take an equal part in leadership and participation? Do group meetings happen at suitable times for girls, boys, women, and men?
- Among the community affected by the emergency, what are the daily and seasonal activities of women, girls, boys, and men? What protection, mobility and discriminatory gender constraints do girls, boys, women, and men face in producing and acquiring food? How much time and energy do girls and women invest in non-farm activities and responsibilities compared to boys and men? How do women’s decision-making relating to access and control over agricultural/livelihoods assets, such as land, tools, seeds, fertilizer, animal vaccines, veterinary support - compare with men’s? Do women and men have the same access to new ideas, training, and new technology?¹⁴⁴

Example of a gender analysis for a Hunger Reduction and Livelihoods project

After gathering information from community discussions and a review and analysis of existing data sources, you may want to adapt your project. Discuss how to respond to the findings of the gender analysis with relevant community members, with staff, and with partners. Here is an example of some possible findings and the changes that could be made in the project design.

Possible findings of a gender analysis	How the key findings of the gender analysis informed the project design
<ul style="list-style-type: none"> • Girls and women report being overburdened because of their housework and childcare workload, in addition to education and livelihood activities. Women are limited to livelihood activities near the home and girls are unable to excel in school as they lack sufficient time to complete homework time. • Discriminatory gender norms are found to have a significant impact on how much access to and control women have over household cash and assets. Women make decisions within the household on how to spend the household budget on food, however funds to utilize in livestock rearing are not currently within their control. • Women's participation in cash for work programs is expected to be low based on feedback from women and men that work outside the home is reserved for men. Female-headed households will therefore be excluded from benefiting from cash for work programs. • A previous agriculture production and livestock rearing project benefitted a women's group who produced a bumper crop of high yield rice. The success of the project attracted local men who then took over the majority of leadership roles and now control how the profits are used. • The community feedback highlighted that girls and women engaged during the value chain assessment felt uncomfortable being interviewed by male interviewers. • Female participation in community-based savings and credit groups was found to be significantly lower than males. Focus groups revealed this was because of the low literacy among girls and women and the discrimination against non-literates by savings groups. 	<ul style="list-style-type: none"> • Community groups identify ways to reduce the workload of women through 1) supporting the introduction of labor saving techniques for work that women are involved in, 2) supporting more profitable income generating activities that reduce the time needed, and 3) work with girls, boys, women, men, and whole communities to discuss the role of men in childcare and household tasks such as collecting water. • The project is designed to understand the gender roles around the care and sale of livestock and ownership by engaging the community to discuss the role of women in livelihoods, to promote the sharing of household work with boys and men, to teach women skills in livestock rearing, and to link women with veterinary support. • The cash for work program is adapted to provide childcare and to establish flexible working hours to accommodate domestic and care responsibilities. In addition, fuel wood and water collection sources are established by mixed women and men groups nearer to the village to free up some of women's time from unpaid work. The inclusion of men in the collection of wood and water, and the inclusion of women in paid cash for work programs represents a significant shift in gender defined work. Monitoring of the impact of these shifts to address any unintended harm is also included in project design. • A review of the evidence has shown that when agriculture or livestock production becomes profitable men often take over the activity. As the program wishes to increase women's control over income as opposed to household income, the team strategically decides to develop a parallel project that also reaches out to men for increased income, which will allow women to continue in the targeted intervention. • Women value chain assessors were identified and trained and rolled out an additional value chain assessment was launched to interview girls and women to ensure their inputs was successfully included in the report.

- During the emergency women share a shelter with distant male relatives and/or non-related men. The lack of privacy and support has led many women to stop breastfeeding because they feel uncomfortable exposing their breasts in front of men.

- Women value chain assessors were identified and trained and rolled out an additional value chain assessment was launched to interview girls and women to ensure their inputs was successfully included in the report.
- The process of community-based savings and credit groups are analyzed by group members and women from the community. Some adjustments were made in the process to make participation in the group less dependent on literacy. In addition, women's literacy groups were set up to improve members' skills.
- The project organized lactation corners in the emergency settings to ensure continued breastfeeding.



Gaining skills to succeed, Taguig City, Philippines Credit: Heidi Anicete

Examples of Gender-sensitive indicators for Hunger and Livelihood projects

Once you have undertaken the gender analysis and identified the changes your project seeks to address in relation to gender equality, you will want to monitor and evaluate the changes. Below are some example indicators you may wish to incorporate into the project's monitoring framework so that progress is monitored, reported, and acted upon where appropriate. Consider the choice of indicators in the framework to ensure key terms are clearly defined and that the indicators can be measured.

In addition, you may want to consider indicators that measure unintended, negative consequences of a program that may have been identified in the gender analysis. For example, if your gender analysis has identified a potential backlash to a program challenging discriminatory gender norms, then an indicator to measure this consequence should be included.

Note: all indicators should be disaggregated by sex and age.

- The proportion of women/men who report they share household workload with their spouse. The proportion of girls and women who are well-nourished. The proportion of girls, boys, women, and men who say food is shared equitably in the household between females and males. The proportion of change in community attitudes that promote women's and men's equal participation in livelihood activities (all disaggregated by sex).
- The proportion of women and men who own durable assets (vehicles, machinery, land). The proportion of women and men with access to and control over key resources, such as food, income, fuel, supplies, inputs, information (all disaggregated by sex).
- The proportion of women and men engaged in design/participating in cash for work activities (disaggregated by sex). The ratio of women's to men's salaries for the same type of work. The number of special provisions made for female-headed households/ pregnant and lactating women that meet their needs. The number of women/men reporting sexual or physical violence during journeys to the work site (disaggregated by sex).
- The proportion of women and men engaged in design of/ participation in agriculture production activities. The proportion of women and men with access to inputs and new technology, accessing credit, markets, and actively participating in farmer organizations (all disaggregated by sex).
- The number of women and men participating in the value chain (disaggregated by sex).
- The proportion of women and men participating in community based savings and credit groups. The total number of female (savings/microcredit etc.) group leaders, and the ratio of female or male group leaders. The proportion of women and men with functional literacy/numeracy skills (all disaggregated by sex).
- Number female and male farmers receiving post-emergency agricultural inputs appropriate to their respective crop (disaggregated by sex).

Resources for Hunger, Livelihoods and Gender

Save the Children resources

- Save the Children, 2013, Guidance for integrating a gender lens into nutrition, food security, livelihoods, and social protection programs. https://onenet.savethechildren.net/whatwedo/hunger_and_livelihoods/Pages/default.aspx

International resources

- IASC, 2013, Gender Equality Tip Sheet for Food Security (Agriculture and Livelihoods) https://www.humanitarianresponse.info/themes/gender/the-iasc-gender-marker/tipsheets_english
- Agri-ProFocus, 2012, Gender in Value Chains: Practical toolkit to integrate a gender perspective in agricultural value chain development, <http://genderinvaluechains.ning.com/page/publications-1>
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CASE STUDY: Hunger, Livelihoods and Gender

YouthSave is a consortium initiative led by Save the Children, dedicated to developing and testing savings products accessible to low-income youth in Colombia, Ghana, Kenya, and Nepal. Among the project activities, market research was conducted in a sex-disaggregated way, to surface any major differences in the savings needs/preferences/behavior of girls and boys. Preliminary observations indicate that during the pilot, which conducted direct sales without the use of any mass media, girls and boys opened up accounts in almost exactly the same 50/50 proportions, without making any special efforts for girls' access. However, during the full rollout stage, which included mass media marketing, in Kenya and Nepal, the ratio of boys to girls changed and boys outnumbered girls in a proportion of 66/33. Since then, the bank in Kenya has undertaken specific efforts to reach girls by focusing specifically on girls' schools and conducting outreach. As a result, the percentage of girl accountholders has increased to 40%, although it's too early to draw any firm conclusions about gender considerations that may be impeding girls' access. In time, the project will also have better data and data analysis about how girls' savings patterns differ from those of the boys, which can be used to draw conclusions about the gendered barriers and needs of girls and boys when designing youth savings projects.

Save the Children's **PAISANO Project**, a six-year integrated food security project in the Western Highlands of Guatemala, is designed so that identified households participate in and benefit from nutrition, livelihoods, and risk mitigation activities. The program includes, as a cross-cutting strategic objective, an improved status of women within households and communities. The project is designed to ensure high levels of participation by women and to increase community acceptance and support for leadership by women in farmers' groups, associations, and serving as community-based facilitators. Community leaders will also receive gender training to raise awareness about opportunities for engaging women and youth as change agents towards improved risk management. The project promotes access to credit/savings mechanisms for women and tracks the degree of women participating in households and community decision making. Through the project, women will be encouraged to become agriculture promoters, and female-headed households will be identified to receive livestock packages. Through agriculture trainings and technical support, selected nutrition and hygiene messaging will be provided to meet the strategic gender need of increasing men's awareness of important family nutrition and hygiene practices.



Through Children Lead the Way, Karen hopes to become a hairdresser in Meru, Kenya. Credit: Paul Bettings/Save the Children

Key Learnings

You now know...

- That gender mainstreaming is a process to achieve gender equality.
- That gender analysis is critical for effective gender mainstreaming.
- That gender analysis must be conducted in all phases of the program cycle.
- That sex- and age-disaggregated data must be collected at all times, analyzed, and integrated into programming.
- How to concretely mainstream gender equality in all phases the Program Cycle (Strategic Planning, Proposal Design, Implementation, Monitoring and Evaluation, Accountability and Learning).
- That gender mainstreaming in Strategic Planning starts with the inclusion of gender analysis in the Child Rights Situation Analysis.
- How to identify the root causes of gender inequalities that must be addressed to achieve gender equality.
- That identifying the root causes of gender inequalities and designing actions to address these root causes is a core component of effective gender mainstreaming in the Proposal Development and Project Design Phase.
- That developing a Gender Strategic Action Plan as well as assessing girls', women's, boys', and men's participation in the project/program is a key component of effective gender mainstreaming in the Implementation Phase.
- How to identify and develop quantitative and qualitative gender-sensitive indicators.
- That gender mainstreaming in the Monitoring and Evaluation phase includes monitoring quantitative and qualitative gender-sensitive indicators during project/program implementation.
- That documenting lessons learned and best practices related to gender mainstreaming and establishing a gender knowledge management process are very important tasks to ensure accountability and learning.
- How to implement four tools for gender analysis throughout the program cycle and across all thematic areas (Gender Analysis Matrix, 24 Hour Chart, Access and Control Tool and Gender Gender Inequality Tree).
- How to mainstream gender equality in thematic areas of focus (Child Protection, Child Rights Governance, Education, Health and Nutrition, HIV & AIDS, Hunger and Livelihoods).

Glossary of Terms

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for girls, boys, women, and men.

Gender analysis means to collect, analyze and interpret data and information about the specific situations, roles, responsibilities, needs, and opportunities of girls, boys, women, and men, with the objectives of:

- Identifying the differences between them;
- Understanding why those differences exist;
- Taking specific action to adapt/harmonize a program so it meets the needs of girls, boys, women, and men in an equitable manner and, where possible, includes activities that address gender discrimination, GBV and discriminatory gender norms; and
- Monitoring and evaluating the progress achieved in closing identified gaps between girls, boys, women, and men in their ability to access and benefit fully from an intervention, as well as in reducing gender discrimination.

Gender-based violence refers to all harm inflicted or suffered by individuals on the basis of gender differences. Its intention is to establish or reinforce power imbalances and perpetuate gender inequalities. GBV can affect females or males; however, it affects women and girls systematically and disproportionately. GBV includes, for example, child, early, and forced marriage, female genital mutilation/cutting (FGM/C), sexual violence and abuse, denial of access to education and reproductive health services, physical violence and emotional abuse.

Gender discrimination means any exclusion or restriction made on the basis of gender that creates barriers for girls, boys, women and/or men in recognizing, enjoying or exercising their full and equal human rights.¹⁴⁵

Gender equality refers to the absence of discrimination on the basis of sex.

Gender equity is the process of being fair to girls, boys, women, and men. To ensure fairness, strategies and measures must be available to compensate for girls' and women's historical and social disadvantages that prevent girls, boys, women, and men from otherwise operating equally. Equity leads to equality.

Gender exploitative approaches and interventions take advantage of rigid gender norms and existing imbalances in power to further exploit girls and women to achieve the program objectives.

Gender gap refers to the disproportionate difference between sexes in attitudes and practices. A gender gap can exist in access to a particular productive resource (e.g. land and education), in the use of a resource (e.g. credit and other services), or levels of participation (e.g. in government and on decision-making bodies). A gender gap is a form of gender inequality.

Gender inequality refers to any discrimination on the basis of sex.

Gender mainstreaming is:¹⁴⁶

- The process of assessing the implications for girls, boys, women, and men of any planned action in all areas and at all levels.
- A strategy for making girls', boys', women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs.
- A means to ensure that gender inequality is not perpetuated and that girls, boys, women and men all benefit equitably from our interventions.
- An approach to achieve gender equality.

Gender norms are social principles and rules that govern the behavior of girls, boys, women, and men in society and restrict their gender identity into what is considered to be an appropriate gender role at the time. As with gender roles, gender norms are neither static nor universal and change over time.

Gender roles are behaviors, attitudes, and actions society feels are appropriate or inappropriate for a girl, boy, woman, or man, according to cultural norms and traditions. Gender roles are neither static nor universal but vary between cultures, over time, between generations, and in relation to other social identities such as social class, socio-economic status, ethnicity, sexual orientation, religion, ability, and health status. Gender roles may also shift with processes of urbanization or industrialization, and the fluid nature of gender roles requires careful and ongoing gender analysis.

Gender sensitive describes an approach or intervention in which the different needs, abilities, and opportunities of girls, boys, women, and men are identified, considered, and accounted for.

Gender socialization is the process of learning to behave based on societal beliefs, attitudes, and expectations. For children, gender socialization begins at birth, when judgments are made about the value of females and males and differences in how they should be cared for. Families, teachers, and communities reinforce and perpetuate these expectations.

Gender transformative refers to approaches and interventions that utilize a gender sensitive approach and promote gender equality, while working with key stakeholders to identify, address, and positively transform the root causes of gender inequality for girls, boys, women and men.

Gender unaware refers to approaches and interventions that are designed without any consideration of gender at all – they may inadvertently reinforce gender inequalities and miss opportunities in program design, implementation, and evaluation to enhance gender equality and achieve more sustainable project outcomes.

Patriarchy refers to historical power imbalances, as well as discriminatory traditional practices and systems, which accord men “more power in society and offer men material benefits, such as higher incomes and informal benefits, including care and domestic service from women and girls in the family”.¹⁴⁷

Sex refers to the biological and physiological characteristics that identify a person as female or male.

Stand-alone gender programming refers to programming that focuses specifically on gender inequalities in order to achieve gender equality.

Appendix

CASE STUDY

Translating Knowledge into Practice – Improving Community Health in Mali

“Improving Community Health” is a three-year DFATD funded project in Sikasso, Mali which aims to increase use of quality health services, improve acceptance and practice of healthy behaviors, and strengthen the social and policy environment for maternal and child health. Recognizing that gender equality and maternal, newborn, and child health are inextricably linked, the program set out to develop a detailed gender strategic action plan to ensure gender could be mainstreamed across the project activities.

Step A – Gender Capacity Building

A gender capacity building workshop was carried out in collaboration with Save the Children Canada. This workshop had the objectives to (1) support capacity building on gender for senior project staff, (2) discuss how to meaningfully mainstream gender across the project, and (3) support senior project staff in championing gender mainstreaming. The workshop was participatory in design, and strived to enable a dialogue with the project team

to critically explore key gender concepts and what these meant for the project. The workshop touched on the following key items, all topics covered in this Toolkit:

- Basic gender concepts;
- Why is gender is important to community health programs;
- How to integrate gender throughout the project cycle; and
- How to integrate gender effectively in the ICH project.

Step B – Mapping Gender Considerations & Identifying Priorities

Following the training, the Mali project team conducted a gender mapping exercise to identify key root causes, barriers, opportunities and assets related to gender equality for the project and intervention area. Through this exercise, they were asked to identify:

Challenges or barriers at the community level	Challenges or barriers at the organizational level
Will there be any resistance to gender integration in the project from the community? What social norms might be important to consider here?	What resources and tools do we need to effectively mainstream gender? What expertise do we need to build to integrate transformational gender approaches?
Assets or strengths at the community level	Assets or strengths at the organizational level
Are there existing partnerships or collaborations that will help to support gender mainstreaming in this project? Are there community groups/organizations that may help move this forward?	Are there key staff that can support here? Are there existing resources or tools that can be utilized?

A methodology called ‘Fish and Boulders’ can be a helpful tool to map out key gender considerations, guided by these questions. For this exercise, ‘fish’ symbols represent assets or strengths, while ‘boulder’ (circle) symbols represent barriers or challenges. By writing answers to the above questions on/ in the respective symbols, we create a map filled with fish and boulders representing different positive and negative elements of moving our gender agenda forward – they can be drawn/ placed on the map however makes sense to you, and there can be as many or as few as you like! If you see that a fish is directly linked to a boulder (or vice versa) you can join them with a line.



Once all the questions have been answered, and those answers included on the map, we can review these together and discuss:

What are the key priorities? To identify priorities we want to consider a) which issues are most pressing, and b) where we feel we can have the greatest impact.

How can we work together to address these priorities? Identify an activity/ multiple activities to address the gender priorities identified.

Who would be responsible for leading this work?

What supports are needed to carry out the proposed activities? (i.e. training, funding, technical support)

To answer these questions, the following table can be completed:

Priority (identified gender consideration requiring response)	How? (activity/ies to address the consideration)	When? (timeline)	Who? (champion/ leader)	Where? (i.e. in all programming communities or a specific location?)

Step C – Developing & Implementing a Gender Strategic Action Plan

For the Mali ICH project, the following list illustrates some of the key challenges identified, as well as what actions were included in the Strategic Plan to address these challenges and mainstream gender.

- Within the communities, there is often limited knowledge/skills in relation to gender equality;
- Within the communities, there is a lack of women in stations of leadership and limited involvement of women in decision making;
- The organization of the family is often headed by the man in the household, thus limiting the ability of the women to also contribute to decision making and to have equal access to resources;
- The project team, including the District Advisors and Community Health Agents (CHAs), also have limited knowledge and capacities in relation to gender equality and how to apply a gender lens to their current role;
- Behaviour Change Communication (BCC) materials are not validated for gender-sensitive language and may not work to promote gender equality; and
- The project lacks indicators that report directly and explicitly on gender equality.

The following high-level activities were identified to address these challenges:

- Train project staff (including frontline community health workers) on gender, including key concepts and how to apply a gender-sensitive or gender-transformative approach concretely through their role in the project. This involves the development and implementation of a Gender and Health Guide for community health workers, which focuses on supporting gender mainstreaming across BCC and community health counselling.
- Sensitize community leaders on gender such that they become champions of gender equality within their communities to support the objectives of the project, with a focus on engaging men and boys.
- Advocate to the ASACOs – Community Health Associations – to add an additional post within the association for each village so that each village has a female and male representative. Work with the ASACOs to develop processes for equitable participation.
- Review all BCC materials to ensure that messages are gender sensitive. This includes radio messages and materials to be used by the CHAs and project partners.
- Sensitize radio presenters on the BCC materials/messages, as well as regarding the importance of communicating messages that support gender equality.
- Increase the importance of gender within the project monitoring and evaluation process, by more explicitly integrating gender-sensitive indicators which correspond to all new and existing activities within in the Logic Model (LM) and Performance Measurement Framework (PMF).

For the Gender Strategic Action Plan each activity has been broken down in detail, step by step, with clear indication of who will lead the activities, what resources are needed to carry out the activities and where those resources will come from, and the proposed timeline for the activities. This Strategic Action Plan is a living document, which will be reviewed and updated regularly throughout the program cycle.

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