

GENDER EQUALITY MEASURES IN CCCM

This Tip Sheet offers interventions, guiding questions and an example of how 4 Key Gender Equality Measures (GEMs) support gender equality in Camp Coordination & Management projects and programs. It should be read together with the GAM Overview. The IASC GAM identifies and codes projects based on the extent to which key programming elements are consistently present in proposals and implemented projects. Four steps (GEMs) are assessed in the design phase, and twelve GEMs are reviewed in monitoring.

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and have different priorities. Humanitarian actors need to understand these differences to ensure that services benefit all segments of the population and do not put some people at risk.

CCCM interventions can make assistance responsive and fair, improving gender equality, by:

- Ensuring reception & registration is equally accessible and welcoming of women, girls, boys and men
- Consulting equally with males and females of appropriate ages on matters that affect them
- Reviewing ways of working to ensure that views and priorities of all groups are reflected in design of the camp and its programmes
- Making sure all gender and age groups can participate and benefit equally from assistance and services
- Analyzing security risks and problems with (separate) focus groups of women and men; agreeing and implementing with them targeted protective actions to increase safety.

QUESTIONS TO INSPIRE ACTION

Needs Analysis Set	Gender Analysis	What are the demographics of the camp population, including proportion of single adult- and child-headed households? How have typical roles and activities of women and men changed in the camp setting? What are their respective workloads and division of labour?
	Sex and Age Disaggregated Data (SADD)	Are camp populations and access to services routinely analyzed by gender and age? Which groups are potentially at-risk in the camp? How does mobility and access to services vary by gender and age?
	Good Targeting	Are CCCM interventions aimed at everyone or do certain groups need targeting? How do gender and age affect ability to access project services? What efforts are made to ensure services are accessible to people with disabilities? Do LGBTI persons face discrimination, or barriers in accessing any facilities or services? Are protection services designed with, and located so those who need them can access safely?
Adapted Assistance Set	Tailored Activities	What arrangements are needed to enable all gender and age groups, including people with special needs, to participate in and benefit from all aspects of camp management and service delivery?
	Protect from GBV Risks	What steps are taken to reduce the risk of sexual violence and exploitation in public and private settings? Are girls and boys asked where they feel safe? Is there a GBV/SEA referral pathway? Are men and women seen equally as partners in protection and prevention?
	Coordination	Does the project fit with the cluster response plan & complement other clusters' actions? Is the gender analysis and data shared?
Adequate Participation Set	Influence on Project	Is there fair representation of women and men on camp management committees? Is affirmative action needed so women can participate meaningfully in governance? Are adolescent boys and girls able to contribute? Do women and men have equal opportunities for employment?
	Feedback	Is there a process where women, men, boys and girls can safely raise issues, including complaints? Are these issues dealt with and responded to appropriately?
	Transparency	Is information about camp facilities, services and security accessible, appropriate and easy to understand for different gender and age groups?

Review Set

Benefits	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Do women and men get similar benefits?
Satisfaction	Are males and females of different age groups asked about their satisfaction with facilities and services? Are they equally satisfied?
Project Problems	Do camp residents identify barriers or unintended negative consequences? Are these different depending on gender or age? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

GENDER MAINSTREAMING, OR A TARGETED ACTION?

Some Camp interventions may target actions to address specific discrimination or gaps resulting from gender norms and expectations: these are “targeted actions” (T.) For example, a project may focus solely on supporting at-risk female households in the camp, or it may focus on addressing social norms that exclude women from leadership bodies.

However, most humanitarian interventions will aim to assist everyone in need while adapting activities to address the roles and priorities women and men (or boys and girls) in different age groups: gender mainstreaming (M.). An example would be an information campaign aimed at everyone, with different activities and messages for different gender and age groups. The GAM information sheets explain coding in more detail.

EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN CCCM

(GAM Code 4T – can you work out why? See the GAM Information Sheet)

Key GEM A: Gender Analysis

The needs, roles and dynamics of women, girls, boys and men in different age groups are understood.

A rapid camp needs assessment identified that lone women, single women with dependents, and unaccompanied and separated children were not being registered at the reception centre. Many were sheltering together in a remote corner of the camp, and only came to the attention of management with reports of malnutrition and harassment. Women in general were unaware of camp governance structures, or programs and services offered. A project was initiated to establish a women’s centre in the camp to provide women with a safe gathering space, along with dedicated information, outreach and counselling staff.

Key GEM D: Tailored Activities

How did the project address the Gender Analysis?

New procedures ensure registration is explained to both women and men, in convenient safe locations. Information is provided verbally, in writing, and illustrated posters. Equal numbers of men and women are recruited and trained for registration teams. Interviewers (WF) are trained on the different issues affecting women, girls, boys and men, and how to interview them appropriately. Women residents are supported to design and establish programs to meet their needs, including childcare to enable women representatives to participate in camp management and security meetings.

Key GEM J: Benefits

What benefits do affected groups gain in this example?

100% of women reported they were happy to learn this important information; that they were aware of and receiving updates from their elected representatives. 70% of men reported they were aware of outreach and other services targeting women, and said that management changes had been positive for the camp. A very few men felt that the activities for women brought negative changes or made no difference.

Key GEM G: Influence on Projects

Camp management worked with men and women of different ages to identify changes to improve security for all groups in the camp. New registration and management committees were established with 50% female representation; outreach and activities for women prioritized, along with provision of childcare to enable their participation in matters affecting them.

Using Gender Equality Measures in projects or cluster programs leads to better quality programming, responsive to gender and age issues.

GOOD TO GO? Apply the IASC Gender with Age Marker to your proposal or project.

RESOURCES? Refer to iascgenderwithagemarker.com