GENDER
TOOLKIT

HUMANA
PEOPLE TO PEOPLE

Table of contents

1. Introduction 03
2. About Humana People to People's Gender Toolkit 04
3. What does a gender transformative project look like? 05
4. Incorporating gender transformative approaches into a project: suggested good practices for all projects 06
5. Including gender-transformative approaches into Humana People to People's key areas of work 10
   - 5.1 Climate Change & Agriculture 11
   - 5.2 Education 14
   - 5.3 Health 18
   - 5.4 Holistic Community Development 21
   - 5.5 Emergencies 23
6. Sample experiences from HPP members 26

1. Introduction

Gender inequalities are pervasive. **Many women face limited access to education, healthcare, and economic opportunities**, resulting in reduced income and economic dependence. **Unequal participation in decision-making** processes perpetuates power imbalances. And **gender-based violence and discriminatory norms** further exacerbate these disparities, hindering progress and development.

Addressing these inequalities is not only a matter of justice but also a critical step toward achieving sustainable and inclusive development. In response, Humana People to People (HPP) and its member organizations **advance gender-sensitive, gender-responsive and gender-transformative initiatives**, and also advocate for the empowerment of women and girls.

HPP is committed to gender transformative projects and should strive to ensure that all projects are -at minimum- gender responsive.

The difference between gender-sensitive, gender-responsive, and gender-transformative.

Gender-sensitive projects

May not take action to promote gender equality, but rather take into account that there are differences. They adapt to gender norms and work around existing gender differences and inequalities to ensure equitable allocation/services/support aligned with the pre-existing gender differences, structures, systems, and power divisions in society. **Most HPP projects are gender-sensitive.**

Example: A Farmers' Club targets 3,000 people and strives to ensure that 50% of farmers are female. It also strives to ensure that women are represented as lead farmers and that they participate in activities. There are no other "gender specific" activities.

Gender- responsive approaches

Ensure that projects consider the diverse needs of all genders, and strive to promote fairness and inclusivity. They: challenge inequitable gender norms; respond to different needs and constraints of individuals based on their gender and/or sexuality; open space for discussing, challenging, and engaging with inequitable gender structures, systems, divisions, and power relations; and provide the opportunity for participants to question, experiment and challenge gender inequities. This is where many HPP projects would fall currently.

Example: The Farmers' Club project mentioned above, in addition to striving for 50% representation of women and women's engagement, also includes awareness-raising activities about gender equality and holds discussion groups, whereby people can discuss gender and the different needs that the community's women, men, girls, and boys face.

Gender-transformative approaches

Tackle the root causes of gender inequality, fostering enduring, fair, and inclusive outcomes. They take action to change inequitable gender norms and relations to promote equality. **An HPP project might be considered as such if gender-related policies have been changed, as well as community practices and norms.**

Example: The Farmers' Club project mentioned above, in addition to striving for 50% representation of women and women's engagement as well as including awareness-raising and discussions, also works with local leaders and community members to create change, so that women's access to finance and leadership in decision-making is respected and encouraged. Local champions of women's economic empowerment – both male and female – are mobilized to encourage the whole community to support gender equality.

2. About Humana People to People's Gender Toolkit

This toolkit has been designed to provide project designers with the necessary tools to develop projects that actively promote gender equality. Ultimately, its aim is to assist HPP members and projects to cultivate an inclusive environment where every individual has the opportunity to fully realize her or his potential, contribute meaningfully to societal progress, and help create a more equitable and prosperous world.

It is important to acknowledge that gender perspectives differ between cultures, countries and communities, and donor-prioritized values related to gender may not be equally applicable everywhere. When developing proposals, however, the donor perspective is often taken as a starting point.

This toolkit is designed to serve as an easily accessible resource, comprising:

- **Background information**
- **Suggested activities**
- **Possible indicators**

This Toolkit thus aims to support Humana People to People members – as they develop proposals and projects – to address gender in a way that meets their mission and vision, and those of the communities in which they work, while also addressing and responding to many of donors' most commonly used principles and priorities.

If you would like further assistance or have questions/comments regarding this Toolkit, please contact PTEU at elizabeth.chiappa@humana.org.

3. What does a gender transformative project look like?

For a project to be gender-transformative, it must:



Empower women and girls to overcome their relatively disadvantaged positions through strengthening their capabilities and increasing their opportunities.



Change people's mindset, attitudes and behaviors toward more equitable and inclusive perspectives.



Address structural barriers that hinder women's participation in project activities.



Transform policies and institutional mechanisms to actively support gender equality and women's empowerment.

HPP projects may not necessarily target this level. They do, however, often contribute to transform – whenever possible – policies and/or local customs.

While not every project can accomplish all of these objectives, we should aim to incorporate as many as possible whenever feasible.

4. Incorporating gender-responsive and/or gender-transformative approaches into a project: suggested good practices for all projects

A. During Project Design

- Provide **gender training and awareness** for all project design staff – NPTs, Proposal Writers, and Grant Administrators.
  - At minimum, share this toolkit and HPP's gender capacity statement as starting tools.
- **If conducting a community consultation, also conduct a gender analysis** in the communities to ensure that the project responds to different interests/priorities of a wide range of community groups.
  - Specific questions related to gender can be added to a broader community assessment questionnaire.
  - If feasible, hold 1-2 focus group discussions (at least 1 with just women and girls) and 1-2 interviews with key stakeholders (such as local and traditional authorities).
- Include a section to explain how the project addresses gender in the project's Us to Us.
  - This can include an explanation of the different circumstances that women, men, girls, and boys face in the target community – including those sub-groups who may be particularly vulnerable, such as Persons with Disabilities or youth – and any activities that are being considered to promote greater gender equality.
- Ensure that the project **logframe** includes gender aspects.
  - This includes incorporating the results/recommendations of the gender analysis.

For logrames, the Toolkit includes suggested additional resources below; if you would like further resources, please contact PTEU.

B. During Project Start-up

- Conduct **gender training and awareness** for all project implementation staff.
- Discuss and identify **key gender-related messages** that the project will present according to the area, sector, communities, etc.
  - Ensure that all communications materials are gender sensitive: At minimum, represent both sexes equally as actors and beneficiaries, use sex-specific language, and refer to both sexes.
    - To further embed gender considerations, use a range of materials (with/without written language, in language(s) of choice for both women and men) in a variety of communication means (SMS, printed, radio).
- Develop a **toolkit** to provide practical advice and guidance for use by staff in regards to gender issues (i.e. how to provide referrals for services in family planning, GBV, and legal support, among others).

Note: These are suggested good practices. It is likely that not all can be done, especially for a more modest budget. But they can serve as a guide to what could be done in an ideal project design.

C. Project Implementation Team

- Strive to have a **gender expert in each NHQ** who can assist on project design, M&E, trainings, etc.
- For larger projects, especially if there is no NHQ gender expert, include a **gender expert** as part of the project team.
- Her/his role will be dependent on the project, but may include (for example): conduct in-depth gender analyses; identify the unique roles and challenges of women and men within the community; provide training to staff to promote gender equality; ensure that project activities address the distinct needs of women and men; oversee that projects have measurable impacts on gender equality through monitoring and evaluation; engage stakeholders and forge partnerships; and ensure that the project addresses issues like gender-based violence, if relevant.
- Strive towards **gender balance among project personnel** at both project management and field operational levels.

D. Project Partners & Stakeholders

- Strive to partner and/or collaborate with local women's organizations, organizations that work with women and girls with disabilities, organizations that work with the LGBTIQ[1] community, and/or other organizations with expertise in working with groups that have been particularly left behind in the targeted area(s) and/or for the targeted type of project.
  - Even if just a small group of a particular targeted group is mobilized, it can still make an important impact
- Involve **government departments/institutes** that represent women's interests.
- Partner with **local services providers** (like health clinics or police officers) to raise their awareness and build their capacity to provide more gender-sensitive services.
- **Lobby local lending/financial institutions** to increase their likelihood to lend to women.
- Collaborate with **key stakeholders** – such as local authorities, traditional and/or religious leaders, and elders – to gain their understanding and support of the project, and to serve as champions.

[1] An acronym for persons who identify as lesbian, gay, bisexual, trans, intersex or queer.

E. Project Activities

Include some activities/approaches that can form part of a wide range of projects, such as:

- Work with local communities to establish **women's savings groups**.
- Provide **kick-start inputs to women**.
- **Work with men and boys to change gender norms** and to support gender equality and positive change.
- Target both **female-and male-headed household**s as project beneficiaries.
- Use a **variety of communication tools** (like radio, SMS, and newspaper) – and consider varying levels of literacy, preference(s) of communication style, and local language(s) – to reach men, women, and youth.
- Consider **distances to travel, time needed to arrive, and security** when planning activity locations.
- Schedule trainings when women have **childcare** or offer childcare during trainings.
- Provide **literacy and basic finance/savings** classes to women, prioritizing literacy needs/interests established in the gender analysis.
- Conduct **awareness campaigns** (in-person, with community leaders, on radio, etc.) to discuss issues, raise awareness, reach wider audience, challenge stereotypes.
- **Mobilize communities** (awareness campaigns, champions, etc.) to act collectively on gender issues like child marriage, dowry and domestic violence.
- **Refer women to necessary services** for family planning, gender-based violence, and more.
- **Establish feedback mechanisms** so women and men can provide constant input on project design and successes/challenges (and ensure that these can gather information from a range of people with differing reporting preferences, i.e. in-person, anonymously, via voicemail, in written format etc.).
- As described in project start-up (above), ensure that **all communications materials are gender sensitive**: at minimum, represent both sexes equally as actors and beneficiaries, use sex-specific language, and refer to both sexes.

For specific activities for each of HPP's program areas, please see section 5.

F. Indicators

- Ideas for gender-related general indicators can be found here: https://genderdata.worldbank.org/indicators/

This toolkit (below) includes further and more detailed suggestions for more specific activities and indicators appropriate for HPP's main program areas, in section 5. These are illustrative and can be adjusted/changed/used to inspire for specific projects. Many indicators in one particular area are also relevant for other areas.

G. Project Monitoring & Evaluation

- Constantly **examine** if any unintended consequences of the project **aggravate and worsen inequities and discriminations** - such as a backlash against women's empowerment - and address/mitigate as needed.
- **Disaggregate data** at minimum by sex and if possible also by age, disability status, and/or any other status that represents a group that has been particularly left behind.
- **Identify ways** to ensure **equal participation** in all project activities:
  - Track project's gender progress based on gender-sensitive indicators and logframe.
    - Use both quantitative (i.e. number of women participants in a workshop) and qualitative methods (i.e. focus group discussions) to understand the reasons behind any disparities and work with the implementation team to make necessary adjustments.
    - It may be necessary to set quotas for participation to ensure that women are adequately represented (i.e. require that at least 50% of participants in a training workshop are women).
  - Highlight and share stories of women who have benefited from the project, made significant contributions, or taken up leadership roles; this can inspire others and provide positive role models.
  - In certain contexts, it might be necessary to create women-only spaces or sessions, so women feel safe and are more likely to speak out and participate.
  - Identify and work with implementation team to address barriers that prevent women from participating; these might include cultural norms, lack of child care, or timing of meetings.
- Ensure that the project includes **a gender-sensitive inquiry and complaint mechanism** to be convenient and appropriate for both women and men, reflecting differences in communications channels and literacy levels.



Gender-based violence

Gender-based violence (GBV) can be physical, sexual, emotional, psychological, economic, female genital mutilation/cutting, forced or early marriage, human trafficking, sorcery-related violence, dowry-related violence, non-partner sexual violence, infanticide and sex-selective abortions, among others.

To address and mitigate GBV in a project:

- **Conduct a GBV risk assessment to identify potential GBV threats and vulnerabilities within the community**. This can help tailor the project's strategies to the specific challenges of the community.
- **Organize workshops, seminars, and awareness campaigns on GBV.** Educating community members about GBV, its consequences, and ways to prevent it can change perceptions and reduce its occurrence.
- **Involve men and boys in GBV prevention strategies.** By educating them on the importance of gender equality and the negative impacts of GBV, a project can foster male champions who can influence their peers.
- **Create safe spaces** where women can meet, discuss their issues, access services, and participate in project activities without fear of violence or harassment.
- **Partner with local organizations and services that offer support for GBV survivors,** such as counseling, legal aid, and medical services. Ensure that community members are aware of these services.
- **Advocate for stronger legal measures against perpetrators of GBV.** This might include raising awareness about existing laws, partnering with law enforcement agencies for better implementation, or partnering with local organizations that lobby for better/stronger laws.
- **Train community leaders, local institutions, and project staff** on GBV identification, prevention, and response. Equip them with the necessary skills and knowledge to address GBV effectively; this includes equipping them with information on how to refer survivals to necessary services.
- **Empower women** to take on leadership roles within the project and the broader community. This can shift community dynamics and challenge traditional gender norms that often underlie GBV.
- **Provide women with economic opportunities, skills training, and financial literacy** to reduce their vulnerability to GBV. Economic independence can shift power dynamics and reduce women's dependence on potentially abusive partners.
- **Ensure that all project stakeholders, including staff, community members, and partners, adhere to a code of conduct** that prohibits any form of GBV.
- **Establish a system where women can report GBV incidents confidentially.** This can be a hotline, a trusted community leader, and/or a designated safe space.
- **Include, if relevant, M&E tools and indicators to assess the project's impact on reducing GBV and increasing the safe participation of women.** Use this data to refine project strategies over time. Make necessary adjustments based on feedback from the community and observed changes.

5. Including Gender-Transformative Approaches into Humana People to People's key areas of work



5.1. Climate Change & Agriculture

In most cases, women and girls experience the greatest impacts of climate change. This, in turn, amplifies existing gender inequalities and poses threats to their livelihoods, health, and safety.

The roles of women and girls in many societies tie them closely to resource gathering, making them vulnerable to resource scarcities like water shortages. They also bear the brunt of unpredictable agricultural outcomes, health risks such as heightened disease vulnerability, and threats during displacement or migration events. Often, they have fewer economic resources, limited representation in decision-making, and face increased gender-based violence during climate crises. Compounding these challenges, they might also experience barriers due to cultural norms and education disparities. Addressing these issues necessitates gender-inclusive actions, fostering women's leadership, and ensuring they have resources to bolster resilience.



A. Sample Actions & Interventions

Participation & Decision-Making

- Address discriminatory gender norms to promote more equitable decision-making over household and community resources, allocation of household financial resources, and roles in caregiving and workloads.
- Promote women's engaged leadership in decision-making and in managing and governing natural resources.
- Promote women's participation in the design of community adaptation plans, disaster risk response plans, designing concrete adaptation interventions, and in similar planning exercises.
- Ensure equitable representation of women and men on project committees and management, including multi-stakeholder coordination committees, and in planning and conducting project activities and meetings.
- Ensure women and men are reached by early warnings and are engaged in last-mile dissemination of early warnings.

Capacity Development & Economic Empowerment

- Address women's vulnerability and promote/raise awareness about their important role as leaders of climate change mitigation and adaptation solutions.
- Provide basic literacy and numeracy training.
- Ensure that women and men are trained in the interpretation of climate information.
- Ensure that women and men receive training including in business management skills.
- Make sure that workloads are not unduly increased, and that women's and girls' disproportionate share of unpaid care and domestic work is not further increased.
- Promote women as local producers and distributors of climate-resilient and shorter-cycle seeds.
- Include targeted trainings for women or men who need to develop skills to access new technologies involved in the project.
- Promote women's collective action, i.e. women in Farmers' Clubs, which enables them to attain greater access to financial resources, increased income earning opportunities and social benefits, and greater confidence and self-esteem.

Access to Finance & Inputs

- Promote women producers' improved access to extension services, finance and financial services, seeds, fertilizers and irrigation, and markets.
- Promote women's secure access to, use, and ownership of land and property.
- Expand women's access to finance, financial services, training, and innovative technologies.
- Consider social or legal restrictions that may prohibit women or men from accessing resources, such as access to productive resources and assets, finance and credit.

Gender-based violence

(see also text box above)

- Address and mitigate existing GBV to ensure greater and safe participation of women.
- Also address the risks of GBV that arise from women's increased access to land rights, participation in the workforce, management of natural resources, and leadership in environmental protection efforts.

Awareness-raising

- Confront stereotypical perceptions of "women's work" and "men's work."
- Raise awareness on/promote the acknowledgement that what is traditionally considered "women's work" has a high value.

B. Sample Indicators

Economic Empowerment

- Number of female entrepreneurs with adequate access to financing for low-carbon and climate-resilient investment.
- Number and percentage of women and men with increased employment and/or income due to climate change adaptation or mitigation activities (e.g., improved energy facilities and services, improved farm productivity, etc.).
- Increased market opportunities for women-headed small and medium enterprises.

Participation & Decision-Making

- Level of women's and men's awareness on women's rights and rules for access to financial, natural and energy resources (based on interviews or quizzes).
- Percentage of project-created committees that are led by a woman.
- Percentage of women and men that participated in the design of local adaptation and disaster risk management plans.
- Participation of women throughout implementation (baseline, project planning, activities, M&E) based on interviews.

Capacity Development

- Number and percentage of women and men trained in: energy-saving and sustainable agricultural technologies; climate-resilient agriculture techniques; ecosystem-based adaptation techniques; nature-based solutions; adaptation to land management practices in marginal and fragile lands; adaptation to changing rainfall patterns; interpretation of climate information and early warnings; and/or other relevant practices and techniques.

Business Model & Technology Solutions

- Number and percentage of women adopting low-carbon and climate-resilient solutions.
- Number and percentage of women with new/improved income-generating opportunities due to access to low-carbon and climate-resilient solutions.
- Number and percentage of women involved in the design, distribution, management and utilization of low-carbon and climate-resilient solutions.
- Proportion of women-led businesses/small and medium enterprises engaged in design/manufacturing/maintaining/distribution of low-carbon and climate-resilient solutions.

Access to Finance

- Number/proportion of women with improved access to financial mechanisms (investment, insurance, affordable loans, etc.) for low-carbon/climate-resilient products and services.

Confidence

- Confidence of targeted community members (M/F) to address climate change (as measured by interviews).

Food Security

- Percentage of individuals living in households that are moderately or severely food-insecure.

For further reference:

https://www.careemergencytoolkit.org/wp-content/uploads/2022/08/CARE-2030-Global-Indicators-for-measuring-change.pdf

https://www.adaptation-fund.org/wp-content/uploads/2017/03/AF_GenderGuidanceDocument_Final_15Aug-2022_clean_16Aug-clean-3.pdf

https://www.greenclimate.fund/sites/default/files/document/guidelines-gcf-toolkit-mainstreaming-gender_0.pdf

https://wedo.org/wp-content/uploads/2021/11/Guide-to-strengthening-gender-integration-into-climate-finance-projects_WEDO_CDKN_11.21.pdf

https://climatepromise.undp.org/sites/default/files/research_report_document/undp-ndcsp-gender-indicators-2020.pdf

Renewable energy
https://www.greengrowthknowledge.org/sites/default/files/downloads/resource/gender_and_re_digital%20%284%29_0.pdf

5.2. Education

While much progress has been made, large gender gaps exist in education in many settings, most often at the expense of girls. Women still account for almost two-thirds of all adults unable to read.

Women and girls frequently face educational disparities due to: sociocultural norms that favor male education and that see females as caretakers; economic pressures that prioritize boys as future earners; and early marriages and pregnancies that curtail girls' studies. Women and girls also grapple with safety concerns at school, inadequate sanitation, overwhelming household duties, scarcity of female teachers, gender-biased curricula, and (at times) discriminatory laws. Some are forced early into the labor market, while others face a lack of societal awareness about the benefits of female education. Addressing these disparities demands a comprehensive strategy focused on societal change, supportive environments, awareness-raising, and suitable infrastructure.



A. Sample Actions & Interventions

General

- Provide scholarships.
- Provide food in school or as take-home rations.
- Promote diverse women's leadership in education.
- Promote an educator workforce that reflects the diversity of the population.
- Support educators to deliver pedagogy that seeks to transform inequitable gender norms.
- Supply gender-equitable educational materials that are accessible to all, including children with disabilities, children who are illiterate etc.
- Work across sectors to ensure holistic support for adolescent girls, including efforts to counter child, early, and forced marriage and unions and provide comprehensive sexuality education for all.
- Recruit more female teachers and promote more women as principals and into school management.
- Increase participation by girls, their mothers and other women in school governance.
- Support married girls, pregnant girls and young mothers in school using flexible schedules, study and assessment models and through awareness campaigns to promote their right to an education.
- Promote or provide childcare to girls and young women with small children who wish to take courses/ receive an education.
- Encourage communities to support girls' education by: curbing child marriage; reducing pregnancy rates; reducing girls' household duties; monitoring girls' attendance, teachers' behavior, and social norms; providing childcare.
- Develop innovative approaches, including mobile teams and IT, when formal education is not feasible and/or safe.
- Provide safe transport to schools.
- Promote safe and resilient school infrastructure, including water, sanitation and menstrual hygiene management facilities.
- Educate about sexual and reproductive health as a cross-cutting issue.
- Reduce and eliminate violence in schools through school policies, training, codes of conduct, and by promoting changes in behavior and social norms.
- Address the root causes of early marriage through social norm change and girls' empowerment at the individual and community level (awareness campaigns, trainings.)
- Enroll girls in traditionally-considered male TVET courses and vice versa.

Pedagogy

- Train teachers to actively promote gender equality in their teaching practices.
- Reform curricula, including gender transformative modules and teaching and learning materials.
- Hold teacher-to-teacher peer learning and exchange mechanisms through which teachers can learn from each other, share experiences and support each other in their efforts to deepen transformative classroom practices.
- Promote teaching practices and curricula that strive to transform social norms and practices to reduce child early and forced marriage, and prevent discrimination against married girls.
- Mainstream gender issues in teacher training and ongoing support.
- Revise curricula and materials to remove gender bias or stereotypes.

School Environment

- Ensure that school is a safe space for all students, whatever their sex, race, disability status, gender identity, sexual orientation, etc.
- Ensure that there are school regulations and teachers' professional codes of conduct in place to prevent school-related gender-based violence.
- Train teachers and school management to identify unsafe, risky, and/or illegal behavior and to report them as appropriate.
- Create school committees to safely and (if desired) anonymously receive complaints/comments about school safety and refer/report appropriately.
- Link education with gender-responsive health and protection services, including water, sanitation and hygiene, child and social protection, gender-based violence, comprehensive sexuality education, and sexual and reproductive health and rights.
- Expose children and young people to a broad representation of teachers, including teachers from minority groups, women, Persons with a Disability, minority groups, and others – as educators and role models.

Transform Stakeholder Engagement

- Use mentor and role modelling programs for children and young people to help the transition from school to the workplace and to expose children and young people to job choices that are not constrained by gender stereotypes.
- Work with leaders within education systems to understand and reduce gender inequality in the education system.

Change Social Norms, Attitudes & Behaviors

- Engage with families, communities, leaders, school teams, children and young people to identify gender norms – including (for example) disability, early pregnancy, and menstruation – that impede education, and help to construct alternative, positive ones.
- Identify and support positive "norm trendsetters" or "champions", i.e. individuals who are prepared to adopt, or have already adopted, new practices and behaviors that favor inclusive quality education, even when these are not aligned with the expectations of societ.

Transform Participation of Children & Young People

- Include children and young people in decision-making. This can be done via (for example):
  - Educating them about their rights, especially their right to participate in matters that affect them.
  - Creating spaces where children and young people can express their opinions without fear, such as youth councils, student unions, or focus groups.
  - Organizing interactive sessions where children and adults come together to discuss and co-create solutions.
- Ensure opportunities for particularly vulnerable children and young people.
- Work with communities to create positive shifts in attitudes and norms.

Transform Community Leadership

- Empower communities to challenge and transform harmful and discriminatory gender norms and stereotypes.
- Use social and behavioral change communication tools and resources to engage parents and community-based structures, including traditional and religious leaders, committees for school management and parent-teacher committees.

Strengthen Social & Economic Resources & Safety Nets

- Provide alternative/informal education opportunities for out-of-school children, including adolescent mothers, to enter or re-enter education.
- Advocate/lobby to improve the quality of curricula, teacher training programs, textbooks, policies and plans and integrate gender equality, human rights, mother-tongue education, conflict sensitivity, comprehensive sexual education, and resilience/climate change.

B. Sample Indicators

- Proportion of the targeted affected population who think that girls should attend school just like boys.
- School attendance rates for girls and boys.
- Targeted school has a gender-responsive code of conduct.
- Parents (M/F), teachers and support staff (M/F), and students (M/F) are aware of the targeted school's gender-responsive code of conduct (as per interviews or surveys).
- % of targeted education personnel (M/F) who know about gender-based violence (GBV), how to respond to incidents of GBV in a gender-responsive manner, and clearly understand their roles and responsibilities in reporting procedures.
- Percentage and number of education institutions with sex-segregated WASH facilities established for males and females.
- Number of community leaders (M/F), education personnel (M/F), students (M/F), and parents/caregivers (M/F) reached/capacitated through gender-responsive community-based outreach and dialogue session(s) (e.g. session topics: GBV, gender-based attacks on education, the rights of girls and boys of all ages to access educational opportunities, gender equality, etc.).
- Number of peer-support groups established that target improved understanding of gender-based discrimination on students (M/F).
- Number of teaching and learning materials revised in which issues of gender-based discrimination, gender biases, and gender norms are addressed.
- Number and percentage of women and men completing a technical, vocational, or other tertiary qualification, by subject area.
- Number of graduated students (M/F) who are employed and self-employed.
- Number of out-of-school children and adolescents who accessed education.

For further reference:

https://www.careemergencytoolkit.org/wp-content/uploads/2022/08/CARE-2030-Global-Indicators-for-measuring-change.pdf

https://www.unicef.org/media/113166/file/Gender%20Transformative%20Education.pdf

https://www.globalpartnership.org/blog/making-gender-equality-reality-education-what-will-it-take

https://plan-international.org/uploads/sites/28/2022/03/GLO-AOGD-IQE_Gender-Transformative-Education-and-Programming_ENG_2020-08.pdf

Indicators:
https://www.ungei.org/sites/default/files/2021-05/6.3_Gender-responsive_EiE_indicators.pdf

5.3. Health

Gender can influence a person's exposure to diseases, their access to healthcare, water, hygiene and sanitation, and their experiences of crises and emergency situations.

Women and girls frequently face health disparities due to sociocultural biases favoring males, economic constraints, and limited decision-making autonomy. Cultural taboos can hinder their access to vital health information, and their limited financial independence can restrict access to healthcare. Gender-based violence, lack of educational opportunities, and inadequate health infrastructure tailored for female needs further compound these challenges. The repercussions of early marriage, restricted reproductive rights, societal stigma, and historically male-centric medical research highlight the complexity of the issue. Conversely, men may not seek healthcare when they need it due to societal pressure to not appear weak. Addressing these challenges necessitates a comprehensive approach blending community engagement, reforms of policy and practices, and gender-focused education to promote equitable healthcare for all.



A. Sample Actions & Interventions

Infrastructure & Transport

- Design the examination room, patients' room, toilets, and surrounding lightings in such a way that they ensure privacy and safety and are separated by sex whenever possible.
- Establish health facilities to provide services near the community.
- Provide outreach medical examination and check-up services (mobile, house-to-house).
- Provide transportation to health facilities.
- Develop a strategy to provide integrated services (e.g., child vaccination and family planning, prenatal and postnatal health checkup services) in one place to improve convenience.

Build Capacity

- Strengthen the capacity for health workers for outreach with a gender focus, for ex. (to be confirmed with project team and gender specialist): train to visit homes and provide health information and services; distribute contraceptives while educating women on sexual and reproductive health and how to use contraceptives.
- Strengthen the capacity of community members to identify and report (anonymously or otherwise) unacceptable behavior on the part of service providers.
- Strengthen health services to provide integrated, client-centered, respectful, gender-affirming, and high-quality care.

Awareness-raising

- Hold awareness raising sessions on health and medical information for women.
- Conduct social mobilization activities to provide health information to women and raise their health awareness through available media and methods appropriate for women.
- Conduct social mobilization activities involving local leaders to change biased gender norms about receiving health services.
- Conduct social mobilization activities in the community to reach a consensus on the importance for women to receive health services and (if relevant) pay for such services at their own discretion.
- Conduct social mobilization activities on maternal and child health for the entire family.
- Raise awareness about the importance of mental health and include activities that support improved mental health and wellbeing.

Material Development

- Develop teaching materials and social mobilization methods tailored to the target audience, such as using visual teaching materials.

Male Engagement

- Conduct training for men to raise their awareness and promote their understanding of the importance of women's health services.
- Conduct social mobilization activities for men on women's access to health information and knowledge.
- Lobby men to assist with children and family health (i.e. take children to the doctor).

Gender-based Violence

- Prevent and respond to GBV and violence against women and children.
- Expand the provision of high-quality, survivor-centered GBV response services addressing health, psychosocial, shelter, economic, and legal needs.
- Work with communities to reduce acceptance of GBV and promote more gender-equitable norms across individual, household, community, and institutional levels.
- Work with communities to understand the connection between GBV and sexual and reproductive health and menstrual health, and to reduce acceptance of GBV.

Policy & Advocacy

- Promote and support health-related laws, policies, and accountability mechanisms to advance gender equality and reduce violence within communities and institutions.
- Lobby for/raise community awareness of relevant laws and support communities to shift harmful gender norms and beliefs.

Health

B. Sample Indicators

- Percentage of pregnant women receiving at least four antenatal visits.
- Percentage of pregnant adolescent girls receiving at least four antenatal visits.
- Maternal mortality.
- Estimated rate of new HIV infections (M/F).
- Prevalence of HIV (% ages 15-24) (M/F).
- Self-perceived health and wellbeing status.
- Percentage of women and men who reported difficulty in accessing health services.
- Percentage of women who report they are able to make their own decisions regarding their own health.
- Percentage of men who report that women should be able to make their own decisions regarding their own health.
- Percentage of targeted families (disaggregated by sex of household head) with access to improved drinking water and sanitation.

For further reference:

https://www.careemergencytoolkit.org/wp-content/uploads/2022/08/CARE-2030-Global-Indicators-for-measuring-change.pdf

https://iris.paho.org/bitstream/handle/10665.2/51786/9789275121597_eng.pdf?sequence=5&isAllowed=y

Sample logframe/more information for health & livelihoods projects:
https://www.unodc.org/documents/Gender/20-05715_Gender_Brief_Health_ebook.pdf

https://www.jica.go.jp/Resource/english/our_work/thematic_issues/gender/c8h0vm0000f3jmj6-att/gender_mainstreaming_02.pdf

5.4. Holistic Community Development

Holistic community development incorporates all people and promotes equal participation and growth.

Women and girls often face barriers in community development stemming from cultural, economic, political, and social dynamics. Some traditional structures sideline them from decision-making, while limited education access hinders their participation and leadership in development initiatives. They grapple with economic constraints, lack of property rights, safety issues, and healthcare disparities, especially in reproductive health. Societal norms may confine them to domestic roles, and they are frequently underrepresented in leadership positions. The weight of unpaid labor, limited networking opportunities, and restricted access to vital information further constrain their active involvement. To create truly effective and inclusive community development, it is crucial to address these challenges and harness the immense potential of women and girls.



A. Sample Actions & Interventions

- Through community awareness campaigns: support women's leadership; promote women's health; address discriminatory social norms; promote women's equal access to and control over assets.
- Promote women's access to skills and training.
- Support community members to establish locally-run child and/or elder care.
- Run campaigns to prevent, mitigate, and reduce GBV and sexual harassment.
- Strengthen water and sanitation access.
- Engage women alongside men in planning and managing new community infrastructures.
- Promote women and other underrepresented groups in local leadership.
- Provide puberty, menstruation, reproductive health, and menopause education and training.
- Support women to access credit and banking services needed to start their own enterprises.
- Support women to earn more income.
- Support inclusive and accessible social and behavior change messaging on water, sanitation, and hygiene, and on confronting menstruation stigma and cultures of silence on menstruation.
- Raise awareness of GBV and work with men and women to tackle harmful social norms and practices (awareness campaigns, focus groups, local "champions" of both sexes).
- Conduct participatory workshops on gender division of roles to encourage women and men to modify their understanding on gender division of roles.
- Conduct social mobilization activities to promote men's participation in housework and childcare with the cooperation of influential people such as community leaders and religious leaders.

B. Sample Indicators

- Number of people (M/F) reached with nutrition specific interventions.
- Proportion of women aged 15 to 19 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care.
- Number of adolescents and young people (M/F) who participate in or lead civic engagement initiatives.
- Number of mothers, fathers and caregivers reached through parenting programs.
- Number of people engaged through community platforms in reflective dialogue towards eliminating discriminatory social and gender norms and harmful practices that affect girls and women.
- Percentage of girls and boys aged 15 to 19 years who consider a husband to be justified in hitting or beating his wife for any reason.
- Literacy rate (M/F).
- Percentage of people (M/F) who believe that a woman should be able to open a bank account in the same way as a man.

For further reference:

https://www.undp.org/timor-leste/publications/gender-equality-strategy-report-2022-2025

https://www.unicef.org/executiveboard/media/6711/file/2021-EB11-GAP_2022-2025-Indicator_matrix-EN-2021.08.04.pdf

https://www.careemergencytoolkit.org/wp-content/uploads/2022/08/CARE-2030-Global-Indicators-for-measuring-change.pdf

https://www.unwomen.org/sites/default/files/2022-05/UN%20Women%20SP%20IRRF%202022-2025.pdf

5.5. Emergencies

The integration of gender and age into humanitarian programming ensures better adaptation to the specific needs of diverse groups, ensuring equitable access to services and targeted assistance for the most vulnerable. It also facilitates active involvement in the design and implementation of interventions, promoting better adaptation and protection from negative effects during crises.

In the context of humanitarian crises, women and girls face various challenges that are deeply entrenched in gender inequalities. From limited access to education due to school withdrawals to constrained mobility and reduced healthcare access, women and girls face exacerbated vulnerabilities. Moreover, post-crisis disparities, such as inequitable distribution of nutrition resources and increased risks of gender-based violence, intensify their inequalities. Addressing these systemic issues is paramount to fostering resilience and equity in communities affected by humanitarian crises.



A. Sample Actions & Interventions



Initial Assessments

- Conduct a gender analysis.
- Collect and analyze sex-, age- and disability-disaggregated data.
- Consult with women, girls, men and boys from diverse groups to ensure that their particular circumstances, needs, priorities and capabilities are fully understood.
- Engage local women's organizations and women's leaders, LGBTIQ[1] networks and youth organizations as sources of more accurate information on diverse women, girls, men and boys.



Implementation & Monitoring

- Develop and maintain feedback and complaint mechanisms that include ways to safely hear and respond to feedback and complaints.
- Engage affected women and men as decision makers and implementers, as well as recipients of aid.
- Inform women, girls, men and boys about the available resources and services, and how they can provide feedback.



Mobilization

- Increase the number of women involved in governance and decision-making structures through recruiting, training and awareness-raising activities.
- Mobilize groups of women as resources for the implementation of education initiatives and as sources for consultation and needs assessment.



Infrastructure

- Design public spaces equitably taking into consideration the needs of women, men, boys and girls, and ensure that they are safe for all.
- Conduct spot checks to ensure equitable and safe access to services.
- Ensure that elderly and female/child headed households have the needed support to build their shelters and receive relief items.



Gender-based Violence Prevention & Response

- Ensure child and women friendly spaces are safe and gender-responsive.
- Raise awareness to end the broad spectrum of GBV including child marriage, dowry practices, trafficking and existing harmful practices in the community.
- Raise awareness among community members about the increased risk of GBV during a crisis.
- Identify and register unaccompanied and separated children and adolescent girls into safe shelters.
- Establish and define safe mechanisms to allow people to report GBV or risky situations.
- Build capacity and confidence of staff and partners to detect and respond to GBV in emergency settings.
- Ensure that community members receive proper referrals for GBV services and support.

[1] An acronym for persons who identify as lesbian, gay, bisexual, trans, intersex or queer.

B. Sample Indicators

Awareness

- Percentage of population (disaggregated by sex) with improved knowledge of gender equality and women's rights.

Leadership

- Increase the number of women involved in governance and decision-making structures through recruiting, training and awareness-raising activities.
- Mobilize groups of women as resources for the implementation of education initiatives and as sources for consultation and needs assessment.

Participation

- Percentage of beneficiaries of relief activities who are females.
- Percentage of women consulted who report that their participation in program activities has improved at least two aspects of their lives meaningfully (e.g., actively take part in decision-making, feel free to speak up, income-generating roles, etc.).
- Percentage of recipients of aid resources (food, cash, vouchers, etc.) who are women/girls.
- Percentage of women, girls, men and boys consulted who report they feel equal and safe while accessing program information, services and facilities (e.g., latrines, wash points, information center, etc.).

Well-being

- Percentage of women and men reporting that they are worrying less about providing the basic necessities to their households due to cash grants, food parcels, etc.
- Percentage of women and men reporting a decrease in tensions in the household as a result of provision of basic necessities by the project.

Income Generation

- Number and percentage of women and men who successfully completed and passed a training course necessary for income-generating activities.
- Percentage of women actively engaged in income-generating activities.

For further reference:

DG ECHO Gender & Age Marker Toolkit:
https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

IASC Gender Handbook for Humanitarian Action:
https://interagencystandingcommittee.org/sites/default/files/migrated/2020-09/The%20Gender%20Handbook%20for%20Humanitarian%20Action.pdf

https://www.gihahandbook.org/#en/Section-Introduction

https://www.unicef.org/rosa/media/2481/file/Enhancing%20Gender%20in%20Humanitarian%20Response.pdf

https://www.unwomen.org/sites/default/files/2023-08/un-women-humanitarian-strategy-2022-2025-in-brief-en.pdf

https://cdn.sida.se/publications/files/sida61850-gender-equality-in-humanitarian-assistance.pdf

6. Sample experiences from HPP members: good practices, lessons learned, challenges

HPP Belize

Shared some barriers to men and boys' promotion of gender equality, which included women being prioritized for empowerment as well as cultural norms (i.e. men not reporting cases of rape, traditional roles of men and women etc.) HPPBZ also continues to experience behavioral resentment especially among older men who still do not believe that women can be leaders. In some communities these trends have already been instilled that some women do not even take up the initiative to participate. This demonstrates the importance of working with men and boys to ensure their active role in understanding and promoting change.

DAPP Zambia

Farmers' Clubs have always been linked with gender. They work with women to get bank accounts, among other areas. It's important to integrate boys into the systems, and to also coach/support them.

Make concerted efforts to reach men where they are – at football games, markets, working as taxi drivers and other workplaces, and among sex workers and men who have sex with men.

FHPP Ecuador

It's possible that men will resent women's empowerment and training, and this can be taken out on the women and the project staff.

Work with men and boys in activities of interest to them (such as in technical workshops for mechanics, electronics, construction, cooking, sports, etc.) and incorporate dialogues within which these issues can be addressed.

HPP Botswana

The role of traditional chiefs, opinion and faith leaders is important in mobilizing communities to fight against GBV and promote gender balancing.

HPP Brazil

Provide extra activities, such as yoga and psychological support, to support and empower women.

Make certain training rooms more accommodating to children and/or include activities to entertain children.

ADPP Mozambique

Train girls to work as ambassadors to defend the rights of other girls.

Promote the creation of men's groups as focal points for disseminating messages against discrimination against girls and women.

HPP India

Women-focused projects are always organized in groups: 10-20 women and peer-to-peer support. The team helps them to build their skillset as they are also supported by their self-help group.

HPP Congo

It is not the number of women participating in the projects that reveals that the gender aspect is integrated; it is necessary to go beyond training. If you train a woman who is hit at home, what is the training for? We must deepen our training/work. It's essential to address structural changes for real change.

Contact us

International HQ
Murgwi Estate, Shamva
PO Box 6345, Harare
Zimbabwe
Tel.: +263 772 420 420
information@Humana.org

European Office
Rue Kitty-Ponse 4
Geneva (1205)
Switzerland
Tel.: +41 22 320 05 55

humana.org



HUMANA
PEOPLE TO PEOPLE