



GENDER EQUALITY MEASURES IN CHILD PROTECTION

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive Child Protection projects and programs. Use alongside the Gender with Age Marker questionnaire at <http://iascgenderwithagemarker.com>

The IASC GAM identifies and codes projects based on the extent to which key programming elements are present and consistently responding to the different needs of different groups. Four programming elements (GEMs) are assessed in the design phase, and ten GEMs are reviewed in monitoring.

Child protection interventions promote resilience, support existing coping strategies, prevent and respond to separations, violence and violations against girls and boys affected by the crisis. It is important that all children can access this protection equally.

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

- Describing and counting the distinct needs, response, and benefit rates by gender and age groups including differences in violations/violence against girls and boys; their domestic and paid work roles; respective access to education, health and psychosocial services;
- Tailoring services to reduce separation, violence, child marriage, labour and forced recruitment, and in response to the needs and preferences of girls and boys in different age groups;
- Providing equal opportunities for them to influence the design of projects;
- Measuring whether boys and girls are protected fairly and barriers systematically addressed.

GENDER MAINSTREAMING, OR A TARGETED ACTION?

The GAM questionnaire automatically identifies whether a project mainstreams gender ("M"), or whether it is a targeted action to address gender-related discrimination ("T"), based on the answers provided.

Most humanitarian interventions aim to assist everyone in need while adapting activities to address the different needs and preferences of boys and girls in different age groups: gender mainstreaming (M). An 'M' example would be a mine risk education program aimed at communities, with different activities and messages for different gender and age groups.

Some Child Protection interventions may target actions to address discrimination or gaps resulting from gender norms and expectations ("T"). For example, a project may focus solely on supporting adolescent girl survivors of sexual violence, or it may focus on addressing social norms that facilitate recruitment of boys into militias.

The GAM information sheets explain coding in more detail.

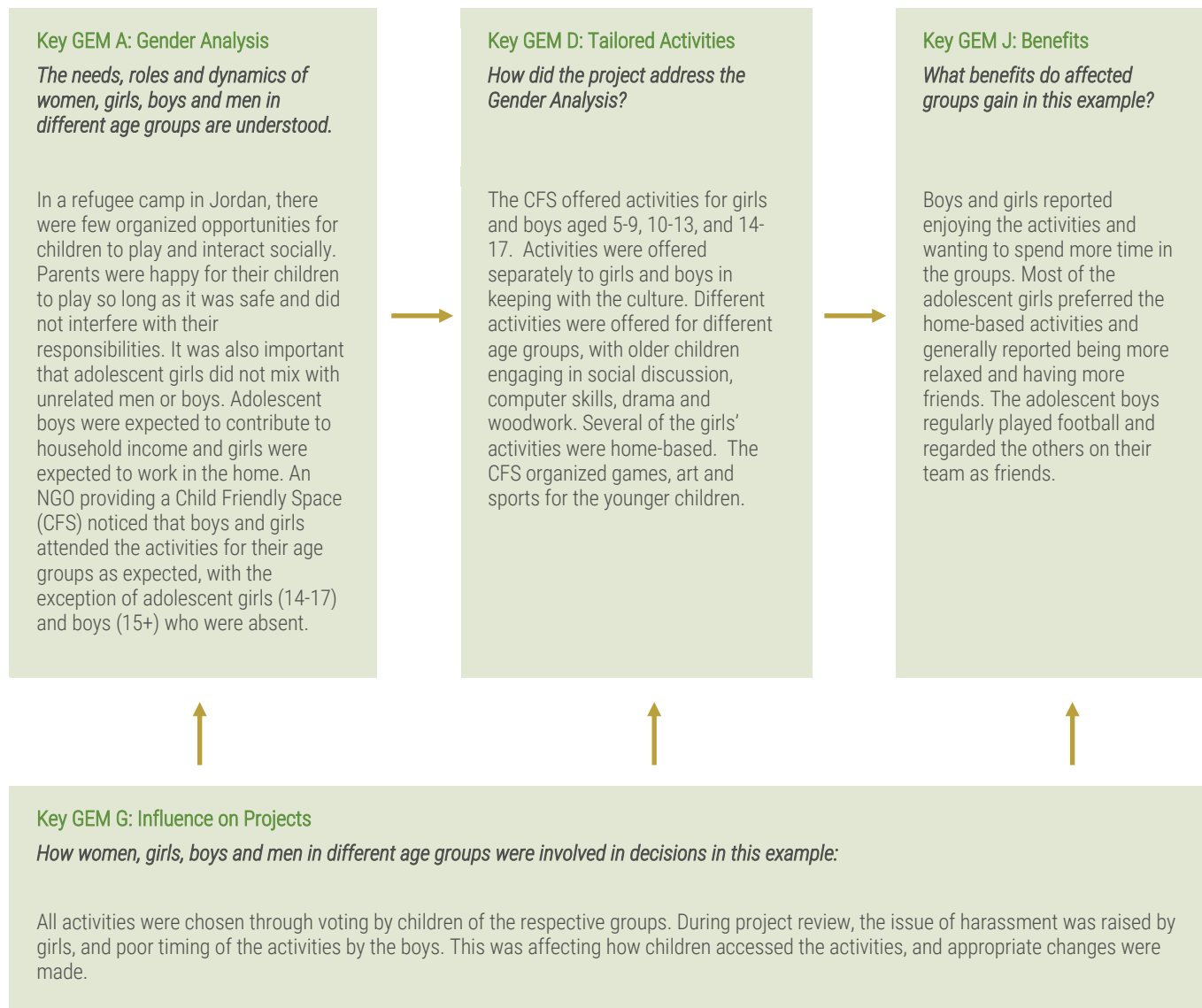


QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

Needs Analysis Set	Gender Analysis	How does the crisis affect the safety of girls and boys, infants to adolescents? What specific risks has the crisis caused or heightened (e.g. sexual violence, child labour, abduction)? Which gender and age groups, including e.g. children with disabilities or diverse SOGI, are affected and how? How do they cope with threats? What cultural beliefs or practices restrict their rights? How do caregivers or community members protect or harm boys and girls?
	Sex and Age Disaggregated Data (SADD)	Is access to the project and actual receipt of assistance analyzed by gender and age? How do gender and age (including e.g. children with disabilities or diverse SOGI) affect the ability to access project services? Is there information on the numbers of girls and boys with disabilities benefiting from the project? Is there data on child rights violations against girls and boys?
Adapted Assistance Set	Tailored Activities	Are there activities for different ages of boys and girls according to their needs/preferences? Do they reinforce skills and strengths of both boys and girls? Is girls' empowerment supported? What efforts are made to ensure services are accessible to children with disabilities? Are equal and peaceful relations between boys and girls promoted? How are activities negotiated with family and community? Are protection services designed and located so boys and girls who need them can access safely?
	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?
Adequate Participation Set	Influence on Project	Are boys and girls of different ages consulted equally and appropriately about the design, implementation and review of activities? How are children with disabilities involved? Is there fair representation of women and men on child protection committees?
	Feedback & Complaints	Is there a process where girls and boys can safely raise issues, including complaints? Is it accessible and welcoming to all children? Are issues dealt with and responded to appropriately?
	Communication with Communities (Transparency)	Is information about child protection interventions accessible, appropriate and easy to understand for different gender and age groups? Where appropriate, do women speak with women and men with men?
Review Set	Benefits	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching the children it needs to? Are the needs identified in the analysis being met equally for girls and boys, including children with disabilities? Are the most vulnerable able to access assistance? Do different groups get similar benefits?
	Satisfaction	Are girls and boys of different age groups asked about their satisfaction with protection assistance? Are children with disabilities and other diverse groups of concern asked about their satisfaction with the project? Are different groups equally satisfied?
	Project Problems	Do girls and boys identify access barriers or negative consequences of child protection activities? Are these different depending on gender or age, or for children with disabilities? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN CHILD PROTECTION

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



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

GOOD TO GO?

Apply the IASC Gender with Age Marker to your proposal or project.

WANT MORE INFORMATION?

Visit <https://iascgenderwithagemarker.com>