Gender Equality in Humanitarian Action

WORKSHOP REPORT

13TH – 14TH NOVEMBER 2023
CHISINAU, MOLDOVA

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INTRODUCTION

A two-day workshop on Gender Equality in Humanitarian Action, took place from 13-14 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 20 individuals participated in the workshops including representatives from local, national and international organizations and public institutions 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 Petru Lupu and the session on PSEA by Catalina Birsanu, both respective focal points from UNHCR.

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,

[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.

sexual identity and other factors which can shape 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 (UNHCR 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 (58.3%) or strongly agreed (41.7%) that the workshop increased their understanding of gender equality in humanitarian action; and 91.7% agreed (41.7%) or strongly agreed (50%) 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: Framework for Gender Equality Programming, GBV and Risk Informed Programming, Challenges to Applying GEP in practice and PSEA (Day 1); Gender Analysis for Better Programming, and Participation and Gender Equality Programming (Day 2).

Participants reported that benefits they gained in the workshop included: improved knowledge to introduce gender analysis and planning into daily work, new ideas how to work effectively with refugees and engage in humanitarian efforts, broadened understanding of gender dynamics beyond the binary framework of men and women, in-depth knowledge on gender concepts and addressing risks and preventing gender and sexual abuse, and new strategies to improve ongoing programs, making them more inclusive and sustainable.

New ideas, skills or tools they could apply in the context of their work included: applying a gender-sensitive approach in programming, assessment techniques and hands-on tools, analyzing existing projects with GAM tipsheets, integrating gender considerations seamlessly into the assessment process, practicing interviews and how to collect gender-related information effectively.

Recommendations for improving the workshop included: adding more practical examples of gender equality programming, including more tailored practical exercises based on participants' projects and work, ensure that training participants share a similar foundational understanding, allocating sufficient time to cover all topics on the agenda, more time for practical exercises, tools, and examples from the field focusing on solution development were invested, and less on problem awareness. Please see detailed evaluation results in Annex 3.

ANNEXES

ANNEX 1: AGENDA

Date: Monday, 13th 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: Tuesday, 14th November 2023

Time: 09.00 to 18.00

Venue: Institutul Muncii, Chisinau

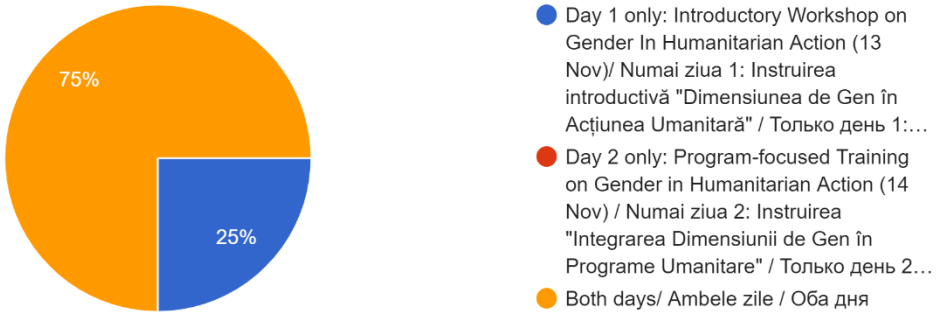
Objective: To have an improved understanding of gender-informed analysis, participation, monitoring, evaluation and learning (MEL) and how to apply them for better program results.	
9.00-9.45	**Welcome/ Opening**
9.45-10.15	**Session 1: Framework for Gender Equality in Humanitarian Action – A Refresher**
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



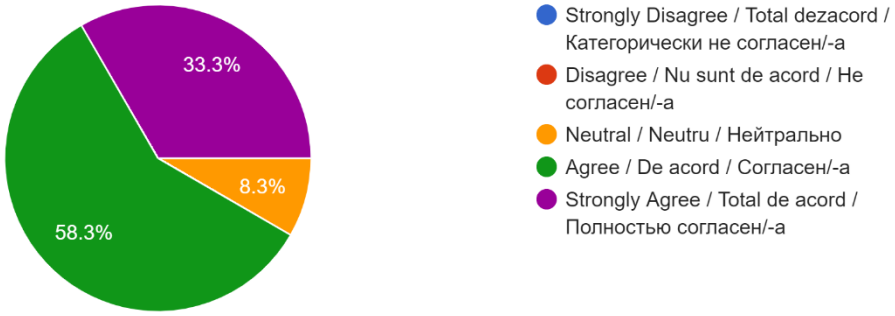
1.2 What was your level of knowledge on Gender in Humanitarian Action before completing the training?/ Care era nivelul dumneavoastră de c...нитарной деятельности до прохождения тренинга?

12 responses

2. TRAINING CONTENT

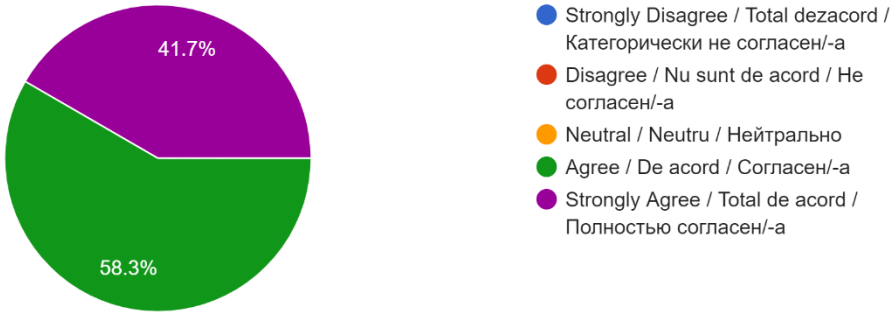
2.1 The training lived up to my expectations/ Instruirea a fost la înălțimea așteptărilor mele. / Тренинг оправдал мои ожидания.

12 responses

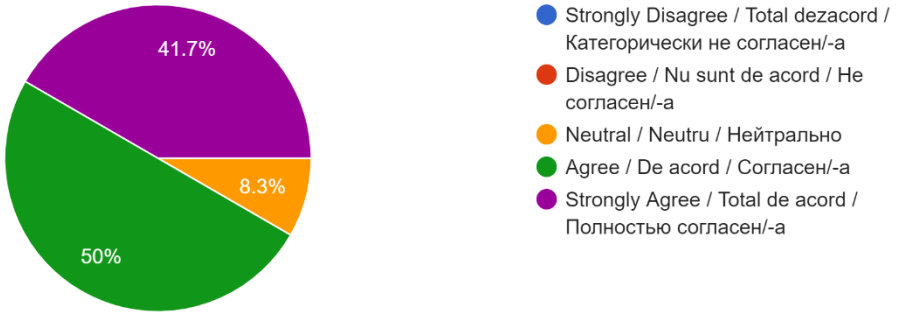


2.2 I increased my knowledge/understanding of gender equality in humanitarian action/ Mi-am sporit cunoștințele/înțelegerea cu privire la eg...ндерного равенства в гуманитарной деятельности.

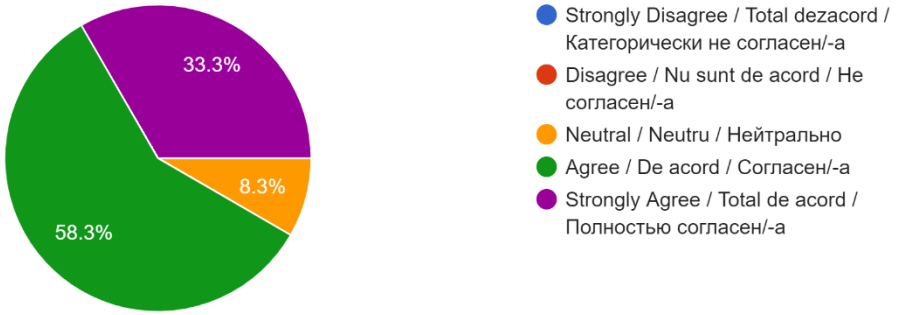
12 responses



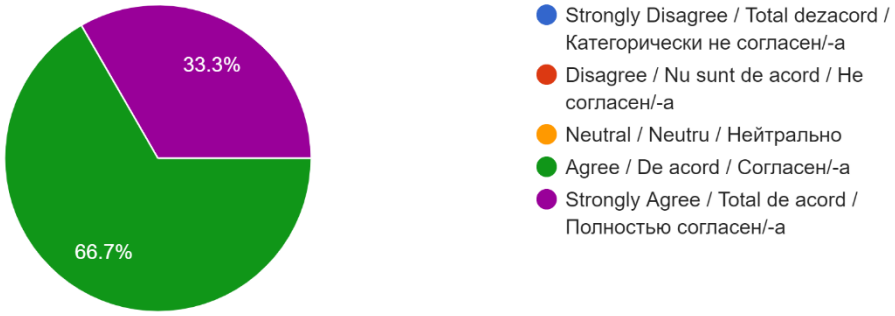
2.3 I increased my skills in applying gender equality in humanitarian action and can use them in the context of my work/ Mi-am crescut abilitățile în ... могу использовать их в контексте своей работы.
12 responses



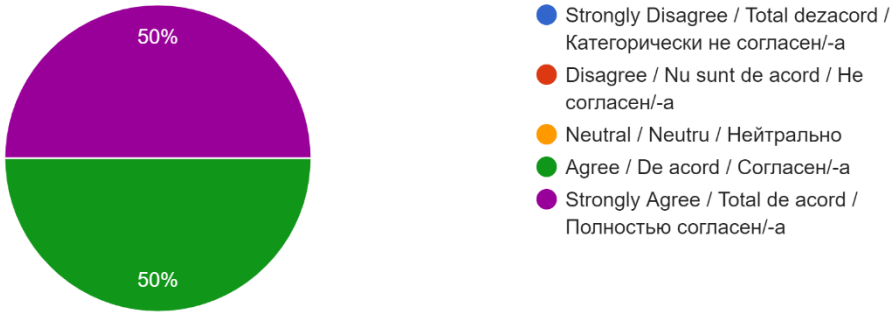
2.4 The content of the training is relevant to my work/ Conținutul instruiriii este relevant pentru munca mea. / Содержание тренинга актуально для моей работы.
12 responses



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



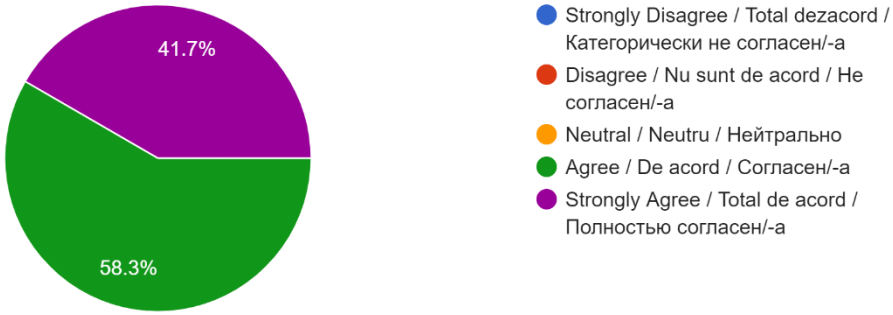
2.7 The level of the content of the training was: / Nivelul conţinutului instruirii a fost: / Уровень содержания тренинга был:

12 responses

3. TRAINING DESIGN

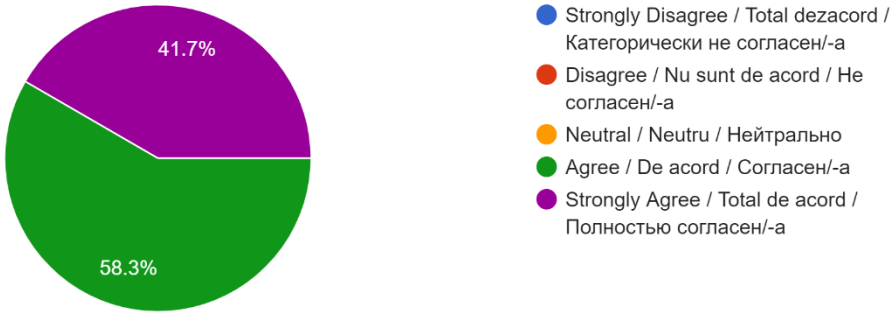
3.1 The training objectives were clear to me/ Obiectivele instruirii mi-au fost clare. / Цели тренинга были мне ясны.

12 responses



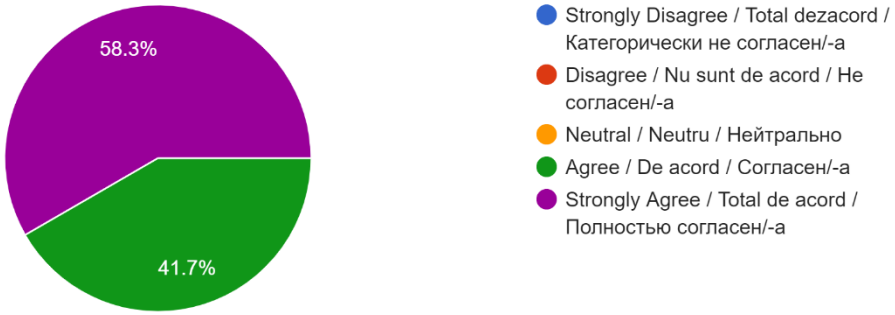
3.2. The learning methods related with the learning objectives/ Metodele de învățare erau în corelare cu obiectivele de învățare. / Методы обучения соотвествовали целям обучения.

12 responses



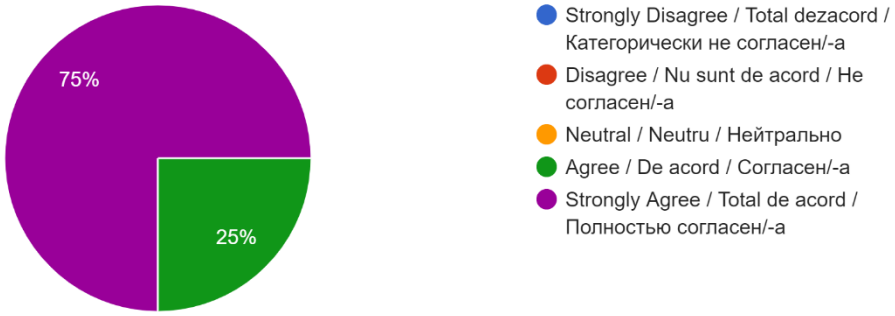
3.3 The agenda was well structured/ Agenda a fost bine structurată. / Повестка дня была хорошо структурирована.

12 responses



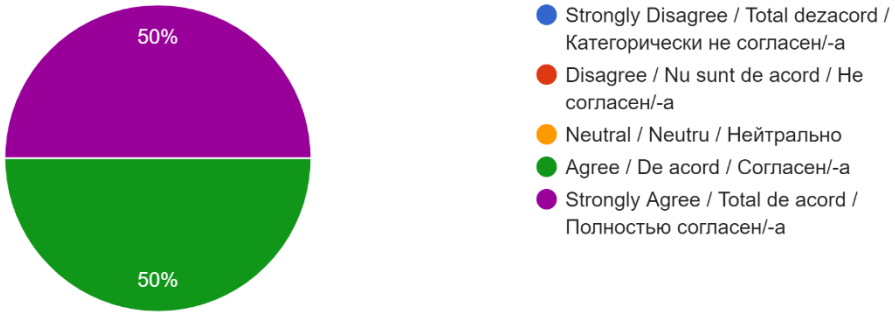
3.4 The facilitators were well prepared and helpful/ Facilitatorii au fost bine pregătiți și de ajutor. / Тренеры были хорошо подготовлены и помогали усвоить материал.

12 responses



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

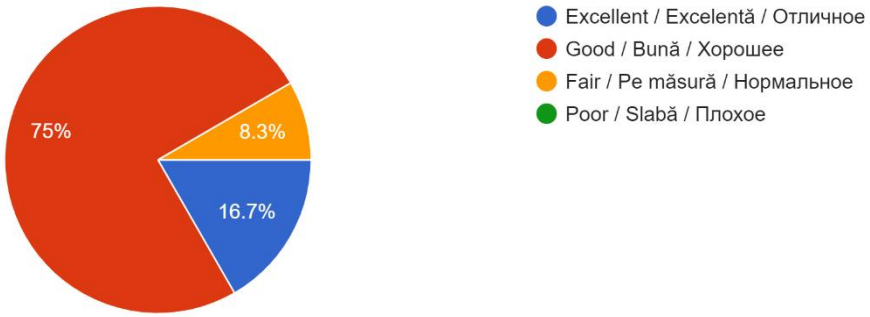
12 responses



4. TRAINING LOGISTICS

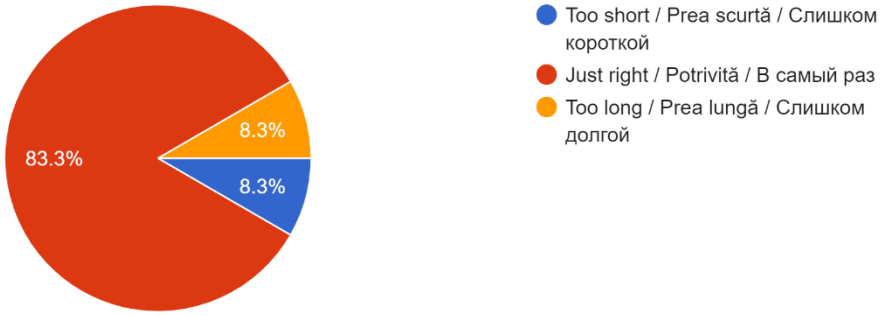
4.1 The facilities were: / Locația a fost: / Место проведения было:

12 responses



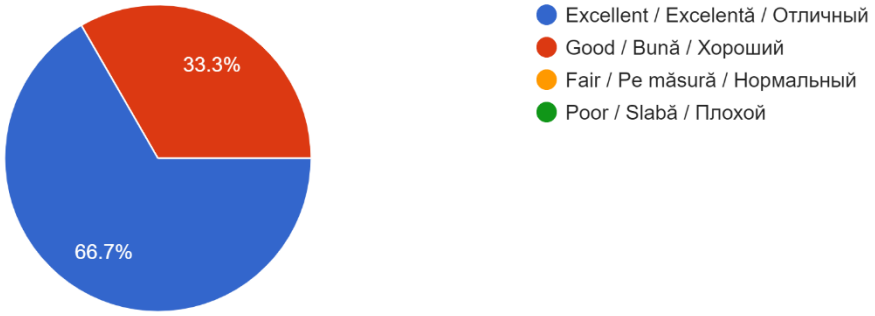
4.2. The duration of the workshop was:/ Durata instruirii a fost: / Продолжительность тренинга была:

12 responses



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

12 responses

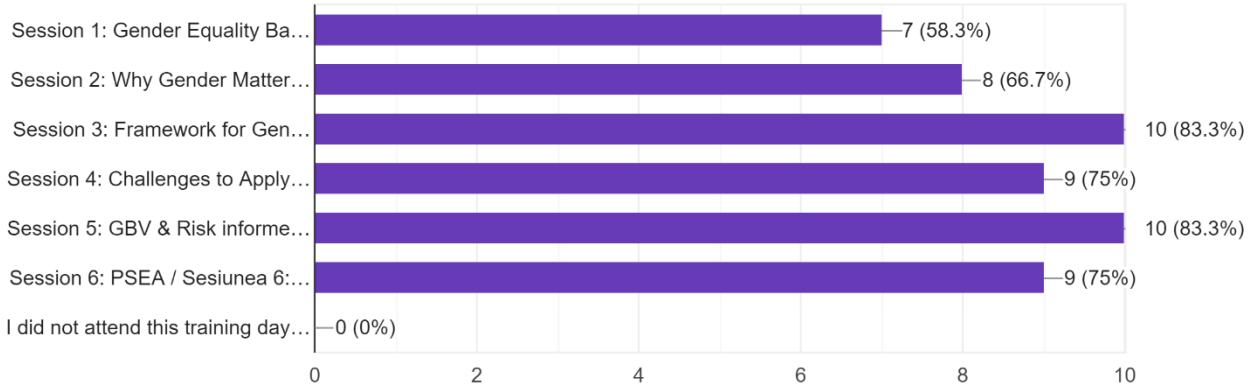


5. YOUR OPINION

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

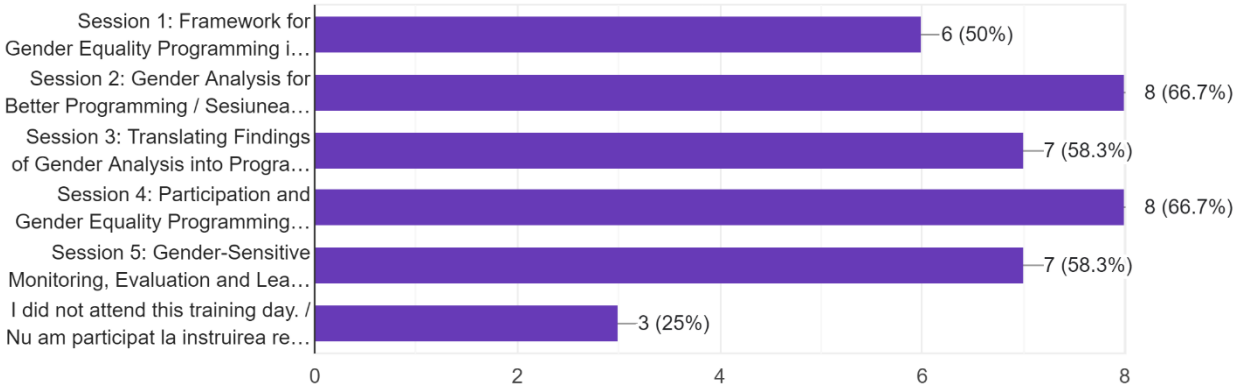
5.1.1 Day 1: Introductory Training on GIHA (13 November)/ Ziua 1: Instruirea introductivă "Dimensiunea de Gen în Acțiunea Umanitară" (13 ... / День 1: Вводный тренинг по GIHA (13 ноября)

12 responses



5.1.2 Day 2: Program-focused Training on GiHA (14 November)/ Ziua 2: Instruire "Integrarea Dimensiunii de Gen în Programe Umanitare" (14 ...нь 2: Программный тренинг по GiHA (14 ноября)

12 responses



5.2 DESCRIBE BENEFITS GAINED FROM THE TRAINING:

- The ability to work with refugees and in humanitarian causes / Capacitatea de a lucra cu refugiații și în cauzele umanitare / Возможность работы с беженцами и в гуманитарных делах
- I gained better knowledge to introduce gender analysis and planning into my daily work / Am dobândit cunoștințe mai bune pentru a introduce analiza de gen și planificarea în munca mea zilnică / Я приобрел(а) более глубокие знания для внедрения анализа гендера и планирования в повседневную работу
- Participation in training gives us the chance to better understand the topic, apply everything in practice, and meet new people / Участие în treninguri ne oferă șansa de a înțelege mai bine subiectul, de a aplica totul în practică și de a cunoaște oameni noi.
- The training sessions have been immensely valuable for me, as I had not previously engaged in any training specifically focused on gender or its application in humanitarian action. This experience has proven to be transformative, providing me with a profound understanding of the significance of addressing gender dynamics in humanitarian work. The training has broadened my perspective, emphasizing that gender equality extends beyond the binary framework of men and women / Sesiunile de pregătire au fost de o valoare imensă pentru mine, deoarece nu am participat anterior la niciun training axat specific pe gen sau aplicarea acestuia în acțiunile umanitare. Această experiență s-a dovedit a fi transformatoare, oferindu-mi o înțelegere profundă a importanței abordării dinamicii de gen în munca umanitară. Pregătirea mi-a lărgit perspectiva, subliniind că egalitatea de gen depășește cadrul binar al bărbaților și femeilor / Тренинги были для меня чрезвычайно ценными, так как ранее я не участвовал(а) в ни одном тренинге, специально ориентированном на гендер или его применение в гуманитарной деятельности. Этот опыт оказался трансформационным, обеспечив меня глубоким пониманием важности решения динамики гендера в гуманитарной работе. Тренинг расширил мой взгляд, подчеркивая, что равенство гендеров выходит за рамки двоичной модели мужчин и женщин.
- The benefits I gained during the training were in-depth knowledge in the field of gender concepts and related aspects; I also acquired in-depth knowledge in the field of gender risk issues and in preventing gender and sexual abuse / Beneficiile pe care le-am obținut pe durata instruirii , au fost cunoștințele aprofundate în domeniul noțiunii de gen și aspectele ramurale, de asemenea am obținut cunoștințe aprofundate în domeniul problemei riscurilor de gen, și în prevenirea abuzului de gen și sexual / Пользу, которую я получил(а) во время тренинга, составили глубокие знания в области гендерных концепций и связанных с ними аспектов; я также углубил(а) свои знания в области проблем гендерных рисков и предотвращения гендерного и сексуального насилия.
- I learned how to improve the ongoing programs I am organizing, how to make them more inclusive and sustainable / Am învățat cum să îmbunătățesc programele în desfășurare pe care le organizez, cum să le fac mai incluzive și durabile / Я узнал(а), как улучшить текущие программы, которые я организую, как сделать их более инклюзивными и устойчивыми.
- Efficient relationships and dialogue with representatives of various institutions / relații si dialog eficient cu mai multi reprezentanti ai diferitor insitutii / эффективные отношения и диалог с представителями различных институтов

- Appropriate training with quite interesting and useful information / instruire potrivită cu informații destul de interesante și utile / подходящее обучение с достаточно интересной и полезной информацией
- After participating in this training, I expanded my knowledge primarily about gender inequality but also about other marginalized minorities. This helped me better understand the needs of people based on gender, age, ethnicity, sexual orientation, etc., and to take them into account in my subsequent humanitarian work / După participarea în acest training mi-am lărgit în primul rând cunoștințele despre gender inequality dar și despre alte minorități marginalizate. Aces fapt m-a ajutat să percep mai bine nevoile oamenilor în funcție de gen, vârstă, etnie, orientare sexuală etc și să pot ține cont de acestea în muncă mea ulterioară ca lucrător umanitar / После участия в этом тренинге я в первую очередь расширил(а) свои знания о гендерных неравенствах, а также о других маргинализированных меньшинствах. Это помогло мне лучше понимать потребности людей в зависимости от пола, возраста, этнической принадлежности, сексуальной ориентации и т. д.

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

- Exercises / Exerciții / Упражнения
- Gender-sensitive approach / Abordare sensibilă la gen / Гендерно-чувствительный подход
- I really liked all the techniques used in the training, and naturally, I will apply them in my work. / Мне очень понравились все техники, использованные на тренинге, и, естественно, я буду применять их в своей работе. / Мне очень понравились все техники проведенные на тренинге и естественно я буду применять их в своей деятельности.
- The training has equipped me with a more comprehensive perspective on gender-related issues and their practical application in humanitarian programs. One notable aspect was the acquisition of assessment techniques tailored to evaluate gender considerations in various contexts. However, the most impactful tool I gained was the opportunity to apply this newfound knowledge directly in practice. Analyzing an existing project on the spot, guided by the checkpoints provided by the facilitators, proved to be an invaluable experience. This hands-on approach allowed me to deepen my understanding and integrate gender considerations seamlessly into the project assessment process. Overall, the training has provided me with practical tools and skills that I can readily apply to enhance the gender responsiveness of my work in humanitarian settings. / Pregătirea m-a dotat cu o perspectivă mai cuprinzătoare asupra problemelor legate de gen și aplicarea practică a acestora în programele umanitare. Un aspect remarcabil a fost dobândirea de tehnici de evaluare adaptate pentru a evalua considerațiile de gen în diverse contexte. Cu toate acestea, instrumentul cel mai impactant pe care l-am obținut a fost oportunitatea de a aplica aceste cunoștințe proaspăt dobândite direct în practică. Analizând un proiect existent pe loc, ghidat de punctele de verificare furnizate de facilitatori, s-a dovedit a fi o experiență de neprețuit. Acest abordare practică mi-a permis să aprofundez înțelegerea și să integrez considerațiile de gen în mod armonios în procesul de evaluare a proiectului. În ansamblu, pregătirea mi-a furnizat instrumente practice și abilități pe care le pot aplica cu ușurință pentru a îmbunătăți reactivitatea la gen a muncii mele în context umanitar.
- The skills developed during the training were understanding the concept of gender and gender-based issues. Specifically, verbal skills. / Abilitățile formate în cadrul instruirii, au fost

înțelegerea noțiunii de gen și problemele pe baza de gen. Anume abilitățile verbale. / Навыки, сформированные в ходе тренинга, включают в себя понимание концепции гендера и проблем, связанных с гендером. В частности, навыки общения.

- Methods of discussion with the target group / Metode de discuție cu grupul țintă / Методы обсуждения с целевой группой
- Community awareness exercises regarding the needs of refugees / Exerciții de sensibilizare a comunității în ce privește necesitățile refugiaților / Упражнения по повышению осведомленности общества относительно потребностей беженцев
- New ideas: how to formulate questions correctly to obtain SADDD information from beneficiaries; organizing a focused group discussion for an understanding of the individual needs of beneficiaries; a very useful tool - "Gender with age marker" - is to be applied. / Idei noi: cum să formulezi corect întrebări pentru a obține informații SADDD de la beneficiari; organizarea unei discuții concentrate pentru înțelegerea nevoilor individuale ale beneficiarilor; un instrument foarte util - "Gender with age marker" - urmează să fie aplicat. / Idei noi: как формулировать вопросы правильно для получения информации SADDD от бенефициаров; организация групповых обсуждений для понимания индивидуальных потребностей бенефициаров; очень полезный инструмент - "Гендер с возрастным маркером" - будет применяться.
- Yes / Da / Да

5.4. IMPROVEMENTS AND RECOMMENDATIONS FOR FUTURE TRAINING:

- WIFI în sală / WiFi in the room / Wi-Fi в зале
- Would be cool to go even more in-depth! / Ar fi cool să mergem și mai în profunzime! / Было бы здорово углубиться еще больше!
- One improvement for future training sessions could be a more tailored selection process for participants based on their existing knowledge of the subject matter. In our recent training, there was a diverse range of participants with varying levels of familiarity with gender issues, leading to different engagement levels during activities. A more nuanced selection process could ensure that participants share a similar foundational understanding, facilitating a more cohesive and productive learning environment. / O îmbunătățire pentru sesiunile viitoare de pregătire ar putea fi un proces de selecție mai personalizat pentru participanți, bazat pe cunoștințele lor existente despre subiect. În ultimul nostru training, au participat persoane cu diferite niveluri de familiarizare cu problemele legate de gen, ceea ce a condus la diferite nivele de implicare în timpul activităților. Un proces de selecție mai subtil ar putea asigura că participanții au o înțelegere similară de bază, facilitând un mediu de învățare mai coeziv și productiv. / Одно улучшение для будущих тренингов может заключаться в более тщательном процессе отбора участников на основе их имеющихся знаний по предмету. На нашем последнем тренинге участвовали люди с разным уровнем знаний в области гендерных вопросов, что привело к разным уровням вовлеченности во время мероприятий. Более тонкий процесс отбора может гарантировать, что участники имеют схожее базовое понимание, облегчая более цельную и продуктивную обучающую среду.

- Additionally, allocating sufficient time to cover all topics on the agenda is crucial. During the training, some subjects received in-depth analysis, while others were rushed through. Dedicating appropriate time to each topic would enhance the overall learning experience and allow participants to dive deep into all aspects of the training content thoroughly. / În plus, alocarea unui timp suficient pentru a acoperi toate subiectele din ordinea de zi este crucială. În timpul pregătirii, unele subiecte au primit o analiză detaliată, în timp ce altele au fost parcurse în grabă. Alocarea unui timp adecvat pentru fiecare subiect ar îmbunătăți experiența generală de învățare și ar permite participanților să se adâncească în toate aspectele conținutului pregătirii. / Кроме того, выделение достаточного времени для освещения всех тем в повестке дня имеет решающее значение. Во время тренинга некоторые темы получили глубокий анализ, в то время как другие прошли мимо. Выделение соответствующего времени для каждой темы улучшило бы общий опыт обучения и позволило бы участникам более глубоко погрузиться в все аспекты содержания тренинга.
- Obiecții nu am, doar aș sugera ca durata instruirii să fie de mai lungă durată. / No objections, I would only suggest that the training duration be longer. / Никаких возражений, я бы только предложил увеличить продолжительность тренинга.
- nu sunt / Niciunul / Нет
- Ar fi mai eficient dacă în vederea aplicabilității cunoștințelor și a exercițiilor practice s-ar investi mai multe instrumente, informații suplimentare, exemple practice din domeniu care se focusează pe dezvoltare de soluții, și mai puțin pe conștientizarea problemei. / It would be more efficient if, for the applicability of knowledge and practical exercises, more tools, additional information, practical examples from the field focusing on solution development were invested, and less on problem awareness. / Было бы более эффективно, если бы для применимости знаний и практических упражнений было бы вложено больше инструментов, дополнительной информации, практических примеров из области, сосредоточенных на разработке решений, и меньше на осознании проблемы.

5.5 TOPICS TO ADD FOR FUTURE TRAININGS:

- Conflict Resolution / Rezolvarea conflictelor / Разрешение конфликтов
- Decolonization of aid, Ethic of care / Decolonizarea ajutorului, Etica îngrijirii / Деколонизация помощи, Этика заботы
- I think the topic of values orientation would be good / Cred că tema orientării valorilor ar fi bună / Думаю, что тема ценностных ориентаций была бы хороша
- Advanced Tools and Assessment Techniques: Delve deeper into specific tools and assessment techniques for evaluating gender needs and inclusivity in humanitarian projects. Provide practical exercises and case studies to enhance participants' proficiency in applying these tools. / Instrumente avansate și tehnici de evaluare: Aprofundați-vă în instrumente specifice și tehnici de evaluare pentru evaluarea nevoilor de gen și incluziunii în proiectele umanitare. Furnizați exerciții practice și studii de caz pentru a îmbunătăți competența participanților în aplicarea acestor instrumente. / Продвинутые инструменты и техники оценки: Углубленное изучение конкретных инструментов и техник оценки для оценки гендерных потребностей и инклюзивности в гуманитарных проектах. Предоставление практических упражнений и кейс-стади для улучшения мастерства участников в применении этих инструментов.

- Intersectionality in Humanitarian Action: Explore the intersectionality of gender with other social categories, such as race, ethnicity, and socioeconomic status. Understand how these intersecting factors impact individuals' experiences and needs in humanitarian contexts. / Intersecționalitate în acțiunile umanitare: Explorați intersecționalitatea genului cu alte categorii sociale, cum ar fi rasă, etnie și statut socio-economic. Înțelegeți cum acești factori intersectanți influențează experiențele și nevoile individuale în contexte umanitare. / Интерсекциональность в гуманитарной деятельности: Исследуйте взаимосвязь гендера с другими социальными категориями, такими как раса, этническая принадлежность и социальный статус. Поймите, как эти пересекающиеся факторы влияют на опыт и потребности индивидуумов в гуманитарных контекстах.
- Effective Communication Strategies: Discuss strategies for effective communication when addressing gender issues in diverse cultural and community settings. Explore the nuances of language and communication styles that promote inclusivity. / Strategii eficiente de comunicare: Discutați strategii pentru comunicarea eficientă în abordarea problemelor legate de gen în diverse medii culturale și comunitare. Explorați subtilitățile limbajului și stilurilor de comunicare care promovează incluzivitatea. / Эффективные стратегии коммуникации: Обсуждение стратегий эффективного общения при решении проблем гендера в разнообразных культурных и общинных средах. Исследование тонкостей языка и стилей общения, способствующих инклюзивности.
- Nu am / No objections / Нет
- Victims of workplace violence, sexual harassment / Victimele violenței la locul de muncă, hărțuire sexuală / Жертвы насилия на рабочем месте, сексуальных домогательств
- Focus group discussions: How to? / Discuții în grup de focus: Cum? / Групповые обсуждения: Как?