Gender Equality in Humanitarian Action

WORKSHOP REPORT

15TH – 16TH NOVEMBER 2023
CHISINAU, MOLDOVA

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INTRODUCTION

A two-day workshop on Gender Equality in Humanitarian Action, took place from 15-16 November 2023 in Chisinau, Moldova with the aim of providing front line actors with increased knowledge and skills on how to apply gender equality concepts and tools in the context of their humanitarian work.

The training objectives were to:

- build a greater understanding of the foundational concepts and principles of gender equality programming in humanitarian action.

- introduce some practical gender equality tools and how to apply them for better humanitarian program results; and

- improve humanitarian outcomes by strengthening the capacity of practitioners to design and deliver evidence-based programs that respond to the distinct needs and priorities of crisis-affected persons of all genders, ages, and abilities in all their diversity.

Day 1 of the workshop provided an introductory overview of gender equality in humanitarian action, while Day 2 provided more in-depth coverage of gender equality programming with a focus on gender analysis, participation and monitoring. A total of 19 individuals (17 women, 2 men) participated in the workshops including representatives from local, national and international organizations and local public institutions from the North, Center, South and Transnistrian regions covering a broad variety of sectors and professional backgrounds.

The training was organized by UN Women under the framework of the Gender Equality Task Force in Moldova, and with funding from the Government of the United States. The training was facilitated by Galit Wolfensohn, Gender in Humanitarian Action Consultant with UN Women, with the support of Evghenia Hiora, Gender in Humanitarian Action Coordination Officer, UN Women Moldova, Sabine Ebner, Program Analyst, UN Women Moldova. On Day 1, the session on GBV was facilitated by Jana Nagnitschenko and the session on PSEA by Catalina Birsanu, focal points from UNFPA and UNHCR respectively.

BACKGROUND

Following the invasion of Ukraine by Russia on 24 February 2022 and the subsequent displacement of over 15.7 million individuals, the Republic of Moldova saw over 658,800 forcibly displaced persons from Ukraine. While many transited to other EU countries, over 113.000 individuals currently remain in Moldova (4% of the population), out of which 81% are women and children. The Moldovan government and civil society responded generously to refugees from Ukraine, and throughout 2022, UN agencies, international NGOs and local CSOs' supported government-led efforts to provide reception, life-saving assistance, access to basic services, and safe transport for those moving onwards. Within these efforts, the Gender Task Force (GTF) was established in March 2022 under the Refugee Coordination Structure and was tasked with supporting efforts to mainstream gender throughout the response. The members of the GTF include representatives of UN agencies, governmental bodies, INGOs and local CSOs.

Key outcomes of the GTF are to provide technical support and capacity building to humanitarian actors on gender in humanitarian action for refugees from Ukraine and host communities in Moldova and ensure gender-equality programming is mainstreamed in the refugee response across the country.

DAY 1: INTRODUCTORY WORKSHOP ON GENDER EQUALITY IN HUMANITARIAN ACTION

OPENING

The workshop opened with a statement by Evghenia Hiora, Gender in Humanitarian Action Coordination Officer of UN Women Moldova who welcomed participants on behalf of UN Women and the Gender Task Force.

The objectives of the Day 1 introductory workshop: were to build greater understanding of the foundational concepts and principles of gender equality programming in humanitarian action and to improve humanitarian outcomes by strengthening the capacity of humanitarian practitioners to design and deliver evidence-based programs that respond to the distinct needs and priorities of crisis-affected persons of all genders, ages, and abilities in all their diversity.

SESSION I: GENDER EQUALITY BASICS

Session I covered the basic concepts of gender equality. It began with a presentation of some facts and figures on gender inequality globally, in the form of a quiz. Key gender terms and concepts were introduced and discussed, including the difference between sex and gender, the link between gender and power, and the idea of gender roles. Emphasis was given to the socially constructed, context and time-specific nature of gender roles and expectations. The concepts of diversity and intersectionality were also introduced and discussed.[1]

Interactive activities including 'Vote with your feet' encouraged participants to reflect on their personal views on gender roles, and the 'Power Walk" invited participants to reflect on the question of access to and control over resources, which differed significantly according to age, sex, ability, ethnicity and other factors of diversity.

The concepts of *inequality* (unequal access to opportunities), *equality* (evenly distributed tools and assistance), *equity* (custom tools that identify and address inequality) and *justice* (fixing the system to offer equal access to both tools and opportunities) were also presented and discussed. Session 1 concluded by emphasizing that gender is a social construct which changes across place, time and location; that gender is not about women, but about power relations between males and females of diverse identities; that gender interacts with other variables such as age, class, status, ethnicity, ability, sexual identity and other factors which can shape

[1] While the terminology "women, girls, men and boys" is commonly referenced in gender training material (and the training itself) the facilitator emphasized that that these short form terms should be understood to include everyone, taking in account different ages, diverse backgrounds such as sexuality, ethnicity, nationality, disability, belief, civil or economic status, norms and cultural and traditional practices as well as different experiences and diverse forms of marginalization.

access to power and resources, and; that gender equality does not mean that we are the same, but that our enjoyment of rights, opportunities and life chances should not be governed or limited by our sex.

SESSION II: WHY GENDER MATTERS IN HUMANITARIAN RESPONSE

Session II focused on why adopting a "gender lens" matters in humanitarian action. It began with a quiz on gender facts and figures in the context of humanitarian crises, illustrating that while all women, girls, men and boys suffer in emergencies, they are affected in very different ways and face different risks. Sector-specific examples of how "gender-blind" humanitarian responses may have unintentional negative consequences for individuals and affected communities were presented.

While crises may exacerbate pre-existing gender inequalities, they can also provide opportunities to transform traditional gender norms. Crisis-affected populations including women and girls often demonstrate enormous resilience and can act as powerful agents of social change.

Gender-responsive humanitarian programs may respond to practical gender needs (e.g. related to survival, such as shelter, water, food, health care) as well as strategic gender interests (e.g. related to control over decision making, resources and power, such as labor rights, higher education, etc.), and both are required to promote greater equality and sustainability of response. At their most basic, humanitarian programs need to assess gender-differentiated needs, vulnerabilities and capacities and respond accordingly. Opportunities should also be taken to shift the balance of power between men and women.

SESSION III: FRAMEWORK FOR GENDER EQUALITY PROGRAMMING IN CRISES

Session III presented the Inter-Agency Standing Committee (IASC) framework for Gender Equality Programming (GEP), which guides efforts to plan and implement humanitarian programs in a way that benefits all sectors of the affected population, in line with an analysis of their rights, distinct needs, and capacities. The concepts of gender mainstreaming and gender targeted actions were introduced, emphasizing the importance of both to achieving gender-responsive programs.

The IASC Gender Equality Measurement (GEM) tool was introduced and during group work, participants used the IASC Gender and Age Marker (GAM) sector-specific tip sheets to analyze the extent to which gender equality programming is considered in their current projects and programs. Together they proposed actions to make their response more gender responsive. Entry points to address gender within the humanitarian program cycle were identified, and the link between gender equality and the humanitarian, peace and development nexus

approach was emphasized (e.g. including by promoting equitable economic participation and recovery, preventing and responding to gender-based violence and promoting women's social and political participation).

SESSION IV: CHALLENGES TO APPLYING GENDER IN CRISIS

Session IV presented some common programmatic challenges (e.g. time/pressure to respond, lack of gender balanced staff, lack of disaggregated data) and institutional challenges (e.g. poor understanding of gender in emergencies among senior management and technical staff, limited institutional capacity and tools to mainstream gender) to gender equality programming and proposed ways to address these.

SESSION V: GBV AND RISK INFORMED PROGRAMMING

Session V on GBV and risk-informed programming addressed the importance of integrating GBV protection principles into gender equality programming. It introduced key terms and concepts related to Gender Based Violence (GBV) and outlined key principles of a survivor centered approach, including respecting the options rights and dignity of GBV survivors; prioritizing physical, psychological and emotional safety, ensuring privacy and letting survivors decide; and ensuring nondiscrimination.

SESSION VI: PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE (PSEA)

Session VI on protection from sexual exploitation guided participants through a set of ten questions that helped clarify PSEA definitions, risks, prevention, and reporting mechanisms. It emphasized that PSEA refers to the behavior of humanitarian staff and collaborators towards third parties, often referred to as "beneficiary" populations; that it is everyone's obligation to report and investigation will follow; and that there are no consequences in case of false alert and reporting can be done anonymously. Contact details were shared for the PSEA focal points in Moldova (UNFPA and WHO).

DAY 2: PROGRAM-FOCUSED WORKSHOP ON GENDER IN HUMANITARIAN ACTION

The objectives of the Day 2 program-focused workshop were to generate an improved understanding of gender-informed analysis, participation, monitoring, evaluation and learning (MEL) tools and how to apply them in Moldova for better humanitarian program results.

SESSION I: FRAMEWORK FOR GENDER EQUALITY IN HUMANITARIAN ACTION – A REFRESHER

Session I provided a summary and review of the key concepts, approaches and frameworks for Gender Equality Programming in humanitarian action that were presented on Day 1.

SESSION II: GENDER ANALYSIS FOR BETTER PROGRAMMING

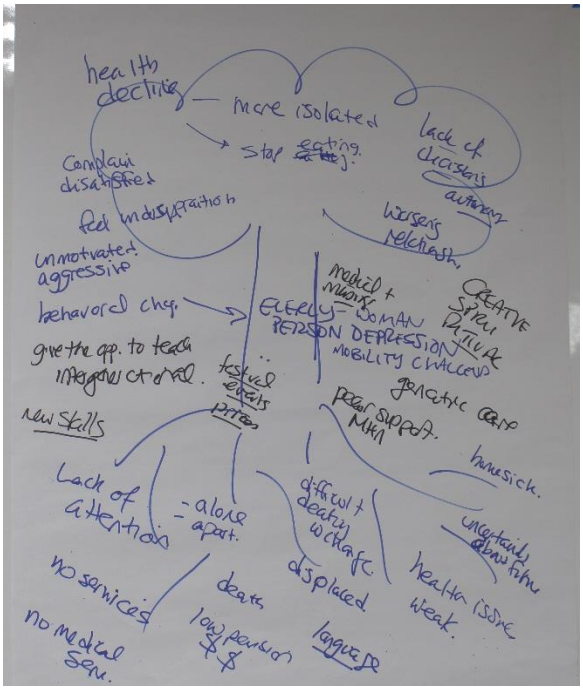
Session II covered the critical role that a gender analysis plays in gaining a better understanding of a humanitarian situation and affected population groups; identify priority areas for intervention; accurately target a population's distinct needs and priorities; promote participation and ownership; and ensure equality of outcomes in terms of impact and benefits.

In addition to targeted gender-assessments, the importance of integrating gender considerations into broader humanitarian assessments was emphasized. Guiding questions for a gender analysis were presented and participants were given the opportunity to use these during a Focus Group Discussion group activity.

The collection of sex, age and diversity disaggregated data (SADD) was emphasized as a critical component of a gender assessment, as it allows for a more rigorous analysis and diagnosis of the humanitarian situation, identifying who needs what, when and why to guide programme design. Using SADD to track the response/action through monitoring and evaluation is also critical to ensure that the intended assistance is delivered to the right people. Examples of gender-blind and gender-responsive assessments were presented, as were ethical considerations for data collection.

SESSION III: TRANSLATING FINDINGS OF GENDER ANALYSIS INTO PROGRAM DESIGN

Session III on translating gender analysis findings into program design presented some additional gender analysis tools to be used in the context of ongoing humanitarian programs to help refine and adapt them to better meet different needs and priorities of target groups. For example, participants worked in groups using the "Problem Tree" to identify the underlying root causes of gender inequalities and to inform more targeted responses. In addition to designing gender-responsive programs, participants were encouraged to identify gender gaps within ongoing humanitarian projects and to introduce simple modifications that can make them more gender-responsive and ultimately more effective.



SESSION IV: PARTICIPATION AND GENDER EQUALITY PROGRAMMING

Session IV on participation showcased how creating opportunities for crisis affected girls, boys, women and men to participate in all stages of humanitarian action can result in better humanitarian outcomes.

Participants discussed how participatory approaches can empower men and women, boys and girls and give them voice; minimize risk of exclusion during delivery of goods and services; generate tangible benefits; help practitioners collect accurate data about needs and priorities; and enhance local capacity. Participants were encouraged to explore and use participatory tools across various stages of programming (during program assessments, design, implementation, monitoring, evaluation). Understanding barriers to participation can help ensure that the voices of traditionally under-represented groups are heard.

SESSION V: GENDER-SENSITIVE MONITORING, EVALUATION AND LEARNING FOR BETTER RESULTS

Session V addressed gender-sensitive approaches to monitoring, evaluation and learning. Participants were introduced to gender-sensitive indicators as one critical component of monitoring efforts which can be used to measure: participation by girls and boys, women and men, in a program, project or activity; access to services, resources and activities; progress in addressing practical needs and strategic interests, and; the (positive and negative) impacts and benefits of an intervention on girls and boys, women and men (as applicable). Well-defined gender-sensitive indicators should reflect and monitor achievements towards gender equality and the empowerment of women and girls. They are also used to plan, monitor and evaluate the gender equality effects/impact of policies, programs and projects.

CONCLUSION

In conclusion, the GiHA workshops strengthened the participants' understanding of gender equality programming in humanitarian settings and generated interest in further training. Participants were very engaged throughout the workshop and shared examples from their respective areas of work.

EVALUATION AND FEEDBACK

Twelve participants completed a post-workshop online evaluation and the results were positive: 100% of respondents agreed (33.3%) or strongly agreed (66.7%) that the workshop increased their understanding of gender equality in humanitarian action; and also 100% agreed (41.7%) or strongly agreed (41.7%) that the workshop increased their skills in applying gender equality in humanitarian action in the context of their work. The sessions listed as most interesting and relevant included: Why Gender Matters in Emergencies, Framework for Gender Equality Programming, and Challenges to Applying GEP in practice (Day 1); and Gender Analysis for Better Programming, Translating Findings of Gender Analysis into Program Design and Participation and Gender Equality Programming (Day 2).

Participants reported that benefits they gained in the workshop included: exchange of experience among colleagues from other regions; better understanding of how to apply concepts in personal work, acquisition of new skills and knowledge on the subject of gender dimensions and Gender Analysis.

New ideas, skills or tools they could apply in the context of their work included: how to conduct interviews with beneficiaries or refugees to collect accurate information about them and identify their needs, how to make work more efficient, observing beneficiaries and identifying their individual needs, and applying analysis and feedback when implementing projects

Please see detailed evaluation results in Annex 3.

ANNEXES

ANNEX 1: AGENDA

Date: Wednesday, 15th November 2023

Time: 09.00 to 18.00

Venue: Institutul Muncii, Chisinau

Objective: To build greater understanding of the foundational concepts and principles of gender equality programming in humanitarian action; To improve humanitarian outcomes by strengthening the capacity of humanitarian practitioners to design and deliver evidence-based programs that respond to the distinct needs and priorities of crisis-affected persons of all genders, ages, and abilities in all their diversity.	
9.00-9.45	**Welcome/Opening**
9.45-10.15	**Session 1: Gender Equality Basics – A Refresher**
11.45-12.05	**Coffee break**
12:05-13:05	**Session 2: Why Gender Matters Humanitarian Response**
13.05-14.05	**Lunch**
14:05-15:35	**Session 3: Framework for Gender Equality Programming**
15:35-15:55	**Coffee Break**
15:55-16:30	**Session 4: Challenges to Applying Gender Approaches in Crises**
16:30-17:00	**Session 5: GBV & Risk informed Programming**
17:00-17:30	**Session 6: PSEA**
17:30-18:00	**Closing**

Date: Thursday, 16th November 2023

Time: 09.00 to 18.00

Venue: Institutul Muncii, Chisinau

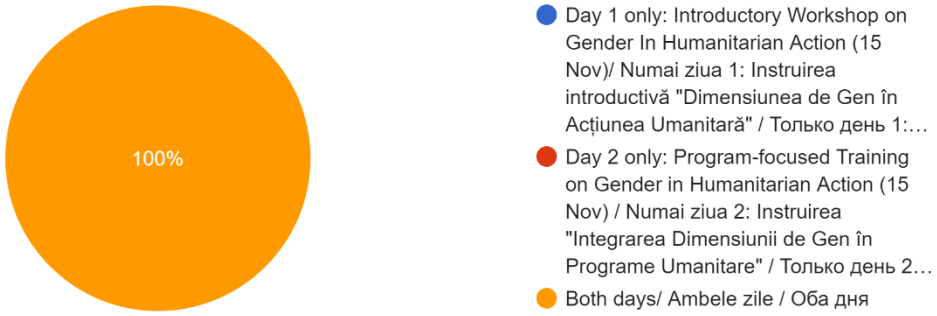
Objective: To have an improved understanding of gender-informed analysis, participation, monitoring, evaluation and learning (MEL) and how to apply them for better program results.	
9.00-9.45	**Welcome/ Opening**
9.45-10.15	**Session 1: Framework for Gender Equality in Humanitarian Action – A Refresher**
10:15-11.45	**Session 2: Gender Analysis for Better Programming**
11.45-12.15	**Coffee break**
12:15-13:45	**Session 3: Translating Findings of Gender Analysis into Program Design**
13.45-14.45	**Lunch**
14:00-15:30	**Session 4: Participation and Gender Equality Programming**
15:30-16:00	**Coffee Break**
16:00-17:30	**Session 5: Gender-Sensitive Monitoring, Evaluation and Learning for Better Results**
17:30-18:00	**Wrap up/Closing**

ANNEX 2: WORKSHOP EVALUATION

BACKGROUND INFORMATION

1.1 Which day(s) of the training did you participate? / În care din zilele de instruire ați participat? / В какой день (дни) тренинга вы участвовали?

12 responses



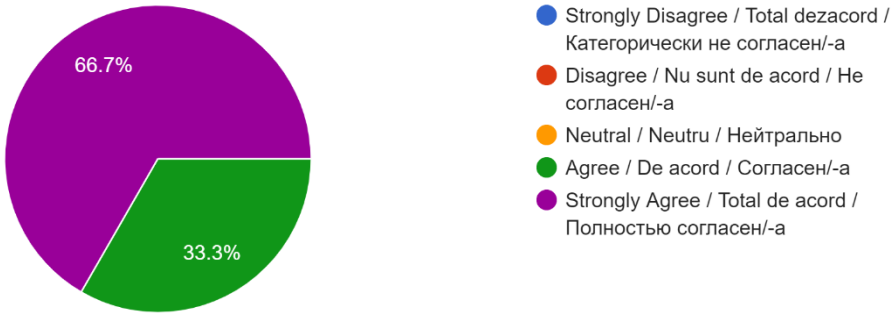
1.2 What was your level of knowledge on Gender in Humanitarian Action before completing the training?/ Care era nivelul dumneavoastră de c...нитарной деятельности до прохождения тренинга?

12 responses

2. TRAINING CONTENT

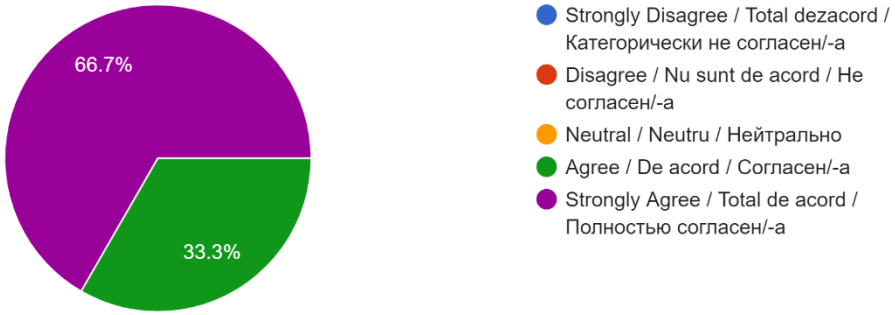
2.1 The training lived up to my expectations/ Instruirea a fost la înălțimea așteptărilor mele. / Тренинг оправдал мои ожидания.

12 responses

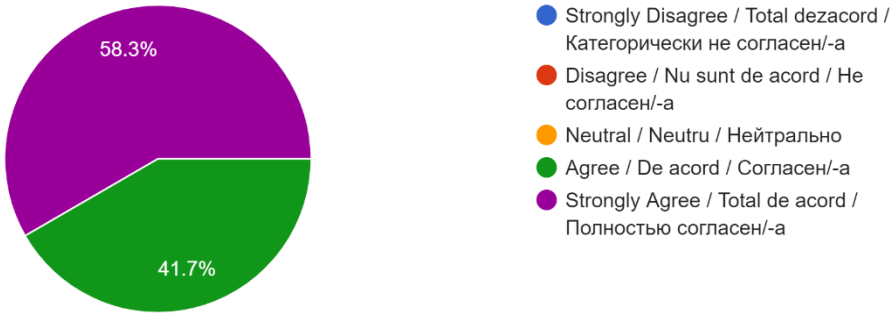


2.2 I increased my knowledge/understanding of gender equality in humanitarian action/ Mi-am sporit cunoștințele/înțelegerea cu privire la eg...ндерного равенства в гуманитарной деятельности.

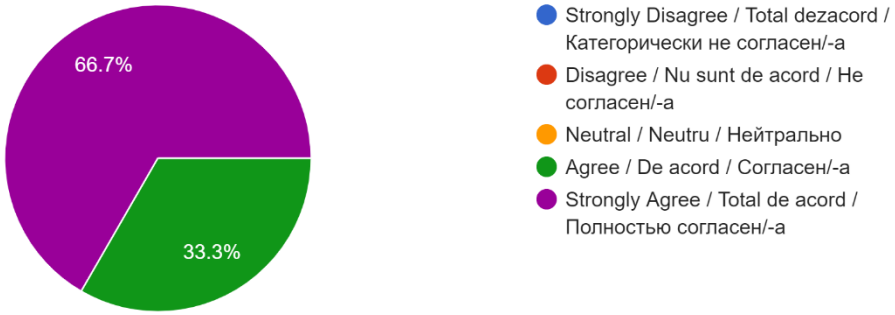
12 responses



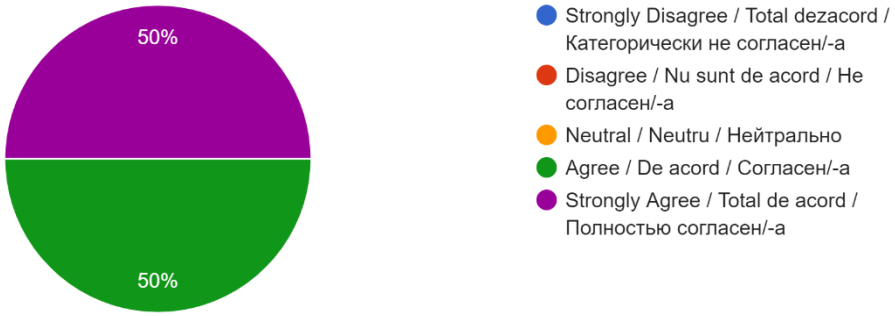
2.3 I increased my skills in applying gender equality in humanitarian action and can use them in the context of my work/ Mi-am crescut abilitățile în ... могу использовать их в контексте своей работы.
12 responses



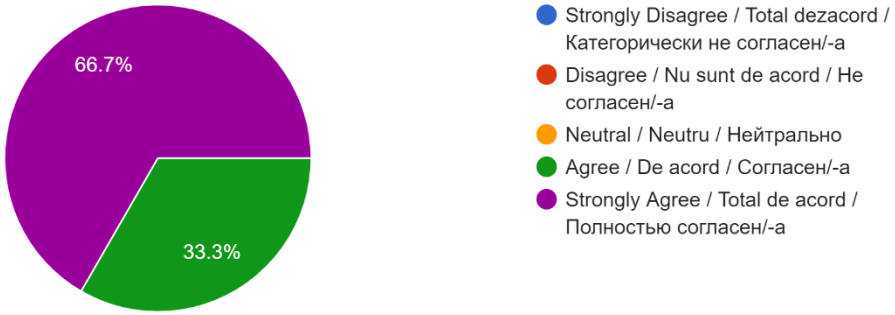
2.4 The content of the training is relevant to my work/ Conținutul instruiriii este relevant pentru munca mea. / Содержание тренинга актуально для моей работы.
12 responses



2.5 The examples provided (case studies, good practices, stories, etc.) in terms of quality, diversity and relevance were useful/ Exemplele oferite (s...ва, разнообразия и актуальности были полезны.
12 responses

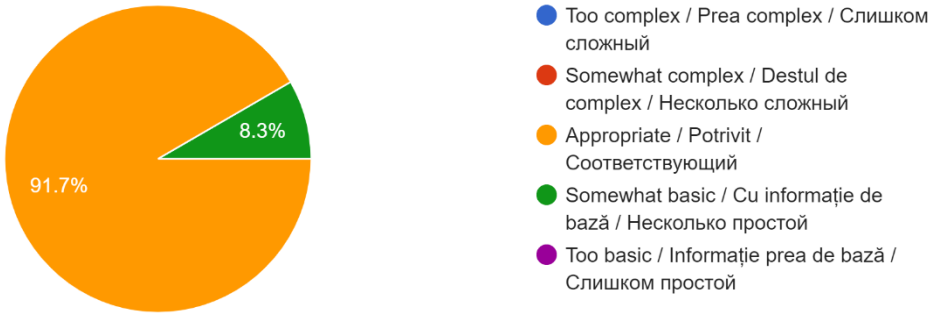


2.6 The complementary learning materials (manuals, checklists, tools, etc.) were useful/ Materialele de învățare complementare (manuale, liste de ver...ные списки, инструменты и т. д.) были полезны.
12 responses



2.7 The level of the content of the training was: / Nivelul conţinutului instruirii a fost: / Уровень содержания тренинга был:

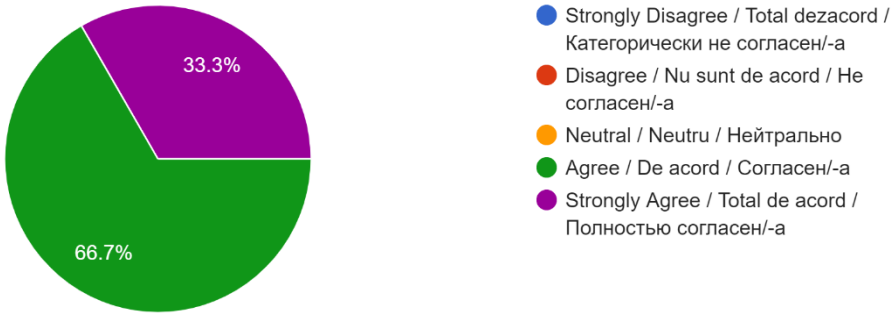
12 responses



3. TRAINING DESIGN

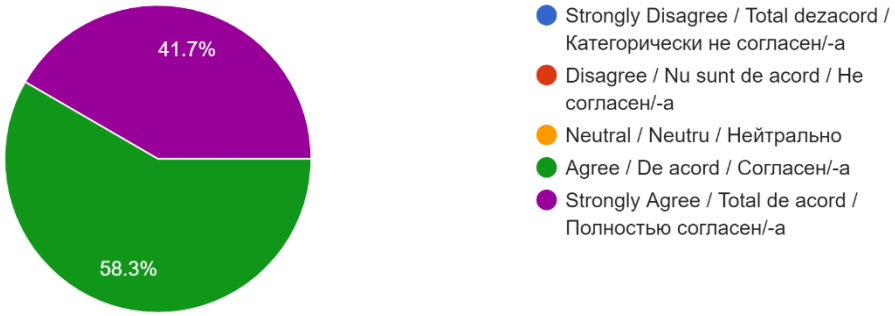
3.1 The training objectives were clear to me/ Obiectivele instruirii mi-au fost clare. / Цели тренинга были мне ясны.

12 responses



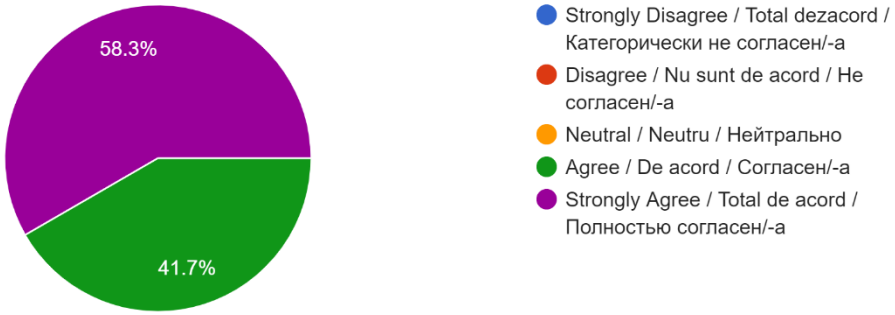
3.2. The learning methods related with the learning objectives/ Metodele de învățare erau în corelare cu obiectivele de învățare. / Методы обучения соотвествовали целям обучения.

12 responses



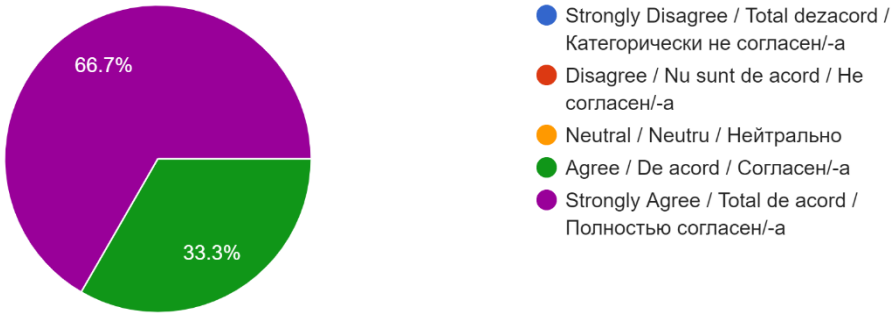
3.3 The agenda was well structured/ Agenda a fost bine structurată. / Повестка дня была хорошо структурирована.

12 responses



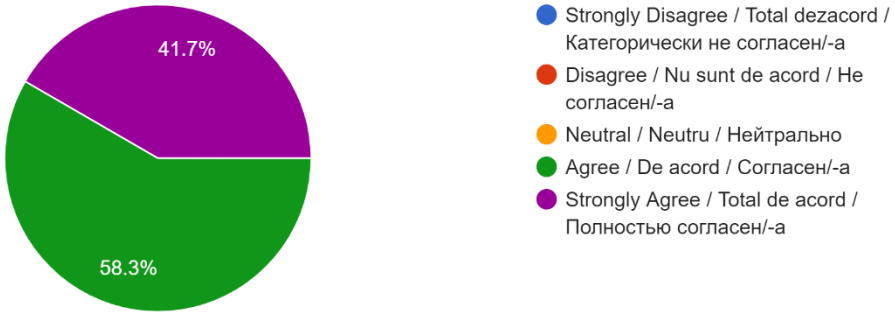
3.4 The facilitators were well prepared and helpful/ Facilitatorii au fost bine pregătiți și de ajutor. / Тренеры были хорошо подготовлены и помогали усвоить материал.

12 responses



3.5. I felt comfortable participating in the workshop/ M-am simțit confortabil participând la instruire. / Мне было комфортно участвовать в тренинге.

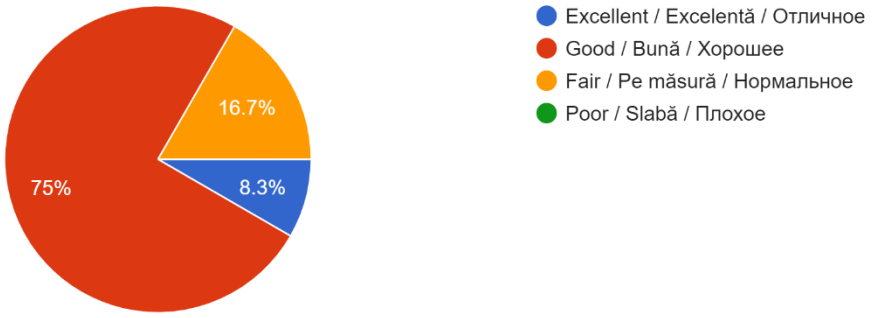
12 responses



4. TRAINING LOGISTICS

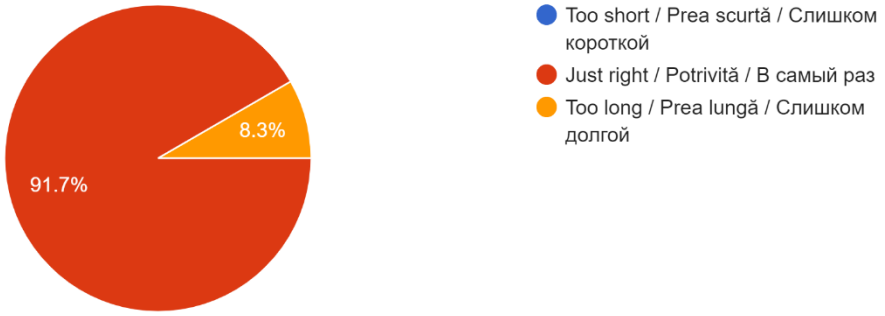
4.1 The facilities were: / Locația a fost: / Место проведения было:

12 responses



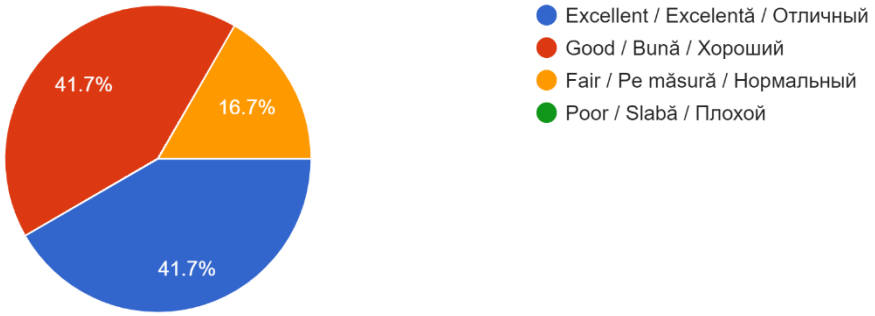
4.2. The duration of the workshop was:/ Durata instruirii a fost: / Продолжительность тренинга была:

12 responses



4.3 The interpretation at the workshop was:/ Traducerea oferită în cadrul instruirii a fost:/ Перевод на тренинге был:

12 responses

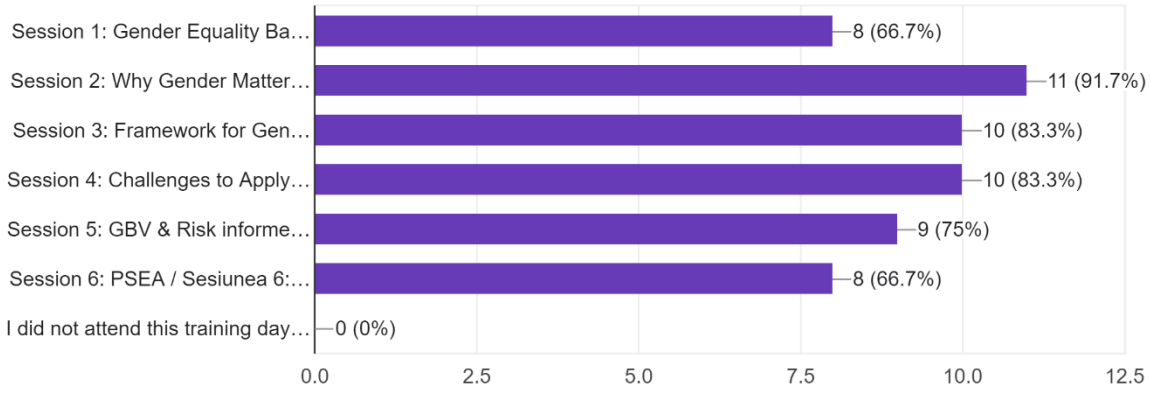


5. YOUR OPINION

5.1. I FOUND THE FOLLOWING SESSIONS MOST INTERESTING AND/OR RELEVANT (PLEASE SELECT ALL THAT APPLY):

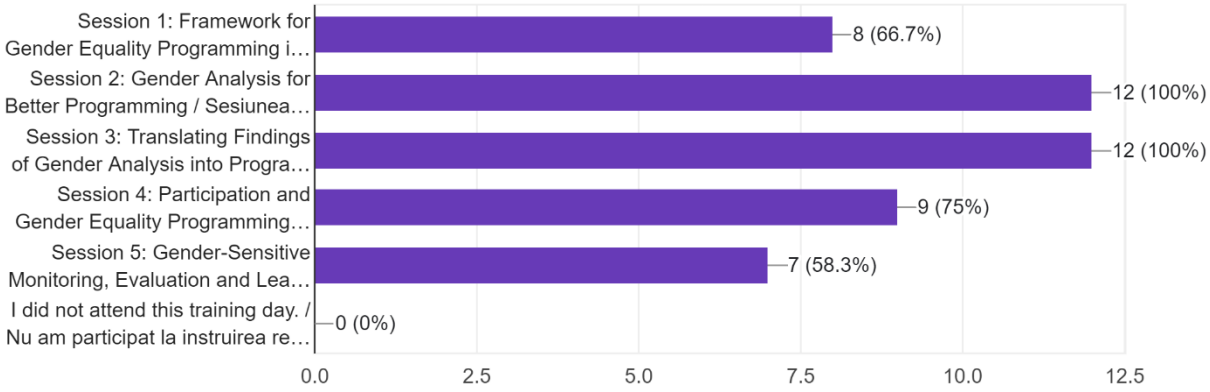
5.1.1 Day 1: Introductory Training on GIHA (15 November)/ Ziua 1: Instruirea introductivă "Dimensiunea de Gen în Acțiunea Umanitară" (15 ... / День 1: Вводный тренинг по GIHA (15 ноября)

12 responses



5.1.2 Day 2: Program-focused Training on GiHA (16 November)/ Ziua 2: Instruire "Integrarea Dimensiunii de Gen în Programe Umanitare" (16 ...ень 2: Программный тренинг по GiHA (16 ноября)

12 responses



5.2 DESCRIBE BENEFITS GAINED FROM THE TRAINING:

- Consolidating knowledge, personally, I attended such a seminar in another language for the first time, with translators; gained new experience, new knowledge, and exchanged opinions. / Consolidarea cunoștințelor, personal am participat pentru prima dată la un astfel de seminar în altă limbă, cu traducători; am dobândit experiență nouă, cunoștințe noi și am schimbat opinii. / Укрепление знаний, лично я впервые участвовала в таком семинаре на другом языке, с переводчиками; получила новый опыт, новые знания и обменялась мнениями.
- Good experience for my work. / Experiență bună pentru munca mea. / Хороший опыт для моей работы.
- I will apply them in the projects I implement with the team. / Le voi aplica în proiectele pe care le implementez cu echipa. / Я буду применять их в проектах, которые я реализую вместе с командой.
- Acquired new knowledge, learned the experience of colleagues from other regions; now there is an understanding of how to apply it in my work. Very good and useful training. Thank you 🙏 to all organizers. / Am primit noi cunoștințe, am aflat experiența colegilor din alte regiuni; acum am înțelegerea cum să aplic aceste cunoștințe în munca mea. Un training foarte bun și util. Mulțumesc 🙏 tuturor organizatorilor. / Получила новые знания, узнала опыт коллег из других регионов; теперь есть понимание, как это применить в своей работе. Очень хороший и полезный тренинг. Благодарю 🙏 всех организаторов.
- Acquisition of new skills, exchange of experience. / Dobândirea de noi abilități, schimbul de experiență. / Приобретение новых навыков, обмен опытом.
- Can apply the acquired knowledge in my work. / Pot aplica în munca mea cunoștințele dobândite. / Можно применять в своей работе полученные знания.
- Knowledge on the subject of gender dimensions and Gender Analysis. / Am dezvoltat cunoștințele pe subiectul de dimensiunea de gen și Analiza de Gen. / Получили знания в области гендерного

5.3 NEW IDEAS, SKILLS OR TOOLS LEARNED AT THE TRAINING THAT I CAN APPLY IN MY WORK:

- The method of interviewing beneficiaries or refugees to collect accurate information about them and identify their needs. / Modul de a intervievare a beneficiarului sau refugiatului pentru colectarea informațiilor corecte despre ei și care sunt necesitățile lor. / Метод интервьюирования бенефициаров или беженцев для сбора точной информации о них и выявления их потребностей.
- In total, how to more effectively gather information, how to make your work more efficient. / În totalitate, cum să colectezi mai eficient informații, cum să-ți faci munca mai eficientă. / Как более эффективно делать сбор информации, как сделать свою работу более эффективной.
- Focus group as feedback. / Focul grup ca feedback. / Фокус-группа как обратная связь.
- Observing beneficiaries and identifying their individual needs. Applying analysis and feedback when implementing projects. / A observa beneficiarii și a identifica nevoile lor individuale. Aplicarea analizei și feedback-ului în timpul implementării proiectelor. / Наблюдать за бенефициарами и выявлять их индивидуальные потребности. Применять анализ и обратную связь при проведении проектов.
- Learned to conduct analysis and identify needs. / Am învățat să conduc analize și să identific nevoi. / Научилась проводить анализ и выявлять потребности.
- In my work, I will carefully examine the needs of our beneficiaries. / În munca mea, voi examina cu atenție nevoile beneficiarilor noștri. / В своей работе буду внимательно изучать потребности наших бенефициаров.
- The knowledge obtained in training will be shared with colleagues and introduced into working with beneficiaries. / Cunoștințele obținute în training le voi împărtăși cu colegii și le voi introduce în lucrul cu beneficiarii. / Мы обязательно начнем учитывать гендер и строить свои проекты на основе анализа, чтобы быть более эффективными и оказывать помощь под запрос каждого человека.

- Can provide first aid in case of gender inequality. / Pot acorda prim ajutor în caz de inegalitate de gen. / Смогу оказть первую помощь в случае проявления гендерного не равенства.

5.4. IMPROVEMENTS AND RECOMMENDATIONS FOR FUTURE TRAINING:

- Without suggestions, everything was perfect. / Fără sugestii, a fost totul perfect. / Без замечаний, все было идеально.
- Adequately heated space. / Spațiu încălzit corespunzător. / Пространство было достаточно подогрето.
- I liked everything. / Мне все понравилось. / Мне все понравилось.
- Everything is great. Thanks for the comprehensive information. / Totul este grozav. Mulțumesc pentru informațiile exhaustive. / Все прекрасно. Спасибо за исчерпывающую информацию.
- Make it shorter in terms of time. / Fă-l mai scurt în privința duratei. / Делать короче по времени.
- No recommendations. Everything suited me. Thank you. / Fără recomandări. Mă mulțumește totul. Mulțumesc. / Рекомендаций нет. Меня все устроило. Спасибо.
- Everything suits me. / Mă mulțumește totul. / Меня всё устраивает.
- The training was conducted at a high level. I have no suggestions. / Training a fost realizat la un nivel înalt. Sugestii nu le am. / Тренинг проведен на высоком уровне. Замечаний у меня нет.
- I have no suggestions. Everything was good. / У меня их нет. Все было хорошо. / Рекомендаций нет. Меня все устроило.

5.5 TOPICS TO ADD FOR FUTURE TRAININGS:

- It was very well organized. / A fost foarte bine organizate. / Было очень хорошо организовано.
- Gender in professions. / Гендер в профессиях. / Гендер в профессиях.
- How to identify signs of violence in beneficiaries. / Cum să identifici semnele de violență la beneficiari. / Как выявить у бенефициара признаки испытание насилия.
- Assistance and education for adolescents. / Ajutor și educație pentru adolescenți. / Помощь и воспитание подростков.
- Gender-sensitive monitoring, evaluation, and learning for better outcomes in depth. / Monitorizarea sensibilă la gen, evaluare și învățare pentru rezultate mai bune în profunzime. / Гендерно-чувствительное мониторинг, оценка и обучение для лучших результатов в глубине.
- Domestic violence (how to help the victim, comprehensive approach). / Violentă domestică (cum să ajuți victima, abordare cuprinzătoare). / Домашнее насилие (как помочь жертве, комплексный подход).