Guidance for Promoting Gender Equality and Women's Empowerment in Peace Corps Programming

Office of Overseas Programming and Training Support (OPATS)
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Acknowledgements

The following guidance builds on past Peace Corps gender integration efforts including programming manuals, training, and other materials, particularly the *Gender and Development Training and Girls' Education Manual* developed in 1997. It is also connected to the whole of U.S. government efforts to promote gender equality and women's empowerment led by the State Department and the United States Agency for International Development (USAID). This guidance is more comprehensive and is intended for staff, Volunteers, and community counterparts in their efforts to ensure that gender is integrated into projects for more effective development. Kathryn Goldman and Meghan Donahue are the primary authors for this publication. Other major contributors include Luis Estrada, Claudia Kuric, Elizabeth Neason, and Laura Pirocanac.

The document includes input and contributions from Peace Corps staff and Volunteers at the following posts: Albania, Armenia, China, the Gambia, Guatemala, Eastern Caribbean, Kyrgyz Republic, Moldova, Morocco, Panama, and Senegal. It also includes feedback from a number of PC/Washington offices, including the Offices of Overseas Programming and Training Support (OPATS), Global Health and HIV/AIDS (OGHH), Safety and Security, Congressional Relations, Strategic Partnerships, Global Operations, Third Goal and Returned Volunteer Services, the Africa Region, the Inter-America and Pacific Region, and the Europe, Middle East, and Asia Region.

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Abbreviations and Acronyms

CED	Community Economic Development
CSPP	Cross-Sector Programming Priority
EO	executive order
GAD	Gender and Development
GBV	gender-based violence
GenEq	Gender Equality and Women's Empowerment
GLOW	Girls Leading Our World (camp)
IST	in-service training
LGBT	lesbian, gay, bisexual, transgender
MDG	Millennium Development Goal
OPATS	Office of Overseas Programming and Training Support
PAC	Project Advisory Committee
PACA	Participatory Analysis for Community Action
PC	Peace Corps
PCV	Peace Corps Volunteer
PDI	Post-Developed Indicator
PST	pre-service training
PT&E	programming, training, and evaluation
SI	Standard Sector Indicator
TLO	terminal learning objective
TOBE	Teaching Our Boys Excellence (camp)
USAID	U.S. Agency for International Development
VRF	Volunteer Report Form
VRT	Volunteer Reporting Tool
WID	Women in Development

Key Terms and Definitions

A prerequisite for successfully integrating gender into development programming is understanding the various definitions, terms, and concepts that govern the conversation. Unless otherwise noted, definitions come from the Peace Corps' Gender and Development Training and Girls' Education Manual, 2007 (No. M0054).

Gender is a set of socially and culturally constructed roles, responsibilities, behaviors, and opportunities. Gender roles and expectations are learned, change over time, and vary within and among cultures.

Gender analysis is a systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender roles and power dynamics in a specific context. Such analysis typically involves examining the differential impact of development policies and programs on women and men, and may include the collection of sex-disaggregated or gender-sensitive data. Gender analysis examines the different roles, rights, and opportunities of men and women and relations between them. It also identifies disparities, examines why such disparities exist, determines whether they are a potential impediment to achieving results, and looks at how they can be addressed.[1]

Gender analysis tools consist of a number of different tools that are both quantitative and qualitative, such as analysis of sex-disaggregated data on national, regional, and local levels, and contextual analysis including policies/laws, cultural norms, and community and household distribution of tasks, allocation of resources, and means of decision making.

Gender assessment is a review of a current or recently completed project or activity. It assesses how a project addresses and responds to gender dynamics and inequalities in technical programming, policies, and practices. The assessment highlights successes and gaps in programming and identifies strategies to improve programming.[2]

Gender audits evaluate how gender considerations are being integrated into programs, projects, staff development, and policies in an agency, organization, or office. An audit identifies gaps and successes.

1 USAID EGAT/WID Office. 2011. "Tips for Conducting a Gender Analysis at the Activity or Project Level, Additional Help for ADS Chapter 201." Washington, D.C.: USAID. http://pdf.usaid.gov/pdf_docs/pdacx964.pdf.

2 USAID EGAT/WID Office. 2010. "Guide to Gender Integration and Analysis, Additional Help for ADS Chapters 201 and 203." Washington, D.C.: USAID. http://pdf.usaid.gov/pdf_docs/PDACP506.pdf.

Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering against someone (male or female) based on gender role expectations and stereotypes. It can be physical, sexual, psychological, or any combination of the three.

Gender and development is an approach to development that includes a deliberate focus on the unique gender considerations and cultural context related to men and women, and boys and girls, in an effort to address the far-reaching influence of gender roles, including access to resources, that affect economic growth, social stability, and well-being in a society.

Gender differences refers to considering males' and females' roles in society in the context of how these operate in association with other socioeconomic variables. Neither all men nor all women necessarily share the same interests, concerns, or status. These vary by race, ethnicity, income, occupation, age, level of education, etc. Additionally, concerns and status of men and women differ within groups, whether racial, ethnic, age, or class.

Gender equality is a broad concept and a development goal. It is achieved when men and women have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural, and political development. Equality means that women's and men's rights, responsibilities, and opportunities do not depend on whether they are born male or female, and that society values men and women equally for their similarities and differences and the diverse roles they play. Gender equality is not a "women's issue"; rather it should concern and fully engage men as well as women. It involves working with men and boys, and women and girls, to bring about changes in attitudes, behaviors, roles, and responsibilities—at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females. It is a fundamental part of human rights and social equity, and provides an essential building block to sustainable development.[3]

Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on an equitable basis, or a "level playing field." Gender equality is a development goal; gender equity interventions are the means to achieve that goal. In other words, equity leads to equality.[4]

Gender identity is an individual's internal, personal sense of being male or female. For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match.[5]

3 USAID EGAT/WID Office. 2010. "Guide to Gender Integration and Analysis, Additional Help for ADS Chapters 201 and 203." Washington, D.C.: USAID. http://pdf.usaid.gov/pdf_docs/PDACP506.pdf.

4 Ibid.

5 USAID. 2012. *Gender Equality and Female Empowerment Policy*. Washington, D.C.: USAID. http://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf.

Gender integration involves identifying and addressing gender inequalities during strategy and project design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis. Conducting a gender analysis and/or gender assessment is the first step for ensuring successful gender integration into programs and policies.[6]

Gender point of contact is often a programming and training staff member (though this is not always the case) at post assigned to serve as the liaison among gender coordinators in Peace Corps/Washington, post staff, and Volunteers on issues related to gender. The gender point of contact is usually a host country national and is the point person for communication, gender trainings, and the Volunteer gender group at post.

School-related gender-based violence (GBV) is any form of violence or abuse that is based on gender roles and relationships that takes place in the school, on the school grounds, going to and from school, or in school dormitories. This violence can be perpetuated by teachers, pupils, or community members. It can be physical, sexual, psychological, or any combination of the three. Both educational and reproductive health outcomes are negatively affected by school-related GBV.

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics. As an analytical category, sex distinguishes males and females exclusively by biological characteristics.

Sex-disaggregated data is information collected and reported by sex.

Women's empowerment is achieved when women and girls are able to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within and individuals do empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment. Empowerment is a process and an outcome; it is collective and individual.[7]

6 Ibid.
7 USAID. 2012. *Gender Equality and Female Empowerment Policy*. Washington, D.C.: USAID. http://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf.

Introduction

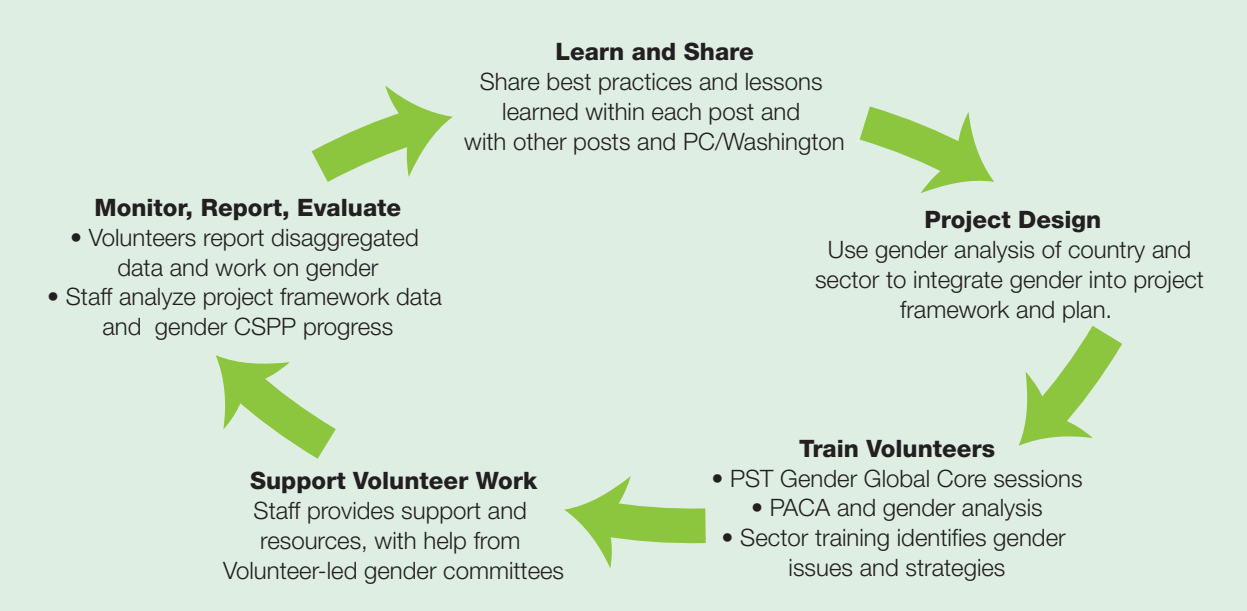
Peace Corps Volunteers working around the world have long found ways to engage with their communities to promote gender equality. Because of their understanding of their communities and their strong ties to local counterparts, they are able to promote positive gender norms, equality, and female empowerment in ways that are relevant and appropriate in their host countries. Because the integration of gender considerations leads to more effective and sustainable development, it has been mandated in the Peace Corps Act since 1974.

The goal of the Peace Corps' worldwide gender program is to support staff and Volunteers to promote gender equality and women's empowerment in close collaboration with host country counterparts, leading to more sustainable and effective development.

This guidance document was conceived to articulate the Peace Corps' approach to promoting gender, and to provide resources on how to integrate gender considerations at every step of the programming, training, and evaluation cycle. It builds on the ongoing work done by Volunteers on gender, and on their continuous efforts to find new and innovative ways to empower women, men, boys, and girls for positive and equal development.

Integrating Gender into Peace Corps Programming, Training, and Evaluation

There are opportunities at every step of the programming, training, and evaluation (PT&E) cycle to take gender into consideration and strengthen our development work. These are detailed in Section 3.



Implementation of the Gender Guidance

Gender integration and the promotion of gender equality and women's empowerment will be accomplished through post-level integration into programming, training, and evaluation, which will be supported by PC/Washington. Posts designate a gender point of contact, who ensures that gender is encouraged and promoted by post leadership, integrated into the post's programming, training, and evaluation work, and embraced by Volunteers and counterparts, as detailed in Section 5 of this document. While the *Gender Guidance* is designed primarily for use by Peace Corps staff in the field and in Washington, it can also be used by Volunteers to improve their work. Annex B and Annex D include resources Volunteers can use to conduct gender analysis and plan activities that fall within their sector.

Resources

"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development, and building good governance."
Kofi Annan

This document includes a number of resources designed to help post staff, PC/Washington staff, and Volunteers integrate gender and promote equality and empowerment. Many Peace Corps, U.S. government, and other partner resources are hyperlinked throughout the document. Section 3 and Section 4 provide resources and examples for each part of the PT&E cycle and each sector. The annexes include resources on gender analysis and integration in project design (Annexes A, B, and C), identifying gender analysis questions and strategies by sector (Annex B), and providing examples of analyzing and reporting on gender-based project data (Annex E). Annex D is designed as a tool for Volunteers to use to organize their community-level gender analysis at their sites. Annex F helps PC/Washington to track progress of posts in ensuring that gender is integrated into programming, training, and reporting. Annex G includes possible questions for staff to ask at close of service (COS). Annex H is a checklist to guide posts in choosing gender as a cross-sector programming priority (CSPP). Stories and examples are found throughout the document to provide some rich examples and context.

Ghana

1. Background and Guiding Concepts

1.1 Why Is Gender Important?

Gender is defined as a set of socially and culturally constructed roles, responsibilities, behaviors, and opportunities. Gender roles and expectations are learned, change over time, and vary within and among cultures.

Gender equality is an innate and basic human right. Throughout development literature, gender equality is proven to be connected with both the economic vitality and quality of life in a region.[8] Equitable treatment of men and women contributes to reduced poverty, improved indicators of health, and stimulated economic growth. As such, when gender considerations are integrated into program design, implementation, and evaluation, projects will show not just a reduction in gender disparities but also increased development impact.[9] Societies with greater gender equality "achieve higher levels of social and economic rights fulfillment for all members."[10] Further, *The Universal Declaration of Human Rights*, adopted by the United Nations General Assembly in 1948, proclaims basic rights for the dignity and development of all people, regardless of gender.[11]

With the adoption of the Millennium Development Goals (MDGs) in 2000, 189 nations committed to achieving gender equality worldwide.[12] The MDGs represent a comprehensive strategy for the improvement of social conditions, the modernization and stabilization of economic productivity, and the boosting of economic competitiveness.[13] Gender equality is the explicit intent of Goal 3, and all eight MDGs address critical aspects of gender equality and women's empowerment.[14] On July 25, 2013, the United Nations released a progress report on the MDGs, confirming that many targets have been met, such as near parity in primary education. However, challenges remain, particularly in discrimination faced by women in access to education, employment, and participation in government. Women's employment is less secure with fewer benefits; violence against women is a threat to their health and undermines other goals; and poverty keeps many girls from secondary school. Men and boys also face challenges in the form of harmful gender norms that affect their health and well-being.

8 Morrison, Andrew; Raju, Dhushyanth; and Sinha, Nistha. September 2007. "Gender Equality, Poverty and Economic Growth." Policy Research Working Paper 4349. The World Bank, Gender and Development Group, Poverty Reduction and Economic Management Network.
9 The International Bank for Reconstruction and Development/The World Bank. 2009. Gender in Agriculture Sourcebook. Washington, D.C.: The World Bank. http://www.ifad.org/gender/pub/sourcebook/gal.pdf.
10 Lawson-Remer, Terra. 2012. "Gender Equality Matters for Development Outcomes." Council on Foreign Relations, Development Channel blog post. http://blogs.cfr.org/development-channel/2012/08/21/gender-equality-matters-for-development-outcomes/
11 The United Nations. *Universal Declaration of Human Rights*. 1948. http://www.un.org/en/documents/udhr/.
12 The World Bank. n.d. "Millennium Development Goals." http://www.unmillenniumproject.org/goals/.
13 Messner, Dirk and Wolff, Peter. May 2005. The Millennium Development Goals: Thinking Beyond the Sachs Report. German Development Institute. Briefing Paper.
14 Millennium Development Goal 3: Promote Gender Equality and Empower Women. http://www.un.org/millenniumgoals/gender.shtml.

1.2 Gender and Current U.S. Government Initiatives

The Evidence for Gender Integration

Closing the gender gap in access to productive resources such as land, labor, and inputs would increase farm yields by 20–30 percent, reducing the number of hungry people in the world by 150 million people.[a]

Women's empowerment is linked to 50 percent of reductions in stunted growth in children from 1970 through 1995.[b]

When 10 percent more girls go to school, a country's GDP increases by 3 percent.[c]

If every child received a complete primary education, it is estimated that at least 7 million new cases of HIV could be prevented in a decade.[d]

Sources:
a. http://www.fao.org/docrep/013/i2050e/i2050e01.pdf;
b. http://www.ifpri.org/sites/default/files/publications/rr111.pdf, p.97;
c. https://www.usaid.gov/news-information/infographics/why-invest-in-women;
d. http://siteresources.worldbank.org/CSO/Resources/Learning_to_Survive_by_Oxfam.pdf.

In the last several years, the U.S. government has issued a number of policy directives and strategies aimed at promoting gender equality and female empowerment worldwide:

- 2009, Executive Order (EO) 13506, established the White House Council on Women and Girls to coordinate federal policies on issues that affect the lives of women and girls.
- 2009, President Barack Obama nominated an ambassador-at-large to head the Office of Global Women's Issues to be housed in the State Department.
- 2010, Presidential Policy Directive on Global Development elevates development as a strategic part of U.S. foreign policy.
- 2011, the White House releases the National Action Plan on Women, Peace, and Security.
- 2012, the State Department issues Policy Guidance on Promoting Gender Equality to Achieve our National Security and Foreign Policy Objectives.
- 2012, the U.S. Agency for International Development (USAID) releases the Gender Equality and Female Empowerment Policy.
- 2012, the State Department and USAID issue the Strategy to Prevent and Respond to Gender-Based Violence (GBV) Globally (pursuant EO 13623).
- 2013, a Presidential Memorandum outlines the coordination of policies and programs to promote gender equality and empower women and girls globally.

1.3 Gender and the Peace Corps

> "In recognition of the fact that women in developing countries play a significant role in the economic production, family support, and overall development process, the Peace Corps shall be administered so as to give particular attention to those programs, projects, and activities which tend to integrate women into the national economies of developing countries, thus improving their status and assisting in the overall development effort."
> *– Percy Amendment to the Peace Corps Act, 1978*

Peace Corps Volunteers' lives are transformed by working with host country women and men on the issues that matter most in their lives. Throughout the agency's history, Volunteers have been concerned about gender issues, particularly unequal access to resources, information, and decision making. They have developed relationships with women and men in their communities and have seen the effects of gender-based marginalization up close and first-hand. Long before Congress passed the Percy Amendment, (Peace Corps Act, section 2502 (d)) Volunteers were considering ways to empower women and address gender inequality as an active part of Peace Corps programming. Peace Corps Volunteers remain committed to gender equality and women's empowerment not because it is required, but because it makes sense.

As a U.S. government agency that provides development assistance, the Peace Corps is mandated to promote gender equality and female empowerment, as these efforts lead to stronger development outcomes and contribute to global development goals. The Peace Corps is represented on the White House Council of Women and Girls and serves on the Gender-Based Violence (GBV) and Women, Peace, and Security interagency working groups.

Historical Perspective on Gender Programming, Training, and Evaluation

In 1974, the Peace Corps Act was amended to include the Percy Amendment, formalizing the agency's intentional efforts to better serve women while carrying out development activities. The following year, the Peace Corps established the Women in Development (WID) office to ensure that the agency was implementing the elements of the Percy Amendment. In addition, the United Nations declared the period of 1975–1985 as the Decade of Women. Through these various developments, the Peace Corps adopted a WID approach to its programming and training in the mid-1970s.

History of Gender Programming in the Peace Corps

1970s — **Practitioners begin Women in Development (WID) approach, which emphasizes integrating women's needs in development work**

1978 — President Carter signs an amendment to the Peace Corps Act of 1961, highlighting the importance of women in development programming
Peace Corps Director Richard Celeste makes a formal commitment to integrate the WID mandate into PC programs in every country

1980s — **Practitioners begin Gender and Development (GAD) approach, which addresses the different roles and responsibilities of women and men, girls and boys in all development work**

1981 — "Third World Women: 'Understanding Their Role in Development', a training resource manual, is produced by the Peace Corps Office of Programming and Training Coordination for use in preservice trainings

1982 — WID office is established to ensure that the agency fulfills the mandate of the Percy Amendment

1990s — **Practitioners begin a holistic approach by incorporating WID/GAD into development work**

1991 — Peace Corps WID Council is established at headquarters to review agency WID activities and to make recommendations to the Director concerning WID policy matters

1994 — The Peace Corps and USAID sign a Women's Organization and Participation for Participating Agency Service Agreement (PASA) to institutionalize the consideration of gender issues in Peace Corps programming and training

1995 — Camp GLOW (Girls Leading Our World) is launched in Romania. Designed to address the challenges that girls and young women face in rural communities, it has been implemented by PCVs worldwide since 1995.

1995 — Participatory Analysis for Community Action (PACA), a gender-aware approach, is implemented. It is now a staple of all PCVs' training

1997 — Peace Corps publishes *GAD Training and Girls' Education Manual* which provided tools for staff, Volunteers and counterparts on how to consider gender, and how to raise awareness about issues surrounding girls' education

1997 — First Lady Hillary Rodham Clinton announces the creation of the Loret Miller Ruppe Fund for the Advancement of Women, named for the longest serving Peace Corps Director

1999 — Peace Corps WID Office formally changes to WID/GAD to reflect the inclusion of both approaches in Peace Corps' work

2000s — **PCV WID/GAD Working Groups continue to integrate gender-focused activities into community development work. Activities include girls and boys leadership and life skills camps, integrating gender into HIV/AIDS and reproductive health work, nutrition, workforce preparedness and small enterprise development, advocacy efforts regarding gender-based violence, gender equality, girl's education, and redefining gender roles**

2001 — Peace Corps WID/GAD regional and sub-regional workshops take place worldwide

1999-2003 — Regional GAD teams comprised of male and female host country national staff and PCVs are established to serve as mentors and trainers in the field

2002 — First TOBE (Teaching Our Boys Excellence) Camp is implemented in Romania. This would lead to a series of other boys and male engagement activities in PC posts worldwide

2008 — "Working with Men as Partners" Curriculum is introduced at posts

2011 — Eighty percent of posts have a WID/GAD committee

2012 — **Peace Corps WID/GAD formally changes its name to Gender Equality and Women's Empowerment to better reflect current programming and training**

2013 — Peace Corps implements student-friendly schools trainings to address Gender-Based Violence (GBV) in schools.

2015 — Peace Corps creates new gender guidance for staff, Volunteers and counterparts and hosts a Global Gender Conference

Volunteer Voice:

Girls Empowerment in Youth Clubs in Cameroon

By Kevin Letsinger, PCV Cameroon, 2012–2014

Banyo, Adamaoua is a very conservative and traditional Muslim region of Cameroon. Mostly consisting of Fulbe and Hausa ethnic populations, it is very difficult to work with women or girls on education empowerment. My counterpart, who comes from a traditional Muslim-Hausa background, was very invested in girls' education and empowerment in the hopes that it could improve the quality of life of individuals within her community. Therefore, she and I decided to work closely with organizations that support women in leadership positions, and we started on a personal level with Club Reglo.

Club Reglo is a collaborative effort among students from all three high schools in the area. There were only four female participants, and their participation was limited. I felt it came from the local culture of women taking a more passive role in any type of development/ leadership capacity. My counterpart, being the founder and active president of the organization, was in the best position to advocate for more female participation in the club, and she started by motivating the female members to take more of an active role in the decision making of what community service project to work on, what facets to emphasize, etc.

My counterpart and I decided to work internally in order to create a more equitable environment for all of its members. We did this by encouraging the female members in particular to apply and campaign for leadership roles within the organization, as well as encouraging and advocating for their personal input and opinions on project designs.

The results were very successful. Currently, all female members of Club Reglo in Banyo hold leadership positions, and they are very active in conversations regarding the various projects that Club Reglo is working on. The impact of this is not only felt within the club itself where there are now more female voices in decision making, but since the club is a formally registered organization in the Mayo Banyo district, these female members are listed officially as holding officer positions, which they take very seriously. The presence of female officers in a youth-initiated organization at the regional level is an extremely important signal that women are vital to the progression of the country and serve crucial positions in furthering the development of the country.

My counterpart and I are attending the National Girls' Forum, along with a female member of Club Reglo, both to motivate the continued involvement of females in the organization and also to increase the attitudes, skills, and knowledge of my counterpart and the club member on gender equality and the importance of keeping women in schools. We will continue to monitor success over the next 19 months of my Peace Corps service, and we believe there will be continued progress for hopefully many decades to come. I feel that it is important to continue to encourage female youth to hold leadership positions, not just based on gender-equality issues, but also based on psychological studies showing that women leaders tend to be more peaceful leaders, in the hope that the future of Cameroon will be more prosperous than it is currently.

The WID approach proposes that development is more sustainable if women and girls are included in the planning and implementation of development programs, and therefore these programs should include efforts to identify and meet their needs as a target group. However, WID programs' narrow focus on meeting women and girls' needs only did not analyze the difference between "sex" and "gender" or address broader cultural and gender norms and relations which influence development programs. In addition, the approach excluded men and boys from the discussion.

Over time, Peace Corps Volunteers shifted their approach to address socially defined gender norms, roles, and relations, and to include men and boys in their work with women and girls. Similarly, the Peace Corps shifted its programming and adopted a Gender and Development (GAD) approach, which emphasizes the importance of including all members of a community to achieve sustainable development. The GAD approach analyzes gender, sex, and gender roles, and recognizes that men and women have different life courses and roles.

In 1994, the Peace Corps received a Participating Agency Service Agreement from USAID that provided funds to create trainings and materials for Peace Corps staff, trainees, Volunteers, and their counterparts to further institutionalize the commitment to include all members of a community in the development process. The materials developed into the *Gender and Development Training and Girls' Education Manual*.

Because the Peace Corps is based on a participatory community development methodology and addressing gender norms and relations depends on community level gender analysis, the Participatory Analysis for Community Action (PACA) methodology was developed. The materials and tools are adaptations of gender-sensitive tools and other participatory rural appraisal tools, and include guidance on using the participatory methods to understand gender in the community.

Current Gender Programming, Training, and Evaluation

In 2012, WID/GAD program was renamed Gender Equality and Women's Empowerment (GenEq) to better reflect current trends in gender work and to demonstrate the Peace Corps' intent to not just integrate gender but to proactively promote empowerment and equality. Along with other U.S. government agencies, the Peace Corps is demonstrating its continued and strong commitment to integrating gender across all sectors, in programming, training, and evaluation, from the Washington office to posts. Also in 2012, in response to the findings of the Comprehensive Agency Assessment, the Peace Corps launched the Focus In/Train Up initiative[15] to help posts design strategically focused projects appropriate to the skills of Volunteers, and to improve the quality of training Volunteers receive so that they are better prepared for their service.

As a part of this initiative, gender was established as one of the six Cross-Sector Programming Priorities (CSPPs) within the Peace Corps.[16] CSPPSs are ongoing, cross-sector areas of development in which the Peace Corps seeks to maximize quality, quantity, and impact of Volunteer activities. Posts choose between

15 This initiative was created in response to the assessment's recommendation to "focus on a more limited number of highly effective technical interventions that will enable the Peace Corps to demonstrate impact and achieve global excellence."

16 The six CSPPs are: GenEq, HIV/AIDS, Technology for Development (T4D), Support of Host Country Volunteerism and Volunteer Programs (V2), Youth as Resources, and Support of People with Disabilities.

two and four CSPPs on which to focus their efforts, depending on their projects, priorities, and capacities. Regardless of whether or not posts choose gender as a CSPP, they are required to integrate gender considerations into their work. Posts that choose gender as a CSPP will put additional emphasis on gender in their project frameworks, provide additional training on gender, and complete a CSPP report for gender at the end of the year. See Annex H for the GenEq CSPP Checklist.

The Peace Corps Office of Overseas Programming and Training Support (OPATS) is mandated in the Peace Corps' Policy Guidance, Section MS-125, to lead gender integration with the following language:

> *OPATS ensures that gender is integrated in programming and training, and proactively promotes gender equality and women's empowerment throughout Peace Corps programs.*

OPATS carries out this work with the full engagement, participation, and input from staff from around the world.

Malawi

2. Overall Goal, Outcomes, and Key Principles for the Peace Corps' Gender Program

In consideration of the importance of gender equality and women's empowerment, the Peace Corps has identified the following goal, overarching outcomes, and key principles for the agency's gender program.

Goal

The goal of the Peace Corps' worldwide gender program is to support staff and Volunteers to promote gender equality and women's empowerment in close collaboration with host country counterparts, leading to more sustainable and effective development.

Outcomes

To achieve this goal, the Peace Corps will work with its host country counterparts and allies to:

- Improve gender equality by reducing gender disparities in access to or control over opportunities, benefits, and/or resources.
- Address rigid gender attitudes and promote positive healthy gender norms for women, men, girls, and boys.
- Increase capability and empowerment of women and girls to realize their rights, determine their life outcomes, and influence decision making in households, communities, and societies.

Guiding Principles: The Peace Corps Niche in Gender Programming

The Peace Corps' development model lends itself especially well to promoting positive gender norms, reducing gender-based constraints, and promoting gender equality and female empowerment. Peace Corps Volunteers live and work at the grassroots level and directly interact with and support the people in their communities—women, men, boys, and girls. They work closely with counterparts and local organizations that ensure their work is culturally appropriate and sustainable. By using community analysis tools such as PACA, Volunteers thoughtfully understand the local culture and facilitate a process by which the community members themselves identify their priority action steps. In this way, Peace Corps gender programming aligns with the seven guiding principles that all of the Peace Corps' work is based on.

Peace Corps Principles	Definition	Link to Gender
People to people	Focus on people, not things	Integrating gender will positively affect the lives of boys, girls, men, and women around the globe.
Process = product	HOW we get there is just as important as getting there	To reach "gender awareness," the process needs to be multidimensional: different approaches for different audiences and stakeholders (women, men, boys, and girls).
Bottom-up	People in host country communities defining their own development agenda	Volunteers work with partners, both women and men, in their communities to support, model, and/or promote positive gender norms working at the grassroots level.
Long-term vision	No quick fixes or temporary solutions	Promoting dialogue on gender norms and relations in a culturally appropriate way takes time, but will lead to long-term change.
Participatory and inclusive	Everyone has a voice and owns the process	Different perspectives of women, men, boys, and girls are included in defining development priorities, planning projects, and implementing them.
Capacity building	The greatest resource is the human one	Working with people—youth, mothers and fathers, teachers, and others—is the best way to carry forward positive gender norms and equality.
Sustainable development	Ensuring the continuity of our work	Partnering with community members, women and men, and institutions to implement gender activities will help them see the benefits, get involved, and take ownership to build capacity and create behavior change even after the Volunteer's project is finished.
Building Peace	Promoting world peace and friendship	Creating a safe space through nonviolent transformation, and providing equal opportunities to empower boys, girls, women and men to build peace.

Source: *Peace Corps Programming and Training Guidance*, 2011 (No. T0140).

2.1 The Gender Lens as a Widely Applicable Tool

Integrating gender considerations into project design, training, and evaluation requires staff and Volunteers to think about their work in a new way, and to ask questions about the ways their projects will affect different groups of people. This practice or "lens" on development is a process that can be used not only to understand gender considerations, but also to understand how project work may affect other marginalized or underserved populations. Most of the tools for gender analysis—and the questions about who does what with what resources, and who controls benefits and opportunities—can be applied to other marginalized populations such as:

- People with disabilities
- Ethnic minorities
- Lesbian, gay, bisexual, and transgender (LGBT) populations
- Migrant populations

Participatory community-based analysis of these trends using PACA can then lead to identifying strategies for inclusion, similar to the gender analysis process.

From the Field:

Guyana Boys Attend Camp STOMP

In 2013, Volunteers and counterparts in Guyana planned a boy's camp called STOMP (Supporting Teamwork Opening Minds Positively) with the goal of helping boys develop life and leadership skills that would support their healthy development and address some of the challenges they face. Some of the sessions included:

- HIV/AIDS prevention with hands-on activities to develop awareness materials.
- Physical fitness and the importance of maintaining healthy bodies.
- Healthy lifestyles and life skills such as self-esteem, gender roles, goal-setting, managing emotions, delaying sex, responding to peer pressure, positive behaviors, and resisting drugs and alcohol.
- Vocational skills such as construction, leather crafting, calabash painting, and tie-dying.
- Exposure to different career fields. Police officers taught them drills and doctors, biologists, and athletes shared the skills needed to succeed in those fields.
- Development of mentoring relationships between boys and role models.

HOST COUNTRY PARTNERS AS LEADERS

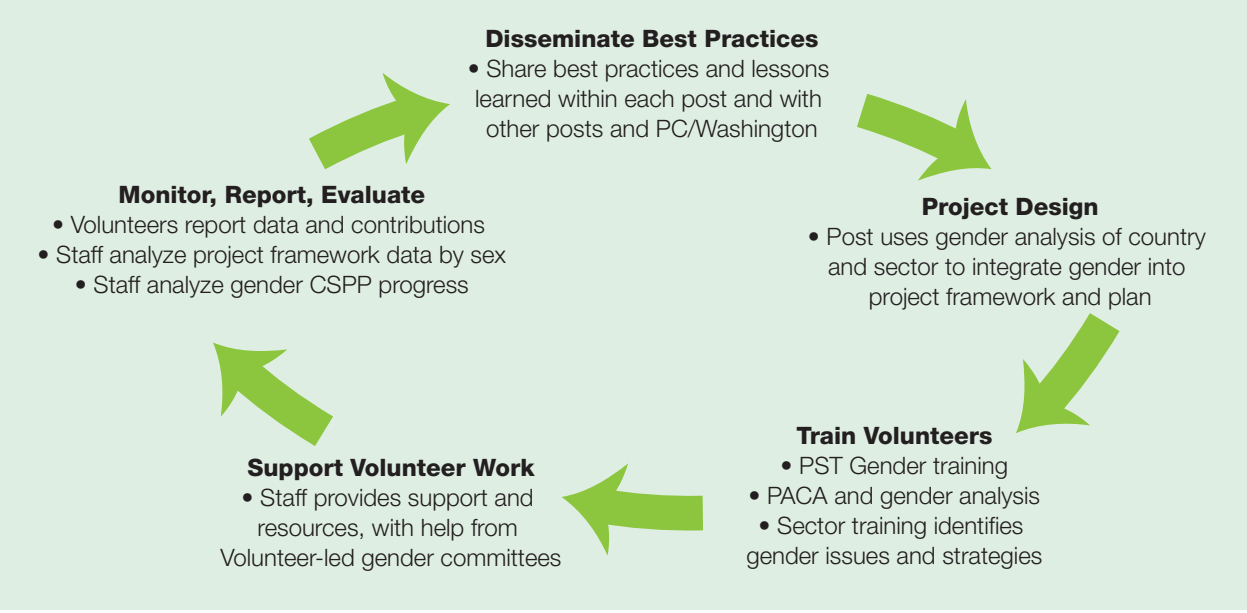
This camp built upon the Guyanese Child Care and Protection Agency (CPA) staff's existing capacity by providing a training of trainers in teaching life skills. The CPA staff facilitated workshops, provided new information to STOMP boys, engaged and disciplined the boys when necessary, and answered questions regarding the life skills content. These staff trainers were able to adapt the life skills materials to the Guyanese context, develop appropriate visual aids, adjust the content to specifically address the boys' needs, and make additional revisions that improved the boys' engagement in the sessions. They fostered a positive trainer and trainee dynamic, and most were able to develop relationships with the boys.

GAUGING OUTCOMES OF THE CAMP

Camp organizers measured progress formally through pre- and post-tests and informally throughout by asking questions to check for understanding during and following the sessions. The post-test results documented an improvement in overall understanding of the STOMP project goals and objectives and specific knowledge gains, such as better understanding of HIV/AIDS. Counselors also noticed some behavior changes among the boys, such as improved decision making, an increased level of teamwork and camaraderie, and better handling of peer pressure and emotions.

3. Integrating Gender into Peace Corps Programming, Training, and Evaluation

This section includes guidance and resources for how Peace Corps posts—and specifically programming, training, and evaluation staff—should integrate gender into their work throughout the programming, training, and evaluation (PT&E) cycle. Gender analysis and integration is an important element in the PT&E cycle and should be implemented at various points in different ways, as shown in the diagram below.



3.1 Project Design

Analyze the Situation

The first step a post takes in designing a new project or revising an existing one is to conduct an analysis of the situation in the country and sector in collaboration with host country partners such as the Project Advisory Committee (PAC). As part of the analysis, post staff should understand how gender norms and relations in-country will affect Volunteers' ability to work effectively in their sector, as well as the critical gender constraints that Volunteers can address in their work. Gender analysis at this point should, at a minimum, include thinking through the issues in the box directional that are further explained in Annex A.

Design and Develop Project Framework and Plan

Gender norms and relations in the host country should be a key consideration as post staff design project frameworks and develop project plans. The framework is the overarching blueprint that sets the direction and lays the foundation for what a project will achieve. Frameworks are developed by each sector represented at post for a five- to six-year period that will include three "generations"[17] of Volunteers. Following are examples of how gender can be integrated into the goals, objectives, and activities of project frameworks. Posts designing new frameworks or revising existing frameworks should include a gender lens in their design process. Posts are not expected to revise current frameworks with a gender lens unless they are making other revisions. Two sample project frameworks with strong gender integration are in Annex C.

Goals

Project goals define broad, long-term outcomes that reflect the priorities for the country or sector. Goals may include, for example, gender equality, more positive gender norms, or increased empowerment for girls or boys.

SAMPLE

PROJECT GOALS THAT INCORPORATE GENDER

Youth: Youth will lead a healthy lifestyle, embrace positive equitable gender norms, and be engaged as active citizens.

Community Economic Development: Individuals, particularly women, will participate actively in local civil society and become stronger leaders.

Education: Improve teachers' gender-aware instructional practice. Teachers will implement more gender-equitable English, math/science, or literacy instruction and be role models for gender equality in their schools and communities.

Health: Community members will adopt behaviors and practices to promote respect and communication between male and female youth and reduce risky sexual behaviors.

17 A generation is the 27 months of service of each group of Volunteers.

Project Objectives

At the project objective level, posts may include gender in several ways. First, they may target vulnerable or underserved groups, such as out-of-school boys or female farmers, by naming them in the objective as a target population. There is no mechanism in the current framework template to disaggregate targets, but posts can place an emphasis on women, men, boys, or girls, depending on their priorities. Second, framework objectives can also focus on promoting gender equality or empowering a certain group to embrace new positive and healthy gender norms. Some examples of both strategies are below.

SAMPLE

FRAMEWORK OBJECTIVES TARGETING CERTAIN POPULATIONS

Agriculture: By (date), (#) local smallholder farmers, especially women, will have incorporated one or more agroforestry practices.

Environment: By (date), (#) community solid waste management/recycling programs, with an emphasis on supporting women's groups, will be implemented with the help of Volunteers and their partners.

Health: By (date), (#) youth, especially young men, will adopt healthy, respectful sexual and reproductive behaviors.

SAMPLE

FRAMEWORK OBJECTIVES THAT PROMOTE GENDER EQUALITY OR POSITIVE GENDER NORMS

Youth: By (date), (#) of youth will report positive changes in perceptions of gender norms or gender equality.

Education: By (date), (#) teachers will use more gender-equitable practices inside and outside the classroom.

CED: By (date), (#) female-led associations or clubs will have improved their members' access to services and/or leadership and empowerment skills.

Activities

The activities listed in the project framework can include gender-related activities that support the objectives in one of several different ways: in *who* they target, in *what* they choose to do, and in *how* they do it. Some examples are below, and additional sector-specific examples are in Annex B.

SAMPLE

GENDER-RELATED ACTIVITIES

The Who: Volunteers can target specific populations who face gender-based constraints.

Examples:

- Recruit women to be trained as park rangers to serve in national parks.
- Target young men in outreach campaigns to promote HIV counseling and testing.
- Train marginalized populations such as low-income women in business skills.

The What: Volunteers can plan activities that promote positive gender norms, gender equality, or community dialogue on gender issues.

Examples:

- Organize girls and boys camps that promote empowerment, positive gender norms, and gender equality, such as **Camp GLOW** (Girls Leading Our World) and **TOBE** (Teaching Our Boys Excellence).
- Use HIV-prevention campaigns to reinforce positive, healthy behaviors such as respect and joint decision making in relationships, being careful not to reinforce negative stereotypes like male promiscuity.
- Engage men in addressing harmful gender norms by organizing trainings on men as partners in promoting healthy relationships.
- Facilitate discussion about household nutrition that includes fathers, grandmothers, and other key decision makers and caretakers, so that the entire family is committed to taking action to support healthy mothers and children.

The How: Volunteers can consider the gender constraints that they find in their analysis and take those into consideration as they plan. They can plan their activities so that they are more accessible to women or marginalized populations. They can also model gender-equitable behaviors that demonstrate the value of all children or community members and promote positive and respectful gender norms.

Examples:

- Schedule trainings at times that allow women with household responsibilities to attend.
- Foster an environment in youth clubs that is welcoming to LGBT populations.
- Request a male and female representative from each farmer cooperative when organizing a training.
- Facilitate classes and trainings using gender-equitable practices, like calling on females and males equally and sharing responsibilities and decisions.
- Provide training on confidence-building, such as how to voice an opinion.

Working with Men and Boys

Gender programming is concerned with the relations between women and men and how their context constructs masculinities and femininities. In many cases, this context reinforces gender power relations between women and men, which is why it is important to work with women and men, girls and boys to promote gender equality. However, most often, gender is understood to define the realities of women and girls only. While it may be important to create a training or intervention that focuses on women and girls, it is just as important to understand the social factors that shape the reality of everyone—women and men, girls and boys—on the ground and to promote programming that addresses harmful male norms as well.

AGRICULTURE

- Help men and women analyze their daily workload and contributions to the household so that they can work to improve the balance together.
- Engage men to support access to better inputs and services for their female family members.
- Encourage men to consider their farm as a family business where all family members, including women and youth, are partners mutually supporting each other.

EDUCATION

- Invite fathers to events and classroom visits and update them on their daughters' and sons' work.
- Work with male religious leaders to promote girls' education and boys' positive masculinities.
- Distribute leadership roles and chores among boys and girls.
- Encourage male students to be role models of respectful and positive behavior toward classmates and teachers.

HEALTH

- Work with men to promote positive behaviors such as partner reduction health-seeking behavior, non-violence, and condom use. Link these in a positive way with their masculinity, such as showing pride in being a man who protects his family or loved ones.
- Where men are a part of a particularly vulnerable population, like men who have sex with men (MSM), help them connect to appropriate health and social services. Work with service providers and community leaders to promote acceptance and support of these populations.
- Engage fathers in supporting ante-natal care, breastfeeding, and other child health practices.

COMMUNITY ECONOMIC DEVELOPMENT

- Engage male leaders to promote women's participation and leadership in civic issues.
- When working with women's groups on micro-finance, consider organizing dialogue with their male partners or community leaders so that they are included in the project and supportive of the participants.
- Work with men so that they accept and celebrate successful businesswomen and female leaders in their organizations.

ENVIRONMENT

- Use participatory assessment to help community members identify the needs of both men and women when planning natural resource management.
- In environmental education programs, encourage boys to branch beyond traditional gender roles to participate in household waste management and recycling.
- Engage boys and men in addressing issues around seeking and using water and other natural resources traditionally controlled by women so that they are involved in finding solutions.

YOUTH IN DEVELOPMENT

- Introduce young men and boys to the benefits of a more gender-equal society.
- Provide examples of positive masculinities and safe spaces to express emotions.
- Conduct camps and clubs for boys that promote positive masculinity

Indicators

Gender indicators are those that measure contributions toward changes in gender norms, gender equality, or empowerment. They can be *output* indicators, such as the number of people reached with a gender training, or *outcome* indicators, such as the number of women taking on a new leadership position. Some Peace Corps Standard Sector Indicators specifically address gender, and achievement of several others contributes to positive gender norms and equality.

Peace Corps Standard Sector Indicators That Directly Address Gender
Teachers. Promoting gender-equitable practices. Number of teachers (male and female), out of the total number of teachers the Volunteer worked with, who used improved gender-equitable classroom practices. (ED-027-A)
Emerging Female Leaders. Number of women, out of the total number of women that the Volunteer/partner worked with on savings-led microfinance, who took on one or more leadership roles (informal or formal) within the community as a result of their participation in a savings and loan association and/or club. (CED-047-F)
Gender and HIV. Number of people reached by an individual, small group, or community-level activity or service that addresses gender-related prevention (i.e., gender norms; gender-based violence; policy and laws that increase legal protections; and access to income and productive resources, including education) related to HIV and AIDS. (HE-183-PEPFAR)
Life Skills—Positive communication. Number of youth, out of the total number of youth the Volunteer/partner worked with, who exhibited new positive communication or relational skills in one or more of the following ways: active, reflective listening with empathy; summarizing or paraphrasing others' words; assertive negotiation skills; expressing needs and wants clearly; resisting opportunities or pressure to engage in risky behavior; resolving conflict appropriately without resorting to violence or combative behavior. (YD-002-A)
Life Skills—Positive identity & self-esteem. Number of youth, out of the total number of youth the Volunteer/partner worked with, who described or displayed three or more of their own personal strengths or assets as evidence of improved sense of self-esteem or self-worth. (YD-001-A)
Life Skills—Decision making & critical thinking. Number of youth, out of the total number of youth the Volunteer/partner worked with, who demonstrated improved decision-making, critical thinking, and problem-solving skills in one or more of the following ways: developing creative solutions; analyzing pros and cons; seeking counsel and additional information; making decisions based on personal values; articulating potential consequences of various choices. (YD-003-A)
Life Skills—Goal setting. Number of youth, out of the total number of youth the Volunteer/partner worked with, who identified three or more realistic steps toward achieving their long-term goals as evidence of positive goal-setting behavior. (YD-004-A)
Leadership. Number of youth, out of the total number of youth the Volunteer/partner worked with, who demonstrated new leadership behaviors including exhibiting two or more of the following traits: visionary, drive to see things through, effective communicator, motivator, planner, creative thinker, sets an example for others. (YD-005-B)
Emotional Health. Number of youth, out of the total number of youth the Volunteer/partner worked with, who described new positive coping strategies for dealing with stress and emotions such as articulating personal growth or lessons learned from difficulties they encountered; identifying positive peers or adults with whom to talk, identifying at least three self-care strategies. (YD-006-C)

Gender indicators may not appear in every framework. They are one tool that posts may use to measure the impact of their work on gender equality and women's empowerment.

There are a number of other indicators that, depending on the target population, may demonstrate a reduction in gender disparities or an increase in women's empowerment. These are not gender indicators per se, but when they are used to measure how much of a certain target population was reached (for example, number of women receiving leadership training or number of boys learning about reproductive health), they can show contributions toward improving gender norms and relations.

Posts that wish to add a more generic indicator on gender may consider adding or adapting one of the samples below to get a basic measure of how many people were reached with gender programming and how many were able to commit to taking some relevant action.

SAMPLE

POST-DEVELOPED GENDER INDICATORS

Output

Gender Equality and Women's Empowerment. Number of individuals reached with a message about positive gender norms, healthy relationships, gender equality, gender-based violence, or female empowerment.

Outcome

Gender Equality and Women's Empowerment. Number of individuals, out of the total number of individuals the Volunteer/partner worked with, who committed to specific actions aimed at improving gender norms, healthy relationships, gender equality, gender-based violence, or female empowerment following a Volunteer-organized activity or discussion.

From the Field:

Mentorship Improves Education in Georgia

Volunteers Jack Brands and Caitlin Lowery, in collaboration with the University of Georgia and funded by a Small Project Assistance grant from USAID, organized the Sisters Program, a semester-long mentoring program for 48 high school girls. The project seeks to promote leadership among Georgian girls in grades 9–11 from three regions of eastern Georgia (Kakheti, Shida Kartli, and Mtskheta-Mtianeti). The program consisted of five monthly trainings on topics including leadership, public speaking, gender roles, peer education, women's health, project design and management, and career development. Mentors were successful university students, and each mentor was responsible for advising two girls on both project-related activities and real-life issues. After each session, with the assistance of mentors, participants applied their knowledge by facilitating peer education, a one-day event, or a training presentation in their communities.

Reducing Gender-Based Violence and Addressing the Root Causes

Gender-based violence is a worldwide problem that raises public health and human rights concerns. Peace Corps addresses GBV in two ways. First, Peace Corps Volunteers work with their host communities to address the root causes of GBV by promoting positive gender norms and addressing the inequalities that contribute to violence. Secondly, in some projects, Volunteers work with counterparts to directly address GBV through training, community dialogue, or campaigns in diverse settings from rural villages to schools.

Following are some ways that Volunteers are currently working across sectors to address GBV:

- Work with teachers, students, and staff in schools to create student-friendly schools that address unequal power dynamics and gender norms, such as sexual assault, bullying, and caning, that could prevent girls and boys from succeeding in school. Volunteers and counterparts introduce equity in the classroom techniques to ensure that schools are safe and fair.

- Work with host country partners to support their work and campaigns against domestic violence, human trafficking, or child marriage.

- Support victims of domestic violence as well as vulnerable children with income-generation training, food security support, health services, and life skills.

- Organize camps and clubs for boys and girls that teach positive communication, healthy relationships and lifestyles, self-esteem, and non-violence.

- Organize male leadership events that engage men as partners in behavior change and support men to become community advocates against violence.

- Integrate messages about positive relationships, equitable decision making, and respect into agriculture and environment activities with agricultural cooperatives and other community groups.

From the Field:

Volunteers Work With Local Chiefs to Combat Gender-Based Violence in Vanuatu

A member of Vanuatu's GAD committee noticed violence against women in her community and wanted to address it in a culturally appropriate way that considered the very strong customary beliefs held by the community (called *kastom*). She and other Volunteers created a GBV prevention program in 2013 to address the culture behind domestic violence in Vanuatu, promote gender equality, and encourage healthy approaches to conflict resolution. The program uses participatory activities and the Men as Partners approach.

Because of the strong influence of *kastom* which was used to justify these behaviors, the Volunteer worked in collaboration with her local chief to organize a workshop for the 27 chiefs from the area. The three-day workshop included activities ranging from healthy communication and relationships to rape, the cycle of violence, and an examination of causes of conflict in Vanuatu. Where she expected resistance and mistrust of an outsider, she was impressed by how engaged and open-minded the chiefs were in every session. They absorbed the material, showed serious concern about the high levels of domestic violence in their communities, and were dedicated to finding the roots of the problem in order to create a solution. The chiefs proposed that the laws of *kastom* could work with the laws of Vanuatu that already exist to protect women from violence. The chiefs traditionally had completely rejected police and government law but saw that in this case, they needed to work as the first line of defense against violent men, stopping problems before they escalated so that the police would need to intervene only in serious cases. The chiefs decided that the idea that men had the right to hit women was outdated and a violation of human rights.

The chiefs were also eager to plan how they would go about changing the mentality that condoned violence in communities. In order to set the precedent that domestic violence is no longer acceptable, they created an action plan to raise awareness of what they had learned in the workshop, enforce punishments for violence against women, and be more diligent in intervening against acts of violence. The workshop was successful in large part due to the relationships the Volunteer had developed, her involvement of a local chief as a co-facilitator, and her understanding of the culture of the island.

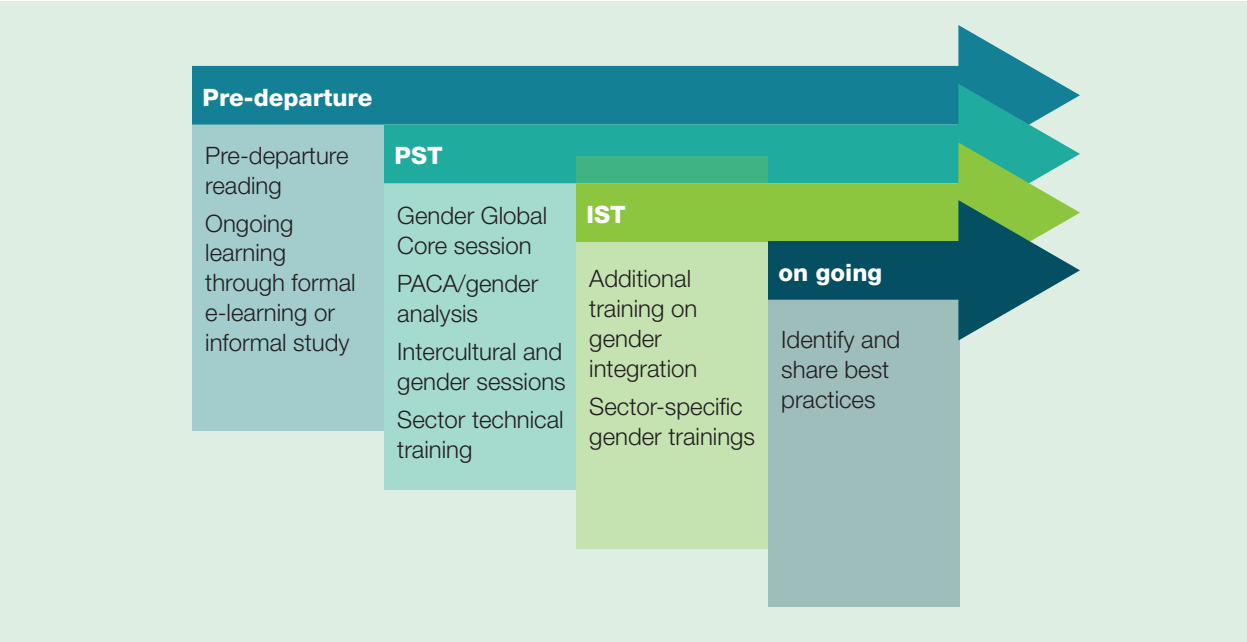
"Even those chiefs not from my area knew that I was accepted as a member of the community and that I did in fact have a good understanding of their culture," the Volunteer says. "They all at some point had heard stories of or seen me doing other work in their communities, speaking their language, and acting as 'woman Vanuatu,' which made what I was saying credible and relevant to their lives and work as chiefs. The patience and flexibility I gained from service also made me able to adapt when they threw me a curveball, and adjust a discussion to incorporate their ideas while still promoting the objectives of the workshop."

One month later, one of the participants reported that he not only intervened in stopping a man who was hitting his wife but sat the couple down and talked to them about why it was wrong. The man had been known to hit his wife and sometimes even his children but previously no one had ever confronted him.

3.2 Train Volunteers

Volunteers are learning from the moment they receive their invitation, through training events like pre-service and in-service trainings and through self-directed learning all through their service. There are opportunities to increase understanding of gender concepts and develop skills related to gender integration throughout the learning cycle.

Continuum of Learning



Pre-Service Training

During the pre-service training (PST) period, Volunteers are introduced to the concepts of gender and development and learn to conduct basic gender analysis and plan gender empowerment activities. Gender training during this stage falls into four categories.

GLOBAL CORE SESSION ON GENDER EQUALITY AND WOMEN'S EMPOWERMENT

The Global Core and the Global Learning Standards include a suggested session and a terminal learning objective related to understanding gender and development. The Global Core includes a two-part session on Gender Equality and Women's Empowerment. The first part is an introduction to the concepts of sex and gender, gender roles and norms, and gender stereotypes and how those affect men and women in society. The second part covers the history of WID and GAD at the Peace Corps, the evolution of the Peace Corps' approach to focus on gender equality and women's empowerment, and case studies for practice. While posts have flexibility on how they deliver their training content, all Volunteers must achieve this terminal learning objective:

> *After an introduction to gender equality and women's empowerment, participants will describe culturally appropriate strategies that help them understand how gender norms and relations may affect the success of their work.*

All Volunteers must meet the terminal learning objective of this session, regardless of whether their post has chosen gender as a CSPP. Their understanding of the concepts is tested in the *Readiness to Serve* assessment.

Participatory Analysis for Community Action

During PST, Volunteers also receive training in the PACA methodology. PACA lends itself particularly well to identifying the different gender-defined roles and responsibilities in a community; differences in access to resources, benefits, and opportunities among and between women, men, boys, and girls; and who makes decisions. The PACA Training Manual (No. M0053) provides guidance on how to use the tools for gender analysis and the identification of possible community actions on gender. The training sessions on PACA should discuss how to use the tools to engage in gender analysis in a way that is effective in the host country. Below are short summaries of how each of the primary PACA tools may be used to analyze gender in the community. More detail on this can be found in the PACA Training Manual. An illustrative guide and tool for Volunteers to use at their sites is in Annex D.

- PACA Community Mapping. This is a tool for locating different types of activities over a landscape and can be used to show significant gender differences in how members view their community, how they locate different activities spatially, and how they attribute importance to different institutional "sites" such as schools, clinics, markets, and extension offices.

- PACA Daily Activities Schedules. This technique demonstrates the gender-based perceptions of the workload of each group and helps to raise awareness regarding the contribution that different groups make to overall household welfare, and routine work patterns of men and women (and girls and boys) at the household and community levels.

- PACA Seasonal Calendars. This technique traces seasonal variations in household labor supply and demand, income flow, and expenditure patterns over time from the perspective of both men and women.

- Needs Assessment and Priority Ranking. These tools help communities identify constraints and opportunities for men and women (and boys and girls) in regard to project interventions based on community preferences.

Intercultural Sessions

There is a natural link between understanding gender in the host country and developing intercultural competencies. How Volunteers understand themselves and their own gender beliefs and biases and how they learn to relate to the host country culture are closely interrelated. Volunteers' work related to gender equality will be more effective and sustainable if it is grounded in an understanding of the host country culture. The intercultural sessions conducted during PST and in-service training (IST) are an opportunity to examine observations during homestays, perceptions of the culture, and appropriate, effective ways to engage with communities on gender issues. Similarly, sessions on gender should reflect discussions conducted during the intercultural sessions so that Volunteers learn to use their intercultural skills to strengthen their gender approaches. An additional training session on gender called "Gender Roles and the Role of the PCV" includes ideas and exercises that help Volunteers understand the cultural factors that influence gender norms in the community and how they can work with host country partners to address them.

Sector Technical Training

Finally, each sector has a set of terminal learning objectives (TLOs) that posts use to design their technical training program, as well as suggested training sessions that align with these TLOs. Gender is integrated into these sector core curricula in different ways. As posts design their technical training, they should ensure they are addressing gender analysis, gender-based constraints, and gender integration strategies either within the existing sessions or by conducting separate sessions on gender.

Some sectors have already integrated gender into their sector-specific TLOs and have designed gender-specific training sessions. Others cover gender within certain technical sessions such as HIV Prevention and Water, Sanitation, and Hygiene. Post programming and training staff should ensure that trainees are introduced to key gender concepts within each sector and to some of the promising practices that Volunteers have used to address gender within that sector. Highlights of gender in each Peace Corps sector are in Section 4, and detailed gender analysis questions and potential strategies are included in Annex B.

From the Field:

Gender Equality Training Has a Multiplication Effect in Armenian Communities

For the past three years, Peace Corps/Armenia's GenEq program has partnered with the USAID Small Project Assistance fund to implement three-day Gender Equality workshops/trainings of trainers for the Volunteers and their counterparts. These workshops are designed to have a "multiplication" effect: Each Volunteer brings two to three counterparts from his or her local community, who in turn form small training teams and are required to deliver 10 hours of similar trainings or seminars upon the completion of the event and within six months. Thus, each original training group has an impact on 50–60 additional people. The Peace Corps Volunteer GenEq committee monitors the follow-up seminars and tracks the progress, and the staff gender point of contact is in charge of final reporting. The topics taught and replicated in the communities over the past three years include:

- What Is Gender and What Is Gender Equality?
- Violence in Armenian Society: Homes and Schools
- HIV/AIDS-Related Stigma and Discrimination, Prevention Strategies, and Treatment
- Leadership Styles and Characteristics of Women Leaders and Others

GenEq committee members have partnered with expert Armenian nongovernmental organizations working in the sphere of gender equality to deliver this high-quality training. The trainings of trainers are organized in an interactive way, using group work scenarios, panel discussions, peer feedback, and other techniques to make sure the participants are fully prepared and equipped to deliver the training on their own. Over the past three years, 30 Volunteers and 60 Armenian counterparts received this training and organized the follow-up seminars in their respective communities.

In-Service and Mid-Service Training

When they reconnect at in-service trainings (usually done after three months at site) or mid-service trainings (usually after the one-year mark), Volunteers and frequently their counterparts have the opportunity to reflect on their initial observations and the findings of their community assessments. This is a valuable opportunity for Volunteers to reflect on the gender roles, norms, and relations they have observed and to plan with counterparts on how to address them in positive, culturally relevant ways. All posts who have selected gender as a CSPP commit to meeting the following terminal learning objective using whatever sessions they prefer:

> **CSPP TLO:** Volunteers will be able to identify at least one strategy for gender analysis they can use in their work, at least one way that gender norms affect people in their work sector, and at least two strategies they can use to promote positive gender norms, gender equality, or female empowerment.

Gender Training Resources by Sector

There are a number of ways post staff can address gender during in-service and mid-service training. Below are training sessions and resources that directly address gender, as well as sector-specific training resources that address gender. This list is not exhaustive, as gender is integrated within the contents of many other training sessions and new ones are in development. Most of these sessions are designed to be used as ISTs, although they can be offered at any point deemed appropriate by post staff. All training resources are accessible to Peace Corps staff via the PT&E Resources staff webpage.

General

Gender Roles and the Role of the PCV. Because cultural factors influence gender roles, this session helps Volunteers and counterparts discuss their roles in addressing gender norms in their communities. It also gives Volunteers the opportunity to reflect on their personal interpretation of an American male or female.

Project Design and Management. Many posts use the *Project Design and Management Manual* (No. T0107) or other similar training resources to train Volunteers and counterparts on the process for conceptualizing a project and managing it through completion. The manual includes a section on gender analysis and integration within the project design process. Posts can use this section or adapt it to their training curriculum. Either way, this training is an important opportunity to help Volunteers and counterparts learn practical ways to integrate gender into the activities they are planning.

Agriculture

Improving Gender Outcomes in Food Security. This session in the Food Security training package expands participants' understanding of gender-based constraints and their impact on agriculture and food security, and introduces participants to strategies to improve nutrition and food security outcomes through gender equality and women's empowerment.

Community Economic Development (CED)

While there is not a gender CED training session, trainers are encouraged to discuss gender within existing CED trainings, particularly in terms of the barriers to participation or the inequalities of opportunities for women or men. This can be included in business startup, access to finance, market inclusion, and control of financial resources, among others. In addition, these two training packages offer more opportunities for women's empowerment.

Savings and Loan Associations. This training package brings to light why savings groups are excellent ways to help women increase their access to finance, networks, training, and support for their businesses. It also describes how the associations present opportunities for women to develop their leadership and management skills.

Advocacy. The Advocacy training package includes ideas for including women or other marginalized groups in advocacy dialogue. The package can also be used to support organizations that want to launch a

campaign to improve gender equality or women's rights.

Education

Promoting Gender Equitable Practices. In this session, participants learn to demonstrate fair and inclusive teaching practices. Activities include the analysis of teacher-student interactions in the classroom and the practice of equitable teaching techniques.

Student-Friendly Schools. This training package was designed to prepare Peace Corps staff to train Education Volunteers and their counterparts to respond to school-related GBV in their communities. Because schools replicate and reproduce gender attitudes, and teachers often reinforce negative gender norms unintentionally, this training targets members of the education community in a thoughtful and culturally appropriate way to engage participants in how to prevent and respond to GBV and keep their schools safe.

Environment

Improving Gender Outcomes in Food Security. Described under Agriculture, this session is relevant to Environment Volunteers as well.

Promoting Gender Equitable Practices. Described under Education. Environment Volunteers that work in the classroom or with after-school clubs may benefit from this session.

Cookstoves. The Cookstoves Training Package includes analysis of gender roles and how they affect the use of fuel and improved cookstoves.

Health

Youth Sexual and Reproductive Health Training Package. This training package provides Volunteers with the skills and tools necessary to empower youth to be active decision makers in their sexual and reproductive lives, in order to avoid unintended pregnancies and reduce their risk for STIs including HIV. The package includes a session on addressing gender-based violence.

Gender considerations are also integrated into several other health training packages that can be found on PCLive, including HIV Prevention, HIV Care and Treatment, Community Care of Orphans and Vulnerable Children, Maternal and Child Health, Nutrition, and Water, Sanitation, and Hygiene.

Youth in Development

Design and Facilitate Camps/Camp GLOW. Camp GLOW (Girls Leading Our World) is one model of an effective youth leadership camp in which many Peace Corps posts and Volunteers are involved. In this session, participants become familiar with the goals and materials for Camp GLOW and for other types of camps including boys camps or environment- or health-themed camps.

Youth Camps Manual: GLOW and other Leadership Camps. Participants use this manual during the training above, to develop an action plan for implementing camps in their local context.

Life Skills and Leadership. Several sessions are available to support participants to use the *Life Skills and Leadership Manual* as a resource to plan, design, implement, adapt, and evaluate effective youth life skills and leadership training. Training content is not specific to gender but fosters skills that contribute to positive youth development and empowered young men and women.

Close of Service

The Close of Service conference is an important point in the Volunteer life cycle. It signifies the beginning of closure of projects and service for the Volunteers. It is a time for Volunteers to reflect on their service and make the reflections concrete for future use, and to pass the baton to the next Volunteers. For posts, it is the time to get important feedback from Volunteers. The gender POC can lead an interactive discussion with the Volunteers on their gender work by asking the following basic questions: Who were the target populations and what were the gender roles, norms, and constraints that affected project implementation and outcomes? How were these addressed? What do you recommend as a follow-on gender activity?

See Annex G for a more detailed template that can help to gather this information. The gender POC facilitator(s) can ask some or all of the questions in the template as appropriate for the post.

Self-Directed Learning

Volunteers are continuously learning throughout their service. As they encounter new situations, decide upon new projects, or connect to new partners and counterparts, they will seek out additional information or training on various kinds of new activities, including gender activities. There are several ways Volunteers can improve their gender-related learning during service outside of formal training opportunities. All of these avenues are highly encouraged, especially when Volunteers are liaising with their post staff to ensure the resources they are using are based on international best practices and are culturally relevant and appropriate.

Access training manuals and resources. Using online platforms, staff recommendations, or their own research, Volunteers may access a wide range of manuals, training sessions, or other resources on girls' education, camps, promoting gender equality, engaging men and boys, and other topics. References to many of these resources are in Annex B of this document, or can be found on PCLive.

Connect with other Volunteers through Volunteer-led gender committees. Many countries have Volunteer-led GAD or GenEq committees that maintain a library of resources and provide mentoring to Volunteers interested in taking on a new project.

E-learning. Volunteers may use other organizations' e-learning modules found online. The Peace Corps is also in the process of developing more e-learning opportunities that will allow Volunteers to expand their gender analysis and integration skills as well as learn some sector-specific skills once they are at site and have a better sense of their needs.

Resources:

USAID Gender 101

Knowledge for Health Gender Toolkit

3.3 Support Volunteer Work

Post staff will continue to support Volunteers throughout the life of their service with visits, resources, and recommendations on best practices based on their technical expertise, past Peace Corps experience in the country, and examples of practices shared from other posts and PC/Washington. Some ways that post staff can ensure gender is a part of their support to Volunteers include:

- During site visits, ask Volunteers and counterparts if gender analysis was undertaken as part of community assessment or if gender considerations are being integrated into planning activities. Ask about and encourage any gender-related activities such as girls' clubs or engagement of fathers.

- When providing written or verbal feedback, encourage and support activities that are promoting positive gender norms and gender equality. Look at the beneficiaries reached and ask or comment if greater gender balance is needed.

- Provide technical resources to Volunteers that support gender activities in their sector or as secondary projects. A wide range of technical resources are available through the "Gender Community of Practice" on PCLive. Additional gender analysis resources are listed by sector in Annex B with the associated links.

- Encourage Volunteer-led gender committees to support Volunteers with ideas and resources and to contribute to gender programming and training at post. More on the committee's role is in Section 5.

- Work with the Information and Resource Center manager to make sure hard copy and electronic materials that support gender integration are available in the main areas of interest for Volunteers.

- Promote or recognize the accomplishments of Volunteers and counterparts related to gender and share their stories with PC/Washington and within the Community of Practice.

From the Field:

Burkina Faso Promotes Men as Partners

Fifteen Peace Corps/Burkina Faso Volunteers and their counterparts facilitated a conference focusing on the integral role of both men and women in the promotion of gender equality. The conference, organized for men in the community, was promoted and supported by the Volunteer GAD committee and included topics such as promoting healthy lifestyles, empowering students, and promoting gender equality. Following the conference, male participants reported choosing to help their wives more with domestic work, as they realized the importance of sharing these tasks with their partners in order to support one another and have a healthy family. Male participants also reported being more willing to accept family planning and to be tested for HIV/AIDS in order to prevent spreading the disease to their wives, should they be HIV positive.

3.4 Monitor, Report, and Evaluate

With the new Volunteer Report Form, Peace Corps posts have improved ways to analyze data from their project reports and gender CSPP reports. Volunteers enter all their activities using sex- and age-disaggregated data, and they have the opportunity to answer questions about how their work contributed to the Peace Corps' gender CSPP. Volunteers are provided with the gender questions (and with all CSPP questions) regardless of their post's CSPP selection. In this way, both post and PC/Washington staff have the ability to understand and analyze the full scope of what Volunteers are doing related to gender. The post gender point of contact and other programming staff can then evaluate gender integration and contributions toward the gender CSPP in two ways: through analysis of the project framework data and through analysis of the CSPP data.

Project Framework Data Analysis

The first and most basic step in measuring gender integration is examining all project data by sex and age disaggregation to analyze who is being reached with interventions and who is achieving the desired outcomes. The VRT will generate a report for post staff that shows the quantitative data for each framework indicator. As part of annual status reporting, posts will examine that data and respond to some analysis questions, which will include at least one question on gender. The exact questions will vary slightly by sector or project but will be close to the following:

ILLUSTRATIVE ANALYSIS QUESTIONS

- Of the total beneficiaries reached, who benefitted most from the project interventions (male/female and youth/adult)?

- Did the project have certain target groups (business women or out-of-school male youth, for example) and are they being reached?

Examples with sample sector information are in Annex E.

Gender CSPP Data Analysis

Whether post has selected gender as a CSPP or not, **all** gender activities completed by Volunteers should be reported in the CSPP tab. If post has gender indicators in their frameworks, Volunteers should report in both their sector VRF **and** the CSPP tab. The DPT and the gender point of contact may choose to use the available analysis forms to evaluate their work in gender and look for areas to improve.

Quantitative data analysis. The new VRT provides staff with a summary of the individuals reached by Volunteers who checked "yes" to the gender CSPP questions. Post staff can look at that data and analyze to what extent Volunteers are incorporating gender into their work and where it is having the most significant impact. They can even analyze the numbers of Volunteers who checked "yes" to each of the three questions on gender so that they understand if Volunteers are doing more on access, skills development, or empowerment. The new VRT generates most of these tables automatically, so post staff can focus on analysis of results. The reporting form for the gender CSPP will include questions such as these below.

ILLUSTRATIVE ANALYSIS QUESTIONS

- What percentage of all Volunteers are reporting on the CSPP? Are both male and female Volunteers reporting?
- Who are the main beneficiary groups reached by the gender activities? (male/female/young/old)? Are there beneficiary groups who could or should be reached more?
- How many or what percentage of Volunteers are using PACA tools for gender analysis?
- Which of the three areas (access, skills development, or empowerment) had the most contributions? Why is that area the most common?

Qualitative analysis. Post staff can also analyze the activity narratives where Volunteers report how they incorporated the Gender Equality and Women's Empowerment CSPP. Once post staff have a compilation of all the activities Volunteers did on gender, they can pull together successes, lessons, common practices, challenges, etc., and use this information to improve their programming for gender specifically and within the sectors. The template for this report will be in the final VRT Report Forms. The essential qualitative questions that posts will answer include:

- What are the most significant accomplishments? Are any of these opportunities that could be expanded to other Volunteers in your post or shared with other countries as a model?
- What are the biggest challenges reported? What is the plan to address these challenges?
- Are Volunteers working with counterparts?
- Given all the findings, are any changes needed in training (PST, IST, or other training)?

- Given the findings, are changes needed in the program support provided by staff and gender committees to Volunteers?

- What additional resources or support do staff need to strengthen posts' work on gender?

WHO DOES WHAT WITH THE DATA?

- **Volunteers** can examine their own data to see trends for work in their community.

- **Post staff**, particularly the gender point of contact, can look at disaggregated data across their sector or country and at gender reports to analyze who is being reached with the different interventions and who is achieving the outcome indicators. This will help post staff reassess project goals, objectives, and activities or discuss approaches with Volunteers to continuously improve programming and training.

- **PC/Washington**, particularly the OPATS gender specialist, will also analyze worldwide trends by sector and region, compile information on gender-related activities, and be able to report on the comprehensive impact Volunteers have had in terms of improving gender equality and women's empowerment.

3.5 Disseminate Best Practices

Volunteers are constantly innovating and finding new ways to promote gender equality and women's empowerment. Post and PC/Washington staff regularly learn of new or promising practices from other development partners that Volunteers could use in their work. Sharing these ideas and insights across 65 posts and more than 7,000 Volunteers is challenging but important, both to ensure high-quality work and to document and share the exciting accomplishments of our projects. To maintain a worldwide community of practice and function as a learning organization, the Peace Corps is developing more ways for staff and Volunteers to both access new Peace Corps-vetted materials and to also share their experiences. Some of the current knowledge management mechanisms are included below.

Post Level

- Post-specific websites and post-maintained SharePoint systems maintained by Peace Corps posts in-country.

- Websites maintained by the Volunteer-led gender committees or other Volunteer groups.

- Gender newsletters circulated by email or hard copy to Volunteers in-country.

Worldwide

- GenEq Newsletter from PC/Washington sent to all gender points of contact and Volunteer gender committees. The newsletter contains resources from other partners, examples of successful Peace Corps projects that address gender, and updates about upcoming events like International Women's Day.

- PCLive is an online platform where staff and Volunteers can share information and collaborate around shared topics of interest.

- An informal Facebook group on Gender and Development in the Peace Corps allows Volunteers and staff to share information, stories, and resources.

WHAT MAKES A GOOD STORY?

Stories are powerful, and it's incredibly valuable to share Volunteer stories about promoting gender equality and women's empowerment within posts, throughout the Peace Corps, and with the public. An easy way to share Volunteer experiences is to complete the "success story" part of the VRT, or posts can email them to gender@peacecorps.gov. Here's what makes a story stand out:

- Introduce a beneficiary by name and describe the person's specific situation before and after the intervention.

- Talk about your role as a Peace Corps Volunteer or staff member, as well as the role of counterparts in making the work successful.

- Emphasize the results or the impact. Use numbers if you have them.

- Choose stories where the change will be sustainable over time or where many Volunteers are having that impact, rather than a one-off success.

- Include photos or video.

Volunteer Voice:

Organizational Development and Women's Participation in Public Life in Ecuador

As written by Talia Orencel, PCV Ecuador 2012–2014

Over the past year, my partner organization, the Waaponi Foundation, received funding to implement a project called "Rural Women Exercising Their Right to Participation Through the Exercise of Oversight." The objective of this project is to improve rural women's involvement in the public life of their own parishes and within the canton of Cuenca. Through this project, we trained women in self-awareness for their personal growth and facilitated the formation of oversight groups, thus developing their competencies and skills in the areas of leadership, governance, gender equality, participation, and representation. We worked in eight different parishes with more than 100 women attending the workshops and other activities. With Waaponi Foundation's support, the women created oversight groups, promoted a change in a law to create equal opportunities for women, and got involved in decision making and representation in their parishes. We also created a space where the women can obtain economic resources and drive their economic autonomy through the creation of community banks. The results of this project can be seen in that women are more educated and empowered in their political, social, and economic rights as well as in their own personal growth. We observed that the women were more conscious of their emotional and mental state of being, were more efficient and confident, and went through a process of transformational leadership that allowed them to explore and exercise new possibilities and opportunities in the public life. Throughout the year and especially during the closing event, the women expressed their gratitude for the opportunity to be part of this project and for the lessons they learned:

> "Throughout this project, I learned how to value myself as a woman and person, to understand that women can participate in various work settings, not only doing household work but also in public and decision-making spaces. I learned that I can participate, that my opinion can be taken into account, that I can talk with authorities and be heard, and that women have equal rights as men. This project has opened opportunities for me to work for the benefit of my community."

In listening to what the women have learned from this whole experience, I in turn realize how much I have learned from these rural women as well. If we learn to value ourselves as women and exercise our right to participate, we can contribute to the overall progress of gender development.

4. Gender in Each Peace Corps Sector

Gender analysis and integration is critical for programming success in every Peace Corps sector. The table below provides highlights of some strategies Volunteers can use to integrate gender and promote gender equality and women's empowerment. Further details on gender analysis, common gender constraints, and more detailed strategies for gender integration and empowerment are included in Annex B.

Peace Corps Sector	Common Gender Interventions
Agriculture	Ensure that agricultural extension, training, and other services reach women as well as men. In many places where the Peace Corps works, women have historically not had access to these services. Also organize outreach to other underserved populations such as migrants, minorities, or indigenous populations. Use agricultural interventions as opportunities to promote joint household decision making that empowers all family members, including women and youth. Support household nutrition by improving women's access to and control over resources to grow or purchase healthy food, and by improving men and other family members' knowledge and commitment to family nutrition.
Community Economic Development	Target female business owners with training, business development services, and financial services. Strengthen the organizational development skills of women's organizations. Use trainings and other interactions with both women and men in either a business or organizational development context to discuss gender norms that affect success, gender equality, and positive gender norms and relationships. Promote women's leadership in community development organizations, businesses, and civil society.
Education	Apply classroom management techniques that encourage all girls and boys to fully participate in learning experiences, regardless of ability. Work with teachers, village leaders, or local organizations to promote the importance of education for both girls and boys. Identify the gender-related barriers that affect girls' and boys' ability to participate and succeed in school, and develop plans to address these barriers with school and community counterparts. Integrate gender-sensitive teaching into teacher training programs.

Peace Corps Sector	Common Gender Interventions
Environment	Weigh the balance of benefits and costs to women and men of undertaking new natural resource management or eco-tourism activities to ensure that they are not placing additional unpaid work burdens on women. Reach out to women's groups and promote women's representation in community-based natural resource management. Facilitate access to income-generating opportunities through recycling and other similar activities for women or other marginalized populations. Promote full participation by girls and boys by using gender-equitable practices in and outside of the classrooms. Promote improved cookstoves to reduce use of firewood and to reduce women and children's exposure to dangerous cooking smoke.
Health	Address the gender norms that contribute to the spread of HIV by promoting healthy relationships and respectful decision making in couples so that men and women are empowered to reduce their risk of contracting the virus. Increase women's access to maternal and child health information and services. Engage with both men and women, including grandmothers, to promote women's empowerment and participation in household decision making, particularly in terms of nutrition. Work with service providers to promote gender-equitable practices that make both men and women feel welcome. Work with men and boys to promote positive male norms and male engagement in reproductive health using the Men as Partners curriculum and other methods that empower boys and men to embrace healthy behaviors.
Youth in Development	Organize a youth camp such as Camp GLOW or one of its variations, or Camp TOBE or other boys' camps. Use youth clubs and extracurricular activities to discuss gender norms, gender equality, or understanding/acceptance of LGBT people. Use youth entrepreneurship and youth employability activities to promote girls skills development and confidence building.

5. Implementation Responsibilities

The strategic activities outlined in this *Gender Guidance* document are implemented through collaboration among PC/Washington staff, post staff, and Volunteers. OPATS gender specialists and sector specialists provide guidance and resources to posts based on international best practices and on lessons learned from posts. Post staff members ensure that resources are shared with Volunteers and tailored to that country's needs. They also compile and share data on the gender activities and Volunteer stories within the post, with other posts, and with PC/Washington. Volunteers on the GAD/GenEq committees coordinate and improve the gender and development work in-country and encourage Volunteer innovation and creativity to address the gender-based constraints they observe.

Summary of Roles and Competencies for Gender Integration

	Role in Gender Integration	Competencies Needed
Post Gender Point of Contact	Coordinate gender integration throughout PT&E at post by liaising with PT&E staff, Volunteer gender committees, post leadership, and PC/Washington.	Awareness of gender and development concepts and gender issues in the host country Ability to integrate gender into project planning documents, training sessions, and evaluation Ability to deliver or coordinate training on gender and development
Post Programming Staff	Ensure that gender is integrated into project frameworks and plans, and that Volunteers have the resources they need to work on gender.	Ability to integrate gender into project planning documents, training sessions, and evaluation, with support from gender point of contact at post and PC/Washington as needed
Post Training Staff	Ensure that trainees and Volunteers receive adequate and relevant training on gender during PST and can meet the gender terminal learning objective. Work with programming staff to select and organize appropriate gender-related ISTs.	Ability to train others on gender and development, or ability to organize training with qualified trainers

	Role in Gender Integration	Competencies Needed
Volunteer GAD /GenEq Committee	Promote gender integration among Volunteers, and share resources, tools, and examples. Liaise with staff to support gender training or other activities like camps or International Women's Day.	Awareness of gender and development concepts and gender issues in the host country Ability to identify, organize, and promote successful gender activities for Volunteers
Post Leadership (CDs, DPTs)	Support gender integration throughout PT&E by supporting the commitment of time, financial, or other resources needed for gender integration.	Awareness of gender and development concepts and gender issues in the host country
PC/ Washington	Provide PT&E resources to posts that support gender integration. Gather and share stories and best practices among posts and help define the Peace Corps approach and best practices.	Knowledge of the gender and development field and evidence-based best practices from different sectors and regions; ability to apply best practices to the Peace Corps context

5.1 Post Staff

At the post level, there are a variety of models for providing technical support to Volunteers on gender and development issues. Most posts have designated a gender point of contact, but other programming and training staff may take on certain roles as well. Although there is no fixed system, below are some suggested roles and responsibilities for the gender point of contact, programming staff, and training staff.

Gender Point of Contact

Most posts have designated a gender point of contact. This person is usually a member of the programming and training team, and his or her role may include the following:

- Coordinate with programming staff to support gender integration into project frameworks, plans, resources, and other program documents.
- Work with training staff to support delivery of gender training in PST, IST, and within sector-specific trainings.
- Analyze data for gender to inform post programming and complete periodic reports.
- Liaise between the Volunteer-led gender committee and Peace Corps staff at post to support their efforts promoting gender activities and provide an institutional memory as Volunteers start and finish their tour of service.
- Serve as point person for PC/Washington for gender.

- Share and disseminate gender resources and information with associate Peace Corps directors, trainers, and Volunteers.
- Train Peace Corps post staff on the importance of gender and how to use the analysis process to reach underserved populations.
- Share with post staff Volunteer successes and challenges in gender and any guidance or policies from PC/Washington.

Post Programming Staff

Associate Peace Corps directors, program managers, regional managers, programming and training managers, and directors of programming and training all contribute to gender integration. Some of their roles might include:

- Ensure gender is integrated into project frameworks and project plans where appropriate.
- Ensure gender sessions and gender issues are integrated into training and help select sector-specific ISTs.
- Promote Volunteers' use of gender analysis during community entry.
- Provide support and resources to Volunteers as they implement their activities.
- Perform gender analysis of VRT data with the gender point of contact.
- Share success stories and promising practices.

Post Training Staff

Training staff at post have the responsibility for ensuring that Volunteers receive adequate and relevant training on gender. Some of their roles include:

- Plan and/or facilitate Global Core sessions on gender equality and women's empowerment, and tailor them to the cultural context of the host country.
- Ensure gender considerations are integrated into PACA and intercultural sessions.
- Plan and organize ISTs that include sessions or content on gender.
- Work with language and cross-cultural facilitators to ensure that they understand gender and development concepts and can integrate them into their sessions appropriately.

From the Field:

The Morocco Gender and Development committee has been particularly successful in getting Volunteers engaged in gender activities. Some of their best practices include:

- Meeting three times a year
- Surveying Volunteers to respond to their needs for gender resources
- Developing about two different toolkits per year on topics of interest such as sexual harassment and promoting honorable men
- Field-testing their toolkits and sharing the results
- Holding committee members accountable for specific tasks
- Using a communications strategy that includes reaching Volunteers through e-newsletters, Facebook, phone, or at training events

5.2 Volunteer-Led GAD or GenEq Committees

More than 40 Peace Corps posts have Volunteer-led GAD or GenEq committees that can support the integration of a gender perspective into Peace Corps programming and training. These committees take several different forms. Some posts incorporate youth into the mandate so it is a Gender and Youth Development committee. Some committees are very active, help facilitate trainings, and coordinate a large number of activities and events throughout the year. Many committees publish newsletters or maintain websites, blogs, or Facebook groups. There is no one defined standard for these committees, but some best practices include the following:

- Committees have a clear mission statement and goals to maintain focus on core principles and activities and to maintain the connection between gender work and project goals and objectives as defined in the post's project frameworks and project plans.

- Most committees have a board or executive committee that includes a president, vice president, and secretary, and the post gender point of contact. Beyond that, membership often includes Volunteers from all sectors as well as host country national youth and/or female counterparts. Larger posts have regional representatives as well as sector or project representatives.

- The core group may meet once, twice, or three times a year, frequently during an already-planned event such as a Volunteer conference.

- The committee maintains close coordination with the staff gender point of contact. The staff person can work with the committee to identify opportunities for the integration of gender into Peace Corps projects and to provide continuity, historical knowledge, policy information, and cultural appropriateness.

Typical GAD/GenEq Committee Activities

- Promoting the inclusion of gender considerations into Peace Corps project planning, design, implementation, and evaluation.
- Building awareness among Volunteers of gender issues in the host country by working through newsletters or other communication channels or integrating information about gender roles into pre-service training and in-service training.
- Support Volunteers with resources, tools, and examples for doing gender analysis, planning gender-related activities, and integrating gender into their other work projects—by connecting them to existing resources or developing new ones as necessary.
- Promote working with counterparts and local organizations to build sustainability, particularly through activities such as girls' scholarship programs, International Women's Day celebrations, and Camp GLOW.
- In coordination with post staff, collaborate with other U.S. government agencies to implement activities that fall under the GenEq umbrella.
- Organize special events that raise awareness of gender equality, such as bike tours, film screenings, or competitions.

5.3 PC/Washington GenEq Working Group

The PC/Washington GenEq Working Group includes members from different offices that lead various gender-focused activities. Members are motivated to highlight current global and domestic gender topics through discussions, films, events, guest speakers, and panels. The GenEq Working Group communicates with posts' GAD or GenEq committees through the GenEq quarterly newsletter, and shares best practices through regular regional communication processes.

5.4 PC/Washington: Supporting Field Staff to Achieve Gender Competency

Peace Corps staff come to their positions with different knowledge and skills in gender and development. Some may have studied gender but have less experience applying it in a Peace Corps context. Others have been supporting gender-related activities with Volunteers for decades. The Peace Corps will take the following steps to improve staff competency in gender integration and promoting gender equality and women's empowerment.

1. **Make a Gender and Development e-learning module available to all staff.** PC/Washington will develop and disseminate an e-learning module that will be available for all staff and will cover basic concepts in gender and development and practical ways that the Peace Corps can integrate gender equality and women's empowerment into its programming, training, and evaluation.

2. **Organize periodic in-person training events.** Periodic training events regionally or in Washington will help train Peace Corps gender points of contact to improve their gender competencies, practice their skills as applicable, and develop their networks.

3. **Engage gender points of contact and other interested staff in a community of practice.** To continue to support gender points of contact in learning from each other and cultivating their skills, the Peace Corps will continue to strengthen the community of practice for gender points of contact. The community of practice will use PCLive, email, Facebook, webinars, and other means to reach the community in the most appropriate and useful manner to them.

4. **Help keep posts on track as they integrate gender.** Through community of practice (COP) calls and communication via PCLive, PC/Washington will gather information from the gender POCs annually (every March) on post progress in integrating gender by asking the questions outlined in Annex F and reporting on the goals reached in newsletters, reports, and thematic briefs.

5.5 Next Steps: What Posts Should Do Now

1. Make sure your post has a gender point of contact and support him or her to build the capacity of post staff in gender programming.
2. Support programming staff to promote gender-related activities within their work, and to include it in project frameworks and plans as they are being developed or revised.
3. Ensure trainees are receiving adequate training on gender in PST both within the Global Core and within their sectors.
4. Analyze the annual Volunteer data to determine whether programs are reaching targeted populations and Volunteers are addressing gender.
5. Document and share your success stories on promoting gender equality and female empowerment within your post, with other posts, and with PC/Washington.

Fiji

ANNEX A. GENDER ANALYSIS IN PROJECT DESIGN AND TEMPLATE

As part of the process of designing project frameworks and project plans, programming staff at posts should consider the gender roles and norms that could affect the success of the project, and plan for ways to address those within the project activities. One table could be done for the entire framework or a separate one for each goal, depending on the nature of the framework itself. To be able to fill out this table successfully and completely, post staff can consult the following resources:

- The Project Advisory Committee
- Sex-disaggregated data and reports on target populations from Peace Corps program data
- Discussions with Volunteers and counterparts
- Gender analysis and data from other partners and sources (see table below)

Gender Analysis and Data from Other Partners and Sources

Data Sources	Link	Use
USAID Gender Analysis by Country	Ask USAID mission for their most recent gender assessment, use the dec.usaid.gov library, or Google.	Gender analysis reports by country identify the key gender issues by USAID sector, gaps, and best practices.
Demographic and Health Surveys modules on women and gender	http://dhsprogram.com/publications/publication-search.cfm	Detailed population data on a wide variety of areas including health, education, GBV, and employment. Disaggregated by age, region of the country, and other useful factors.
Social Institutions and Gender Index	http://genderindex.org/ (see country profiles)	Gender information mostly around legal rights and institutions.
World Bank Gender Data	http://datatopics.worldbank.org/gender/	Easy-to-use gender data by country, covering issues in all sectors.
Department of Labor: Findings of the Worst Forms of Child Labor	http://www.dol.gov/ilab/reports/child-labor/findings/	Data on child protection issues by country.

The table below shows one way for a post to incorporate gender analysis into the design of the project framework and project plan. This example includes sample topics/questions for analysis and sample notes. The next table (without these sample notes) can be used as a template.

EXAMPLE GENDER ANALYSIS FOR PROJECT FRAMEWORK AND PROJECT PLAN DESIGN PROJECT: AGRICULTURE SECTOR, IMPROVED FOOD SECURITY

Key guiding question: Who are the target populations and what are the gender roles, norms, and constraints that will affect project implementation?

Topics/ Questions for Analysis	Notes
Target populations	Smallholder farmers in rural areas.
Gender roles in this sector Who does what activities?	Men grow mostly cash crops for market. Women maintain subsistence gardens but also contribute essential labor to the cash crop process. Men do most of the marketing of cash crops, and they decided when and where to sell the product, but women sell some of the product in the local markets and use a portion of it for home consumption. Women's gardens also contribute to household food security. Men make purchases of seeds and inputs.
Access to resources Who has access to the resources, benefits, and opportunities?	Men can access credit, extension services, and improved products. They are also more likely to receive training. They are more likely to be literate and be able to read information about how to apply new techniques. Women have strong networks of friends and family with whom they share information, but no access to formal services. Women have access to small plots of land for subsistence farming but regularly lack formal tenure for that land. In cases where women inherit land, the title may not be secure. Women have difficulty attending trainings or demonstrations because of household responsibilities and the requisite travel.
Control over decisions Who controls or makes decisions about the resources, benefits, and opportunities?	Men control most of the income generated from selling cash crops though they spend some of it on household goods. Women control the income from the food sold locally and they control the consumption of food generated by the gardens. Women cannot easily decide to change their land use to a different product or crop without the input of their male family members.

Topics/ Questions for Analysis	Notes
Gender norms What are the cultural expectations that affect males and females in this sector?	Formal titled land is seen to belong to men even if the woman's name is listed. Women's land is at the discretion of local chiefs and can be changed according to changes in family status or others' needs. If women do grow cash crops on their land, they worry that men will take them over and control the income. Men are believed to have more time and ability to attend training as well as better capacity to implement improved practices.
Implications for project design How can Volunteers address some of these gender norms and constraints in their work?	Design activities that help women access extension services, credit, and improved products. Consider the times of day, locations, and styles of training that will facilitate women's participation. Recruit female famers as trainers, master farmers, or demonstrators so that community members perceive women as farmers who can benefit from improved practices. Take advantage of women's close circles of friends and acquaintances to help them spread extension information among their networks. In trainings, ensure messages demonstrate how improved practices can benefit both men and women in both subsistence and cash agriculture. Discuss all the roles played by women and men in agriculture and how all have a role to play in understanding and implementing improved practices. Use agricultural trainings to discuss how men and women can share resources and decision making in farming for the maximum benefit to the family.

TEMPLATE: GENDER ANALYSIS FOR PROJECT FRAMEWORK AND PROJECT PLAN DESIGN:

K**ey guiding question:** Who are the target populations and what are the gender roles, norms, and constraints that will affect project implementation?

Topics/Questions for Analysis	Notes
Target populations	
Gender roles in this sector Who does what activities?	
Access to resources Who has access to the resources, benefits, and opportunities?	
Control over decisions Who controls or makes decisions about the resources, benefits, and opportunities?	
Gender norms What are the cultural expectations that affect males and females in this sector?	
Implications for project design How can Volunteers address some of these gender norms and constraints in their work?	

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AGRICULTURE

Agricultural Production and Improved Cultivation Practices

EXTENSION/FARMER FIELD SCHOOLS

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS[1]

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

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

STAPLE CROPS AND GARDENING

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

SOIL AND WATER CONSERVATION

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Productivity

AGROFORESTY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

- Depletion of forest resources may disproportionately affect women as they gather fuel wood. It may increase their labor if they have to go farther for it, and conservation efforts may hurt women if the efforts keep women from using the forests.[1]
- Women may be the traditional practitioners of harvesting forest products but are left out of decision making at the policy and even community level.[2]
- Women's concerns in forestry management are traditionally neglected even in participatory processes because women's groups have less capacity and power.[3]
- The poor and particularly women tend to rely on non-wood forest products during lean seasons and as a supplement to food and income.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

1 The International Bank for Reconstruction and Development/The World Bank. 2009. Gender in Agriculture Sourcebook. The World Bank: Washington, D.C. http://www.ifad.org/gender/pub/sourcebook/gal.pdf. p. 644.
2 ibid p.645.
3 ibid p. 650.

SMALL ANIMAL HUSBANDRY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Markets

For Business Development Services and Income Generation, see CED below.

POST-HARVEST MANAGEMENT

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Resilience and Stability

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

NUTRITION FOR HEALTHY FAMILIES

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

DIMENSIONS OF FOOD SECURITY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Resources:

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

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

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

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

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

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

EDUCATION

TEFL and Math/Science

TEACHING AND LEARNING ENGLISH AND MATH/SCIENCE

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

COMMUNITY ENGAGEMENT IN ENGLISH, MATH/SCIENCE, AND LITERACY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Childhood Literacy

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

TEACHING AND PROMOTING LITERACY AND LITERACY PROFICIENCY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

- In many classroom or other teaching materials, text and pictures depict men and women in their stereotypical roles with men shown working and having authority while women are shown in traditional caregiver roles or in subordinate work positions such as secretaries. These images and text reinforce norms, and continue to socialize children to these cultural norms and expectations. This has a negative effect on girls' self-esteem and ambition and can perpetuate harmful norms for boys as well, reinforcing their dominant role.[1]

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

1 http://unesco.org.pk/education/documents/publications/Guidelines%20for%20Mainstreaming%20Gender%20in%20Literacy%20Materails.pdf.

Resources:

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

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

ENVIRONMENT

Environmental Education and Awareness

YOUTH ENVIRONMENTAL EDUCATION

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

COMMUNITY ENGAGEMENT IN ENVIROMENTAL ISSUES

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Natural Resource Planning and Management

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

PROTECTED AREAS MANAGEMENT

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

TREE PLANTING AND NURSERIES

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

SOLID WASTE MANAGEMENT/RECYCLING

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

IMPROVED COOKSTOVES

GENDER ANALYSIS QUESTIONS

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

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Resources:

World Bank Gender in Agriculture Sourcebook: Gender and Natural Resources Management, Module 10: Addresses the gender-specific relationships to natural resources use and management and highlights the linkages between natural resources, cultural values, and local knowledge.

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

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

HEALTH

HIV Mitigation

HIV PREVENTION WITH GENERAL POPULATION

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

HIV PREVENTION FOR KEY POPULATIONS

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

- Offer service providers training in how to provide care and services to traditionally marginalized populations.

HIV COUNSELING AND TESTING

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

HIV CARE, TREATMENT, AND SUPPORT

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

COMMUNITY CARE OF ORPHANS AND VULNERABLE CHILDREN (OVC)

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

- Some OVC programs may serve boys or girls disproportionately. More boys may be kept in school for example.
- In situations where relatives are caring for many children including OVC, there may be gender discrimination on who can go to school or access better food. This may favor boys, but boys may also be kept from school so they can work and earn income.
- Women are often expected to take on the extra work of caring for additional children, increasing their already large workload.
- Adolescent girls can have HIV infection rates eight times higher than their male peers, due to early and often coerced sexual activity.[1]
- Girls often face gender constraints at school such as less attention from teachers, reinforcement of traditional gender norms, harassment, and gender-based violence.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

1 http://www.pepfar.gov/documents/organization/195702.pdf.

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

Maternal, Neonatal, and Child Health

MATERNAL AND CHILD HEALTH

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

MALARIA PREVENTION AND CONTROL

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

- Men may work or migrate to areas or at times of the day that expose them to more mosquito bites. Conversely, women may rise early and be outside during a peak biting time.
- Pregnant women are more vulnerable to malaria because of decreased immunity.
- Men may be the decision makers regarding acquiring or using an ITN and women may have to rely on funds from a husband or family member to be able to purchase it. Men may use the net for themselves rather than their children.
- Men may also have increased risk if they sleep outside as is the norm in many places. In many places, men are less likely to seek treatment for their symptoms.[1]
- Women may need permission from husbands or relatives to access treatment for themselves or their children.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

Environmental Health

WATER, SANITATION, AND HYGIENE (WASH)

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

- In most countries, women and girls have the primary responsibility for acquiring and managing the household water supply. They may have to travel long distances using their time and energy and sometimes risking their safety to provide water for their families.[1]
- Men may have many community leadership roles in water management without having the day–to-day responsibility at the household level and thus may not understand the importance or the challenges of improving water systems.
- Women may be the key influencers in promoting hand-washing, particularly for children, but men may be the ones who allocate funds to purchase soap or other supplies.
- The lack of safe, separate, and private sanitation and washing facilities in schools is one of the main factors preventing girls from attending school, particularly when menstruating.[2]
- In many cultures, the only time available for women or girls to defecate, if they don't have a latrine, is after dark. Apart from the discomfort caused by the long wait, this can cause serious illness. And there is also a risk of harassment and assault during the night-time walk to and from the communal defecation fields.[3]

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

1 https://www.wsp.org/sites/wsp.org/files/publications/WSP-gender-water-sanitation.pdf.
2 http://www.unicef.org/wash/index_womenandgirls.html.
3 Ibid.

- understand the importance of investing in better hygienic practices.
- Involve teachers, students, and parents in creating WASH-friendly schools that provide students with safe drinking water, improved sanitation facilities, and hygiene education.

Life Skills for Healthy Behaviors

NONCOMMUNICABLE DISEASE MITIGATION AND NUTRITION/ALCOHOL AND SUBSTANCE USE PREVENTION

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

- Gender norms may affect women's ability to exercise because it is difficult to exercise in public and there are few opportunities to exercise.
- Men may face constraints such as not drinking alcohol or not smoking is seen as un-masculine. Women may face stigma for drinking or smoking.
- Women are more likely than men to suffer not only from their own drinking behavior but also from their partner's drinking behavior and harmful consequences of their partner's behavior, including domestic violence, traffic injuries, and economic burden.[1]
- In some countries, there may be preferential food allocation to males over females. Women may prepare food and allocate it according to traditional practices. Men and boys may eat more protein or more calories. Men may determine what food is purchased or the amount of land or resources women can use to produce food. Grandmothers may also influence household distribution of food.

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

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

YOUTH SEXUAL AND REPRODUCTIVE HEALTH

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Resources:

Knowledge for Health Gender Toolkit: Guides produced by international organizations such as WHO and the Futures Group for facilitators to address health sector issues. Some guides address responding to gender-based violence, involving stakeholders, and empowering women.

PEPFAR Gender Strategy:The President's Emergency Plan for AIDS Relief provides gender equality tools and other helpful resources.

AIDSTAR Gender and HIV/AIDS Resources: A website funded by USAID that provides comprehensive resources on addressing HIV/AIDS. This link specifically addresses gender and AIDS and includes in-depth case studies.

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

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

OVC and Gender training sessions done by John Snow, Inc.: USAID training session that addresses culturally sensitive approaches to HIV programming and gender concepts including case studies, handouts, and action plans.

Gender Sensitivity Assessment of HIV/Reproductive Health programs: A tool to investigate how responsive an organization's services and programs are to gender issues related to HIV prevention within an overall rights-based approach to sexual and reproductive health.

Integrating Gender Into HIV/AIDS Programmes in the Health Sector**:** A tool designed by WHO to raise awareness of how gender inequalities affect women's access to and experience of HIV/AIDS programs and services and offer practical actions on how to address or integrate gender into specific types of HIV/AIDS programs and services.

Grassroots Soccer: Website that has interactive soccer-themed curriculum for HIV, malaria, and gender including resources and research and development of past projects.

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

Advancing Women's Leadership and Advocacy for AIDS Action: A manual on implementing a workshop that addresses HIV/AIDS and gender-based violence. Each topic includes session plans, objectives, and facilitator tools.

Program P: A Manual for Engaging Men in Fatherhood, Caregiving, and Maternal and Child Health: A website that includes strategies and activities, which identify best practices on engaging men in maternal and child health, caregiving, and preventing violence against women and children. Manuals are available in English and Spanish.

Men as Partners: A guide for working with men to promote sexual and reproductive health and the constructive role that men can play in preventing HIV and AIDS, and advocating maternal health care and family planning in their families and communities.

COMMUNITY ECONOMIC DEVELOPMENT

Organizational Development

ORGANIZATIONAL MANAGEMENT

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

- Incorporate questions related to male/female breakdown and gender-related policies and barriers into any organizational assessment tools.
- Use relevant parts of the gender audit methodology[1] to help an organization do its own assessment of how gender equitable its policies are.
- Train the organization staff on how to use the relevant PACA tools to assess the needs of females and males in their communities and how to understand how gender dynamics may affect their work.
- Promote equal opportunity policies that proactively give hiring and promotion opportunities for women, promote a culture where women's and men's contributions are valued, and consider the gender-based constraints from contextual factors like safety or cultural assumptions.
- Provide trainings in gender sensitivity and incorporate understanding and promotion of gender equity as criteria for promotion. Check the GenEq training from PST for reference. Help staff demonstrate gender equity in their engagement with each other and with beneficiaries. Encourage essay-writing contests or other activities where staff can show their respect for gender equality.
- Support the organization in analyzing their data with a gender lens and asking gender analysis questions so they can improve the gender sensitivity of their services.
- Ensure organizations' marketing materials include language, photos, and messages that are inclusive of men and women. Promotional materials can also incorporate messages of gender equality and female empowerment in them so that as potential beneficiaries are learning about a program, they are immediately exposed to the organizations' inclusive and empowering values.

LEADERSHIP DEVELOPMENT

GENDER ANALYSIS QUESTIONS

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

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

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

ADVOCACY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Business Development

ENTREPRENEURSHIP, INCOME GENERATION, AND BUSINESS DEVELOPMENT SERVICES

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Personal Money Management

FINANCIAL LITERACY AND SAVINGS-LED MICROFINANCE

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Resources:

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

Gender Integration Resources: A website that has training modules in English and Spanish addressing gender mainstreaming.

Gender and Rural Microfinance: Reaching and Empowering Women, Guide for Practitioners: This guide gives ideas on how to provide financial and non-financial services to rural women in a gender-sensitive way. It includes organizational audit checklists.

Health Policy Project Empowering Women Leaders: Links to resources on women's empowerment, particularly in the maternal/child health sector.

Women's Empowerment Principles: Equality Means Business: A set of business principles for offering guidance on how to empower women in the workplace, marketplace, and community.

Advancing Women's Leadership and Advocacy for AIDS Action: A manual on implementing a workshop that addresses HIV/AIDS and gender-based violence. Each topic includes session plans, objectives, and facilitator tools.

Population Council's Adolescent Girls Empowerment Program: Financial Education Curriculum: A very user-friendly resource that guides users through the process of creating a financial education course for girls.

YOUTH IN DEVELOPMENT

Healthy Lifestyles

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

LIFE SKILLS AND LEADERSHIP

GENDER ANALYSIS QUESTIONS

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

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

SPORTS AND PHYSICAL ACTIVITY

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

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

World of Work

Youth Financial Literacy and Youth Entrepreneurship are covered under CED Section.

EMPLOYABILITY AND VOCATIONAL SKILLS

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Civic Engagement

VOLUNTEERISM AND SERVICE LEARNING

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

ADVOCACY AND CIVIC EDUCATION

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Support for Youth

PARENTAL SUPPORT, WORKING WITH SERVICE PROVIDERS, AND COMMUNITY ENGAGEMENT

GENDER ANALYSIS QUESTIONS

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

POTENTIAL GENDER-BASED CONSTRAINTS

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

STRATEGIES TO REDUCE GENDER DISPARITIES OR PROMOTE GENDER EQUALITY

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

Resources:

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

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

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

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

International Youth Foundation Field Notes: Improving Gender Equality in Youth Livelihood Programs:[1] A best approaches guide about how practitioners—throughout the program cycle—can be better informed about gender considerations and thus tailor programs and services to address and overcome the structural limits imposed on both young men and women participating in livelihood programs.

Gender-Responsive Life Skills-Based Education: UNESCO/Bangkok created a document on life skills-based education to address gender-equitable teaching and learning in many contexts and sectors, including family, school, workplace, neighborhood, and in the community.

Grassroots Soccer: Website that has interactive soccer-themed HIV prevention curriculum including resources and research and development of past projects.

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

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

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

1 http://www.iyfnet.org/sites/default/files/FieldNotesGenderEquality.pdf.

V^2 Volunteerism Action Guide: Available in French, Portuguese, and Spanish, provides:

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

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

ANNEX C. SAMPLE PROJECT FRAMEWORKS WITH GENDER INTEGRATED

Sample Framework 1: Community Economic Development Project With a Gender-Equality and Female-Empowerment Focus

This post determined from their gender analysis that women were particularly disadvantaged in the business sector and therefore that Volunteers should target them with different kinds of business training and also use the savings-led microfinance groups as opportunities to promote women's leadership. Note that the frameworks below are geared toward different entities, such as individuals, associations, or businesses.

Purpose: Families will have improved economic health and quality of life.		
Goal 1: Expand and improve livelihoods with an emphasis on women. Individuals, particularly women, will expand their opportunities for income generating activities and improve their skills in financial management and entrepreneurship.		
Objective 1.1: Financial Literacy By October 2020, 900 individuals, particularly women, will improve one or more financial literacy skill(s) to manage their finances effectively.		
Activities: Each year, 24 Volunteers and their community partners will train and coach 240 individuals on basic money management, personal budgeting, savings schemes and/or bank accounts, financial services, and other topics to achieve personal financial goals. They will prioritize both targeting women for services and also tailoring the training program to address women's needs such as using low-literacy training materials and methods.		
SI/PDI*	**Target**	**Output Indicators**
SI	1,200	**Individuals trained in financial literacy:** Number of individuals trained in financial literacy. (CED-023)
SI/PDI	**Target**	**Outcome Indicators**
PDI	900	**Financial literacy:** Number of individuals, out of the total number of individuals the Volunteer/partner worked with, who demonstrated improved financial literacy skills by doing at least two of the following: creating personal budgets, starting savings plans, opening up bank accounts, making deposits or withdrawal transactions from their savings accounts (informal or formal), participating in group savings schemes, setting financial goals, and/or reporting improved use of credit or money management.
Objective 1.2: Entrepreneurship By 2020, 500 individuals, particularly women, will create or expand business activities.		
Activities: Each year, 24 Volunteers and their community partners will train and coach 240 individuals, with a particular emphasis on women, to conduct feasibility studies, develop business plans, set up and manage their businesses, and register businesses where appropriate. They will also help women identify and strategize ways to address various gender-based constraints they may face.		
SI/PDI	**Target**	**Output Indicators**

Purpose: Families will have improved economic health and quality of life.		
SI	1,200	**Individuals trained in entrepreneurship:** Number of individuals trained in entrepreneurship. (CED-016)
SI/PDI	**Target**	**Outcome Indicators**
SI	800	**Individuals completing a business plan:** Number of individuals, out of the total number of individuals the Volunteer/partner worked with, who completed a business plan. (CED-018-B)
SI	500	**Individuals starting businesses with a business plan:** Number of individuals, out of the total number of individuals the Volunteer/partner worked with, who launched a business based on a business plan. (CED-019-B)
Objective 1.3: Business Development Skills By October 2020, 150 small female-owned businesses will improve one or more business management practices to increase profitability.		
Activities: Each year, 24 Volunteers and their community partners will train and coach 48 female-owned small businesses in business management skills, including planning, operations, customer service, marketing, negotiations, and financial management.		
SI/PDI	**Target**	**Output Indicators**
SI	240	**Individuals trained in business management/income generation:** Number of individuals trained in business development, including income generation. (CED-004)
SI/PDI	**Target**	**Outcome Indicators**
SI	100	**Internal Management:** Number of businesses, out of the total number of businesses the Volunteer/partner worked with, that improved their internal management in one or more of the following areas: scheduling employees, managing product delivery and distribution, or human resource policies and procedures. (CED-012-C)
SI	100	**Product or Service Development:**[18] Number of businesses, out of the total number of businesses the Volunteer/partner worked with, that improved in one or more of the following areas: production, service design or delivery, or quality control. (CED-014-C)
Goal 2: Improve Women's Leadership and Group Management Skills Women will develop leadership and management skills both within the context of voluntary savings and loan associations and within local governmental, nongovernmental, and community-based institutions.		
Objective 2.1: Savings-Led Microfinance By October 2020, 120 savings-led microfinance associations or clubs, particularly female-led clubs, will be formed and/or their capacity strengthened.		
Activities: Each year, 24 Volunteers and their community partners will train and coach 24 savings and loan associations to manage banking operations, with an emphasis on empowering women in savings groups to improve the group management practices and demonstrate leadership. Other activities may include discussions with male partners on supporting the group and the business enterprises.		
SI/PDI	**Target**	**Output Indicators**
SI	120	**Number of savings and loan associations and/or clubs started:** Number of savings and loan associations and/or clubs started as a result of training on savings-led microfinance methodologies. (CED-040-I)
SI	2,400	**Number of members in savings and loan associations and/or clubs:** Number of individuals, out of the total number of individuals the Volunteer/partner worked with, who joined a savings and loan association and/or a club as a result of training on savings-led microfinance methodologies. (CED-041-H)
PDI	2,000	**Women's leadership:** Number of women trained in a leadership role in a village savings and loan association.

18 Some posts choose to have a separate objective for product development and production.

Purpose: Families will have improved economic health and quality of life.		
SI/PDI	**Target**	**Outcome Indicators**
SI	100	**Association sustainability:** Number of savings and loan associations and/or clubs, out of the total the Volunteer/partner worked with, that have implemented a self-assessment process at least once a year and use it to make adjustments as needed. (CED-044)
SI	500	**Emerging female leaders:** Number of women, out of the total number of women the Volunteer/partner worked with on savings-led microfinance, who took on one or more leadership roles (informal or formal) within the community, as a result of their participation in a savings and loan association and/or club. (CED-047-F)
Objective 2.2: Women's Organizational and Community Leadership By October 2020, 600 women will improve their leadership skills.		
Activities: Each year, 24 Volunteers and their community partners will train and coach 120 women to improve decision-making skills, polish interpersonal and communication skills, handle stress, manage conflict and inspire others. They will emphasize reaching women with leadership potential and building their skills, and working with men and women on how to develop an inclusive environment in the various settings where they interact. They will work within both governmental and nongovernmental structures as well as community-based organizations.		
SI/PDI	**Target**	**Output Indicators**
SI	1,200	**Individuals trained in leadership:** Number of individuals trained in leadership. (CED-029)
SI/PDI	**Target**	**Outcome Indicators**
SI	600	**Stronger Leaders:** Number of individuals, out of the total number of individuals the Volunteer/partner worked with, who improved or adopted leadership skills or practices in one or more of the following areas: supervision, delegation, setting a strategic direction, participatory decision making, team-building, conflict resolution, or public speaking. (CED-030-F)
PDI	300	**Women's leadership:** Number of women, out of the total number of individuals the Volunteer/partner worked with, who took on a new leadership role as a result of working with the Volunteer/partner.

* SSI = Standard Sector Indicator. PDI = Post-Developed Indicator.

Sample Framework 2: Youth and Development Project That Includes Promoting Gender Equality

This sample framework is designed to demonstrate how a post might overlay an overt emphasis on gender and promoting gender equality in the project framework. In this example, the post designing this framework has identified harmful gender norms and lack of equality as a problem.

Goal 2: Preparing Youth for the World of Work
Youth will be prepared for the world of work and be engaged as active citizens.

Objective 2.1: Employability Skills for Youth
By 2020, 8,250 youth, with an emphasis on groups typically left out of the labor market such as girls and people with disabilities, will demonstrate two new skills to improve their employability in a local job market.

Activities: Each year, 100 Volunteers and their community partners will work with 27,500 youth to conduct training, educational workshops, or one-on-one mentoring activities on topics such as career planning or assessment, goal setting, navigating the job market, conducting informational interviews, job shadowing, searches, identifying internships, or other related activities.

SSI/PDI	Targets	Output Indicators
PDI		Number of youth trained in employability.
PDI		Number of youth, out of the total youth trained, who are from a marginalized group (girls, people with disabilities).
SSI/PDI	**Targets**	**Outcome Indicators**
SSI		Employability—Number of youth, out of the total number of youth the Volunteer/partner worked with, who demonstrated improved employability skills by doing two or more of the following: completing skills or career assessment profiles, setting career goals and making plans to achieve them, conducting informational interviews, job shadowing or career research, creating resumes or portfolios, conducting job or internship searches, and/or attending a career fair. (YD-017-D)

Sample Framework 3: English and Gender Education

Post	Togo	**PM**	Rose Kpomblekou-Nabine
Sector	Education	**Completed by**	Rose Kpomblekou-Nabine
Project	English and Gender Education (EGE)		

Purpose: Togolese middle school students and teachers improve academic performance and teaching skills, and increase community support for learning.

Goal 1: Students increase academic success and develop critical thinking skills.

Improve English Performance in Classroom Settings: By 2017, 7,800[19] Togolese students will improve their English language and/or critical skills through formal and non-formal activities in classroom setting.

Activities: Each year, 26 Volunteers and their partners will reach 1,560[20] middle school students by teaching lessons (team-teaching where possible) incorporating different styles, critical thinking, gender and task-based activities designed to improve students' language skills.

SI/PDI	Targets	Output Indicator
PDI	7,800[21]	**Students:** Number of students, taught by Volunteers and or their counterparts.

SI/PDI	Targets	Outcome Indicators
ED-004	6,240[22]	**Students:** English Proficiency: Number of students, out of the total number of students the Volunteer/partner worked with, who demonstrated improved English proficiency based on class content through formal or informal assessment.
ED-034	6,240[23]	**Students:** Critical Thinking: Number of students, out of the total number of students the Volunteer/partner worked with, who demonstrated at least one new or improved critical thinking skill.

1.2 Improve Confidence/Motivation and Leadership in English Clubs and/or Other Extracurricular Activities: By 2017, 5,200[24] Togolese students will demonstrate improved confidence, motivation, and/or new leadership skills in English through participation in English clubs and/or other extracurricular activities.

Activities:

Each year, 26 Volunteers and their partners will reach 1,040 students through informal English focused clubs, and/or other extracurricular activities such as Life Skills clubs, Men As Partners activities, girls' conferences, camps, and students' empowerment events to develop their confidence, motivation, and/or leadership skills. The design of these activities will:

- Increase boys' and girls' confidence and motivation through praise and other types of positive reinforcement
- Reward them for taking risks and possibly making mistakes, especially in the use of English to communicate
- Differentiating activities so every student can participate according to her/his capacity
- Provide mentoring and opportunities for participating students to practice being a leader—helping them to become more effective communicators, motivators, planners, or creative thinkers
- Encourage them to set positive examples for others by supporting other students in their learning
- Organize English-related or other activities and events for the school such as theatre competitions, study sessions, spelling bees, and essay competitions

SI	Targets	Output Indicator

19 Each Volunteer will have 60 students per class: 26 x 60 = 1,560 x 5-year project = 7,800 students.
20 Each Volunteer will have 60 students per class per year: 26 x 60 students = 1,560 students.
21 1,560 students each year for 5 years = 7,800 students.
22 7,800 students x 80% outcome = 6,240 students.
23 7,800 students x 80% outcome = 6,240 students.

1.2 Improve Confidence/Motivation and Leadership in English Clubs and/or Other Extracurricular Activities: By 2017, 5,200[24] Togolese students will demonstrate improved confidence, motivation, and/or new leadership skills in English through participation in English clubs and/or other extracurricular activities.		
PDI	5,200[25]	**Students:** Number of students who participated in informal clubs or extracurricular activities.
SI	**Targets**	**Outcome Indicator**
ED-034	4,160[26]	**Students:** Confidence and Motivation: Number of students, out of the total number of students the Volunteer/partner worked with, who demonstrated increased confidence or motivation in a class, club, or camp.
ED-033	2,600[27]	**Students: Leadership:** Number of students, out of students the Volunteer/partner work with, who demonstrated leadership in or out of the classroom through activities like peer teaching, coaching, or homework help.

Goal 2: Teachers are gender sensitive and teach with more confidence and effectiveness.		
Improve English communication skills: By 2017, 260[28] Togolese English teachers will demonstrate increased English usage and/or communication skills.		
Activities: Each year, 26 Volunteers will engage 52 English teachers in some of the following ways: • Creating opportunities outside of class for counterparts to speak about teaching or how to organize classes in English • Providing opportunities (formal or informal) to discuss aspects of teaching • Providing increased amounts of time or occasions of co-teaching and co-planning • Providing opportunities for more informal teacher development sessions and more formal teacher professional development events • Participating more often or more fully in extracurricular activities for boys and girls • Joining a new teacher association and/or participating more actively (or in new ways) in the leadership of a teacher association		
SI/PDI	**Targets**	**Output Indicator**
PDI	260[29]	**Teachers:** Number of English teachers engaging with Volunteers to improve their communication in English.
SI/PDI	**Targets**	**Outcome Indicator**
ED-030	130[30]	**Teachers: Community of Practice:** Number of teachers, out of the number of the teachers the Volunteer worked with, who engaged in a teacher community of practice in new ways.
ED-024	130[31]	**Teachers: General Teaching Practices:** Number of teachers, out of the total number of teachers the Volunteer worked with, who increased their use of student-centered teaching techniques.

24 Each Volunteer will have 40 students per club: 40 students x 26 Volunteers x 5-year project = 5,200 students.
25 1,040 students for 5 years = 5,200 students.
26 5,200 x 80 outcome = 4,160 students.
27 5,200 x 50 outcome = 2,600 students.
28 Each Volunteer will engage with 2 English teachers in teacher community of practice. 26 x 2 = 52 English teachers for 5 years = 260 English teachers.
29 26 x 2 = 52 for year project = 260 English teachers.
30 260 x 50% outcome = 130 English teachers.
31 260 x 50% outcome = 130 English teachers.

2.2 Promote Gender Equitable Practices: By 2017, 520 Togolese teachers will demonstrate more gender equitable practices inside and outside the classroom.

Activities:

Each year, 26 Volunteers and their partners will engage 104 teachers so that they:

- Call on girls and boys equally
- More often praise gender equitable behaviors
- More frequently integrate girls and boys in class projects, seating arrangements, and other structured activities
- Use more gender-neutral language
- Structure more activities to promote leadership for both girls and boys
- Encourage students, particularly girls, more often to be role models for peers and younger students through Peer Educator or Life Skills groups (see indictor for motivation)
- Employ more materials that show positive images of women and men
- Have higher expectations for both girls and boys
- Can facilitate at least one gender-focused training (such as Men as Partners, Life Skills, Behavior Change, and Mentoring) and set up and run science clubs, science camps, facilitate clubs or theatre groups that sensitize the community on gender-related issues

SI/PDI	Targets	Output Indicator
PDI	520[32]	**Teachers:** Number of teachers who received formal or informal training on gender equitable practices.
SSI	**Targets**	**Output Indicator**
ED-027	312[33]	**Teachers:** Promoting gender equitable practices: Number of teachers (male and female), out of the total number of teachers the Volunteer worked with, who were observed using improved equitable classroom practices.

2.3 Improve Resource Development and Utilization for English Education: By 2017, 130 Togolese English teachers will develop additional material resources, or introduce new or better ways to preserve and utilize existing resources.

Activities:

Each year, 26 Volunteers and their partners will engage 130 English teachers so that he or she:

- Creates new classroom materials (which could include posters, handouts, or physical objects that support classroom learning), and uses new or creative resources developed by others

SI/PDI	Targets	Output Indicator
PDI	130[34]	**Teachers:** Number of teachers who engaged in resource development or management with the Volunteer.
SSI	**Targets**	**Output Indicator**
ED-031	65[35]	**Teachers or School Personnel: School Libraries and/or ICT Resources:** Number of individuals, out of the total number the Volunteer/partner worked with, who demonstrated increased capacity to establish or maintain a school library or computer center.
ED-029	65[36]	**Teachers: Resource Development:** Number of teachers, out of the total number of teachers the Volunteer worked with, who increased their use of learning resources or classroom materials by creating, improving, or managing items such as lesson plans, posters, handouts, library books, or other materials that support classroom learning.

32 Each Volunteer will engage 4 teachers per year: 26 x 4 = 104 teachers (from all subjects) for 5 years = 520 teachers.
33 520 teachers x 60 % outcome = 312 teachers.
34 Each Volunteer will engage 1 teacher per year for 5 years; 26 x 5 = 130 teachers.
35 130 teachers x 50% outcome = 65 teachers.
36 130 Teachers x 50% outcome = 65 teachers.

Goal 3: School community members and the broader community will actively participate in their school and support gender equality and student learning.

3.1 Establish Student-Friendly Schools in the Community: By 2017, 60 school communities will increase their active support of education.

Activities:

Each year, 26 Volunteers and their partners will engage 26 school communities and their members (parents of students, inspectors, directors, teachers, and students) so that they participate more in the community school in one or more of the following ways:

- Promote access to safe education through sensitizing the community or organizing functional committees that fight against social issues such as forced or early marriage, unwanted pregnancy, child trafficking, prostitution or sexual harassment, which prevent students from pursuing their educations
- Ensure that schools are a safe place by establishing functional Gender Equity Committees, which serve as a counseling and/or support role to boys and girls in the community
- Advocate for student's rights to education by planning or organizing gender promotion activities such as Women's Day events, HIV/AIDS awareness day events, radio events, MAP trainings, student camps, field trips, and Take Our Daughters to Work programs
- Support and participate in sustainable educational projects such as Life Skills activities, Student Savings and Loans programs, Vacation Enterprise programs, Women's Wellness and Empowerment conference to provide role model women's to girls, Gender Equity Committee training to ensure sustainability, etc.

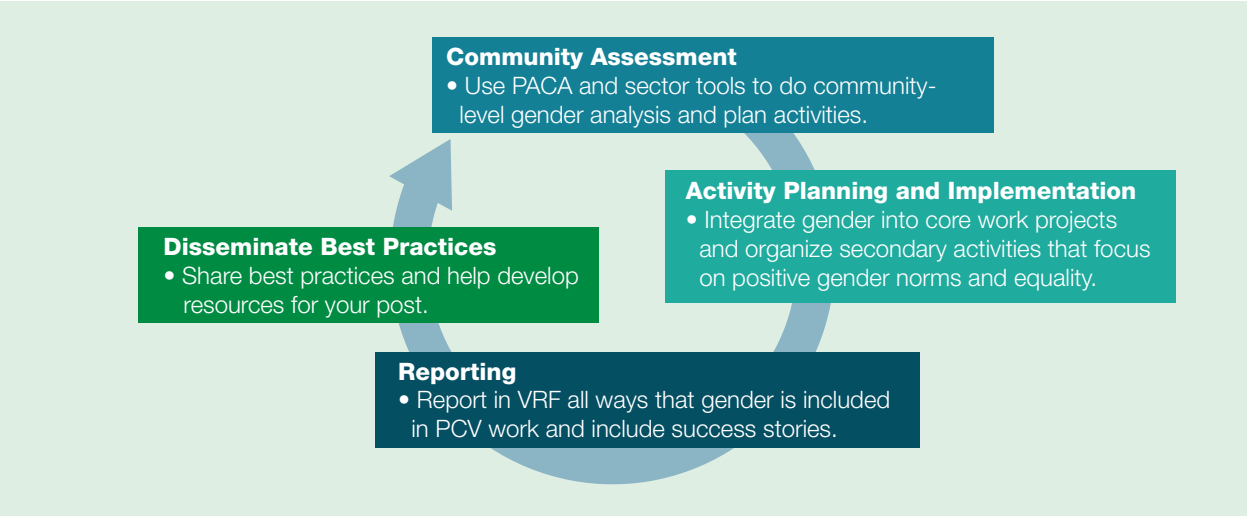
SI/PDI	Targets	Output Indicator
PDI	182[37]	**Community Members:** Number of people serving on Gender Equity and Promotion Committees.
SI/PDI	**Targets**	**Outcome Indicator**
ED-022	91[38]	**Community: School/ Community Engagement:** Number of community members, out of the total number of community members the Volunteer/partner worked with, who increased their participation in activities that strengthen community-school relationships.

37 Each Volunteer will set up a Gender Equity Committee composed of seven members per committee. 26 x 7 = 182 members. Number of members serving on the committee will be the same (mostly) even if the Volunteers end their service.

38 182 members x 50% outcome = 91 members

ANNEX D. GENDER IN THE VOLUNTEER WORK LIFE CYCLE

Peace Corps Volunteers are trained in gender and are responsible for gender integration in their own work life cycle. Volunteers first use PACA community assessment and gender analysis tools to understand the context, then plan activities that incorporate gender equality and female empowerment, and finally report on and share out their contribution to the Peace Corps' gender CSPP.



Community Assessment and Gender Analysis

Gender dynamics vary between countries, within countries, and even within communities. Within one region, different tribes or urban and rural populations may have very different beliefs about how to share resources within the household or how long girls should stay in school, for example. Since these norms can vary so greatly, there is no single, straight-forward way to integrate gender. Instead, the process of gender analysis must be repeated for every project in every community. Knowing how to undertake gender analysis is an important skill for staff and Volunteers and counterparts to learn, so that they can accurately identify the gender issues in their communities.

During the first three months at site, Volunteers do their initial community assessments to learn about their locale, the people, their counterparts, partner institutions, and potential beneficiaries. Posts are encouraged to support Volunteers with the PACA tools as well as some post- and sector-specific questionnaires. This is an important opportunity for Volunteers to conduct some basic gender analysis, gathering information about gender roles and relations, gender-based constraints, and any current work being undertaken to promote gender equality or empowerment.

PC/Washington has developed a gender analysis tool (Annex B) that is closely linked to the PACA process and can be used as part of Volunteers' community assessments. This simple tool walks Volunteers through the basic steps of developing analysis questions, performing community analysis, and analyzing the results to plan interventions.

Gender Analysis Tool for Peace Corps Volunteers

Step 1: What do you need to know?
Working with your counterpart, identify what you hope to learn through community assessment and gender analysis. Refer to Annex B for gender analysis questions that are relevant to your sector.

Step 2: What tools will you use?
While there are a number of different gender analysis tools available, most Peace Corps Volunteers are trained to use the PACA tools that, if facilitated deliberately, can give you essential information about the gender norms, roles, relations, and constraints in your community and can help you plan your activities with gender considerations in mind. Select the most appropriate PACA tools, or, if more appropriate, a sector-specific assessment tool. The detailed PACA tools can be found in the PACA Training Manual (No. M0053)

Tool	Use (Y/N)	Notes
PACA Community Mapping: This tool for locating different types of activities over a landscape can be used to show significant gender differences in how members view their community, how they locate different activities spatially, and how they attribute importance to different institutional "sites" such as schools, clinics, markets, extension offices, and so forth.		
PACA Daily Activities Schedules: This technique demonstrates the gender-based perceptions of the workload of each group and helps to raise awareness regarding the contribution that different groups make to overall household welfare and the routine work patterns of men and women (girls and boys) at the household and community levels.		
PACA Seasonal Calendars: This technique traces seasonal variations in household labor supply and demand, income flow, and expenditure patterns over time from the perspective of both men and women.		

Gender Analysis Tool for Peace Corps Volunteers		
Needs Assessment and Priority Ranking: These tools help communities identify constraints and opportunities for men and women (and boys and girls) in regard to project interventions based on community preferences.		
Gender Information Framework Worksheet Looks at the differences between males and females in terms of tasks, income, expenditures, resources, time/seasonality, decision making, and other factors. Could be used alone but is probably better as an accessory to one of the above tools.		
Gender Analysis Matrix: Looks at different effects of a project on men and women, the household as a whole, and the community. Considers both positive effects and negative effects. Best used on either an existing project or one that has been planned out to understand how it may affect different groups differently and if there are potential negative consequences that need to be addressed in the planning.		
Other:		
Step 3: Design the assessment process. Working with your counterpart, design a process to carry out the community assessment to address the key questions and using the tools noted above. Make sure that the method you use is culturally appropriate, and consider the following: language issues, translation, or correct ways to ask the questions; how to separate groups—by sex, by age, by different groups in the community, etc. Briefly describe your process in the space below.		

Gender Analysis Tool for Peace Corps Volunteers	
Step 4: Analyze the results. Findings may be analyzed by looking at the final maps, schedules, or tables developed with any of the PACA tools. The questions below are illustrative and should be customized to fit your needs.	
Analysis Questions	**Findings**
Gender roles in this sector Who does what activities?	
Access to resources Who has access to the resources, benefits, and opportunities?	
Control over decisions Who controls or makes decisions about the resources, benefits, and opportunities?	
Gender norms What are the cultural expectations that affect males and females in this sector?	

Gender Analysis Tool for Peace Corps Volunteers
Step 5: Plan your activities.
Who will you target? Who are the populations who have not traditionally had access to certain services? These populations could be women and girls or men and boys, or a sub-set (such as rural women or out-of-school boys) who have been identified in your analysis as particularly excluded or vulnerable.
How will you integrate gender considerations? How will you take the findings above into consideration as you implement activities in your framework? Will you need to adjust the time or location of trainings, reach out to different populations to make sure they are included, or adapt materials to consider specific considerations?
What activities can you include that specifically address gender norms and equality? Select activities that promote positive gender norms, gender equality, or community dialogue on gender issues. Consult Annex B for ideas.

Gender Analysis Tool for Peace Corps Volunteers
Review the sector-specific strategies in Annex B: Are any of these relevant given your findings?

ANNEX E. SAMPLE REPORTING FORM FOR POST STAFF

Post will fill out their reports on the gender CSPP through the VRT, and those reports will have a slightly different look to them. This table is an example of the kinds of data and information posts will analyze in that report.

1. Analyzing Project Data: Sample Youth Reproductive Health Project

Project Framework Data	Female (%)	Male (%)	Notes	Any changes needed in programming or in how PCVs are trained?
Total Beneficiaries Reached/Output indicators Example: # of youth who benefitted from any intervention in this project	75%	25%	*Is one significantly higher? Why? Was this project designed to target any specific group such as female business owners or male youth? Is it reaching that group?* More adolescent females were reached with information about reproductive health. This is great since this group has traditionally lacked this information. However, males possibly need more information as well so that they make healthy choices. Since most Volunteers in this project are female, maybe it's easier for them to talk to girls.	Talk to Volunteers about how to reach adolescent males as well, either through working with counterparts or through clubs or sports teams that exist.
Total Beneficiaries/ Outcome Indicator Example: # of youth who achieved at least one of the outcome indicators	41%	59%	*Is there any difference in the male/female breakdown when you look at the outcome indicators? If so, do you know why?* Fewer females achieved the outcomes such as accessing resources to support reproductive health or educating peers about reproductive health.	Need to explore with the PAC, Volunteers, and counterparts why adolescent girls are most of the beneficiaries in terms of the outputs but are achieving fewer of the outcomes. Maybe we need to do more to address the barriers girls face to using the information.

2. Analyzing the CSPP Data

CSPP Data - Quantitative	Female	Male	Questions	Any changes needed in programming or in how PCVs are trained?
Number of Volunteers reporting on the CSPP	45 (82%)	30 (60%)	*Are most Volunteers contributing to it? If not, why not? What are the challenges or barriers?* The data shows that there is a lot of interest in gender issues among all Volunteers, and particularly among female Volunteers.	Continue to emphasize the importance of gender in PST and ensure both male and female Volunteers understand what they can do.
Total beneficiaries reached with CSPP activities	350	67	*Are males or females reached more? Given your country's gender issues and challenges, do you think this is the right balance? If mostly females are being reached, do programs need to engage males more?* Many more females are reached because of the number of GLOW Camps and Grassroots Soccer activities, which are oriented toward girls.	Discuss with PAC, other program staff, and Volunteers how to engage boys in reproductive health discussions. Maybe look at boy scouts or boys' clubs. Consider starting a boys' camp as well. This might be of interest to male Volunteers.
Beneficiaries reached regarding access Did this activity increase access to opportunities, benefits, and/or resources for a group that has not traditionally been included?	25	5	*Who are the primary beneficiaries gaining increased access to opportunities, etc.? Are there other target groups you want to reach?* Limited numbers here because camps and clubs fell under the next two categories. Volunteers didn't count increasing access to contraception here though they probably could have. These were mostly women's saving clubs as secondary activities.	This does not seem to be an area where many Volunteers are contributing. If we inform Volunteers that increasing youth access to contraception is a "gender" activity, we would have higher numbers.
Beneficiaries reached with skills development Did this activity increase skills development, whether social, technical, or professional for a group that has not been traditionally included?	289	40	*Who are the primary beneficiaries being reached? Are there other groups that should be targeted as well?* Most Volunteers counted their camps and soccer clubs under this one since there were many skills taught.	These are great numbers but we'd like to increase the males reached.
Beneficiaries reached with empowerment Did the activity lead to empowerment via leadership, participation, and/or decision making for a group that has not been traditionally included?	325	30	*Who are the primary beneficiaries being reached? Are there other groups that should be targeted as well?* Camps and soccer clubs numbers also counted here since empowerment is a prominent theme.	Glad we are reaching so many people with empowerment messages. Should get quotes and write up the story.

3. Identifying Broad Themes Shown by the Data

- **What are the most significant accomplishments?**
  Volunteers are most proud of their GLOW camps and soccer clubs. These have been great ways to engage adolescent girls in particular to talk about empowerment, decision making, and reproductive health. In addition to those, two Volunteers helped women in their communities start women's savings groups, which increased access to financial services.

- **What are the biggest challenges reported**?
  Some Volunteers wanted to reach more underserved girls from lower income areas or further out villages, but those girls were less able to stay after school for soccer clubs or to travel to a camp. Will be discussing with Volunteers how they might take some of the messages and activities to the more remote groups. Male Volunteers don't feel as comfortable talking to adolescent girls about reproductive health. Will be considering how to help them work with boys in their communities or with female counterparts.

- **Are Volunteers working with counterparts**?
  About half the Volunteers work closely with counterparts on their clubs. All camps are done with counterparts. We have asked all Volunteers to find a counterpart to work with on their club activities.

- **Given all the findings, are any changes needed in training (PST, IST or other training)?**
  We will spend more time in PST talking about ways both male and female Volunteers can work on gender.

- **Given the findings, are changes needed in the program support provided by staff and gender committees to Volunteers?**
  We could use more materials on working with boys on reproductive health and gender equality.

- **What additional resources or support do staff need from HQ or other posts to strengthen posts' work on gender?**
  We will look for additional examples from other posts on working with boys and on more close involvement of counterparts in camps.

ANNEX F: MEASURING IMPLEMENTATION OF THE GENDER GUIDANCE

Output Indicators	Baseline	1 Year Target—end of FY 2015	3 Year Target—end of FY 2017
Percentage of posts with an identified gender POC	38/65= 58% (Source= List generated by email request to all posts)		
Percent of gender POCs trained in how to use the new gender guidance	0		
Number of other post staff (other than the gender POC) who have received training in gender integration (generally this is measuring how many other post staff the gender POC trains)	0		
Percentage of posts with Volunteer-led gender committees	(Source: SR reports?)		
Percentage of posts who chose gender as a CSPP	62% (Source: CSPP selection submitted with FY 2013 data)		
Number of posts who have incorporated gender in their technical training (PST or IST)			
Percentage of Volunteers who reported on the gender CSPP in the last annual reporting period			
Outcome indicators	**Baseline**	**1 Year Target—end of FY 2015**	**3 Year Target—end of FY 2017**
Number of frameworks that have integrated gender in goals, objectives, or activities			
Percentage of Volunteers scoring their gender training in PST as a 4 or 5 in the AVS	=32+15= 47% (source 2013 AVS)		
Percentage of Volunteers scoring their gender training in IST as a 4 or 5 in the AVS	= 33+15= 48% (source 2013 AVS)		
Percentage of Volunteers who report that they reduced gender disparities in access to or control over opportunities, benefits, and resources			
Number of beneficiaries reached with interventions that reduced gender disparities in access to or control over opportunities, benefits, and resources			
Percentage of Volunteers who report that they contributed to skills development for a targeted population			
Number of beneficiaries reached with skills development interventions related to gender			
Percentage of Volunteers who contributed to empowerment programs in a gender context			
Number of beneficiaries reached with gender empowerment interventions			

ANNEX G. GETTING FEEDBACK FROM VOLUNTEERS AT CLOSE OF SERVICE

Gender Issues During Peace Corps Service, and How They Were Addressed in Volunteers' Work

This template is designed to help gender POC facilitators gather information from Volunteers during close of service. Use of this template is optional, and you can ask some or all the questions as appropriate for your post.

Key guiding questions: Who were the target populations, and what were the gender roles, norms, and constraints that affected project implementation and outcomes? How were these addressed? What do you recommend as a follow-on gender activity?

Topics/Questions for Analysis	Notes
Target populations in your project	
Gender roles in your project Who did what activities?	
Access to resources Who had access to the resources, benefits, and opportunities?	
Control over decisions Who controlled or made decisions about the resources, benefits, and opportunities?	
Gender norms What are the cultural expectations that affected males and females in this sector?	

Topics/Questions for Analysis	Notes
Challenges What were the challenges in your project?	
Implications for your project How did you and your counterpart address some of these gender norms and constraints in your work?	
Changes to note What qualitative and quantitative change, however small, can you and your counterpart report?	
Recommendations What do you suggest to continue addressing gender norms? (A different training, work with different groups, etc.) What is your advice?	

ANNEX H. GENDER EQUALITY AND WOMEN'S EMPOWERMENT CSPP CHECKLIST

This checklist demonstrates the extent to which a post has a strong Gender Equality and Women's Empowerment Cross-Sector Programming Priority (CSPP).

CLEAR MESSAGING

The post has developed clear, simple messaging on why it selected Gender Equality and Women's Empowerment (GenEq), and outlined how the post will use the Gender Guidance to address gender issues in a culturally appropriate way working with counterparts.

COMMITTEE

The post has a Volunteer-led committee with a staff liaison (the Gender Point of Contact [POC]) to promote and support GenEq integration efforts.

COMMUNITY OF PRACTICE

The post ensures that the gender POC actively participates in and contributes to the PCLive Community on Gender Equality and Women's Empowerment.

INTEGRATED FRAMEWORK

The post has incorporated gender-focused goals, objectives, and/or activities into the project framework.

PARTNERSHIPS

The post has identified effective local partners with proven experience in successfully integrating gender to ensure different approaches for different stakeholders, and has the ability to support and sustain Volunteer efforts.

REPORTING

The post has trained and prepared Volunteers on how to report on gender activities in the Volunteer Reporting Tool (VRT), and how to document successes and best practices through Volunteer stories.

RESOURCES

The post has utilized human, in-kind, small grants, and other financial resources to leverage gender-focused projects to support national and/or community events and capacity-building trainings that reinforce GenEq integration efforts.

RESPONSE

The post has created specific Volunteer roles to support gender development, such as PCVL or PC Response positions to more intentionally support gender integration efforts in collaboration with the gender POC.

STAFFING

The post has selected a gender POC responsible for integrating GenEq considerations into programming, training, and evaluation, and who serves as a resource to post staff and Volunteers.

TRAINING

The post has integrated gender considerations into the technical training for all sectors by engaging staff and Volunteers on relevant GenEq issues and utilizing the Gender Guidance as a resource on how to address the issues in the post context.

PARTICIPATORY

The post models a participatory approach to development efforts by intentionally including the diverse perspectives of host-country women, men, girls, and boys in advising the Peace Corps on how to effectively define gender priorities and implement projects in their country.

Overseas Programming and Training Support

The Peace Corps Office of Overseas Programming and Training Support (OPATS) develops technical resources to benefit Volunteers, their co-workers, and the larger development community.

This publication was produced by OPATS and is made available through its Knowledge & Learning unit (KLU).
Volunteers are encouraged to submit original material to KLU@peacecorps.gov. Such material may be utilized in future training material, becoming part of the Peace Corps' larger contribution to development.

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