**GENDER EQUALITY AND RIGHTS**

# GENDER RESPONSIVE COMMUNICATION FOR DEVELOPMENT: GUIDANCE, TOOLS AND RESOURCES

**UNICEF REGIONAL OFFICE FOR SOUTH ASIA**

**MAY 2018**

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# Introduction

Communication for development (C4D) has been used for several decades as a means to improving the situation of children and families by promoting health, nutrition, sanitation, education and numerous other human rights issues. There is abundant evidence demonstrating that communication strategies implemented through a mix of approaches, channels and aimed at different participants and stakeholders can **inform, influence, motivate, engage and empower**.[1,2,3.]

Communication can be pivotal in promoting gender equality, by transforming attitudes and norms that perpetuate gender based discrimination. Communication is also closely linked to empowerment as it **contributes to building confidence and skills to negotiate choices and demand for equal access to and control of resources**. Complex constructs such as gender equality, social norms and empowerment are not always easy to measure, but there is a wealth of both qualitative and quantitative data on the effectiveness or impact of communication interventions in changing gender norms.[4] For instance, a systematic review of changing discriminatory norms for adolescent girls shows **strong evidence to support that communication programmes are an effective way to challenge gender-discriminatory attitudes and practices** (Marcus & Page, 2014).[5] Though this review focused on adolescent girls, many of the findings apply to gender issues and women and girls in general.

> **What does the evidence tell us about changing discriminatory norms affecting adolescent girls through communication?**
>
> - **Integrated programmes** with more than one communication component (and including non-communication activities) tend to achieve more positive outcomes;
> - Approaches that **stimulate discussion** within a peer group are more likely to have positive outcomes and may help bridge the gap between attitude and practice change;
> - Highest proportion of positive changes was seen in programmes addressing early marriage, education, female genital mutilation/cutting and intra-household relationships and many of these programmes involved **community-level dialogue** and **reflection**;
> - Longer or more **intense exposure** to communication usually leads to greater and more sustained change in gender norms;
> - Programmes addressing **multiple areas** of gender equality usually achieve greater change on the issues they address in more depth than on those they

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[1] Naugle, D. A., & Hornik, R. C. (2014). Systematic Review of the Effectiveness of Mass Media Interventions for Child Survival in Low- and Middle-Income Countries. *Journal of Health Communication*, *19*(sup1), 190–215.

[2] Wakefield, M.A., Loken, B., & Hornik, R. (2010). Use of Mass Media Campaigns to Change Health Behaviour. *The Lancet*, 376:1261-2171.

[3] Usdin, S., Scheepers, E., Goldstein, S. and Japhet, G. (2005) 'Achieving Social Change on Gender-Based Violence: A Report on the Impact Evaluation on Soul City's Fourth Series'. Social Science and Medicine 61: 2434-2445.

[4] See the Literature Review Report on Gender and C4D in South Asia, developed as part of this assignment commissioned by UNICEF ROSA.

[5] Marcus, R. & Page, E. (2014). Changing Discriminatory Norms Affecting Adolescent Girls Through Communication Activities: A Review of Evidence. London: Overseas Development Institute.

> address in passing;
> - **Engaging multiple stakeholders** (girls, family decision makers and community influencers) is often important in achieving norm change.
>
> Source: Marcus, R. & Page, E. (2014). Changing Discriminatory Norms Affecting Adolescent Girls Through Communication Activities: A Review of Evidence. London: Overseas Development Institute.

Gender is a critical determinant of development, human rights and child outcomes. Accounting for gender-based differentials in C4D planning, implementation and evaluation can enhance the impact of social and behaviour change efforts aimed at improving the situation of children and families. **Achieving gender equality requires levelling the playing field, which necessitates working with girls and women, as well as with boys and men**, parents, community leaders, and those with power and influence in the economic, political and social spheres.[6] UNICEF's Gender Action Plan (GAP 2018 -2021) explains that gender equality is realized when women and men and girls and boys enjoy the same **rights, resources, opportunities and protections**. Because power structures in societies across the world mostly privilege boys and men, advancing gender equality most often requires addressing disadvantages faced by girls and women. At the same time, because gender inequality pervades personal, family and social relationships and institutions, it affects men and boys as well, and requires the engagement of both sexes to make progress towards justice and equality. Shifts in gender equality require not only **awareness and behaviour change**, but also changes in the fundamental power dynamics that define **gender norms and relationships**. According to the current GAP, programming should follow five principles for gender programming and should be at scale, well resourced, expert-led, evidence driven and innovative (See Figure 1).[7]
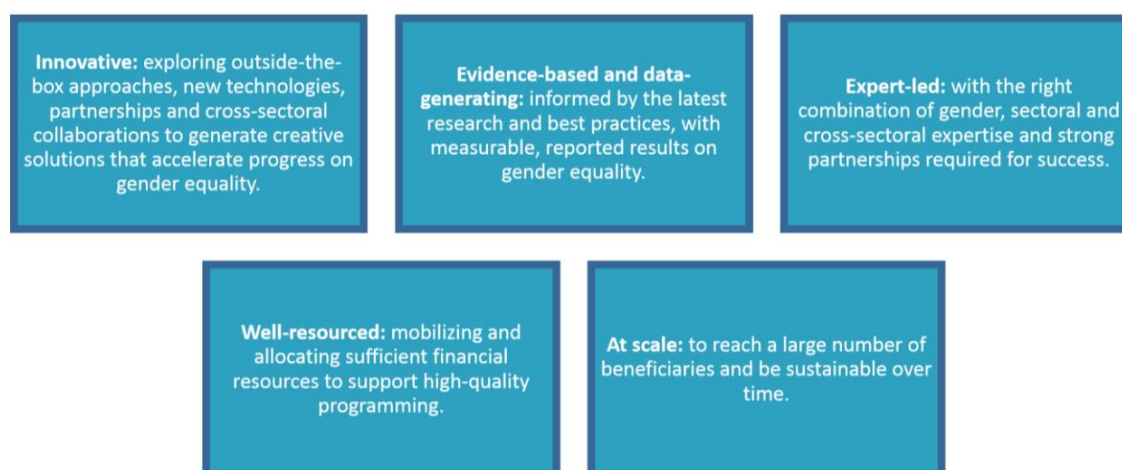


**Innovative:** exploring outside-the-box approaches, new technologies, partnerships and cross-sectoral collaborations to generate creative solutions that accelerate progress on gender equality.

**Evidence-based and data-generating:** informed by the latest research and best practices, with measurable, reported results on gender equality.

**Expert-led:** with the right combination of gender, sectoral and cross-sectoral expertise and strong partnerships required for success.

**Well-resourced:** mobilizing and allocating sufficient financial resources to support high-quality programming.

**At scale:** to reach a large number of beneficiaries and be sustainable over time.

**Figure 1: Principles for Gender Responsive or Transformative Programmes**

This guidance details how C4D programmes can be designed and implemented to contribute to gender equality in a measureable and sustained way. In so doing the resource provides clarity on

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[6] UNICEF Gender Action Plan 2014 -2017.
[7] UNICEF Gender Action Plan 2018 -2021.

what is gender responsive C4D and how C4D can be strategically employed to achieve equality, foster empowerment and transform unequal relationships and power structures. This resource was developed with the aim to provide specific guidance on **how to integrate gender dimensions in C4D efforts** addressing child survival, well-being, education and protection. The document is aimed primarily for C4D staff but can be useful for programme sector specialists (e.g., health, education child protection) as well as cross-cutting areas specialists (e.g. gender, adolescents, planning). This guidance comprises of five parts; an overview on gender responsive C4D, followed by a summary discussion of opportunities and challenges in integrating gender in C4D efforts, a step-by-step guidance to ensure gender dimensions are included in each step of the c4D planning cycle and a checklist to assess the level of gender integration. The final section includes an annotated list of useful resources and tools and a glossary of terms. By going through this guidance practitioners will be able to:

- ✓ Demonstrate an understanding of what gender responsive C4D means
- ✓ Develop and design gender responsive C4D initiatives
- ✓ Assess and enhance the level of gender integration in C4D initiatives
- ✓ Refer to available tools and resources to plan, design, implement and measure gender responsive C4D.

## Gender Responsive C4D

**Gender responsive programming** refers to programmes where **gender norms, roles and inequalities have been considered, and measures have been taken to actively address them**. Such programmes go beyond increasing sensitivity and awareness and actually do something to narrow or remove gender inequalities. **Gender sensitive programming**, on the other hand, refers to programmes where **gender norms, roles and inequalities** have been considered and awareness of these issues has been raised, although appropriate actions may not necessarily have been taken. **Gender sensitive efforts need to be accompanied by gender responsive actions in order to achieve gender equality and transform gender relationships and power structures.**[8]

The level of gender integration in programmes is gauged on a gender equality continuum as reflected in Figure 2. Gender responsive programmes can range from gender sensitive, specific or transformative and this will vary based on the focus area and issues. Table 2 provides a useful scale to assess the level of gender responsiveness. While all C4D initiatives cannot aim to be gender transformative, at a bare minimum, initiatives should not be gender negative or blind. For instance, typically, a C4D immunization campaign, may not attempt to promote gender equality but it must consider the opportunities, roles and needs of female and male caregivers to effectively reduce the gender disparity in vaccine coverage. On the other hand, a gender transformative C4D effort to promote girls' education should aim to increase not only school enrolment but also girls' self-efficacy and empowerment, to enable them to stay in school.

**Figure 2: Gender Equality Continuum**[9]



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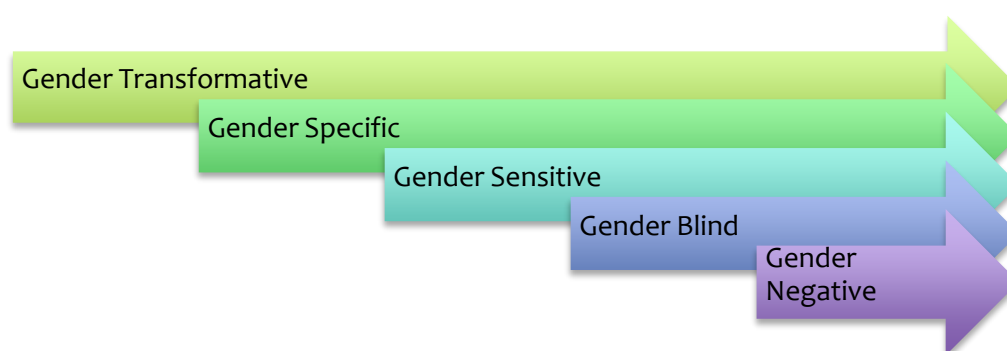
[8] Integrating Gender into HIV/AIDS Programmes in the Health Sector: Tool to Improve Responsiveness to Women's Needs (2009). World Health Organization: Geneva.
[9] Adapted from the Integrating Gender Into Social and Behavior Change Communication Continuum, Health Communication Capacity Collaborative (HC3), Johns Hopkins Center for Communication Programs (CCP).

**Table 1: Gender Responsive Assessment Scale[10]**

| Gender Negative | • Perpetuates gender inequality by reinforcing unbalanced norms, roles and relations<br>• Privileges men over women (or vice versa)<br>• Often leads to one sex enjoying more rights or opportunities than the other |
|---|---|
| Gender Blind | • Ignores gender norms, roles and relations<br>• Very often reinforces gender-based discrimination<br>• Ignores differences in opportunities and resource allocations for women and men<br>• Often constructed based on the principle of being "fair" by treating everyone the same |
| Gender Sensitive | • Considers gender norms, roles and relations<br>• Does not address inequality generated by unequal norms, roles or relations<br>• Indicates gender awareness, although often no remedial action is developed |
| Gender Specific | • Considers gender norms, roles and relations for women and men and how they affect access to and control over resources<br>• Considers women's and men's specific needs<br>• Intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs<br>• Makes it easier for women and men to fulfil duties that are ascribed to them based on their gender roles |
| Gender Transformative | • Considers gender norms, roles and relations for women and men and that these affect access to and control over resources<br>• Considers women's and men's specific needs<br>• Addresses the causes of gender-based health [and other] inequities<br>• Includes ways to transform harmful gender norms, roles and relations<br>• The objective is often to promote gender equality<br>• Includes strategies to foster progressive changes in power relationships between women and men |

To illustrate how C4D initiatives can range from being gender negative to gender transformative, Table 2 draws on the gender assessment scale and presents some examples of how a communication effort to end Violence Against Children (VAC), an issue that affects both girls and boys, may integrate varying levels of gender responsiveness in its programme design and delivery. These examples also highlight how the scale can be applied to assess C4D efforts.

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[10] Gender Mainstreaming Manual for Health Managers: A Practical Approach, (2011). World Health Organization: Geneva.

**Table 2: Gender Responsive C4D Initiatives to Address VAC**

| | |
|---|---|
| **Gender Negative** | A VAC campaign that promotes the idea of girls needing to be protected by their fathers and brothers and portrays male family members as guardians. This builds on negative gender norms where women are expected to stay at home and men control their movement in public spaces. Likewise, portrayals of a father beating his children reinforces gender stereotypes and promotes aggressive or violent forms of masculinity. |
| **Gender Blind** | A VAC campaign that addresses children as a single group and doesn't include an understanding of gender differences in the prevalence of violence in the research phase. The interventions and messages are designed to target children as a general category and gender needs of girls and boys are not specifically addressed. Such efforts may still meet their objectives but they fail to acknowledge the affects of gender and may continue to leave one group behind. |
| **Gender Sensitive** | A VAC campaign that builds on the gender differences in how girls and boys experience violence and incorporates these differences in the intervention design. For instance, data may indicate that boys tend to face harsher forms of physical abuse, while girls may be more vulnerable to sexual abuse. This could mean planning for separate school based activities – one focusing on responding to corporal punishment for boys and another one ensuring that teachers can support girls in school to prevent abuse. This will require different messages, material and programmes for girls and boys. Such efforts take into account gender-based differences but don't attempt to change relationships or power structures. |
| **Gender Specific** | A VAC campaign that includes a robust gender analysis in the programme and planning phase. As a result, the intervention is specifically designed to meet the needs of girls and boys. For instance, girls may not have equal access to media so additional steps are required to ensure they can listen to or view media messages and that they can provide feedback through text messages or email. This could mean free text messages to girls or a dedicated call in line for girls with a female responder. Likewise, community sessions for fathers may need to be organized in a place and time that works for men in the community (e.g., evening sessions at a tea shop). |
| **Gender Transformative** | An integrated VAC campaign that addresses different levels of socio-ecology and supports commitment from community leaders to end VAC; promotes knowledge of the harmful impacts of violence among parents and builds capacity among adolescent girls and boys to develop self efficacy, decision-making skills and report violence when it occurs. Such an effort, engages girls, boys, women and men to address agency, power structures and relationships. By combining knowledge of the harmful impacts of violence along with the skills to negotiate choices, such an effort can be transformative. These interventions will likely reduce violence but also explicitly promote gender equality and non-discrimination. |

## Challenges and Opportunities for Integrating Gender in C4D

A mapping of C4D initiatives in four UNICEF country offices – Afghanistan, Bangladesh, Nepal and Pakistan highlighted some noteworthy challenges for integrating gender in C4D efforts.[11] Overall the mapping indicated that all the initiatives reviewed reflected some level of gender awareness. The review did not identify any initiatives that were gender blind or gender negative. The level of gender responsiveness in the initiatives reviewed ranged from being gender specific, to gender sensitive and some could be classified as potentially gender transformative. As the mapping did not focus on **impact level data**, it was **not possible to discern whether or not the initiatives led to gender transformation**. The mapping did however point to some common trends across countries and programmes.

### *Focus on Individual Level Behaviour Change*

Several of the health related initiatives (e.g., IFA supplementation, cord care, mother child week, immunization) appeared to be gender sensitive and could be designed to be more gender responsive. They addressed a specific health aspect and focused primarily on knowledge and practice level changes. In that sense, they were mostly **behaviour change focused** and did not lend themselves to social change as the **focus was on awareness-raising and less on skill enhancement or confidence building**.

Furthermore, they targeted women in contexts where health and nutrition decision-making is generally controlled by men. In such scenarios, improved knowledge may not result in changes in behaviours due to limited access to resources and lower-decision making among women, unless they are accompanied by a change in gender relationships. Focusing mostly on mothers, also **reinforced the caregiving role of women** and added to their burden of responsibility. Some strategies engaged men to improve uptake of health related practices, but this was limited to leveraging the role of men as decision-makers in the family and did not adequately **address power structures within the household**. These initiatives could be further gender transformative by engaging fathers to take on a more active role in child rearing and by promoting decision-making among women.

### *Gender Considerations not included in all Steps of the Programme Cycle*

C4D requires a **systematic and planned process** that follows specific steps of the programme planning cycle and it is important that gender aspects are taken into consideration in all steps of this process – planning, material development, implementation, monitoring and evaluation. It appeared to be easier to integrate gender in certain steps than others. For instance, in some contexts it may have been relatively easy to include gender considerations in the situation assessment or strategy development phase, but was more challenging to integrate gender dimensions in the programme roll-out and implementation. On the other hand, if the formative research missed out on an in-depth gender analysis, the subsequent strategy was unlikely to fully address gender specific barriers or manifestations.

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[11] Gender Responsive Communication for Development: Mapping and Assessment of UNICEF Initiatives in Afghanistan, Bangladesh, Nepal and Pakistan. UNICEF ROSA, 2018.

### Challenge to Engage Men

Male engagement also appeared to be an area that was difficult to operationalize. Even when a male engagement component was well integrated in the strategy and planning phase, the actual implementation fell short. Likewise even when material was specifically designed for men or boys, it was challenging to disseminate. Organizing men can also be challenging as it is difficult for outreach workers to meet with them during the day if they are at work. More over, some issues such as child rearing or menstrual hygiene management are considered to be women's issues and men may not want to either come forward to discuss these topics publically. With respect to promoting more equitable gender roles in childcare, there was a struggle between projecting reality (what actually happens in the local context) and images of engaged fathers that seemed to far removed from reality (what would never happen in the local context).

### Patriarchal Programming Context

Another barrier was that the overall programming context in the region is strongly gendered and patriarchy is deeply rooted. This has implications on the mind-set of staff, implementing partners, media, government officials and lawmakers, as they too are affected by the norms and values prevalent in the broader social environment. Disrupting the status quo or approaching a very sensitive issue in a bold or unconventional manner may not be encouraged at times by national partners. Hence the situation requires cultural sensitivity and tact in addressing certain topics or areas such as child marriage or menstrual hygiene.

### Opportunity to Integrate Issues

Cross-sectoral efforts such as those addressing adolescent issues (e.g., child marriage, school completion and menstrual hygiene management) appeared to fare better in terms of the gender responsiveness scale. The strategic planning included indicators for confidence building and the approaches included dialogue either among peers or at the community level. **Self-efficacy, decision-making and dialogue are important aspects in social and norm change communication** efforts and are linked with transforming existing norms, values, perceptions, roles and responsibilities. Adolescent initiatives in Afghanistan, Bangladesh and Nepal, all addressed a range of issues and included gender equality constructs. The objectives included **building self-efficacy and agency**. It is important to note, that these **life skills** once developed can be exercised for multiple rights and protection issues and can therefore, contribute to empowerment of girls and women. Having covered some of the key barriers and opportunities in integrating gender in C4D programmes, the next section attempts to provide step-by-step guidance on ensuring that gender considerations are included in the C4D programme cycle.

# Applying a Gender Lens to C4D Programme Planning[12]

## Social and Behaviour Change

The central premise guiding the social and behaviour change posits that raising awareness and stimulating debate and discussion among different stakeholders about the desired change, can lead to transforming attitudes and practices that condone the behaviour. Transformation of attitudes and building of critical negotiation skills and self-efficacy will lead to the ability to make choices, take action, contributing to changing normative practices. Ultimately a steady progression from knowledge gain to attitude change to negotiating choices and garnering commitment from community based influentials will result in positive social and behaviour changes. Building on prominent theories of behaviour and social change communication that have been used across several areas of health and human rights, Figure 3 presents a simplified illustration of how social and behaviour change occurs.[13]

**Figure 3: Social and Behaviour Change Process**
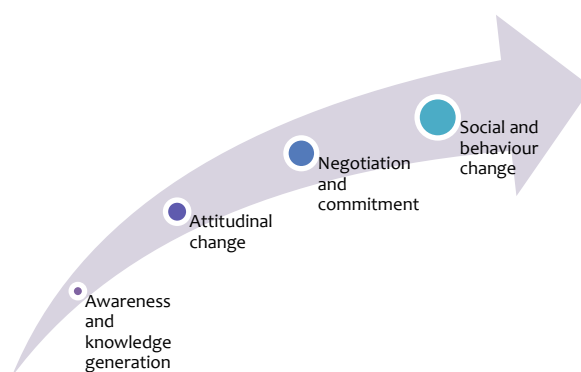


Furthermore, analysis using a **social ecological model** (SEM) helps us understand how individual, familial and collective beliefs, attitudes, norms, power-dynamics and institutional structures and policies could facilitate the behaviour and social change necessary to achieve programmatic outcomes. This model posits that individual, community, organizational and broader environmental/policy contexts shape how people and societies behave (See Figure 4). All C4D interventions need to consider this inter-related social-ecology when designing communication programmes.

**Figure 4: Social Ecological Model**



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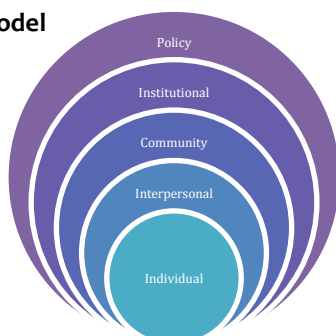
[12] This section draws on the Gender and SBCC Implementation Kit, Health Communication Capacity Collaborative. Johns Hopkins University.

[13] Rimer, B.K., Glanz, K., Viswanath, K. (2008). Health Behavior and Health education: Theory. Research and Practice (4th ed). SanFrancisco: Jossey-Bass.

SEM helps identify the multiple communication and programmatic interventions needed to engage different participant groups to influence positive change. In addition, to applying the SEM framework to a programme, a 5-step C4D planning process is commonly used. There are several planning models that have been employed over the years such as the P Process[14], the C Planning (which adapts several existing planning models),[15] or UNICEF's ACADA framework (articulated through a cycle of assessment, communication analysis, design and action). Selecting the most effective model for a particular situation depends on the context, issue, resources and preference. All these models approach C4D planning as cyclical or iterative process that follows sequential steps and integrates research across all stages.

Building on the common elements of these different models, a 5 Step process (See Figure 6) that delineates the essential steps required to plan, design, implement, monitor and evaluate a C4D intervention or strategy is presented below.[16] In each of these five steps, specific questions around what, why and how gender needs, norms, roles and relationships are being addressed need to be considered as illustrated in the outer layer of the C4D planning cycle in Figure 6. To summarize, integrating gender in C4D efforts requires gender specific considerations to guide the overall C4D planning process as illustrated in Figure 5.
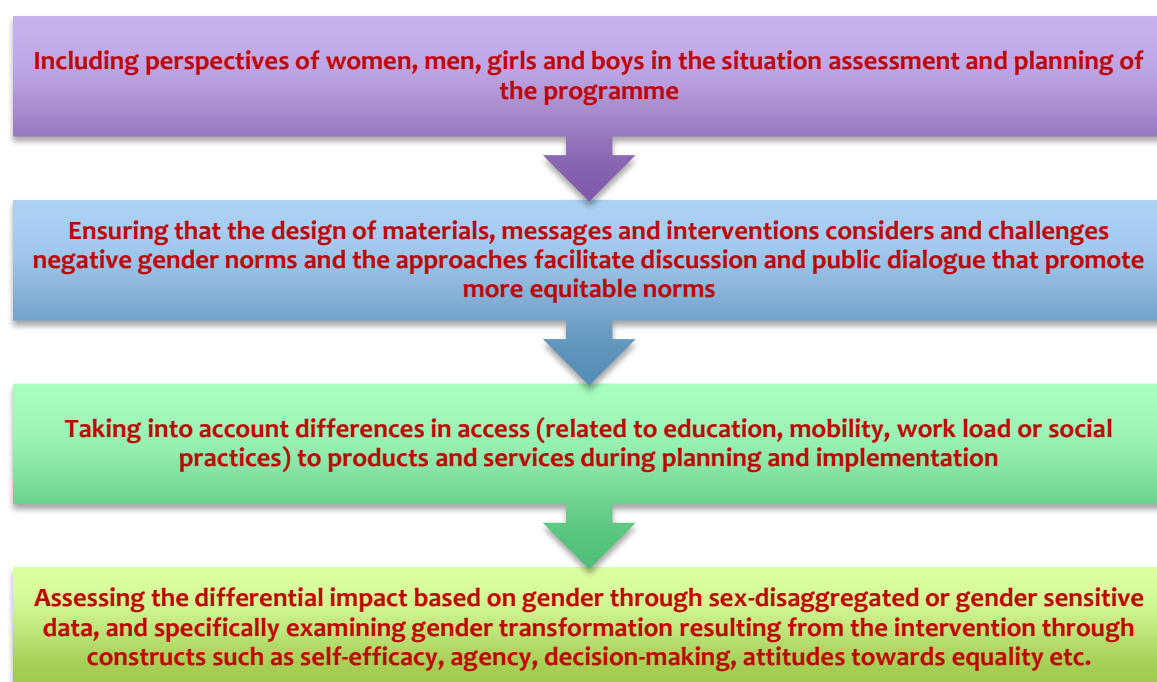
**Including perspectives of women, men, girls and boys in the situation assessment and planning of the programme**

**Ensuring that the design of materials, messages and interventions considers and challenges negative gender norms and the approaches facilitate discussion and public dialogue that promote more equitable norms**

**Taking into account differences in access (related to education, mobility, work load or social practices) to products and services during planning and implementation**

**Assessing the differential impact based on gender through sex-disaggregated or gender sensitive data, and specifically examining gender transformation resulting from the intervention through constructs such as self-efficacy, agency, decision-making, attitudes towards equality etc.**

**Figure 5: Overview of Integrating Gender and C4D**

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[14] Johns Hopkins University Center for Communication Programs.

[15] C-Change (Communication for Change)

[16] The 5 step process is taken from the Global Communication for Development Strategy Guide for Maternal, Newborn and Child Health and Nutrition Programmes (2015). UNICEF: New York. The gender specific considerations in each step have been developed by Ami Sengupta (2017).
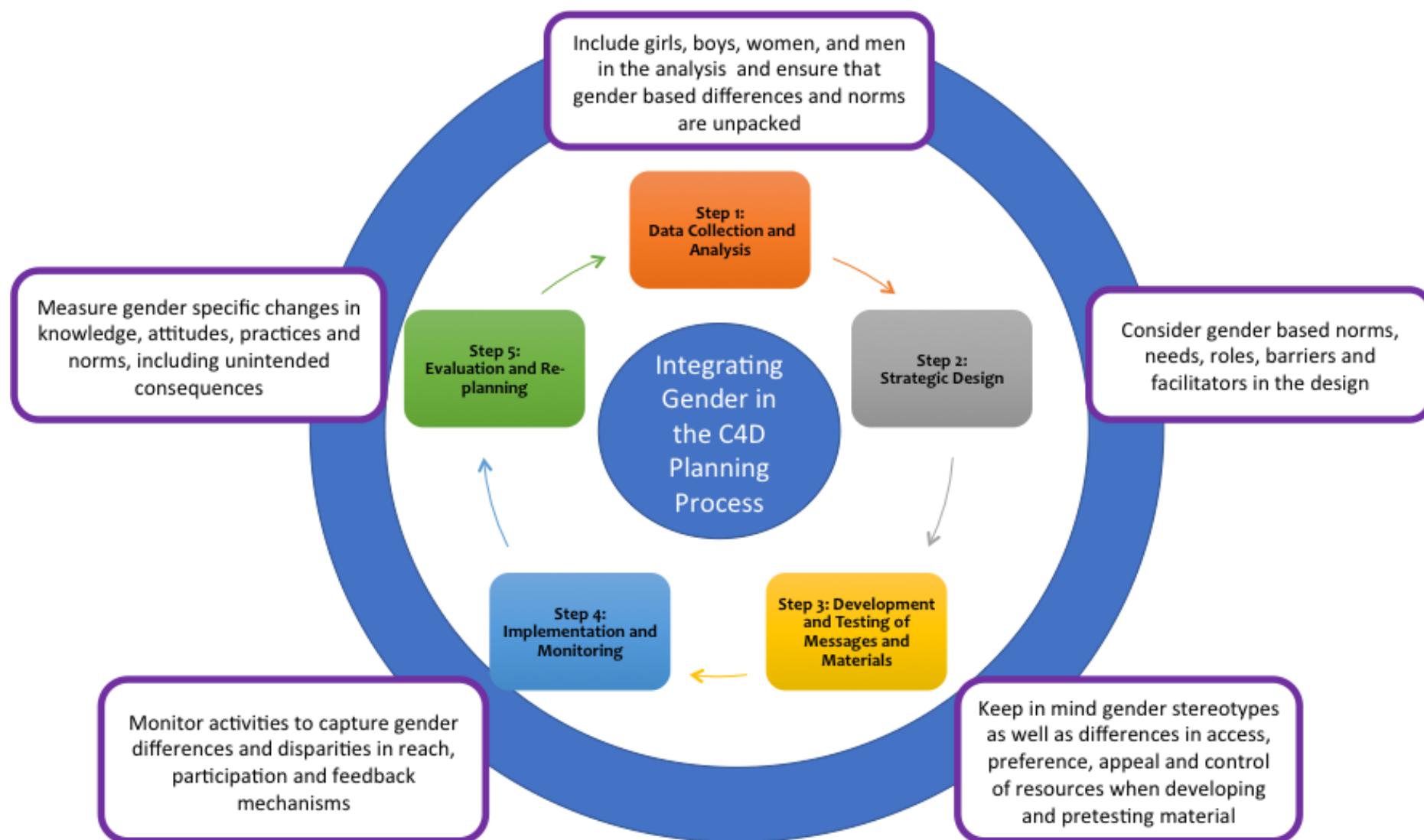
**Figure 6: Integrating Gender in the C4D Planning Process**

Include girls, boys, women, and men in the analysis and ensure that gender based differences and norms are unpacked

Consider gender based norms, needs, roles, barriers and facilitators in the design

Keep in mind gender stereotypes as well as differences in access, preference, appeal and control of resources when developing and pretesting material

Monitor activities to capture gender differences and disparities in reach, participation and feedback mechanisms

Measure gender specific changes in knowledge, attitudes, practices and norms, including unintended consequences

Step 1: Data Collection and Analysis

Step 2: Strategic Design

Step 3: Development and Testing of Messages and Materials

Step 4: Implementation and Monitoring

Step 5: Evaluation and Re-planning

Integrating Gender in the C4D Planning Process

**Step 1: Data Collection and Analysis**

The purpose of this step is to understand the nature and extent of the issue, to identify who is the most affected group and what is the expected change. In this step it is particularly important to **understand why people behave in a particular way, why they do not adopt the desired practice and what can motivate them to change behaviours, practices and norms**. Applying a gender lens at this step will provide sex disaggregated data and a deeper understanding of the barriers and motivators and how they may be different for girls and boys, men and women.

Remember if the right questions are not asked at this stage it will not be possible to get the answers to some of the "why" questions that are needed to develop a gender responsive strategy. Examples of research questions include:

- Why are girls falling behind in vaccination coverage?
- Why are boys in a certain region more likely to be stunted?
- What can motivate girls and boys to complete secondary schooling?
- How are girls and boys experience of physical violence different?

In this step, the following questions should be considered:

| Step1: Gender Responsive C4D Analysis | Yes | No | Comments |
|---|---|---|---|
| Does the situation analysis include gender-disaggregated data? | | | |
| Does the situation analysis include an analysis of gender norms, roles and relationships? | | | |
| Does the situation analysis consider gender specific communication channels and sources of information? | | | |
| Does the analysis seek to identify the barriers to information, participation or adoption of practices by gender? | | | |
| Does the analysis seek to identify the facilitators who can influence gender norm changes? | | | |
| Were girls, boys, women and men consulted during the analysis? | | | |
| What are the existing laws and policies and how are they different for girls, boys, women and men? | | | |

## Step 2: Strategic Design

This step focuses on the design and planning of the strategy. The proposed strategy should build on the evidence and insights garnered in Step 1 and the interventions should respond to the problem as well as the barriers and motivators. It is important to consult with both experts and programme participants to ensure that the plan is going in the right direction and that the proposed interventions and activities will be accepted in the local context.

Similarly, it is critical to validate the strategy and involve partners in the planning process. This becomes even more essential when dealing with sensitive issues or promoting non-traditional responses that Government and policy makers may or may not accept. The plan should outline the expected change (i.e., the goals and objectives), how the change will be achieved (i.e., the channels, strategic approaches and activities) and how to measure success or progress on the key objectives of the strategy (i.e., the monitoring and evaluation framework). Applying a gender analysis in this stage will allow an understanding of how gender related factors may enable or hinder certain groups from accessing information, participating in community based activities, demanding or utilizing services, and acting on it. Some questions to ask at this stage are:

- What are the preferred communication channels for girls, boys, women and men?
- What are some factors that may prevent certain groups from seeking information or participating in community level activities and what can you do to overcome these barriers?
- Who are the people that can support change in prevalent gender norms, relationships and power structures?
- What theories can inform the intervention?

In this step, the following questions should be considered:

| Step 2: Gender Responsive C4D Strategic Design | Yes | No | Comments |
|---|---|---|---|
| Does the strategy draw on gender theories or frameworks? | | | |
| Does the strategy consider gender-related norms, attitudes and practices that influence the desired behaviour and social change? | | | |
| Do the strategy goals, objectives and indicators include measures for gender equality, empowerment, self-efficacy, decision-making and agency? | | | |
| Do the communication objectives specifically address gender dimensions and women's rights? | | | |

| | | | |
|---|---|---|---|
| Do the proposed channels and approaches consider gender-based preferences, access to and control of resources? | | | |
| Does the strategy include specific measures to overcome gender-based barriers to accessing information or participating in activities? | | | |
| Does the strategy include specific measures to engage influentials who can support gender norm changes? | | | |
| Were girls, boys, women and men from the community consulted as part of planning or during vetting of the C4D strategy? | | | |
| Were national counterparts and implementing partners consulted during the C4D and Gender responsive strategy development process? Are they supportive? | | | |

Strategic planning requires analysing the gender related barriers and opportunities and designing a strategy that leverages the strengths and addresses the barriers. Figure 7 illustrates how gender related barriers and opportunities can inform C4D planning at each level of the SEM in the case of an Early Childhood Development intervention.[17]

**Figure 7: Gender Related Barriers and Opportunities**

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[17] Module on C4D, ECD and Gender (Draft), C4D Unit, UNICEF NY HQ, 2018.

It is important to consider **gender related bottlenecks and barriers** during the design of the strategy, especially in the choice of activities. For instance if the activities include listeners' groups for mothers you will need to find out if the suggested venue is safe and accessible to women, if they have the means to pay for transportation to reach there, if they have time to attend on a regular basis and how this activity may affect their existing workload. Likewise if the plan includes text messages you will need to know if women own mobile phones, if they can read and understand messages and if they can make decisions to act on the information (e.g., can they go to the health facility on their own or can they call the hotline for assistance).

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**Bottlenecks and Barriers:**
Even when there are no gender disparities in direct results, gender inequality creates bottlenecks and barriers that prevent achievement of outcomes for ALL CHILDREN. These act as intermediate determinants of gender inequality and include:

- Women's and girls' **lack of safety and mobility**
- Women's and girls' **lack of resources and decision-making**
- **Limited access** to information knowledge, and technology for women and girls
- The **excessive time burden** and **dual responsibilities** experienced by women
- Damaging and detrimental **masculine and feminine ideals and expectations**.

Source: Gender Programmatic Review Toolkit, UNICEF, NYHQ

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## Step 3: Development and Testing of Messages and Materials

This is the step where C4D products, materials and tools for information dissemination and on going engagement of key audience groups are created, tested and refined. It is important to understand that **girls, boys, women and men have different information needs and preferences**. What works for one group may not work for the other. Furthermore, lower literacy rates or limited access to media channels affect how messages are received, understood and acted upon. Table 3 details some factors to consider when selecting communication channels. Likewise, community based activities may or may not be suited to males and females and may limit participation of one group.

**Table 3: Selecting Communication Channels**

| Communication Channels | Advantages | Disadvantages | Gender Considerations |
|---|---|---|---|
| **Mass Media** | Reach and visibility<br><br>Credible source of information<br><br>Aspirational | Expensive<br><br>Difficult to tailor messages or target certain groups<br><br>Not interactive | Access and ownership<br><br>Literacy and language skills<br><br>Time of broadcast must be suitable |
| **Interpersonal or Group Communication** | Dialogic<br><br>Creates a local buzz | Resource heavy<br><br>Time consuming<br><br>Difficult to control | Interest and availability given women's multiple responsibilities<br><br>Women's mobility and |

| | Influential | accuracy of messages | safety |
| --- | --- | --- | --- |
| | Complements mass media | | May need to be age and gender segregated |
| | Promotes reflection | | Some topics may be sensitive to discuss |
| **Folk or Local Media and Community Events (fairs, screenings, declarations)** | Locally adaptable<br><br>Popular<br><br>Participatory<br><br>Dialogic | Resource heavy (time, costs, skills to integrate messages)<br><br>Limited reach<br><br>Everyone may not participate | Women and girls may not be allowed to participate in or attend public performances<br><br>Topics may be sensitive and difficult to portray |
| **Digital Media and Interactive Technologies** | Increasing in reach<br><br>Rapid dissemination and feedback | Some segments of the population maybe left out | Access and ownership<br><br>Literacy |

It is important to avoid promoting negative gender portrayals or reinforcing inequitable gender norm[18]. For this reason, testing communication materials is a pre-requisite. Messages must be vetted by both the target groups, partners, and gender experts in your group. Government partners may be hesitant to approve messages on issues that are culturally accepted and part of the local tradition such as early marriage or menstrual seclusion practices. Questions to consider at this stage are:

- How do girls, boys, women and men respond to the proposed activities?
- How can the products be more accessible to different groups?
- Are there any unintended interpretations of messages?
- Do your products convey positive, doable actions and aspirational messages?
- Are social norms and stereotypes challenged or reinforced through these messages?

In this step, the following questions should be considered:

| Step 3: Gender Responsive C4D Materials | Yes | No | Comments |
| --- | --- | --- | --- |
| Do the materials, messages and products respond to the needs of | | | |

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[18] Additional information on gender responsive media content is available in the BBC Media Action Gender and Media Toolkit. Available at: http://genderandmedia.bbcmediaaction.org/making-a-programme/

| | | | |
|---|---|---|---|
| girls, boys, women and men? | | | |
| Do the materials, messages and products challenge negative gender norms and promote gender equality? | | | |
| Do the materials, messages and products convey the intended message in a simple and culturally sensitive manner? | | | |
| Were the materials, messages and products pre-tested with different groups of girls, boys, women and men? | | | |
| Do the materials, messages and products have different acceptance and appeal with girls, boys, women and men? | | | |
| Do the materials include messages on gender equality? | | | |
| Have appropriate measures been taken to promote equitable access to the materials, messages, products and activities? | | | |

## Step 4: Implementation and Monitoring

This stage is when the planning and the science/art behind the strategy is put in to action. The various components or building blocks of the strategy such as the media products, messages, partnerships and capacity building efforts are rolled out. **The intervention needs to be tracked to ensure it is being implemented as planned and adjusted as necessary.** The key gender considerations in this stage is to monitor if the materials are reaching different groups of girls, boys, women and men as intended, and that gender norms and roles are not impeding any group from participating in the activities that are being rolled out. Some questions to consider are:

- How are gender-based norms and roles affecting how people access information and participate in communication activities?
- Is the intervention going as planned? Are there any unintended consequences for any group and how can they be overcome?

In this step, the following questions should be considered:

| Step 4: Gender Responsive C4D Implementation and Monitoring | Yes | No | Comments |
|---|---|---|---|
| Does the coordination and partnerships for C4D implementation include multiple-sectors working on gender? | | | |
| Does the implementation plan address gender specific issues related to reach, access, literacy, feedback mechanisms and participation? | | | |
| Does the capacity building efforts include gender training for partners, frontline workers and influential community members? | | | |
| Does the implementation plan consider gendered roles and norms to ensure the programme does not contribute to gender disparities or promote gender stereotypes? | | | |
| Does the monitoring plan track gender specific issues related to reach, access, literacy, feedback mechanisms and participation? | | | |
| Do the monitoring tools include collecting gender specific data? | | | |
| Are there any unintended consequences of the intervention on any group such as added household burden or conflict in the home or community? | | | |

Gender responsive efforts must be monitored and evaluated closely to assess **gender related changes such as agency, decision-making, equality and empowerment.** The table below provides some examples of gender equality results and indicators across sectors such as education, health, violence and food security.

**Table 4: Examples of Gender Equality Results and Indicators[19]**

| Sample Results | Sample Indicators |
|---|---|
| Increased awareness within families and communities of the importance of investing in education for both girls and boys | • Changes in perceptions among women and men about the value of educating girls and boys, and the reasons for changes |
| Women and girls are empowered to use their education to make life choices and pursue employment opportunities | • Changes in girls' aspirations about education, employment, and gender equality, and the reasons for changes (e.g., measured in perception surveys or focus group discussion)<br>• Changes in boys' views about girls' education, employment, and gender equality, and the reasons for changes |
| Women are empowered to make informed choices to protect their health and rights | • Percentage of women who report that they exercise increased decision making or control over health, family planning, and sexual relations, and the reasons for any change<br>• Percentage of men who report changed attitudes on health, family planning responsibilities, and women's rights, and the reasons for any change<br>• Number and quality of IEC materials and activities developed in consultation with women |
| Increased understanding by men of women's health needs and rights | • The number and percentage of male and female home-based caregivers provided with training, counseling, or other support<br>• Number of IEC initiatives targeted at men that focus on women's health issues and rights, violence against women, and the importance of joint health care responsibilities |
| Increased community support for women's and children's human and legal rights<br><br>– Increased awareness of legal and human rights by women, men, girls, and boys | • Number of women, men, girls, and boys who receive information or training on women's legal and human rights<br>• Number of legal literacy training programs, including those targeted specifically at poor women, men, girls, and boys<br>• Number of female and male paralegal officers trained<br>• Evidence of increased public discussion on human and legal rights (e.g., in the media, parliament, local government, or other public forums on land, property and employment laws and rights, gender-based violence, and marriage and family law including child marriage, |

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[19] Summarized from the Toolkit on Gender Equality Results and Indicators, ADB, (2013). Additional information is available at: https://www.adb.org/sites/default/files/institutional-document/34063/files/tool-kit-gender-equality-results-indicators.pdf

| | dowry, bride price, and divorce) |
| | • Evidence of changes in attitudes among women, girls, men, and boys on women's and girls' rights |
| Increased involvement of men in advocacy for gender equality and women's rights | • Number of men trained as male advocates for women's human rights, including the percentage of young men<br>• Number and quality of advocacy and community education initiatives undertaken by men trained as male advocates<br>• Examples of changes in attitudes by traditional and customary male leaders (e.g., public statements and actions) |
| Women empowered to play an increased decision-making role in their households | • Examples of changes in women's decision making in family and livelihood matters due to their engagement in the project<br>• Changes in women's control over income (their own earnings and other family income) |

## Step 5: Evaluation and Re-planning

This stage entails assessing whether the programme was effective and whether or not the goals and objectives were met. Evaluation provides the opportunity to assess the impact of the intervention, as well as to learn from what worked well and what did not. Applying a gender lens in this step will enable an understanding of how the intervention affected different groups of girls, boys, women and men, and if the gender related objectives were met. The evaluation should use appropriate gender scales and measures to determine whether or not the intervention contributed to gender equality.[20] The questions to ask are:

- How did the intervention impact girls, boys, women and men?
- How did the intervention impact gender norms, relationships and power structures?
- How did the intervention contribute to gender equality and women's rights?

In this step, the following questions should be considered:

| Step 5: Gender Responsive C4D Evaluation | Yes | No | Comments |
|---|---|---|---|
| Does the evaluation design include girls, boys, women and men? | | | |
| Does the study design and data collection take into account gender | | | |

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[20] Refer to the C-Change Compendium of Gender Scales to learn more about measuring Gender empowerment, norms, beliefs, equity and power. Available at: https://www.c-changeprogram.org/content/gender-scales-compendium/about.html

| | | | |
|---|---|---|---|
| differentials such as access, mobility, workload and educational or literacy? | | | |
| Does the evaluation capture gender disaggregated data? | | | |
| Does the evaluation design measure the behavioural and gender equality related results? | | | |
| Does the evaluation measure changes in gender roles and relationships? | | | |
| Does the evaluation assess any unintended (positive or negative) consequences related to gender norms or roles? | | | |
| Does the evaluation provide lessons learned to improve programmes for gender equality? | | | |

## Gender Responsive C4D Checklist

Having covered a step-by-step inclusion of gender in the C4D planning process, the next section details the overall considerations in ensuring the C4D effort is gender responsive. The checklist below provides broad criteria for a gender assessment of a C4D programme or initiative.

**Gender Responsive C4D Checklist**

❑ Do the communication programmes, materials and messages perpetuate gender inequality by privileging one sex over the other?

❑ Do the communication programmes, materials and messages promote gender stereotypes, inequitable gender norms, roles and relationships (e.g., communication materials that show only the mother responsible for childcare)?

❑ Do the communication programmes, materials and messages take into consideration the prevailing gender differences, opportunities and access to information and resources (e.g., an immunization campaign that targets full coverage without considering the differences in access to services for women or information and communication needs of women and men)?

❑ Do the communication programmes, materials and messages take into consideration gender-based norms, roles and relationships that may affect how the intervention is received, understood, and acted upon (e.g., complex material may be difficult to understand for women with low levels of literacy)?

❑ Do the communication programmes, materials and messages take into consideration gender-based differences in access to resources (e.g., communication interventions that help mothers know about locally available and inexpensive nutritious foods to consume during pregnancy and lactation)?

❑ Do the communication programmes, materials and messages respond to the specific needs of girls, boys, women and men (e.g., school based interventions that inform girls about menstrual hygiene and empower them to practice these behaviours)?

❑ Do the communication programmes, materials and messages attempt to reduce gender disparities by responding to barriers and bottlenecks that prevent a certain group from meeting their needs or fulfilling their rights (e.g., School-based radio listeners groups for girls in a safe space that is culturally accepted)?

❑ Do the communication programmes, materials and messages address underlying root causes of certain issues (e.g., a campaign on valuing girls/daughters)?

❑ Do the communication programmes, materials and messages aim to promote more equitable gender norms, roles and relationships (e.g., an early childhood development C4D effort that promotes the role of the father in childcare, nurturing and early bonding)?

❑ Do the communication programmes, materials and messages specifically aim to promote gender equality (e.g., a life skills initiative for adolescent girls that addresses multiple rights and promotes empowerment and gender equality)?

## Resources

This section provides an annotated list of some useful resources that can provide additional insights for planning gender responsive C4D.

### Media and Communication:

### Gender and Media Toolkit, BBC Media Action, 2017.

This BBC Media Action interactive digital toolkit is designed to help development and media practitioners use media to champion gender equality. It shares advice on designing and delivering gender sensitive and transformative projects. It includes sections on how media can influence discriminatory gender norms, how to carry out a gender analysis when designing a project, and examples of how BBC Media Action has challenged gender stereotypes in their factual, drama, and social media content. The toolkit provides practical advice on women's rights and gender equality to project managers and programme makers. The overarching aim is to equip users to challenge gender stereotypes and serve both men and women equally.

**Available at:** http://genderandmedia.bbcmediaaction.org

### Gender and Information Communication Technology (ICT) Toolkit, United States Agency for International Development (USAID), 2017.

The Gender and ICT Survey Toolkit provides a set of resources for obtaining a landscape assessment of gender and ICT. The Toolkit instructs users on how to understand the implications of landscape assessments and apply learnings to their projects and program portfolios. It provides USAID and implementing partners with practical, well-researched tools they can use to obtain data on women's access, use, ownership and control of mobile phones and other connected devices. This data can be used to inform project design or create a baseline in order to understand the efficacy of an ICT intervention.
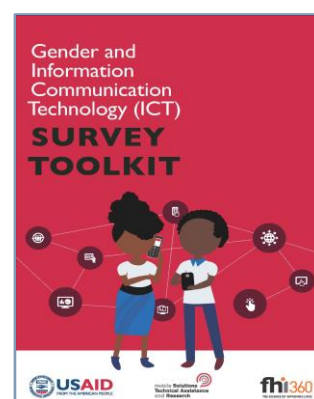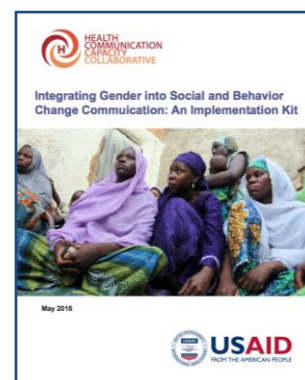
**Available at:**

https://www.usaid.gov/sites/default/files/documents/15396/Gender_and_ICT_Toolkit.pdf

**Gender and SBCC Implementation Kit, Health Communication Capacity Collaborative, United States Agency for International Development (USAID), 2016.**

This Implementation Kit provides a step-by-step approach to integrate gender into an existing SBCC strategy or marketing plan. The kit is designed to help users understand gender concepts, theories and frameworks, assess the current level of gender integration in a project and use a series of tools to uncover new information that can be applied to an existing or planned SBCC strategy or marketing plan. The primary audience for this resource are individuals who want to integrate gender into an SBCC strategy. This may include program managers, designers and implementers of SBCC programs.

**Available at:** https://sbccimplementationkits.org/gender/courses/gender-and-social-and-behavior-change-communication/

**Communicating Gender for Rural Development, Food and Agriculture Organization (FAO), 2011.**

This document is designed to promote the introduction of a gender perspective into communication for development initiatives in rural areas, and suggests practical ways of going about this. It consists of two parts. The first focuses on key concepts and guidelines relating to gender on the one hand and communication for development on the other, as well as on the synergy between gender and communication for development. The second part focuses on the various stages of a communication initiative, "revisiting" them from a gender perspective. "Communicating Gender for Rural Development" intends to develop reflexes and elicit questions with a view to ensuring that communication for development in rural areas is more inclusive of men and women, while respecting their specificities, needs and capacities, all with the ultimate goal of promoting equality.

**Available at:** http://www.fao.org/docrep/014/am319e/am319e00.pdf
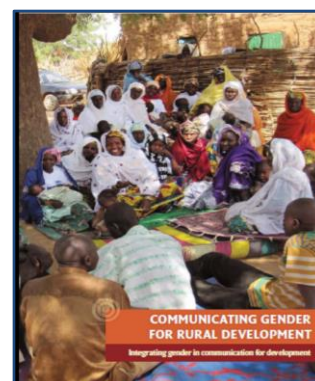
**I am Malala A Resource Guide for Educators and A Toolkit for After-School Clubs, Global Women's Institute (GWI), George Washington University, 2015.**

To expand the reach of Malala Yousafzai's memoir, I Am Malala, and spread her message to young activists around the world, the Global Women's Institute of the George Washington University, in collaboration with the Malala Fund, developed a resource guide and toolkit for after-school clubs for high school, college and university students in the United States and around the world. Building on the content of Malala's memoir, the resources are designed to support global efforts to mobilise women and men to address women's and girls' rights to an education. The themes include education, religion, gender and history, and violence against women and girls.
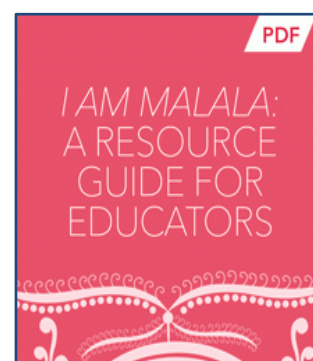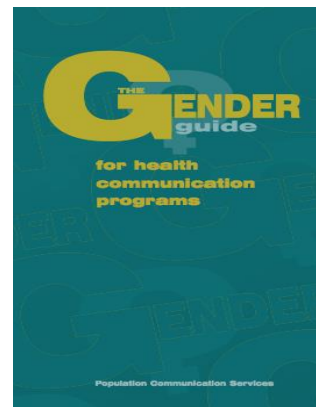
**Available at:** https://malala.gwu.edu/about-resource-guide-and-toolkit

## Sector Specific:

### The Gender Guide for Health Communication Programs, Population Communication Services, Johns Hopkins Bloomberg School of Public Health, Center for Communication Programs, 2003.

The purpose of the Gender Guide is to encourage the incorporation of gender-based roles and responsibilities in the design, implementation, and evaluation of health communication programs. The Gender Guide is designed for professionals engaged in the development of health communication programs - program managers, designers, planners, implementers, and evaluators. The guide does not directly address broad-based issues of gender equity. It does, however, provide questions to help program managers determine how gender roles, for both women and men, may impede access to health information, restrict use of health services, or limit beneficial health outcomes. By identifying this information, health communication programs can encourage individuals and communities to pay attention to resolving gender inequities.
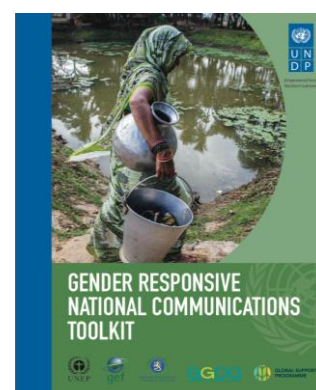
Available at:

http://ccp.jhu.edu/documents/The%20Gender%20Guide%20for%20Health%20Comm%20Programs.pdf

### Gender Responsive National Communications Toolkit, United Nations Development Programme (UNDP) and United Nations Environment Programme (UNEP), 2015.

This toolkit is designed to strengthen the capacity of national government staff to integrate gender equality in the development of National Communication reporting processes. It seeks to make the process of reporting more transparent in terms of who is involved, whose views are represented, gender-differentiated risks, and the types of support men and women need to influence climate adaptation, mitigation, policymaking and reporting. It is recognized that communication reporting processes can be a meaningful entry point for training, awareness-raising and capacity-building efforts. The geographical scope of the document is global, though the document includes examples from Bangladesh, Bhutan and Nepal.

**Available at:** http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-responsive-national-communications.html

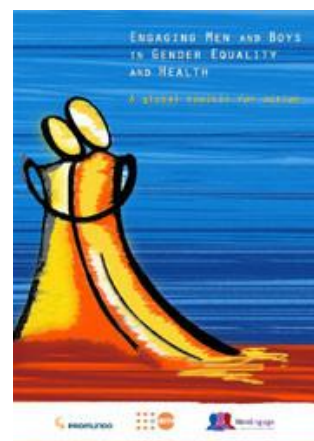**Gender Checklists, Asian Development Bank (ADB), 2003-2006.**

These sector specific Gender Checklists aim to assist staff and consultants in conceptualizing, designing, and implementing the Bank's policy and strategic objectives on gender and development (GAD). It guides users through all stages of the project/program cycle in determining access to resources, roles and responsibilities, constraints, and priorities according to gender in a specific sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues. They provide a "how to" integrate gender equality and women's empowerment objectives in a range of sectors including education, agricultures, water supply and sanitation, urban development and health. They are available in multiple languages including Bangla and Nepali.

**Available at:** https://www.adb.org/themes/gender/checklists-toolkits

**Engaging Men and Boys in Gender Equality and Health: A Global Toolkit for Action, Promundo, UNFPA, MenEngage, 2013.**

Promundo and MenEngage Alliance with support from UNFPA produced this Toolkit that addresses strategies and lessons learned for Engaging Men and Boys in diverse themes such as Sexual and Reproductive Health; Maternal, Newborn and Child Health; Fatherhood; HIV and AIDS; Gender-based Violence; Advocacy and Policy, as well as addressing issues around Monitoring and Evaluation of this work. It includes tools and activities from organizations and programs from around the world which can be adapted and utilized by other organizations. The toolkit includes information on: Introduction/Gender Transformative Programming, Sexual and Reproductive Health, Maternal, Newborn and Child Health, Fatherhood, HIV and AIDS, Gender-based Violence, Advocacy and Policy, and Monitoring and Evaluation.

**Available at:** https://www.unfpa.org/sites/default/files/pub-pdf/Engaging%20Men%20and%20Boys%20in%20Gender%20Equality.pdf

**Measuring Change:**

**Tool Kit on Gender Equality Results and Indicators, Asian Development Bank (ADB), 2013.**

This tool kit aims to assist development practitioners to ensure that gender perspectives are incorporated into development initiatives, and to monitor and evaluate gender equality results. The tool kit presents a menu of gender equality outcomes, results, and indicators that may be selected or adapted by users. While the tool kit focuses primarily on the sectors and strategic priorities of the Asian Development Bank (ADB) and Australia's
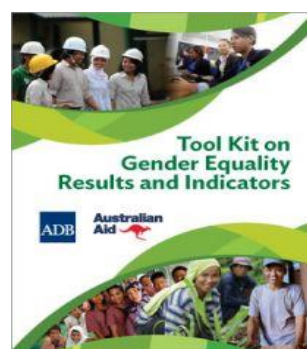
aid program, it is designed for a wider audience of development policy makers, planners, implementers, and evaluators. The tool kit will assist specialists in particular sectors to identify gender equality results and indicators; it may also be used by gender specialists who work across a range of sectors.

**Available at:** https://www.adb.org/documents/tool-kit-gender-equality-results-and-indicators

*Compendium of Gender Scales, FHI-360, C-Change, USAID, 2011.*

The identification of appropriate gender-related measures is important for developing and evaluating interventions that aim to promote positive health outcomes by addressing the gender norms that function as barriers to health. This online compendium presents several scales that measure adherence to gender norms and reviews how they have been used. The compendium is meant to be used by health and development practitioners, to assess gender-related attitudes and beliefs and evaluate their interventions. Scales selected for the compendium have all been tested for their ability to measure gender attitudes and predict behaviors of interest, such as gender-based violence and norms. The compendium does not encompass all scales appropriate for studying gender and health outcomes, but includes scales to measure gender beliefs, gender norm attitudes, women's empowerment and household decision-making.

**Available at:** https://www.c-changeprogram.org/content/gender-scales-compendium/index.html

## Glossary

In order to have a common frame of reference for the assessment, this section provides definitions of key terms and concepts related to both C4D and gender.

**Communication for development** is currently defined in UNICEF as a "…**systematic**, **planned** and **evidence based strategic process** to promote positive and **measurable behaviour and social change** that is intrinsically linked to programme elements; uses consultation and participation of children, families, communities and networks, and privileges local contexts; and relies on a mix of communication tools, channels and approaches."[21] C4D uses a combination of complementary and mutually reinforcing approaches to promote behaviour and social change among targeted participant groups. These approaches include advocacy, social mobilization, social change communication and behaviour change communication. Each approach typically operates at different levels of the Social Ecological Model (SEM). It is important to note that these are broad categorizations; in practice there is often some overlap between these closely related approaches. The following section provides definitions for each approach.[22]

**Advocacy** is an organized effort to **inform and motivate leadership** to create an **enabling environment** for achieving programme objectives and development goals. The purpose for advocacy is: (1) to promote the development of new policies, change existing governmental or organizational laws, policies or rules, and/or ensure the adequate implementation of existing policies; (2) to redefine public perceptions, social norms and procedures; (3) to support protocols that benefit specific populations affected by existing legislation, norms and procedures, and/or (4) to influence funding decisions and equitable allocation of resources for specific initiatives. Community level advocacy provides a platform for voices of children and women, especially those from marginalized and excluded groups, to be heard.

**Social mobilization** is a continuous process that **engages** and motivates various **inter-sectoral partners** at national and local levels to raise awareness of, and demand for, a particular development objective. These partners may include government policymakers and decision-makers, community opinion leaders, bureaucrats and technocrats, professional groups, religious associations, non-governmental organizations, private sector entities, communities, and individuals. This communication approach focuses on people and communities as agents of their own change, emphasizes community empowerment, creates an enabling environment for change, and helps build the capacity of the groups in the process so that they are able to mobilize resources and plan, implement and monitor activities with the community. Engagement is usually through interpersonal communication (i.e., face-to-face dialogue) among partners towards changing social norms and accountability structures; providing sustainable, multifaceted solutions to broad social problems, and creating demand and utilization of quality services.

**Social change communication** is a purposeful and iterative process of **public and private dialogue, debate and negotiation** that allows groups of individuals or communities to define

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[21] Communication for Development (C4D) Strategic Framework and Plan of Action 2008-2011: Harnessing the Power of Communication to Deliver Results for Children. C4D Section, UNICEF: New York.

[22] A Global Communication for Development Strategy Guide for Maternal, Newborn and Child Health and Nutrition Programmes (2015). UNICEF: New York.

their needs, identify their rights, and collaborate to **transform** the way their social system is organized, including the way **power** is distributed within social and political institutions. This process is usually participatory and is meant to change behaviours on a large scale, eliminate harmful social and cultural practices, and change social norms and structural inequalities.

**Behaviour change communication** (BCC) is the **strategic** use of communication to promote positive health and other outcomes. BCC is a **theory-based, research-based, interactive process** to develop tailored messages and approaches, using a variety of population-appropriate communication channels to motivate sustained individual- and community-level changes in knowledge, attitudes, and behaviours. Formative research is used to understand current levels of knowledge, attitudes and behaviours among individuals in a specified population in order to develop communication programmes that move those individuals along a continuum of change (or through stages of change) towards the desired positive behaviour(s).

**Gender** refers to the **social attributes** and **opportunities** associated with being male and female and the **relationships** between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are **socially constructed** and are learned through socialization processes. They are context- and time-specific and subject to change over time. Gender determines, in large measure, what is **expected, allowed and valued** in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as in decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

**Gender equality** refers to the **equal rights, responsibilities and opportunities** of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. **Gender equality is not just a women's issue and should concern and fully engage men as well as women**. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.[23]

**Gender analysis** critically examines how differences in **gender roles, activities, needs, opportunities and rights** or entitlements affect men, women, girls and boys in certain situation or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other.[24] A **gender analysis** seeks to understand how **gender differences, roles, power dynamics** have been considered in the planning, development, design, implementation and evaluation of the programme.

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[23] Gender and Gender Equality definitions taken from UN Women: Concepts and Definitions. Available at: http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm

[24] Gender analysis, norms, roles and empowerment definitions taken from UNICEF, UNFPA, UNDP, UN Women. E-Learning course on Gender Equality, UN Coherence and You.

**Gender norms** are ideas about how men and women should be and act. We internalize and learn these "rules" early in life. This sets-up a life-cycle of gender socialization and stereotyping. Put another way, **gender norms are the standards and expectations** to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time.

**Gender roles** Gender roles refer to **social and behavioral norms** that, within a specific culture, are widely considered to be socially appropriate for individuals. These often determine the **traditional responsibilities and tasks** assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure and division of labour, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities and the disruption of gender binaries .

**Empowerment** of women and girls concerns the gaining of **power and control** over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions, to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the **agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions** (such as those provided through leadership opportunities and participation in political institutions or local groups).

UNICEF is **committed to promoting gender equality in South Asia** by seeking to address discriminatory policies and services, socialization processes and norms that negatively define gendered roles and practices. UNICEF supports girls and boys from early childhood through adolescence to adopt and shape more equitable gender relations, opportunities, norms and social progress for every child.

For more information on UNICEF gender equality work in South Asia, please contact UNICEF ROSA Gender Section or access ROSA website: https://www.unicef.org/rosa/what-we-do/gender-equality.

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