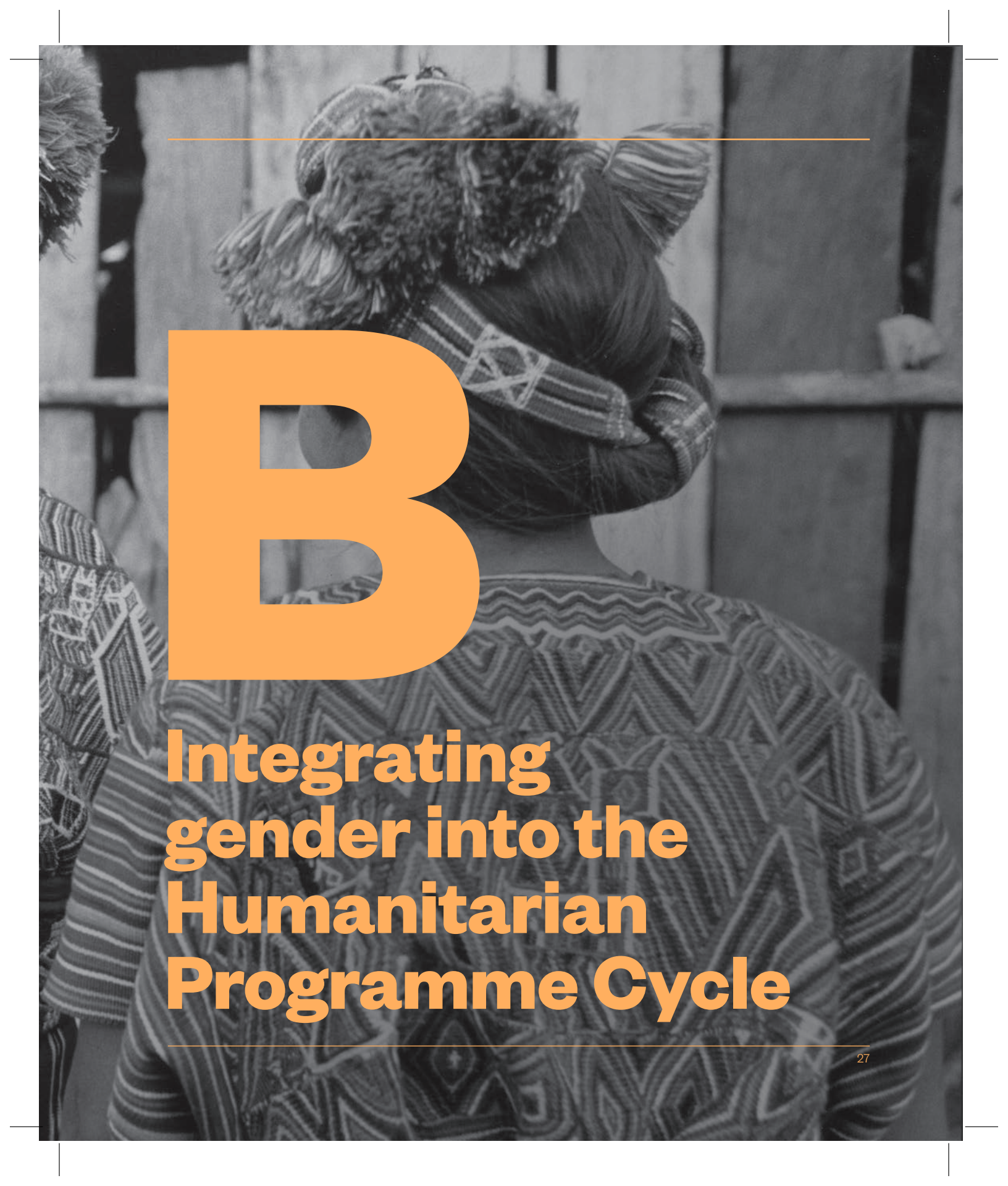






B

Integrating gender into the Humanitarian Programme Cycle

In humanitarian contexts, different humanitarian actors are present — national and local authorities, civil society organizations, community-based organizations, gender experts, crisis-affected communities, international and national NGOs, the Red Cross and Red Crescent Movement, the United Nations and donors, each with different mandates, levels of engagement in coordination mechanisms and gender-equality programming. Harnessing as many of these actors and actions in a coordinated effort and capitalizing on our combined strength and reach is critical to:

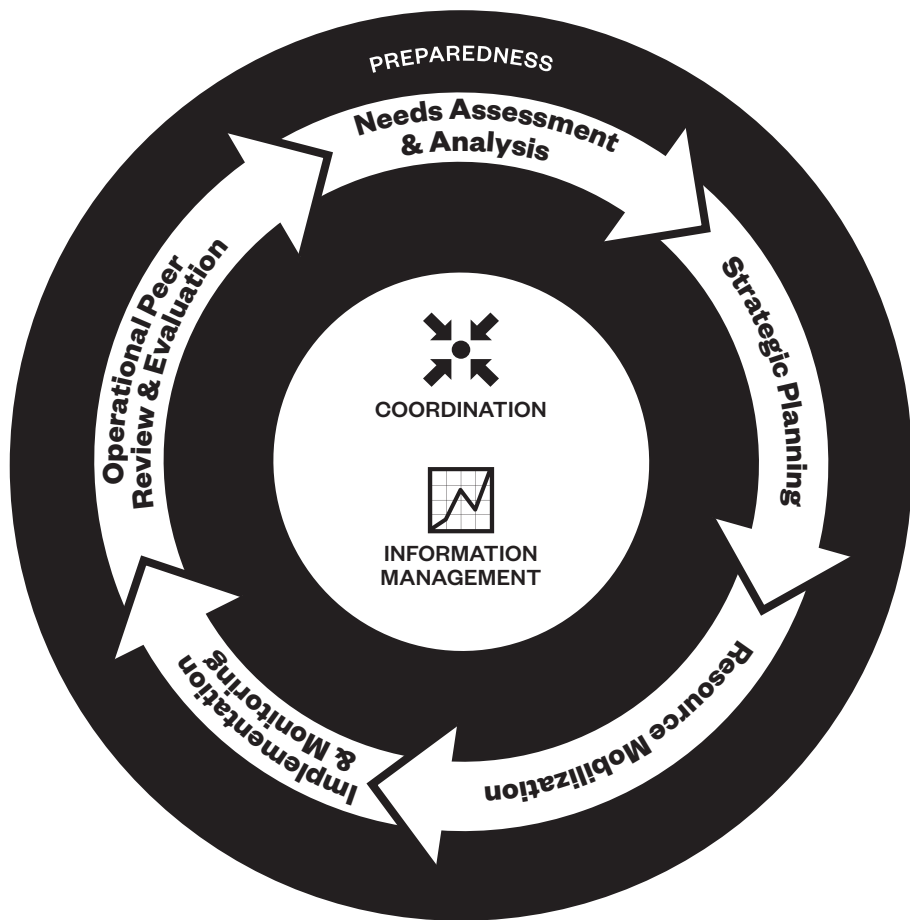
1. Preserving pre-crisis gains hard won by women and girls;
2. Achieving desired outcomes for individual women, girls, men and boys, their families and communities;
3. Reaching marginalized or vulnerable groups in particular;
4. Maintaining and strengthening resilience; and
5. Reversing pre-existing gender inequalities.

This section outlines how to integrate gender into the HPC, which is the coordination mechanism developed by the IASC for use primarily in humanitarian settings. Many of the elements and principles are similar to those used in other programme cycle models. The information below includes specific guidance for each stage of the five stages of the HPC. It is cross-cutting and relevant to all 11 sectors discussed in detail in section C.

There is a checklist on integrating gender provided at the end of the section covering all five stages of the HPC.

Also included in the first stage of needs assessment and analysis are step-by-step directions on a **rapid gender analysis tool**.

The Humanitarian Programme Cycle



Needs assessment and analysis

Needs assessment provides the evidence base for strategic planning (<https://tinyurl.com/ydb8rhcf>) and the baseline information upon which situation and response monitoring systems (<https://tinyurl.com/ycx77k4l>) will rely. It should therefore form a continuous process throughout the HPC (<https://tinyurl.com/ycqqcnv5>).

Coordinated assessments are undertaken in partnership with all humanitarian actors to assess the humanitarian situation and identify the needs of the affected population. Local and national authorities, civil society and affected communities are encouraged to participate in this process, the output of which is a Humanitarian Needs Overview document (see stage 2, strategic planning).⁶

The **multisector initial rapid assessment (MIRA)** tool is an example of a joint needs assessment tool that can be used in a sudden-onset emergency. <https://tinyurl.com/ycskgrp7>

In a protracted crisis, a coordinated assessment and consolidated analysis of the needs of women, girls, men and boys is to be presented in a Humanitarian Needs Overview instead of, or following, the MIRA. Please find additional guidance and templates on needs assessments in crisis settings here. <https://tinyurl.com/y8db7g6z>

Gender analysis takes place during the assessment phase and the monitoring and evaluation (M&E) phase, with information collected throughout the programme cycle. Gender analysis looks at the impact of emergencies on women, girls, men and boys and verifies



that the humanitarian response meets their distinct needs and priorities. In many cases, this is now a mandatory requirement from donors when submitting programme proposals.

Sex- and age-disaggregated data (SADD) are a core component of any gender analysis and essential for planning, monitoring and measuring outcomes. To be effective, SADD must be both collected and analysed to inform programming. In circumstances where collection of SADD is difficult, estimates can be provided based on national and international statistics, data gathered by other humanitarian and development actors or through small sample surveys. Sectors should determine the age groupings that are relevant to their programming. In addition, depending on the context, it can be important to disaggregate the data based on such other diversity factors as ability, ethnicity, language spoken and level of income or education.

A more detailed description of gender analysis and the importance of SADD is below.

What is gender analysis?

Gender analysis is really about good programming.

It looks at the relationships between women, girls, men and boys and considers their respective roles, access to and control of resources and the constraints each group faces relative to others. A gender analysis should be integrated into the humanitarian needs assessment and into all sector assessments or situational analyses and through out the HPC. It allows for an understanding of who in the population is affected by the crisis, what they need and what they can do for themselves during recovery.

Thinking about the gender dimensions of your work improves what you do, how you do it and ultimately how effectively your work meets the needs of all those impacted by emergencies, especially the most vulnerable.

The rapid gender analysis tool provides a step-by-step guide on how to undertake a gender analysis at any stage of an emergency. It can be used to prepare a gender analysis as part of a needs assessment and to monitor and evaluate outcomes. Emergency preparedness should include summaries of key gender issues and statistics. For example, Gender in Brief documents (CARE) are already available for many high-risk countries.⁸

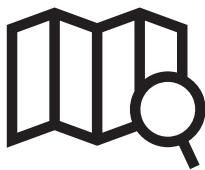
Rapid gender analysis is a tool to conduct gender analysis quickly during an emergency response. A simple four-step process, it can be used throughout the HPC and adapted for different sectors using the relevant guidance on needs analysis. Rapid gender analysis can be done progressively with understanding deepening as more information becomes available. Rapid gender analysis can easily be incorporated into existing assessment tools, and strengthens the accuracy and comprehensiveness of findings and recommendations.

A sample rapid gender analysis report:

CARE, Ethiopia (2016) <https://tinyurl.com/yd3h8wu8>.

1

Find _____
gender
information
that is already
available.



What to do? Start by gathering information about the gender context before the crisis to develop an overview of gender relations and coping strategies of women, girls, men and boys.

What to look for?

- What was the demographic profile of the population disaggregated by sex and age before the crisis?
- Is there information available about how *gender expectations, roles, responsibilities* have changed since the onset of crisis?
- What are the relationship dynamics amongst women, girls, men and boys?
- What was the legal framework that defined their rights pre-crisis?
- What were the socioeconomic conditions for women, girls, men and boys before the crisis?
- Look at opportunities that were available and accessible such as access to education, employment, livelihoods, health services, legal rights and ownership/control of assets.
- Who made important decisions at the household and community levels?
- What structures does the community use to make decisions and how do women and men participate in these? Are the structures still functioning since the crisis began?
- What protection risks did different groups of women, girls, men and boys face before the crisis? What information is available about protection risks since the crisis began or the programme started? How do legal frameworks affect gender and protection needs and access to justice?
- Is there sex- and age-disaggregated information (quantitative and qualitative) available about the needs, capacities and/or preferences of the affected community?
- What are the coping capacities of women, girls, men and boys from different backgrounds?

Where to find it? Sources for this type of information include census data, Demographic and Health Surveys, gender analysis reports, humanitarian assessment reports, protection and GBV sector reports, as well as gender country profiles, such as those produced by UN-Women, Oxfam, FAO, CARE and many more.

2

Collect
gender
information
since the crisis
began or that
is related to the
programme that
is not already
available.



What to do? Start by reviewing the information found in step 1 to assess what has changed regarding the demographic profile, roles, structures, protection risks and SADD available since the crisis began. Identify knowledge gaps about the impact of the crisis and/or programmes on women, girls, men and boys. Then plan, organize and conduct data collection with everyone affected by the crisis and/or the programme.

Tip: Use mixed outreach groups or mobile teams to identify and engage groups not visible in the assessment. For example, include women and adolescent girls who require permission to leave home, people with diverse sexual orientation and gender identities who are unable to gather publicly due to legal restrictions or social stigma, and people with mobility issues or disabilities and their caregivers. Include caregivers, youth and local community leaders in the assessment.

What to look for?

- Is there sex- and age-disaggregated information available about the needs, capacities and preferences of the affected community?
- What has changed about the demographic profile of the affected population or group targeted by a specific programme? At the data collection stage, it is possible to find out more detailed demographic information that is not available in stage 1, including about the different ages of the affected persons, the status of families and specific subgroups?
- How have the opportunities that are available and accessible changed, such as access to education, employment, livelihoods, health services, legal rights and ownership/control of assets?
- How have the roles of women, girls, men and boys changed since the onset of the crisis or the programme began? What are the new roles of women, girls, men and boys and how do they interact? How much time do these roles require?
- What structures is the community using to make decisions now? Who participates in decision-making spaces?
- What are the protection and GBV risks facing women, girls, men and boys? How do legal frameworks affect gender and protection needs?
- What are the needs, capacities and preferences of women, girls, men and boys in the affected population and/or programme?

How to find it? Use the participatory assessment guidance outlined in the section on participation and in the sectoral chapters in section C to ensure consultation with women, girls, men and boys. Surveys, interviews, community discussions, focus group discussions, transect walks and storytelling all can be used to obtain information.



3

Analyse collected gender information.

What to do? Gender analysis in emergencies focuses on the impact of the crisis on women, girls, men and boys. It compares the state of gender issues prior to the crisis with how gender issues have changed since the initiation of the crisis.

- List the distinct capacities, needs and preferences of women, girls, men and boys. Are they the same as before the crisis or have they changed?
- List the roles and responsibilities for women, girls, men and boys. Is there a fair (paid and unpaid) workload distribution? How does the distribution impact their respective rights and opportunities? Who makes decisions about the use of resources? Are needs met equitably?
- Note the dynamics between women, girls, men and boys. How do women and men help or hinder each other in meeting their needs and fulfilling their rights? Who perpetrates violence against whom? What roles do institutions and the community play in meeting needs and rights, as well as in addressing and preventing violence?

This step can be done after step 1 or after step 2 depending on the context and on the amount of available information. The analysis considers aspects of gender, age and diversity to understand the different dimensions of how affected people experience and cope with the crisis.



4

Recommend
future design or
action planning
based on the
analysis.



It is important to use the results of the analysis and the SADD to determine whether a programme should provide assistance to all women, girls, men and boys (universal assistance) or to specific groups (targeted assistance). Keep recommendations short and to the point. Remember to take into account the context of the crisis.

Common problems, simple solutions

1. Crisis imminent

Circulate a two-page gender overview with the sectors and decision makers. The overview should be part of the humanitarian actor's contingency plan.

2. Limited time for field work

With the rapid onset of a crisis, action planning is time-sensitive. Ensure that you undertake key informant interviews with some women community leaders, teachers and health workers (and other key female figures) to understand more about sensitive issues that are unlikely to be raised in a group setting or by men.

3. Not possible to separate the community

If it is not possible to undertake separate focus groups by sex and age, use a community-mapping tool instead and make sure to speak with individual women to hear the specific issues they want to raise.

4. No women on the assessment team

Engage a female community leader to accompany a male assessor and therefore increase the chances of reaching at-risk women.

5. No field access

Speak with the local gender specialists about their views on the crisis. Meet with displaced people from that area. Conduct phone interviews.



FOR GENDER ANALYSIS, REMEMBER THE FOLLOWING:

ASK QUESTIONS. When conducting your assessment, always ask questions with a view to understanding the possible differences in experience for women, girls, men and boys.

Put women, girls, men and boys at the centre of your assessment. It is also necessary to ground gender analysis at the household level to understand how each woman, girl, man and boy participates, what roles they play and what they require to improve their well-being, security and dignity. For example, what factors affect access to services? Is there a difference between women's and men's food consumption patterns within families? Who obtains resources? Who decides on the use of resources? Insight into these dynamics helps to ensure that assistance is channelled through the most effective means.

UNDERSTAND THE CULTURAL CONTEXT. Gender analysis also provides insight into cultural and religious understandings of roles. It gives insight into the norms, values, traditions, attitudes and behaviours of the community within the local context. For example, notions of "head of household" can vary. Being a widow or a single mother often has serious implications in terms of access to goods and services. In some instances, men and boys assert total control and are seen to be the principle wage earners, limiting the roles and capacities of women and girls. The careful analysis of relations and roles helps to identify vulnerabilities, potentials for backlash and solutions to critical issues.

AVOID ASSUMPTIONS. Gender analysis helps to explain the different ways women, girls, men and boys are affected by, or participate in, the political, economic, social and cultural decisions made in a society. Awareness of who is making the decisions helps to create a more accurate understanding of the situation and the varying needs of different groups.

DON'T REINVENT THE WHEEL. There are plenty of resources inside and outside the humanitarian community to help you understand the gender dimensions of any situation. Read up! Make sure you have the right

documents. Contact the experts. Make sure that you do not plan your programme on an incorrect or incomplete gender analysis.

CONSULT ALL AFFECTED WOMEN, GIRLS, MEN AND BOYS. Systematic dialogue with women, girls, men and boys — both separately and in mixed groups — is fundamental to good humanitarian programming. In some cultures, men and boys will not speak about certain issues in front of women and girls and vice versa. Women may defer to men in terms of defining priorities. In women-only groups, women may be more willing to address how best to approach men so that there is no backlash against women's increased activism. Adolescent girls and boys may have different ideas, as well as needs, that will not be captured if you consult only adults. It is also imperative to consult marginalized groups separately, including people of ethnic and religious minorities or people with disabilities, who are often excluded from participation. Frequently, marginalized groups have specific needs but fear to speak out in majority groups. Always think of the safety of participants; when consultations happen with minority or those considered less important, it is important to be even more aware about safety and security. Of particular concern should be the safety of LGBTI individuals.

ANALYSIS TO ACTION. Use the information you gather to inform your programmes. This may at times mean significant changes to initial plans or reallocation of resources. That's OK, as long as it makes your programme better targeted to the needs of the women, girls, men and boys affected by the crisis. Too often we resolve difficulties by adding a single, "feel good" programme. Typically, however, you will need to integrate gender analysis into all of your programmes and have specific initiatives targeting particular populations such as widows or young men.

ASSESS AND ADJUST. The situation on the ground changes constantly, as do people's protection risks and needs. Regular consultations using participatory approaches with the women, girls, men and boys affected by the crisis, will reveal if your programming is working. Adjust programming to meet the needs of everyone without discrimination.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT in data collection and analysis

There has been an increase in the use of ICT in humanitarian response owing to the speed and quality enabled by technology, particularly in the digitalization of the data collection process. The use of contextualized and gender-responsive ICT has great potential for strengthening the effectiveness and efficiency of data collection and analysis, whether in the needs assessment, monitoring or evaluation stages. While the use of ICT is encouraged, it is pertinent that the technology that is being used be equally accessible and affordable to women, girls, persons with disabilities and the elderly in order to not aggravate existing inequalities. For instance, if humanitarian actors rely on a mobile survey for a needs assessment, it must be ensured that women and girls have access to mobile phones, Internet connectivity if it is necessary, and the necessary digital skills to take the survey on a mobile phone. This is critical given the barriers to women's access to and use of technology; for example, women are 14 per cent less likely to own a mobile phone than men and in Africa, women are 50 per cent less likely to use the Internet than men.⁹

Advancing gender equality and women's empowerment through ICT

Women and girls' access to and use of ICT is also a critical step in ensuring the advancement of gender equality and women's empowerment. Training women and girls to use ICT and other forms of technology as part of the humanitarian response has the potential to lead to transformative change. By building their digital literacy, such activities enable women to access digital markets as part of economic empowerment efforts, use electronic registration services, access life-saving information distributed by humanitarian actors through mobile phones and inform and guide humanitarian services which may be developed or monitored through ICT-based data collection processes.

Resources that provide more background information and guidance on gender-responsive ways to conduct ICT-based data collection are available here: OXFAM, Transforming Tech for Women (<https://tinyurl.com/y76zw3en>).



WHY ARE SEX- AND AGE-DISAGGREGATED DATA IMPORTANT IN CRISIS SITUATIONS?

SADD should be collected and analysed routinely to understand the impact of the humanitarian response on the total population.

Until we understand precisely which people are affected in a crisis, the services we provide may well be off target. Data on the population affected by the crisis should always be broken down by age and sex and other relevant factors such as ethnicity or religion, when appropriate and safe for both humanitarian workers and communities. The collection of sex-disaggregated data enables actors to adjust programming to meet the needs of women, girls, men and boys.

You should routinely collect data showing the distribution of the impacted population by age and sex, including single-headed households. In addition, gather SADD on at-risk populations including people with disabilities, orphans and victims of violence to ensure that their gender-specific needs are being addressed. For instance, if you are reporting on training or food-for-work activities, always report the sex and age of the participants. Without this breakdown, it is impossible to ascertain who actually benefits or if assistance is reaching the population proportionately. If 100 per cent of participants in food-for-work activities are women, ask why men are not represented. Good data and analysis are key to identifying which groups are being marginalized and for what reasons.

Such data collection is not only essential for a thorough review of humanitarian needs, but also sends a powerful signal that each individual is recognized and their rights respected.

Humanitarian actors face challenges in collecting SADD which are compounded in the immediate aftermath of a crisis. The unavailability of updated statistics, concern with the reliability of existing data and widespread neglect of the collection of SADD by other humanitarian actors operating in the field are only a few of such challenges.

In best practice, it is recommended that surveys count the sex and disaggregate by age the numbers of adults, children, persons with disabilities and the elderly to develop a beneficiary listing in partnership with the government authorities, NGOs and United Nations bodies present in the field.

In cases where this is not feasible, it is worth considering the option of statistically deriving an estimate of women, girls, men and boys affected on the basis of available data such as the household number. See Box B1 for an example provided by Oxfam.

ADDITIONAL RESOURCES ON HOW TO COLLECT SADD AND CONDUCT GENDER ANALYSIS

CARE

Rapid gender analysis toolkit on how to undertake gender analysis during a humanitarian response.
<https://tinyurl.com/ydgmew42>

OXFAM

- A quick guide to gender analysis, <https://tinyurl.com/y9d7ta6t>
- Gender and conflict analysis tools and report: Household survey using ICT, focus group discussions and key informant interviews, <https://tinyurl.com/ya3n986k>
- Gender and Ebola analysis tools and report, <https://tinyurl.com/ycwk2b3v>
- Gender and drought analysis and report, <https://tinyurl.com/y9qpj2ux>

Below are sample **gender analysis reports** published by Oxfam which can serve as useful resources on how to carry out a gender analysis using SADD in crisis contexts:

- Gender and Conflict Analysis in Yemen, <https://tinyurl.com/y78glrss>
- Consolidated Gender Analysis for the Ethiopian Drought Response, <https://tinyurl.com/y9qpj2ux>

UNFPA

This guide is specifically aimed at analysis of pre-existing data from censuses, <https://tinyurl.com/ybr3bx2p>

UNRWA

This gender analysis manual summarizes different analytical tools, <https://tinyurl.com/ybmav9gc>

IASC GenCap

Annex 2 focuses on how to integrate gender into the strategic response plan, <https://tinyurl.com/ycxyd8lo>

Tufts University, Sex and Age Matter

Provides recommendations for collecting SADD in the different phases of an emergency in general and by sector, <https://tinyurl.com/ydywcjq8>

BOX B1

The rural village of 'Ukem' has 875 families. The latest census was conducted in 2012 but no community-level data are available. Community leaders face the challenge of counting the individual population, not to mention disaggregating them by age and sex. A research study done two years ago suggests that the average rural family size is seven. The 2012 census states that children below 18 years of age comprise 56 per cent of the population, of whom 52 per cent are female. The adult male population is noted at 49 per cent.

From the count of households and family size, we can estimate the population of Ukem:

Households: 875
Family size: 7
Individuals: $875 \times 7 = 6,125$ individuals

We know that 56 per cent of the population are younger than age 18 years.

Individuals: 6,125
Percentage of children: 56 per cent
Total children = 56 per cent of 6,125 = 3,430
Adults = Population – Children
= $6,125 - 3,430 = 2,695$ adults

We know that 52 per cent of the children are female.

Total children: 3,430
Percentage of girls: 52 per cent
Number of girls = 52 per cent of 3,430 = 1,784 girls
Boys = Total number of children – Number of girls
= $3,430 - 1,784 = 1,646$ boys

We have estimated that there are 2,695 adults in Ukem.

We know that 49 per cent are male.
Number of men: 49 per cent of 2,695 = 1,321
Number of women:
Total number of adults – number of men
= $2,695 - 1,321 = 1,374$ women

Strategic planning¹⁰

Humanitarian Response Plans or Strategic Response Plans¹¹ are required for any humanitarian crisis needing the support of more than one agency, and are prepared by Humanitarian Country Teams (HCTs) based on a Humanitarian Needs Overview. The latter is intended to provide a shared understanding of the impact and evolution of a crisis and informs strategic response planning. This ensures that credible evidence and a joint analysis of needs underpins an effective and targeted humanitarian response. The development of a Humanitarian Needs Overview is a step in the implementation of the HPC which supports the response analysis conducted for the strategic response planning.

A Humanitarian Needs Overview has mainstreamed **gender and age** when the circumstances, needs and capacities of the crisis-affected women, girls, men and boys are described, and the implications of these findings for programming and prioritization are subsequently discussed in the analysis. A Humanitarian Needs Overview that lumps all people together without identifying and addressing the different situations of males and females of different age and diversity groups will lead to a response that won't adequately and efficiently respond to the distinct needs of the diverse groups that make up an affected population.

The Humanitarian Needs Overview is developed using a gender analysis by examining all of the available primary (up-to-date, crisis-specific) data and secondary (historic, contextual) data to create as accurate a picture of the crisis context as possible.

Based on the Humanitarian Needs Overview, the Humanitarian Coordinator and HCT formulate the country strategy, relying on a broad consultation depending on the context of the response as well as cluster coordinators. The country strategy will set the strategic objectives for the response and explain how the humanitarian community intends to fulfil those objectives. The objectives will, as much as possible:

- Be governed by the needs and priorities specified in the Humanitarian Needs Overview;
- Be SMART (specific, measurable, attainable, relevant and time-bound);
- Be results-based, i.e., they will describe the desired outcomes.

Sector plans

Sector plans are prepared after the country strategy and specify what the clusters will do to contribute to the strategic objectives of the official Humanitarian Needs Overview and Humanitarian Response Plan. In line with good practice, they will be specific about their activities, planned outputs and targets.

The sector plans will form the guidance for individual sector-specific or multisectoral agencies to formulate their response plans. The individual agencies will use this guidance — together with their SADD-based needs assessment and gender analysis — to create their implementation plans and programmes.

Individual agency programmes

Coordinated programme planning by individual implementing agencies takes place after the strategic plan has been developed. This will ensure that the strategic plan is built on needs assessment and analysis (including gender analysis) and is unaffected by individual organizations' fundraising concerns. As stated above, sectors first determine their sector objectives and key activities, linked to the strategic plan's objectives. These then serve as the basis for the participating agencies' programme development. A coordinated, gender-integrated approach to programme planning prevents duplication, ensures a proper division of labour amongst partners and can facilitate agreements on criteria for programme selection within the sectors. See below on how to coordinate programme planning.

Developing indicators for monitoring programme objectives

Monitoring targeted actions relies on designing indicators to measure the extent to which identified needs and priorities are met and/or gender inequalities have changed. Sound gender analysis helps us to understand how to determine needs and priorities, as well as the factors that may hinder efforts to address them. Before designing gender indicators, it is important to be clear about the desired change.

The following factors could be considered when designing the M&E framework you intend to follow:

- Define a results chain that plots the various expected results (output, outcome and in some cases, impact) that the project's interventions are aiming to achieve. From there, you can work on defining indicators that would capture the expected results.
- Identify and account for threats and opportunities — both internal and external — that could affect the designed flow of the results chain. If possible, enhance the opportunities and mitigate the threats.
- Assess if there are existing national indicators that could be used or adapted. In some cases, overlaps in humanitarian response over the periods of population census and special sections in final reports are allocated to such data. Furthermore, in the cases of extended and amplified humanitarian responses such as Iraqi displacement and Syrian refugees, local government agencies and ministries develop data reports targeting the sectors and fields related to the presence of refugees or displaced people. Are data gathered equitably from diverse groups? United Nations agencies usually lead in having sets of indicators that could be adapted to the humanitarian context the country is facing. If they exist, there is no need to reinvent the wheel.
- The best approach is for monitoring to exist at the very start of project activity, although in a humanitarian context this is not always possible. To assist in such cases, look for information that may already exist (e.g., from needs assessments, rapid mapping exercises or even baselines) or is being collected (e.g., by leading agencies in the field or by national players) to assist in tracking changes. That will help you to build on what already exists, when useful, and take advantage of information and data that are present and can assist in decision-making or project design.
- What kind of support — technical, managerial and financial — do programme staff need to collect, process and analyse data for gender indicators?
- In the case of impact evaluations, to what degree are the indicators likely to be affected by other sources and events?
- How will the data collected be analysed and disseminated so that it can be used by all stakeholders?

The following sample indicators demonstrate how to draft indicators for targeted actions.

OBJECTIVE

Promoting awareness of gender equality and women’s rights

INDICATOR *,**

Percentage of catchment population with improved knowledge of gender equality and women’s rights

The general trend among participants in the interventions is improved awareness overtime

Promoting gender equality in participation and leadership

LEADERSHIP ASPECTS

Percentage and ratio of women to men participating in assistance/distribution/management committees

Percentage and ratio of women to men in leadership positions in assistance/distribution/management committees

PARTICIPATION ASPECTS (BENEFICIARIES)

At least 60 per cent of beneficiaries of relief activities are females (girls, women)

Number of interventions in relief activities that are gender-sensitive or/and gender-specific (only targeting female needs)

Percentage of women consulted who report that their participation in programme activities has improved at least two aspects of their lives meaningfully (e.g., actively take part in decision-making, feel free to speak up, feel safe when speaking up take on managerial and/or income-generating roles)

Success stories of women beneficiaries

MEANS OF VERIFICATION

Pre-/post-intervention knowledge surveys

Follow-up form (interviews or focus group discussions) on progress of awareness development

Committee records of participants with roles and responsibilities

Beneficiary counts disaggregated by sex and age

Project budget lines and narrative reports highlighting gender-sensitive/gender-specific interventions

Follow-up interviews with female participants in interventions at various time interventions — 2/6/12 months

RATIONALE

Greater awareness of rights is one step in the process of empowerment and in promoting gender equality.

Awareness by itself is not sufficient to lead to change. This is why it is important to track progress over time as the concepts become more concrete in people's minds.

Participation and leadership of women and men are important means to promote gender equality. Presented as ratios rather than absolute numbers, they can be tracked to show trends over time.

Because women and girls tend to be overlooked in programme implementation, setting significant targets at the planning stage encourages the adoption of proper mobilization to ensure their participation.

Acknowledging that inequalities exist between women and girls and men and boys requires measures that are gender-specific to assist in narrowing the gap prior to enhancing equality measures.

Acknowledging that inequalities exist between women and girls and men and boys requires measures that are gender-specific to assist in narrowing the gap prior to enhancing equality measures.

* *For all indicators, ratios or percentages of access should be viewed in light of the proportion of women, girls, men and boys in the intended target groups.*

** *One of the challenges — particularly in designing indicators of social well-being such as gender equality — is to clearly identify factors that are simple to collect, related to the programme and attributable to the humanitarian action(s) whilst not being overly impacted by other influences. Ideally, there are cross-referenced outcome indicators that span technical sectors as well as humanitarian and development strategies.*

OBJECTIVE**INDICATOR ^{*,**}**

Equality and equity in access to resources

Percentage and ratio of women to men as recipients of assistance (i.e., person directly receiving the assistance)

Ratio of aid resources (monetary value of material, food, cash, vouchers, etc.) distributed to women, girls, men and boys

Number of gender-sensitive or/and gender-specific interventions targeting females in humanitarian response (sanitary services, maternal and reproductive health, protection, etc.)

Percentage of women, girls, men and boys consulted report they feel equal and safe while accessing programme information, services and facilities (e.g., latrines, wash points, NFI distributions, information about entitlements)

Promoting gender equality in secondary education

Number of initiatives promoting girls' access to secondary education (segregated sanitation facilities, community mobilization, transportation)

Percentage and ratio of girls' to boys' enrolment in secondary education

Number of girls and boys resuming education after dropping out, extended absenteeism or abstinence

Percentage of girls and boys who manage to attain age appropriate educational level

Retention ratio of girls to boys in aid-assisted secondary schools

Percentage and ratio of girls' to boys' absenteeism and reasons behind them

Decrease in rates of early marriage among girls in targeted populations

Decrease in rates of child enrolment in labour market among boys and girls

MEANS OF VERIFICATION

Distribution database

Distribution database

Programme reports on interventions with budget lines assigned to gender-sensitive or/and gender-specific interventions

Post-intervention satisfaction survey with beneficiaries

Programme reports and budget lines on gender-sensitive or/and gender-specific interventions promoting access to education

School enrolment records

School attendance records

School enrolment records

Focus group discussions in target populations to identify reasons for drop out, absenteeism or abstinence from education

Focus group discussions with mothers, fathers, girls and boys in the supported community

RATIONALE

This promotes women's increased access to and control over resources, acknowledging that men usually have primary control over most resources.

This promotes women's increased access to and control over resources, acknowledging that men usually have primary control over most resources.

This indicator allows monitoring of benefits to women and girls relative to those received by men and boys. This is useful particularly when the assistance is tailored.

This indicator allows monitoring of benefits to women and girls relative to those received by men and boys. This is useful particularly when the assistance is tailored.

Because older girls do not always experience favourable conditions that encourage enrolment in secondary education due to various factors (household chores, early marriage, safety concerns), introducing initiatives that promote enrolment is necessary.

Secondary education for girls and boys is life-changing through poverty reduction, creating benefits across generations, such as delaying marriage and improving nutritional and health outcomes for future children.

Frequent and extended absenteeism affect the learning process and discourage girls and boys from pursuing their educations. Therefore it is important to monitor and understand the underlying reasons for such absenteeism.

Girls and boys who do not attend secondary education join the labour market to generate income for their families, usually via low-income jobs, or girls face early marriage.

Use of gender markers

In the formulation programmes and for their submission for inclusion in the coordinated United Nations strategic response, it is mandatory to use the IASC Gender Marker (see box B2).

In addition, some donors and humanitarian actors have developed their own markers. For example, ECHO created the Gender-Age Marker and CARE created its tailored Gender Marker. Whilst the markers are complementary, they are designed to measure gender equality programming according to the systems available to audit and validate both within individual agencies and across the system.

BOX B2

The IASC Gender Marker is a tool that uses a scale of 0–2 to code whether a humanitarian programme will ensure that women, girls, boys and men will benefit equally from the programme or whether the programme will advance gender equality in some other way. The Gender Marker also helps donors to identify and fund gender-sensitized programmes that help ensure that all segments of the affected population have access to an equal quality of services. Sector coordinators (or programme vetting teams) ensure that each programme is coded correctly and consistently, and that programme designers receive guidance as needed. A gender code is assigned based on three critical components: (i) there is gender analysis in the needs assessment that provides relevant sex- and age-disaggregated data and gives insights into local gender issues; (ii) this needs assessment is used to identify activities; and (iii) gender-related outcomes.

MORE INFORMATION ON THE IASC GENDER MARKER CAN BE FOUND AT [HTTPS://TINYURL.COM/YB7MPOC2](https://tinyurl.com/yb7m poc2).



FREQUENTLY ASKED QUESTIONS ON GENDER MARKERS

A **gender marker** is a tool that helps organizations to assess whether a programme benefits women, girls, men and boys equally and whether it contributes to increasing gender equality. Some markers also include a measurement of age, making them gender and age markers. Below are frequently asked questions:

Why do we need a gender marker?

Humanitarians need to consistently embed gender equality into programming. So far, practice has been mixed. Gender markers assess how well a programme incorporates gender equality into planning and implementation and provide guidance on how to improve the process.

How do the markers work?

Programmes are usually coded to indicate the degree that gender (and age) are considered across the programming elements. The scales vary from 3 to 5 points depending on the number of factors measured. The highest number indicates consistent use of gender and age in the programme (needs linked to activities linked to indicators and targets/results, with adequate participation throughout) and flags that the programme contributes to gender equality. The code 0 indicates that there is no visible contribution of the programme towards gender equality and that gender and age are not reflected in programming.

How many different gender markers are there for humanitarian action?

There are several different but related markers. The IASC Gender Marker was introduced in 2009.¹² It is used across all humanitarian operations. The DG ECHO Gender-Age Marker¹³ was built on lessons learned from the IASC Marker and became mandatory for its implementing partners in 2014. Some organizations, like CARE and the Norwegian Red Cross, have adapted the IASC Gender Marker to their own needs and mandates, using it internally in conjunction with other markers.

Can a programme get different codes in different markers?

Yes. The coding scales are different because they measure different things. The IASC Gender Marker codes measure gender in the programme design: 2A means that gender is mainstreamed and 2B means that actions are targeted against gendered barriers. The ECHO Gender-Age Marker code 2 requires gender and age across the four identified steps of programming: analysis, activities, participation and results. Under the CARE Gender Marker,¹⁴ codes 2, 3 and 4 mean that gender is used in these four steps: 2 indicates gender-sensitive; 3 indicates gender-responsive and 4 indicates gender-transformative. The IASC Gender Marker measures whether gender and age are used, the focus of programming and the strength of programming logic.

Despite the existence of different markers, the logic behind each tool remains the same. If humanitarian agencies follow the key actions included in this handbook, the final codes should be consistent, regardless of the specific tool used to provide a “gender mark” to the programme.

Do the markers consider gender, age and other diversity factors?

The markers consider gender to determine coding and some of them also use age to determine a code. Other factors such as disability, ethnicity, sexual orientation, gender identity, religion/belief, caste diversity and HIV/AIDS are important considerations that influence the efficiency, effectiveness and equity of a programme and are encouraged throughout the guidance.

Are the markers mandatory?

The IASC Gender Marker is required for all coordinated humanitarian appeals and funding mechanisms by the HCT and sectors. The DG ECHO Gender-Age Marker is required for all humanitarian actions submitted to, or funded by, DG ECHO. The use of agency markers is dictated by each agency.

For whom are the markers designed?

Markers are designed for all persons involved in designing, implementing, reporting on and learning about humanitarian programmes. In most cases, the marker will be applied by you and then discussed at the sector level and with donors. Sector leads should support their partners in using the IASC Gender Marker. Only agencies funded by DG ECHO apply the ECHO Gender-Age Marker.

At what stage of the HPC is the marker applied?

The IASC Gender Marker is applied following design (humanitarian response planning stage) and implementation (periodic monitoring review stage) and/or may be used at the end of the programme (review stage). For programmes funded by DG ECHO, the DG ECHO Gender-Age Marker is applied throughout the action management cycle, at the proposal, monitoring and final report/liquidation stages.

Where are the codes uploaded?

IASC Gender Marker codes are uploaded onto the global Online Programme System (OPS) and Financial Tracking Service (FTS). For pooled funds, codes are on the grants management platform, helping donors to better identify high-quality gender-responsive programmes. The DG ECHO Gender-Age Marker codes are shared with partners.

What are the benefits of applying the markers?

The markers offer many benefits to sectors and affected populations: more gender-responsive programmes; more visibility for good work on gender equality and empowerment; greater gender expertise in the sectors; more aid effectiveness and gender accountability to donor; and easier improved gender links to development.

Resource mobilization

Humanitarian actors need to engage in advocacy and partnership with donors to mobilize funds for addressing gaps in the particular needs, priorities and capacities of women, girls, men and boys. Since good gender equality programming requires adequate participation of everyone in all stages, flexibility in the expenditure of funds is useful. Nimble funding allows programmes to adapt quickly to changes in crisis contexts and in the affected population.

Once the distinct needs of women, girls, men and boys have been identified and plans developed to meet these needs, mobilize resources around priority actions. HCTs and donors need to be able to assess the degree to which gender equality is built into overall planning, not only to

assess whether the programme contributes to gender equality, but also because it can be used as a proxy measure of how affected populations are engaged and the level of empowerment they experience as a result.

TIPS TO STRENGTHEN FUNDING PROPOSALS

In addition to using gender (and age) markers with the guidance provided in this handbook and further tools in the references below, the following tips will strengthen funding proposals:

- **Avoid generic sentences**, such as “we will abide by our gender policy and mainstream gender across the programme cycle”. Instead, integrate the concrete results of your gender analysis and consultation feedback. To do this, for each activity ask: How does this activity increase women’s and men’s participation and decision-making processes? How does this activity reflect women’s and men’s stated needs and priorities? These questions help to gather the necessary gender-based information.
- **Avoid assumptions or pre-identified vulnerabilities**, such as “women and children are the most affected by the conflict” or “the action will target the most vulnerable, i.e., women and girls”, unless these statements are supported by a sound risk and gender analysis.
- **Use gender-inclusive language** even if the word count is limited. Note that there is a difference between activities targeting women or men only (for example, women and girls of reproductive age or single male heads of households) and activities that appear, but are not, gender-neutral (for example, activities targeting former “refugees” who are both men and women).
- **Include gender issues throughout the programme logframes/results-based framework** and not merely in the assessment or gender sections. Demonstrate that you have identified issues and designed activities to address them. Show that you will monitor any changes and have fully engaged the affected population, including those who are most vulnerable.

Implementation and monitoring

Commitments to address the specific needs and priorities of women, girls, men and boys should be supported by implementation plans that clearly state the actions that will be taken to meet them. Outcomes of gender analysis should be reflected into the design and assistance which humanitarian actors intend to provide, addressing distinct concerns and drawing upon the strengths and capacities indicated by the research.

What is adequate participation and monitoring?

During the implementation and monitoring phase, organizations collect and analyse quantitative and qualitative data including SADD, feedback and complaints to effectively address the distinct needs, capacities and priorities of women, girls, men and boys, and even monitor the extent to which set targets have been achieved. There are also cases where midterm evaluations are conducted in extended humanitarian responses to ensure that the interventions are yielding the expected results planned at the offset. Monitoring and evaluation serve as approaches to provide evidence on what works and should be celebrated, or what does not work and needs to be

revised. To that end, aid workers cannot work without the strong presence of participants, hence the recommended trend of using participatory M&E.

As humanitarian actors, it is important that we avoid the assumption that all people will benefit equally from the assistance provided. If analysis suggests that women, girls, men and boys have distinct needs, roles and dynamics, then humanitarians must tailor activities and resources to match these requirements. This is the first step in participatory M&E. Adequate participation ensures that the voices, concerns and actions of affected women and men, girls and boys contribute to programming and are given equal merit. Furthermore, if social discrimination is stopping a group's needs and priorities from being addressed, actors need to target actions to address

discrimination and reduce barriers that prevent the group either from making a meaningful contribution or accessing the humanitarian services and programme.

Participation needs to be present in the design of the M&E system, again so as not to enter the community with preconceived ideas about what works and what doesn't. Some types of data collection methods and approaches might not be welcome in the targeted community, leaving the research team with well-designed tools but no data collected. It is important to consult with representatives of the community — women's groups, community leaders, teachers, etc. — on approaches that could be used.

Girls and boys can also participate in the data collection using various M&E approaches, e.g., videotaping/ photographing the changes that have resulted in their lives and the "snowball approach" in collecting data from other girls and boys on specific topics or practices, in addition to the conventional surveys and focus group discussions.

Monitoring is a continuous process that tracks assistance delivered to affected communities. It is a key step in ensuring that humanitarian actors have the evidence they need to take decisions and adapt short- or long-term strategies. Progress is measured in reference to the targets set out by the Humanitarian Response Plan. Humanitarian actors should monitor whether affected

women and men, girls and boys receive the intended benefits, are satisfied with the products and processes and are affected by any unintended consequences.

Accountability to Affected Populations

Central to the IASC approach to participation is its commitment to Accountability to Affected Populations (AAP). AAP is defined as an active commitment to take account of, give account to and be held to account by the people humanitarian organizations seek to assist.

AAP focuses on the rights, dignity and protection of an affected community in its entirety, not only by identifying and addressing community members' needs and vulnerabilities, but also by recognizing and harnessing their capacities, knowledge and aspirations. Programming that is based on AAP works towards ensuring that all the women, girls, men and boys of all ages and diversity backgrounds in a crisis-affected population have equitable and meaningful access to:

- Information that is timely and relevant to their information needs and preferences and is accessible and understandable across age, gender and diverse groups;
- Easily accessible communication channels that are two-way, meaningfully facilitate feedback and complaints and demonstrably provide redress where warranted.

Specific issues raised regarding physical and other human rights abuses and/or legal, psychological or other issues should have specific handling procedures that protect the rights of the complainer and afford access to the redress and support services needed;

- Means to participate in the decision-making processes that affect them, including fair and transparent systems of representation;
- Active involvement in the design, monitoring and evaluation of the goals and objectives of programmes.

More information on the IASC approach to AAP is available on the website of the IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse <https://tinyurl.com/ycfwkawe>.

Actions that effectively ensure equitable and participatory implementation share two characteristics:

- 1. All relevant groups enjoy equitable access to humanitarian services and assistance.** Different gender and age groups can obtain assistance when actions are tailored per their needs and capacities. No vulnerable group is excluded.
- 2. Women and men (and girls and boys, where appropriate) contribute meaningfully to the implementation of the programme and/or have a say about the adequacy of the programme**
- 3. The programme can be monitored in terms of access to its benefits and levels of satisfaction on the part of beneficiaries. Both are disaggregated by sex and age group.**

How to ensure equitable access to services and assistance?

The gender analysis determines how services and assistance should be adapted. Instead of providing the same package that is delivered in every country, assistance should reflect local needs, roles and dynamics. Section C includes examples of how to ensure equitable access to the services and assistance provided in each sector.

General guidance for ensuring equitable access

- 1. Establish multiple opportunities for community participation to facilitate mapping of the situation of the affected population and their humanitarian needs.** These can include face-to-face conversations, through community meetings, focus groups, key informant interviews and other platforms for discussion, adapted to the risks and accessibility of various groups.
- 2. Use the distinct needs, roles and dynamics for women, girls, men and boys (that is, the gender analysis) to define specific actions to address each need and consider options suggested by women, girls, men and boys.**
- 3. Identify opportunities to address structural inequalities.**
- 4. Identify and address factors that would limit and hinder the access of women and girls to interventions and services.**
- 5. Identify specific actions that will prevent and mitigate GBV and sexual exploitation and abuse.**
- 6. Develop safe and responsive feedback and complaint mechanisms that are public and accessible to all affected women, girls, men and boys, with the exception of situations where to do so would pose a plausible threat to safety.**
- 7. Coordinate your activities with those of other sector members so that the assistance is complementary and addresses most, if not all, gaps.**
- 8. Ensure ongoing awareness-raising and capacity-building amongst partners through using specialist and peer expertise in sector forums on gender, age and diversity and other means, within the wider AAP framework,¹⁵ communicating with communities¹⁶ and protection¹⁷.**



Operational peer review and evaluation

Operational peer review is an internal, inter-agency management tool which serves to identify areas for immediate corrective action. It is designed to help the HCT determine what improvements are necessary in leadership, implementation, coordination or accountability.

The primary purpose of the operational peer review and evaluation stage is to provide humanitarian actors with the information needed to manage programmes so that they effectively, efficiently and equitably meet the specific needs and priorities of crisis-affected women, girls, men and boys as well as build/strengthen their capacities. Evaluation is a process that helps to improve current and future programming so as to maximize outcomes and impacts.

Along with evaluating programmes, we need to evaluate whether the intended results have been achieved. Evaluation can be done in several ways by measuring the following:

- **The extent to which identified targets for the affected populations were achieved and reasons for over- or underachievements;**
- **The extent of satisfaction among women, girls, men and boys from diverse groups;**
- **The extent to which the interventions have achieved their intended results and unintended results (both positive and negative);**
- **Success stories to be celebrated and replicated and lessons learned that need to be addressed so that future interventions can be modified;**
- **Sustainability of the intervention beyond the immediate response, leading to long-term recovery and developmental gains — the humanitarian-development nexus;**
- **Cost-effectiveness of programming.**

To ensure people-centred and gender-responsive impacts, it is necessary to review methodologies and processes to determine good practices in providing equal assistance to women and men, girls and boys. Programmes need to be reviewed based on equal participation of and access to services by women, girls, men and boys, from the onset of

project planning to implementation. It is also necessary to assess gaps in programming, focusing on which women, girls, men or boys were not effectively reached. The IASC Gender Marker helps to identify gaps to improve programming and response.

REVIEW AND EVALUATION GUIDELINES

In the evaluation of response programmes, it is possible to review the impact of adopting a gender-equality programming approach. Below is some guidance on how to evaluate the levels of satisfaction and expected positive results, and how to predict and measure threats in order to address them.

In order to understand the sections below, you need to be aware of the rationale used to develop the sequence. Programmes have ultimate goals which they seek to achieve when interventions are planned and designed. Those goals are broken down to results, based on the time period required to achieve them and the role they play in order to achieve the goal. Once an intervention is planned, it yields outputs — the direct result from the implementation. Then, you need to ask yourself, once this output is attained, what would be the effects on the targeted population, which gives you the next layer of results, outcomes. Outcomes can be short-term or long-term depending on the timeframe needed to witness the results for the beneficiaries. If we take the basic example of interventions that seek to promote gender mainstreaming by addressing the particular needs of women and girls, the output would be the number of interventions held (they can be various depending on the response sector you are working in), reaching women, girls, men and boys to raise their awareness or train them

on gender mainstreaming concepts, etc. To unfold the next layer of results, we need to ask, what will happen as a result of this training and increased awareness? This will lead us to outcomes. An example would be the changes in awareness and knowledge among the targeted population. Once this is achieved, it will pave the way to achieve the goal or impact of the programme: gender mainstreaming is implemented in the targeted aspects of participants' lives.

In a nutshell, activity interventions lead to outputs, which if fulfilled will yield outcomes that would feed into achievement of the programme's goals.

In order to measure the extent to which the results — output, outcome and impact — have been achieved, indicators are used as a measuring stick to give a value or description to the result. So we would have output indicators, outcome indicators and impact indicators.

In the section below, results (objectives) are defined for one type of humanitarian response and indicators are defined to assess if the result has been achieved.

BOX B3

Indicators are used to guide monitoring and evaluation of outputs, outcomes and impacts. They indicate the state or level of something, guiding data collection to provide specific information to inform progress.

The example below is a quantitative indicator:

Output: women and men are trained in skills necessary for income-generating activities.

Output indicator: Number and percentage of women and men who successfully completed and passed a training course.

Such data can be supplemented by qualitative data to provide more in-depth understanding of results (such as from key informant interviews).

BOX B4

Evaluation can be conducted on two levels:

- 1. Ongoing, systematic “light” evaluation of programme monitoring data, using feedback from accountability mechanisms. This is not aiming to fully evaluate impact and quality.**
- 2. Evaluation events such as a real-time evaluation, midterm evaluation or final/impact evaluation. Evaluation events are likely to need greater resources and a tailored, technical and more detailed methodology, depending on the objectives of the evaluation, in order to evaluate impact and quality. Although indicators are often quantitative, both qualitative methods (key informant interviews, focus group discussions, mapping, timelines, workshops, meetings) and quantitative methods (surveys, questionnaires) can be used to obtain a detailed cross- section of inputs, evidence and findings.**

It may even be possible for qualitative methods to be statistically representative, for example, through sample size and/or development of statistics using participatory approaches (Holland, J., *Who Counts? The Power of Participatory Statistics*, Practical Action Publishing, 2013).

Satisfaction

Satisfaction is a concept related to almost all interventions that are linked to direct provision of a service or delivery of a good. It involves the extent to which the recipients felt that the intervention met their needs, resulted in improvements in their current situation and/or if the intervention was delivered in a way they appreciated (appropriate channels, proper human contact, time/place). Therefore, if the recipients' satisfaction is essential for decision-making and programming, then an indicator measuring satisfaction needs to be incorporated in the M&E plan.

Whilst the programme is ongoing and after it has been completed, the collected satisfaction rates will show the extent to which the different (gender and age) groups believe that their needs and priorities have been met. Keep in mind the following aspects:

- Use various qualitative and/or quantitative data collection methods: surveys (written and oral, with individuals and groups), focus group discussions and anecdotes to gauge satisfaction with the support provided and flag problems that need to be addressed.
- Seek information from direct beneficiaries when possible; women, girls, men and boys of appropriate age and diversity groups. When this is not possible, you can resort to key informants who can provide insight to what is going on, e.g., community leaders, medical bodies, teachers, law reinforcement officers, etc..
- Ensure that targets were set in consultation with the different stakeholders, especially of the most affected women and men (and girls and boys, as appropriate).
- Match the staff and partners selected to interact and collect the information with the gender and diversity of the groups you are intending to survey. Make sure that the staff receive training on ethical guidelines to social research and are aware of how gender, age and other diversity factors impact interactions (culture, dialect, sensitivity of topic discussed), as well as how to make appropriate referrals where necessary.

1. Objective

The project aims to promote well-being and enhance dignity through cash grants to affected women and men to purchase basic food and NFIs and pay house rentals within a 6-month period.

2. Activity

The distribution of cash grants to women and men to sustain their families.

3. Sample indicators (disaggregated by sex and age)

-
- A. Percentage of women, girls, men and boys in appropriate age groups and identified minorities who report that they are satisfied with the process followed to receive the assistance (output indicator).
 - B. Percentage of women, girls, men and boys who report that they are satisfied with the nature of the assistance provided, ensuring gender mainstreaming and meeting the particular needs of boys, girls, women and men (output indicator).

4. Means of verification

Periodic programme reports (monthly, midyear or end-of-programme review) summarizing the results of individual surveys with beneficiaries are done post-distribution (e.g., post-distribution monitoring reports) or following beneficiaries' accessing the requested service, NFIs, cash assistance or rental payments).

Intended positive results

There are specific and distinct benefits for women, girls, men and boys in humanitarian responses. Design the indicators — process, result — to consider the gender analysis and the resulting tailored assistance. Assess whether access to assistance was equitable and if the assistance addressed specific needs and made a significant difference in the lives of women, girls, men and boys. Always disaggregate the data by sex and age (and disability, where possible) and account for diversity factors where practical. Compare the different rates of benefits. Analyse the extent by which the results are correlated with gender (Is gender a factor?) or with age (Do the results vary across age groups or are they correlated with other diversity characteristics?). Then try to research the reasons that might cause the correlation. Is one group receiving more benefits than others? If so, does this need to change? (It may not need to change, depending on the context and analysis. In some cases, with gender-sensitive or/and gender-specific programming, females — women and girls — might benefit more than males — men and boys.)

The example below suggests output and outcome indicators to capture the intended objective. This shows that for the same objective, we can have indicators that measure the direct result of an intervention (output) in addition to the effect on participants' lives once they have acquired the service.

1. Objective

The project aims to promote well-being and enhance dignity through cash grants to affected women and men to purchase basic food, NFIs and payment of house rentals within a 6-month period

2. Activity

The distribution of cash grants to women and men to sustain their families

3. Sample indicators (disaggregated by sex and age)

- A. Percentage of women and men with access to cash grants (output indicator)
- B. Percentage of women and men reporting that they are worrying less about providing the basic necessities to their households due to cash grants or/and, NFIs and rent payments (outcome indicator)
- C. Percentage of women and men reporting a decrease in tensions in the household as a result of provision of basic necessities, i.e., NFIs, cash grants and/or rental payments (outcome indicator)
- D. Percentage of women and men reporting that their families eat to their hunger in comparison to the pre-intervention period (outcome indicator)

4. Means of verification

A survey administered to direct beneficiaries (women and men) of the assistance programme that might be followed up with focus group discussions if the results need further investigation or justification

Unintended results: negative or threats to the results-chain flow

All programmes, even those designed with the best intentions, might yield unexpected negative results. For example, although the programme was intended to reduce HIV contraction rates, there might be an increase in the percentage of women contracting HIV. Further investigation showed that women contracted HIV just to be eligible for cash assistance and benefits provided for people living with HIV. Thus, when such negative results arise from the analysis of quantitative data, your role is to investigate further the reasons behind such a result. This will allow improved programming for the upcoming phases by avoiding the pitfalls that might have led to such results.

Analyse the programme for any problems, such as barriers to access or negative effects on women, girls, men and boys, including GBV. Conduct ongoing consultations with women, girls, men and boys. Observe, do spot checks and monitor regularly to identify early potential problems. Speaking with women and girls, as well as men and boys from diverse groups in the community, is critical. In some contexts, sociocultural norms require that talking with women (or marginalized) community members be negotiated with community leaders. By doing so, we can reduce misunderstandings that hinder discussions and or even lead to violence. Female staff are key to ensuring that women can speak with women. Where appropriate, visit not only the programme site but also where people live. Once problems have been identified, work to address them (ideally with the affected people) and advise in a transparent manner.

Prevention and mitigation of GBV is a critical component of any programme in humanitarian action which all humanitarian actors should factor in their work to ensure the right of women, girls, men and boys to live a life free from violence and abuse. Ensuring that every humanitarian actor is trained in protection issues and standard codes of conduct to combat sexual abuse and exploitation is a preliminary but necessary step towards GBV prevention and mitigation. Furthermore, at the initial design stage, programme managers with the support of M&E staff need to identify all potential threats that might break the expected results chain and address them prior to any negative spillover. Below, are examples of threat indicators that were designed to ensure that the objective is attained as planned.

1. Objective

The project aims to promote well-being and enhance dignity through cash grants to affected women and men to purchase basic food, NFIs and payment of house rentals within a 6-month period.

2. Activity

Male figures use the cash grants in ways that would not improve the family's well-being (cigarettes, alcohol consumption, gambling, etc.).

3. Sample indicators (disaggregated by sex and age)

Family consumption patterns do not reflect expenditures that prioritize family well-being (expenditures on cigarettes, alcohol, etc. prioritized over food, medicine, etc.) (qualitative indicator).

Increased percentage of eviction notices due to late/unpaid rentals among families benefiting from rental payments.

4. Means of verification

Follow-up survey in targeted communities on expenditure patterns and rental status

Focus group discussions on expenditure patterns with women and men from the targeted community

Sustainability of intervention

Effective humanitarian action requires continuous analysis of the degrees to which a response assists affected communities and works towards reducing vulnerabilities and the root causes of crises and inequalities for women, girls, men and boys. The protracted nature of several current humanitarian crises requires that humanitarian actors adapt to new roles that promote preparedness and seek to end dependency on humanitarian interventions over the longer term. Designing sustainability indicators that are gender-responsive and bridge the humanitarian-development gap can include the following:

- Reinforce the existing local capacities of diverse groups including local women's groups, youth groups, religious groups, minority groups and groups of persons with disabilities;
- Consider and plan exit strategies at the beginning of an intervention in order to reduce need and enhance local ownership, capacity and collaboration;
- Consider the degree of added value of an intended programme or response in order to create new, inclusive interventions that fully use the capacities of women, girls, men and boys;
- Prioritize programming that facilitates early recovery for all women, girls, men and boys.

1. Objective	To strengthen the organizational and technical capacities of a number of women's groups and organizations as leaders in humanitarian and resilience work
2. Activity	Build the capacity of key partner women's organizations for leadership, advocacy and campaigning
3. Sample indicators (disaggregated by sex and age)	A. Number of leaders of local women's groups who received series of training on leadership, campaigning and advocacy (output indicator) B. Number of supported local women groups invited to national-level discussion meetings (outcome indicator) C. Number of supported women leaders from different local groups influencing local and national government policies to invest in disaster preparedness (outcome indicator)
4. Means of verification	Training reports including attendance records and outlines of material covered Minutes of meetings for national discussions Policy briefs with changes in disaster preparedness

COST-EFFECTIVENESS

Humanitarian resources are finite and need to be used with care to maximize their sustainable impact in each phase of humanitarian action.

It is necessary for organizations to ensure the proper management of resources and funds to ensure maximum impact for all crisis-affected women, girls, men and boys. Often in the rapid onset of an emergency, time constraints result in pressure to spend large amounts of money quickly as evidence of adequate response. To adapt organizational programming and procedures, it is therefore necessary to monitor the use of resources and their greatest possible and equal impact for women, girls, men and boys. Cost-effectiveness is an extremely complex evaluation process. The easiest definition

is to calculate the cost per unit (dividing the costs by the number of beneficiaries). Donors usually have benchmarks for cost per unit that cannot be surpassed. The lower the cost per unit, ensuring that the results have been attained, the better.

Using a gender-sensitive approach to humanitarian response in and of itself promotes cost-effectiveness. By identifying the specific needs of women, girls, men and boys, humanitarian programmers can focus their efforts on serving the populations most in need.



Checklist for integrating gender into each stage of the Humanitarian Programme Cycle

This checklist lists gender equality entry points at each phase of the HPC (adapted from the OCHA *Gender in the HPC Checklist 2016 for Field Users*).

HPC PHASE

KEY GENDER EQUALITY ACTIONS

Preparedness

- » Incorporate gender into all preparedness activities, from the gender balance of stakeholder meetings, emergency simulations and communities of practice, to training of staff on gender in humanitarian action and increasing government commitment.
- » Learn and network by sharing exercises and information with targeted groups and humanitarian actors.
- » Ensure that SADD and gender analysis are integrated robustly into baseline data collection, assessments, information systems, communications and advocacy.
- » Participate in the creation and implementation of minimum gender equality standards in preparedness for sectors. Ensure that monitoring facilitates retracking to effectively address gender, age and diversity issues.
- » Identify and coordinate with local organizations representing women and girls, including those with disabilities and other marginalized groups.

HPC PHASE

KEY GENDER EQUALITY ACTIONS

Needs assessment and analysis

INITIAL RAPID ASSESSMENTS

- » Collect and analyse sex-, age- and disability-disaggregated data.
- » Consult with women, girls, men¹⁸ and boys from diverse groups to ensure that their particular circumstances, needs, priorities and capabilities are fully understood.
- » Ensure an equal balance of men and women on the assessment team. Where feasible, include a gender specialist and protection/GBV specialist as part of the team.
- » Use participatory methods such as focus group discussions, key informants, assessment processes like ranking, community mapping, transect walks, etc. and create separate groups for women, girls, men and boys, as culturally appropriate and preferred.
- » Map the existing services available for women, girls, men and boys and trace referral pathways for specific services like GBV interventions.

IN-DEPTH JOINT ASSESSMENTS

- » Secure the involvement of women, girls, men and boys in assessments and where feasible and appropriate, break these categories down to include adolescents, youth, people with disabilities, LGBTI individuals and others.
- » Analyse the specific priorities, capacities and needs of women, girls, men and boys in your sector.
- » Be aware of possible biases in information collection and analysis. For instance, if women were not consulted, the identified priorities do not reflect the needs and priorities of the whole community.
- » Be aware of information gaps, especially in instances where responses and information vary.
- » Trace or cross-check data from a variety of sources and multiple perspectives to arrive at consistent information and validate findings.
- » Engage local women's organizations and women's leaders, LGBTI networks and youth organizations as sources of more accurate information on diverse women, girls, men and boys.

HPC PHASE

KEY GENDER EQUALITY ACTIONS

Strategic planning

PREPARATORY PROCESS

- » Check that the level of analysis and SADD available for the strategic planning process are as thorough as feasible.
- » Consider primary and secondary data on risk analysis. Primary data are tailored information gathered for the planning process and secondary data are information collected for wider purposes, often for organizational records or government censuses.
- » It is mandatory to include and use the IASC Gender Marker and other gender markers required by your organization and/or donors in both the proposal and implemented programme.
- » Ensure adequate participation of, and consultation with, gender-focused inter-agency and other coordinating mechanisms (GenCaps, Gender Focal Points, the Gender Theme Group and the GBV subsector) to provide technical support and guidance on gender analyses. (See glossary for definitions.)
- » Use participatory approaches involving women, girls, men and boys in the decision-making and planning processes for programmes that will directly affect them, their households and communities so that they are agents of change rather than passive recipients.
- » Consult preparedness information, such as existing secondary data and analysis on gender roles and inequalities as well as GBV.

FORMULATION OF THE HUMANITARIAN NEEDS OVERVIEW

- » Break down population figures by sex, age and other relevant forms of diversity and compare data with pre-crisis information.
- » Conduct a gender analysis of the situation of women, girls, men and boys. Look at population figures. Analyse primary and secondary data to identify the different dimensions of the crisis for women, girls, men and boys including their respective needs and capacities, roles, control over resources, dynamics and social inequalities/discrimination.
- » Identify key gender inequalities and protection risks across sectors. Use pre-existing context-specific resources: your own agency's gender analysis, if it has one; UN-Women country profiles; GBV subsector analysis; HCT gender strategy and protection strategy; HCT/Inter-Cluster Coordination Group minimum commitments; and NGOs and local institutions.

HPC PHASE

KEY GENDER EQUALITY ACTIONS

Strategic planning (continued)

FORMULATION OF HUMANITARIAN RESPONSE PLANS

- » When developing the strategy narrative, strategic objectives and indicators, cross-cutting issues, response monitoring and sector response plans, plan your response programming so that it is consistent with the gender issues identified in the Humanitarian Needs Overview.
- » Address both the immediate practical needs of women, girls, men and boys and strategic interests regarding underlying causes and contributing factors to gender inequality.
- » Prioritize prevention and response to GBV.
- » Apply the IASC Gender Marker and review plans to improve gender equality programming.
- » Engage in equitable and participatory approaches to involving women, girls, men and boys in decision-making processes so that they participate in the design and implementation of the programmes affecting them and that are included in the Humanitarian Response Plan.
- » Ensure a demonstrable and logical link between the needs identified, programme activities and tracked outcomes.

Resource mobilization

-
- » Include gender analysis results in the initial assessment reports to influence funding priorities for the overall response.
 - » Refer to gender audit results and look at resources already available and prioritize accordingly.
 - » Prepare key messages with inter-agency/intersectoral gender working groups (if established) to enable advocacy for both technical and financial resources with donors and other humanitarian stakeholders.
 - » Apply and track the IASC Gender Marker project codes to demonstrate gender equality programming and programming coherence.
 - » Report regularly to donors and other humanitarian stakeholders on resource gaps.

HPC PHASE

KEY GENDER EQUALITY ACTIONS

Implementation and monitoring

- » Develop and maintain feedback and complaint mechanisms that include ways to safely hear and respond to feedback and complaints both within the agency and with other agencies (where a community-based mechanism is possible). Note that the ability to safely access these mechanisms can be different for women, girls, men and boys and as such provisions should be made to facilitate their inclusion.
- » Engage affected women and men in the delivery of the programme as much as possible as decision makers and implementers as well as recipients.
- » Inform women, girls, men and boys of the available resources as well as about the agency itself and how to influence the programme.
- » Monitor access to humanitarian protection and assistance by women, girls, men and boys as well as indicators designed to measure change for women and girls or men and boys based on the assessed gaps and dynamics.
- » Contribute to the Humanitarian Response Plan's gender-specific outcome and all other gender-transformative outcomes through coordinating with other actors about implementation efforts, achievements and lessons learned.
- » Apply the IASC Gender Marker to assess and improve gender equality programming.

Gender and operational peer review and evaluation

- » Review the methodologies and processes used in the Humanitarian Response Plan to determine whether there was equal participation of women and men (and girls and boys, where applicable), both in terms of their access to the services on offer and in their level of decision-making in the planning and implementation of the programme.
- » Where possible, review the project with women and men as well as girls and boys from appropriate age groups. Assess which women and girls were effectively reached and those who were not and why.
- » Share the IASC Gender Marker (monitoring phase) codings with the sector and collectively plan how to share good practices and address gaps. Review the levels of user satisfaction, benefits and project problems to improve practice and adapt the project (where applicable).
- » Evaluate the impacts on women, girls, men and boys, as outlined in the United Nations Evaluation Group guidelines for *Integrating Human Rights and Gender Equality in Evaluations*.

Key approaches for effective gender-integrated humanitarian response

Whilst individual agencies have a responsibility to ensure that their respective response programmes meet the specific needs of women and girls, in addition there are a number of key approaches that the humanitarian community as a whole must have in place to ensure an effective gender-integrated humanitarian response:

Coordination

Coordination is essential to effective programming and response. When it comes to addressing the gender dimension of humanitarian responses, joint planning — the exchange of information and collaboration across the United Nations system and with international actors, including NGOs and local civil society — is crucial.

Establishing an ***inter-agency/intersectoral gender working group*** is one means of improving coordination, particularly where there are designated gender advisers and organizations with specific expertise. The main purpose of the network is to facilitate dialogue, ensuring that people are informed of key issues and developments in terms of the changing roles, needs and conditions of women, girls, men and boys in the affected community. It is a means of encouraging greater integration of gender perspectives into all programmes.

An ***inter-agency/intersectoral gender working group*** comprises representatives of the Government, civil society, NGOs and United Nations agencies, at both the national and local levels. However, a network is only as effective as its members and if the participants are not at an adequately senior level or do not have experience in gender-related issues, they cannot be fully effective.

In complex or large-scale emergencies, an inter-agency gender expert or adviser to the Humanitarian Coordinator is needed to provide technical support and guidance to practitioners, and to help adjust programming to ensure better coordination and integration of gender perspectives.

Gender advisers can provide advice and guidance to other technical experts. They facilitate the process of integrating gender throughout the coordinated humanitarian effort but are not solely responsible for this process. They can help you to think, plan and design assessments and interventions so that gender dimensions are not lost. They can point to gaps in information and data. Often, they are knowledgeable about existing local women's organizations that can provide additional information and ideas for addressing difficult problems. Through the ***inter-agency/intersectoral gender working group***, they can ensure that there is communication across sectors.

In addition to the coordination with the ***inter-agency/intersectoral gender working group*** and the gender adviser, it is important that all actors, as they coordinate, assess, prioritize and implement programmes, continually ask the basic questions: Are they addressing the differential needs of women, girls, men and boys? Are they including women and men in decision-making, drawing and building on their capacities? Whether asked by health workers, food delivery services, human rights observers, water and sanitation experts or mine action staff, these questions are pertinent to ensuring an effective response.

What are the elements of effective coordination on gender issues?

No single intervention, individual actor or organization on its own can effectively address the diverse needs of women and men, particularly if other entities in the field are not sensitive to these gender differences. To be effective, it is important that the ***inter-agency/intersectoral gender working group***:

- **Assess the situation and needs together.** Because gender issues cut across all areas of work, it is useful and important for the ***inter-agency/intersectoral gender working group*** to analyse the social, political, economic and military environments as they affect women, girls, men and boys, and boys specifically, as well as their immediate survival needs. This provides better understanding of the dynamics and impact of an emergency or crisis, and enables field practitioners to identify practical ways in which they can work together, ensure the participation of local actors and take measures to build the capacity of field staff as well as local actors on gender analysis and programming.
- **Develop common strategies.** Assistance is most effective when all actors and partners share goals and are able to identify common priorities. When it comes

to analysing gender dimensions, the failure to establish common priorities can lead to short-term programmes being developed without seeing how they can be scaled up to address needs more widely. Besides developing common strategies, actors should develop common tools for gender analysis and assessment and evaluation of the degree of gender sensitivity in programming.

- **Convene coordinating forums.** Meetings with all actors, including donors, local and government representatives and humanitarian workers, are necessary to map out gender-responsive activities. The meetings can help not only to raise awareness among stakeholders about the differential needs of women, girls, men and boys, but also to ensure that these perspectives are helping to inform and shape interventions in all sectors.
- **Set aside adequate funds for coordination.** To achieve this, it is important that coordination mechanisms be taken into consideration by the member agencies of the ***inter-agency/intersectoral gender working group*** when allocating a gender budget for an intervention. One example is budgeting for gender in humanitarian action personnel to ensure that the agency has the expertise needed to include gender adequately in its humanitarian response programming and to engage in the coordinated effort.

Checklist to assess gender coordination efforts in emergencies

1. One or more gender experts are deployed in the emergency situation.
2. Gender networks are established at both the national and local levels, with representation from all clusters/sectors. They meet regularly and systematically assess and report on the gender dimensions of each area of work, as well as gaps and progress in achieving their terms of reference.
3. Disaggregated data are collected, analysed and used in planning and implementation.
4. Gender analysis and sex-disaggregated data are a routine part of an agency's reporting mechanisms.
5. Each sector/cluster has a gender action plan and routinely reports on the status of gender indicators provided in the IASC Gender Handbook.
6. Gender dimensions are integrated into the training provided to field actors in all sectors/ clusters and on cross-cutting issues.

SAMPLE TERMS OF REFERENCE FOR AN INTER-AGENCY/ INTERSECTORAL GENDER WORKING GROUP

Purpose

The *Inter-agency/intersectoral gender working group* will support and undertake activities to ensure that the gender dimensions of all clusters/sectors in emergency situations are being addressed.

Chair

An agency with strong gender expertise or a co-chairing arrangement is a good option.

Composition

- All sector and cluster leads should send senior representatives to the working group.
- Membership should include local women's groups, NGOs, United Nations agencies and representatives of relevant government ministries.

Activities

- Ensure that a gender analysis of the situation has been carried out early on the response, and documented and shared for all actors to use.
- Promote networking and information-sharing on the gender dimensions of all assistance and protection areas of work.
- Use the IASC Gender Handbook as a tool to provide guidance on gender mainstreaming in the various clusters/sectors.
- Increase public awareness and advocate for gender-related issues.
- Ensure the availability and use of sex-disaggregated data. Assist in the collection and analysis of sex-disaggregated data and train actors as needed.
- Support partnerships between civil society organizations, the Government and the United Nations/NGO community.
- Assist in preparing gender-sensitive action plans for each sector/cluster.
- Provide training as needed on the gender dimensions of emergency situations.
- Routinely meet and provide reports to the Humanitarian Coordinator.
- Routinely monitor the progress in gender mainstreaming by using the IASC Gender Handbook.

Participation

Women and men both have the right to participate in the key decisions that affect their well-being and that of their families and communities. Each group in a crisis-affected population has specific needs and capacities based on their gender and age group and other aspects of diversity (such as disability, ethnic, religious and linguistic identity). It is critical to encourage groups to participate in a manner that allows them to express their needs and concerns, influence decisions and contribute their skills. Without the opportunity to participate, people lose their sense of dignity, self-worth and agency. When humanitarian action is informed by the needs, capacities and priorities of women, girls, men and boys, it is more effective and empowering.

Participation does not refer to passive inclusion. Participation should include the active and meaningful contribution of all impacted by the emergency from design through to implementation and programme review. Meaningful contribution encompasses the instrumental voices and opinions of all affected women, girls, men and boys that help actors to better understand needs and empower affected members in a community.

Meaningful participation of diverse women, girls, men and boys in all stages of humanitarian action includes as many of the following six methods as possible.

Further resources

- UNHCR Tool for Participatory Assessments in Operations, <https://tinyurl.com/yavwnset>
- UNICEF Participatory Assessment Tool, <https://tinyurl.com/yabo95cw>
- WFP Participatory Approaches, <https://tinyurl.com/y8mgvvah>
- IASC and other AAP and protection from sexual exploitation and abuse tools, <https://tinyurl.com/y7ochu3a>

1. Conduct participatory assessments

- Participatory assessments and outreach efforts must be undertaken from the early stages and continue through every stage of humanitarian action. Conduct assessments¹⁹ to understand existing barriers to accessing the programme experienced by all those affected by the crisis. Speak with women, girls, men and boys separately and ensure that action is fully informed by their recommendations and needs. Provide measures that encourage full participation by all women and men (i.e., childcare, travel stipends, gender-specific focus groups, etc.).
- Do not enter a humanitarian response with preconceived ideas about what works and what does not. It's true that general guidelines for interventions are given; nevertheless, everything needs adaption prior to adoption. The best people to provide you with the tailoring needs of your interventions are the targeted populations with all their layers: gender, ability/disability, education, orientations (race, sexual, religious, cultural, etc.).
- For more information on conducting assessments, see the section on needs assessment and analysis on pages 30–43.

2. Adopt community-based approaches

- **Follow ethical guidelines of social research when collecting any piece of information from direct beneficiaries and ensure no harm.**
- Inform women, girls, men and boys of their rights and responsibilities.
- Conduct consultations to motivate the entire community to collaborate around crisis response. Advocate for the added value of participation by all women, girls, men and boys in community activities, including decision-making processes, thereby creating ownership over their identified solutions and enabling their level of self-efficacy.
- Prioritize building on existing community structures, relationships and systems.
- Help establish women's, girls' and youth groups within the community and enable them to undertake leadership roles.
- Provide collective opportunities for women, girls, men and boys that benefit the entire community.

3. Identify local groups, networks and social collectives

- From the outset of humanitarian action, identify local groups, in particular, informal networks of women, youth, organizations of persons with disabilities and LGBTI groups. This also includes men's groups which can be recruited as allies.
- Understand the immediate needs of the local groups and consider ways to support their participation in programme design, delivery and monitoring.
- Develop their capacity to engage, such as through the provision of training and small grants.
- Encourage expansion of local groups by connecting them to other networks or groups. For example, provide transportation or forums for information exchanges.
- Encourage active and equitable representation of women and men in different age groups and from various backgrounds in the committees, including in decision-making positions.
- Ensure that local groups have a voice and role in coordination.
- Recognize local groups as especially valuable in spreading information, community advocacy, arranging meetings, resolving conflicts and as a resource generally.
- Establish steady coordination mechanisms upon identifying local actors and networks to sustain participation.

4. Facilitate training and information exchanges

- Inform all groups of their rights to access, participate and lead in the planning and implementation of humanitarian action.
- Include representatives of local groups — especially of women, persons with disabilities, LGBTI and youth groups and informal networks — in training and information exchange networks.
- Provide training sessions on topics such as community mobilization, as well as vocational training in skills that would enable group members to participate in all humanitarian programmes.

5. Implement a representative and participatory design process

- Ensure that meeting times are advertised in advance and through media that are accessible to women, girls, men and boys, including those with disabilities, low literacy and from linguistic minority groups.
- If it is necessary to mix these groups, address any barriers that may stem from gender norms, e.g., the voices of men and boys carry more weight than women's whilst women's voices are heard more than girls' voices. Issues faced by LGBTI individuals are often taboo. Care must be taken to include the participation of all affected children in a meaningful, accessible and safe manner.
- Be aware of commitments which may serve as a barrier to participating in meetings/consultations and address them. For instance, provide community day-care facilities to relieve women of their unpaid caring responsibilities.
- Whilst it is critical to engage men and boys in issues of gender equality, conversations about certain issues such as health, hygiene and violence may need to be held separately for women, girls, men and boys.
- Make sure that design meetings and discussions with women and girls are led by women, as culturally appropriate and preferred. Where translators are needed, have women and men translators (unless it is an event only for women and girls, in which case no men should be present).
- Design participation should not come at the price of overburdening women or men. Be aware that targeting women for greater engagement may mean increased responsibilities for women and men may not appreciate what they feel is a shift in power. Discuss such problems and possible solutions with both women and men.
- Secure safe meeting spaces and accessible times for all. Use existing structures and mechanisms for meetings such as schools, health clubs, worship groups/meeting places. Where women are not present or their voices cannot be heard in existing structures or public forums, look for other ways that local female staff or community volunteers can get opinions and feedback from women.

6. Provide accountability to the impacted population by managing two-way communication channels that provide feedback and complaint mechanisms

- Take special measures so that every member of the community is aware that feedback and complaint mechanisms exist and understands how to use them.
- Respond to feedback and act upon complaints in timely manner.
- Build trust by being accountable to community members. Inform women, girls, men and boys about your organization and how it works. Report back to the community on the progress of programme implementation and inform participants about how their input and participation will contribute to outcomes.
- Identify and remove any barriers to complaint mechanisms faced by women, girls, men and boys, including the most marginalized such as GBV survivors, persons with disabilities, adolescents and LGBTI individuals.
- Possible feedback mechanisms include: discussions in sex-segregated groups; community women and men acting as focal points; and anonymous feedback boxes left in accessible places. Where confidentiality is crucial, meet crisis-affected individuals or groups in safe locations of their choosing.
- If the technology is available, set up hotlines to report complaints or use a text messaging system. It is important, however, that you first have a clear picture of how often women, girls, men and boys access phones and the Internet and in what ways. Use age-appropriate technology.
- Provide adequate oversight of feedback and complaint mechanisms. These must be safe, accessible, confidential and provide sufficient and timely response and assistance if and when needed.

It is imperative to collaborate with the protection sector and where possible, the community-based complaints mechanism and/or Protection from Sexual Exploitation and Abuse Taskforce to ensure that the appropriate process is in place and personnel are prepared to receive and respond to complaints, particularly those related to violence, including sexual exploitation and abuse by humanitarian actors or other individuals, groups and organizations.

Checklist to ensure equal participation

- 1.** Women and men of all ages affected by humanitarian emergencies receive information on the programme and are given the opportunity to comment during all stages of the programme cycle.
- 2.** Balanced representation by women and men in all groups is achieved.
- 3.** Programmes are based on the willing cooperation of the affected population.
- 4.** Special forums exist for the participation of women and youth.
- 5.** Programme objectives reflect the needs, concerns and values of all segments of the population affected by humanitarian emergencies.
- 6.** Assessment results are communicated to all concerned organizations and individuals.
- 7.** Mechanisms are established to allow all segments of the affected population to provide input and feedback on the programme.
- 8.** Age- and sex-specific outreach is established for individuals who are marginalized, for example the homebound, persons with disabilities or others who may have problems accessing services.
- 9.** Programming is designed to maximize the use of local skills and capacities, including the skills and capacities of women and youth.
- 10.** Gender-sensitive programmes are designed to build on local capacity and do not undermine women's, girls', boys' and men's own coping or other strategies.
- 11.** Programmes support, build on and/or complement the gender-responsiveness of existing services and local institutional structures.
- 12.** Local and national governmental organizations are consulted in the longer-term design of gender-sensitive programmes.
- 13.** Trainings and workshops are undertaken with the inclusion of representatives from the community and local groups and networks such as youth groups, women's organizations and other collectives.

Gender-based violence mitigation and response

Humanitarian crises heighten protection risks for women, girls, men and boys as crises weaken or collapse the usual informal and official protection mechanisms. Women, girls, LGBTI individuals and persons with disabilities are often exposed to higher risks given that crisis contexts aggravate existing disadvantages and discrimination. However, men and boys are also victims of GBV, particularly in conflict-related humanitarian situations.

While the protection cluster is dedicated to ensure the protection of all persons affected by crisis, every humanitarian actor and cluster has the responsibility to do so and uphold the “do no harm” principle within their specific clusters and sectors of work. GBV prevention and response to GBV is a key cross-cutting priority in protection programming and requires a coordinated effort to ensure that all sectors address this issue in the planning and implementation of their response efforts. All humanitarian stakeholders have a responsibility to protect all those affected by crises, by:

- Reducing risk of GBV by implementing prevention and mitigation strategies from pre-emergency to recovery stages of humanitarian action;
- Promoting resilience by strengthening national and community-based systems that prevent and mitigate GBV, and by enabling survivors and those at risk of GBV to access specialized care and support;
- Aiding recovery of communities and societies by supporting local and national capacities to create lasting solutions to the problem of GBV.

To this end, it is imperative to collaborate with the protection sector and where possible, the community-based complaints mechanism and/or Protection from Sexual Exploitation and Abuse Task Force to ensure that the appropriate process is in place and personnel are prepared to receive and respond to complaints, particularly those related to violence, including sexual exploitation and abuse by humanitarian actors or other individuals, groups and organizations.

Further resources

- IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015)

Prevention and mitigation of gender-based violence is a critical component of any programme in humanitarian action and every humanitarian actor should factor this approach in their work to ensure the rights of women, girls, men and boys to life and live free from violence and abuse. Ensuring that every humanitarian actor is trained in protection issues and standard codes of conduct to combat sexual abuse and exploitation is a preliminary but necessary step towards GBV prevention and mitigation.

PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE

Protection from sexual exploitation and abuse (PSEA) relates to the responsibilities of international humanitarian, development and peacekeeping actors to prevent incidents of sexual exploitation and abuse committed by personnel of the United Nations, NGOs or intergovernmental organizations against the affected population; setting up confidential reporting mechanisms; and taking safe and ethical action as quickly as possible when incidents do occur.

PSEA is an important aspect of preventing GBV and PSEA efforts should therefore link to GBV expertise and programming, especially to ensure that survivors' rights and other guiding principles are respected. These responsibilities are at the determination of the Humanitarian Coordinator/Resident Coordinator and individual agencies. As such, detailed guidance on PSEA is outside the authority of these guidelines. The guidelines nevertheless wholly support the mandate of the Secretary-General's Bulletin and provide several recommendations on incorporating PSEA strategies into agency policies and community outreach. Detailed guidance is available on the IASC AAP/PSEA Task Force website: <https://tinyurl.com/ycfwkawe>

– IASC GBV Guidelines 2015

Transformative change

Transformative change is fundamental, lasting change. It goes beyond meeting the immediate needs of women, girls, men and boys. In terms of gender equality, it means changes in the structures and cultures of societies, as well as in ways of thinking and believing.²⁰ As crises disrupt existing structures and mechanisms, they have the potential to challenge and change pre-existing gender roles and power dynamics. They can serve as opportunities to address structural inequalities and thereby enable transformative change. At the same time, it is important that the facilitation of such change is informed by the change that women and girls seek.

The ongoing discussions on the humanitarian-development nexus recognizes that meaningful and sustainable impact in the context of fragile States, disasters and conflict requires complementary action by humanitarian and development actors. As such, the empowerment of women and girls should extend not only

to their roles in crisis response, but also in development assistance, peacebuilding and security, mediation, reconciliation and reconstruction, conflict and crisis prevention. The inclusion and leadership of local women is crucial to the successful outcomes of these efforts and should be facilitated and enabled.



Transformative change:

- Challenges unequal power relations between women, girls, men and boys, so that women and girls take power in order to realize their rights with dignity and on an equal basis with men.
- Challenges unequal power relations at all levels of institutions and all sites where gendered power relations are played out: the individual, the household, the community and the national and global levels.
- Refers to structural change, i.e., it addresses the root causes of the problem rather than the symptoms. This requires challenging and proposing alternatives to: (i) the discriminatory social norms, attitudes, beliefs and structures that create and perpetuate discrimination against women and girls; and (ii) the discriminatory policies and practices of institutions, Governments and businesses. This can happen when duty bearers are held to account.

- Involves widespread and sustainable change over the long term. This process of change needs to start with an analysis of gender and social discrimination in a particular setting.
- Facilitates the participatory, inclusive and consolidated role of women across all humanitarian, peacebuilding and development strategies, activities and outcomes, including crisis response, recovery processes, development assistance, peacebuilding and security, mediation, reconciliation and reconstruction, and conflict and crisis prevention.

Enabling the active participation of local women and women's organization is a critical first step to facilitating transformative change. This goes beyond consulting with affected women and girls and includes building the capacity of local women by enabling them to gain financial independence, leadership abilities and literacy and advocacy skills, and promoting their voices and opinions to enable them to emerge as agents of change in their communities.