



GENDER EQUALITY MEASURES IN SHELTER

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive shelter 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.

Access to, expectations and needs with respect to shelter often vary according to gender and age. Different opinions and priorities for privacy, socialization, or cooking space make it worthwhile to consult with different family members. Understanding distinct needs requires assessment within the household and tailoring the response to this information.

Shelter projects and managers can make assistance responsive and fair by:

- Accounting for differences: describe and count distinct needs, capacities, preferences and satisfaction rates by sex and age;
- Providing shelter solutions, construction materials, cash, technical assistance, information or a combination of these to meet the distinct needs of the affected groups;
- Involving groups in identifying shelter and settlement solutions that meet their basic needs, along with the relevant authorities and all responding agencies;
- Measuring whether women and men benefited equally from temporary shelter and settlement solutions, and that they are safe and adequate for all.

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 shelter interventions aim to assist everyone in need while adapting activities to address the roles and priorities of women and men (or boys and girls) in different age groups: gender mainstreaming ("M"). An example would be a project providing shelter to an entire affected population, offering different options depending on family configuration and reflecting the preferences of women and men.

Very occasionally, a shelter intervention may target actions to address specific discrimination or gaps resulting from gender norms or expectations ("T"). For example, a project may focus solely on supporting single women with family responsibilities ("female-headed households") by providing rental assistance and advocating to stop discrimination against female lease-holders.

The GAM information sheets explain coding in more detail.

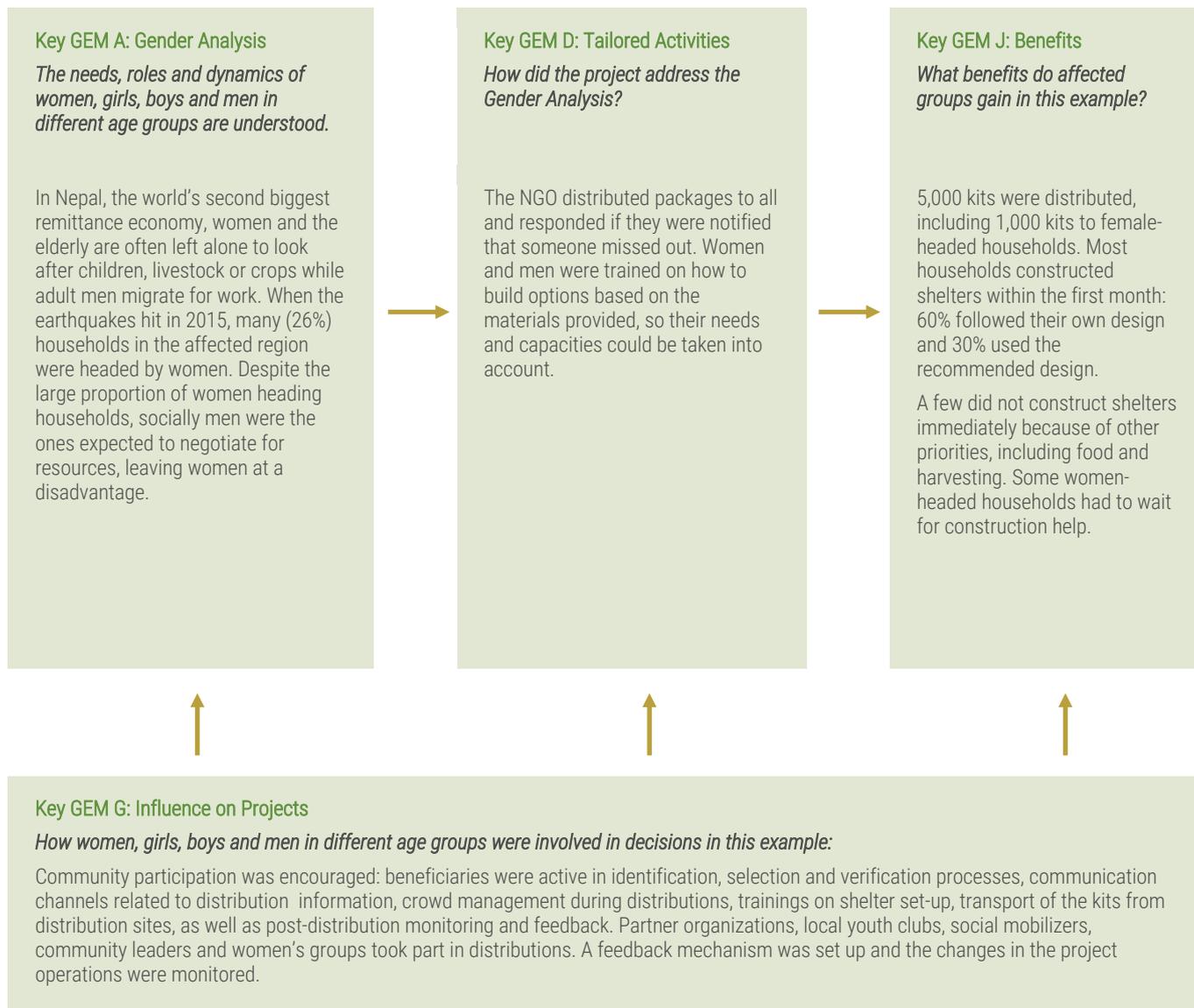


QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

Needs Analysis Set	Gender Analysis	How does the crisis affect the housing needs of women, men, girls and boys in different age groups? Are there different domestic roles that might influence shelter design? Is space required for generating income or growing food? Does the design allow for privacy with dignity?
	Sex and Age Disaggregated Data (SADD)	What are the rates for single adult male- and single adult female-families accessing shelter? In transitional accommodation? In tents? How does access to the project vary for different groups? How do gender & age affect ability to access and maintain shelter? What barriers exist for specific groups? Are some members of polygamous families disadvantaged?
Adapted Assistance Set	Tailored Activities	Do shelter solutions respond to the different needs and priorities identified in the analysis? Do solutions reduce or add financial stress for different groups? How are shelter activities adapted for females and males with disabilities? What efforts are made to ensure people with mobility issues can access shelter programs? Do some groups resort to harmful strategies to access shelter? Do arrangements for people with alternative genders/orientation prevent homophobic violence?
	Protect from GBV Risks	What steps are taken to reduce the risk of sexual violence and exploitation in public and private settings? Are men and women, girls and boys asked how safe they feel in and around the shelters? Do arrangements for people with different genders/orientation prevent violence? Are staff familiar with the referral pathway for GBV incidents?
Adequate Participation Set	Influence on Project	Are men, women, boys, girls consulted equally and appropriately about the design (layout, location, safety, materials), implementation and review of the project? How are people with disabilities or alternative genders involved? Are there equal opportunities to earn income or get training? Are diverse women and men meaningfully involved in decision-making bodies?
	Feedback & Complaints	Are there safe feedback & complaints channels for affected boys & girls, women & men? Is it accessible and welcoming of all groups? Are these issues dealt with and responded to appropriately?
	Communication with Communities (Transparency)	Is information about how to access shelter services accessible, appropriate and easy to understand for different gender and age groups? Are messages adapted for different gender and age groups including people with disabilities?
Review Set	Benefits	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Is the project meeting the needs of different groups identified in the analysis, including people with disabilities? Are the most vulnerable able to access shelter assistance? Do different groups get similar benefits?
	Satisfaction	Are women and men, boys and girls, of different age groups asked about their satisfaction with shelter assistance? Are people with disabilities and other diverse groups of concern asked about their satisfaction with the project? Are different groups equally satisfied?
	Project Problems	Do affected people identify access barriers or negative consequences of shelter activities? Are these different depending on gender or age, or for people with disabilities? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN SHELTER

GAM Code 3M – 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>