A Commitment to Gender Equality in Humanitarian Situations

A Handbook for Mainstreaming Gender into Planning, Preparedness, Response, and Early

December 2009
Table of Contents

I. Introduction 3

II. UNICEF Core Commitments for Children in Humanitarian Action 5
   Conceptual Framework for effective CCC response 5
   Tip and Tools for Planning, using a gender lens 8

III. Checklists for Gender Equality and Protecting Rights in Humanitarian Situations 10
    Illustrative Check-lists for Strategic Result Areas 10
    Check-list for Core Programme Commitments in the CCCs 13
    Check-list for Operational Commitments in the CCCs 15

IV. Gender Equality and the Core Commitments for Children in Humanitarian Situations: 18
    A Capacity Building Workshop and Process
    a. Workshop Outcomes, Preparations, and Follow-up 18
    b. Two Day Workshop Design 19

V. Handout #1…UNICEF’s Renewed Emphasis and Commitment to Gender Equality 21
   Handout #2…Key Gender Concepts 25
   Handout #3…Why Does Gender Matter in Crisis Situations? 27
   Handout #4…The Capacity Building and Organizational Transformation Spiral 28
   Handout #5…The Crisis in Gender Based Violence: Introduction and Check-list 29

Annex 1 Checklists from the manual on gender issues in humanitarian issues:
   Women, Girls, Boys and Men: Different Needs – Equal Opportunities,
   IASC (2006) 32

Annex 2 Gender Analysis and Gender Tools in the Context of Humanitarian Action 57

Annex 3 Revised Annexes of the Mid-Term Strategic Plan,
   The Focus Areas as they relate to humanitarian actions, applying a gender lens 62
   Integrated Monitoring and Evaluation Framework (emergencies/humanitarian actions) 72
   Key Performance Indicators (emergencies/humanitarian actions) 73
I. Introduction

A Commitment to Gender Equality in Humanitarian Situations

December 14, 2009

The Latin America and Caribbean region is faced with a range of life- and right-threatening situations: tropical storms and heavy rains, hurricanes, drought, earthquakes, high fuel and food prices, armed conflict, chronic poverty, political and economic crises. These complex emergencies and natural disasters may be gender blind in intent or cause, but women and children are usually disproportionately affected by the accompanying displacement and separation, exploitation, abuses of power and authority, and sexual and physical violence. Indeed in addition to the hurricane season, the most recurring “life and right” threatening humanitarian situation in the region for women and children is patriarchal gender-based violence in the home, street, care/justice systems, school, community, and work-place. These natural and human-made “events” and social processes leave the most marginal and poorest populations – usually women and children - even more vulnerable and in conditions where their rights are denied or at risk.

Women in the region – prior to emergencies and disasters - already live in a context of social, economic and political inequality. Average income for employment for women in Latin America is equal to 69% of the average earnings of men. ...in 34% of urban homes women are the main wage earners....in Peru, Bolivia and Nicaragua, more than 4 out of 10 women have suffered physical violence at the hands of their husbands.1 “More than 3800 women and girls have been murdered since 2000 in Guatemala.”2 In the 2008 Global Gender Gap Report, which measured economic participation and opportunity, education attainment, health and survival and political empowerment (ratio of women with seats in parliament, at ministerial level, head of state in last 50 years) in 130 countries, only 4 countries in the region fell in the 1st quintile, 7 in the 2nd, 6 in the 3rd, 5 in the 4th and 3 in the 5th.

Often disasters and emergencies, natural or otherwise, unmask or unveil the extent and the dimensions of pre-existing inequities, and then worsen them. Wars, natural disasters and related crisis situations have profoundly different impacts on women, girls, boys and men. They face different risks and are thus victimized in different ways. For example, in the 2005 Tsunami, in parts of Indonesia and Sri Lanka, up to 80% of those who died were women. In contrast, in situations of armed combat, young men are more often the primary victims3 and can face forcible recruitment, but women and girls are subject to sexual violence.

In order to prevent or mitigate the violation of rights, or protect and restore rights, we need to know whose rights are being denied and how (and what capacities and relationships exist across different duty-bearers). Along the different stages of the life cycle from 0-18, girls and boys will frequently have different vulnerabilities and capacities, as will women and men at different points of their life cycle. Their class, caste, race, education, and region can influence vulnerabilities as well. A child with Severe

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2 Center for Gender and Refugee Studies, University of California, Hastings, 2009.
3 Women, Girls, Boys and Men: Different Needs – Equal Opportunities, Inter-agency Standing Committee (IASC), Gender Handbook in Humanitarian Action, 2006, p. 5;
Acute Malnutrition is nine times more likely of dying than a well nourished child. In many contexts, even this statistic will vary according to sex. In an emergency situation—as in “normal times”—providing equal and equitable access to education will require knowing why girls drop out more than boys, or vice versa. More intelligent and effective programming requires not only data disaggregated by sex and other forms of exclusion, but often a targeted and/or differentiated response that is sensitive to particular conditions, contexts, vulnerabilities and capacities.

More than five decades of work in emergencies, development and human rights provides new policies, insights and guidelines into how to best prevent, prepare for, and respond to humanitarian situations, while “doing no harm.” These insights and lessons learned are embodied in several relatively recent key documents:

2. Revised annexes to the UNICEF medium term strategic plan (2008)
5. No more! The right of women to live a life free of violence in Latin America and the Caribbean- ECLAC with support from UNICEF, UNIFEM and UNAIDS (March 2009)
16. UNICEF Risk Management Policy
17. The Child Rights Convention (CRC)

The list could go on. The intent is not to overwhelm, but to provide an illustrative list of policies, tools, and guidelines to draw upon at different stages of the programme cycle, but this raises a key question:

How does a UNICEF Regional Office, Country Office or individual staff member take, assimilate, and apply these more than 2000 pages to more effectively:

- Prepare for, prevent or mitigate humanitarian situations, disasters, emergencies, and the exacerbation of gender disparities;
- accelerate the progressive protection, recovery and restoration of all rights for all in humanitarian situations, and
- strengthen gender equality before, during and after the “crisis”—given its proven impact and generative effect in development, economic, social justice, and political-civic dimensions?

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A central resource in addressing these questions will be the UNICEF Core Commitments for Children in Humanitarian Action, Final Draft, September 2009 version. The guidelines represent years of institutional experience and the latest thinking in a vast array of intra-agency knowledge and insights in emergencies and humanitarian situations. Indeed the CCCs synthesize and bring together many of the “2000 pages” from the aforementioned documents, and should be considered as a key reference in making the Emergency Preparedness and Response Plans (EPRP), and other forms of Country Office monitoring and reporting. This Handbook will also bring in the latest MTSP revised annexes, the IASC tools and checklists from Women, Girls, Boys and Men: Different Needs, Same Opportunities (2006), and others - to give the CCCs a wider and deeper gender lens.

II. UNICEF Core Commitments for Children in Humanitarian Action

The latest revision of the CCCs reflects changes that have occurred in the broader humanitarian context... new developments in the external policy, security, and operational environment, and in...humanitarian reform and cluster coordination. Shifts have been made in the three phases of humanitarian action: 1) Preparedness (now an explicit emphasis with specific actions), 2) Early Recovery and Response (requiring new forms of coordination and partnership), 3) Continued Response and Early Recovery (making a stronger link between humanitarian action and development). (see the conceptual framework below). The capacity development of government, NGOs, CBOs –duty bearers and rights holders - is a key strategy in all phases, and results-based sectoral interventions are to have benchmarks and their progress is to be monitored in all phases. Importantly, the CCCs are grounded in human rights and humanitarian principles.

Conceptual framework for effective CCC Response

(Adapted from IASC WG on Preparedness and Contingency Planning)
The new CCC document reflects both continuity and certain qualitative shifts for UNICEF and its partners. The lessons learned over the past 6 decades and the changing context and complex nature of humanitarian situations require both. The world is demanding more, not less of us. The denial of rights and degree of exclusion in development and humanitarian contexts must be met and addressed with more intelligent, strategic, concerted and effective responses.

The **goal** of the CCCs is to **protect the rights of children and women in humanitarian situations**. The **scope** of humanitarian action is wide. The Emergency Preparedness and Response Plans (EPRP) describe many different types of situations that may be considered emergencies:

- on-going quiet emergencies (e.g., economic crisis, absolute destitution, insufficient education, diarrhoeal disease, domestic violence);
- “Natural” disasters (e.g., earthquake, volcano, hurricane, mudslides);
- “Man-made” emergencies (e.g., conflict, civil unrest, governance crisis, ethnic/religious tensions);
- Environmental hazards (e.g., toxic spills, water contamination, depot explosions); ...the new CCCs recognize climate change as a growing and increasingly serious risk...
- Health threats (e.g., epidemics, acute malnutrition, STDs);
- Protection emergencies (e.g., large-scale trafficking, abuse, forced labour).

Equally broad, the new CCCs define a humanitarian situation as any situation where humanitarian needs are of a sufficiently large scale and complexity that significant external assistance and resources are required, and where a multi-sectoral response is needed with the engagement of a wide range of international humanitarian actors. An emergency is a situation which threatens the lives and well-being of large numbers of a population and in which extraordinary action is required to ensure their survival, care and protection.

The aforementioned humanitarian **principles** refer to **humanity** (all girls, boys, women and men of every age shall be treated humanely in all circumstances); **impartiality** (assistance to all those suffering, based on their needs and rights, equally and without any form of discrimination; and **neutrality** (a commitment to not take sides in hostilities).

A human rights **approach** in humanitarian situations and emergencies means that rights bearers are identified and strengthened in their role and capacity to meet their obligations; and duty bearers are strengthened in their capacity to make their claims. In emergencies – in spite of the “crisis”, it is important to not revert back to paternalism, and dependency-creating responses and relationships. The CCCs put children and women in the center of humanitarian action, as active participants and not as recipients of assistance...and recognize that strengthening national and community capacities is necessary for an effective humanitarian response. The CCCs place emphasis on analysis to understand disparities and who are most vulnerable.

**UNICEF commits timely and systematic analysis of situations** ... to monitor and analyze the situation of children, adolescents and women on an ongoing basis, directly and with partners... and to do rapid assessments and include the affected populations, including children, adolescents and women, as the first critical step in defining humanitarian responses....to measure progress and results for children and women against benchmarks. Humanitarian action should not exacerbate disparities, and should avoid discrimination between affected populations, ...and not create or exacerbate conflict and insecurity, environmental degradation.
Accountability to the affected populations, with particular attention to children and women, is a central message of the new CCCs. In addition to the transparent delivery of quality services and assistance that meet global standards (SPHERE), a commitment is made to ensure affected populations have appropriate ways to participate in decision-making and children and women are given a voice in humanitarian action. The new CCCs mean that UNICEF’s humanitarian action will have tools and instruments, and be held accountable:

- to international norms and standards
- to women and children and communities affected by humanitarian crises
- for transparent and robust decision-making supported by effective monitoring and evaluation
- for inter-agency (UN and non-UN) partners collaboration
- for supporting and strengthening State responsibility
- for quality delivery in humanitarian action and early recovery; oversight functions that support the EPRP process, implementing preparedness activities and triggering timely rapid assessments.
- to all stakeholders, by the full application of regular audit principles and practices in humanitarian action.

The Core Strategic Commitments are to:

1) Reinforce Human Rights-based approach to programming (addressing inequalities and disparities, promoting gender equality, promoting participation of children, adolescents, women and affected populations, strengthening the capacity of national authorities, local and national NGOS, CBOs) and advocating for the rights and voices of children and women.
2) Strengthen inter-agency humanitarian reform (through leadership and co-ordination commitments, partnerships and funding that timely and flexible)
3) An integrated programmed approach (managing for standards and results, ensuring preparedness, commencing early recovery in parallel with humanitarian response, and using Disaster Risk Reduction and investing in early warning)
4) Advocacy to protect and promote children’s rights (context specific, evidence based, targeting a variety of actors, done collectively and in partnership, lead to specific actions to attract greater support, and taking into account the possible adverse effects of advocacy strategies)
5) Communication for Development as a tool for humanitarian action (beyond providing information…should understand people and their beliefs, values and norms…engage their communities, and listen to their adults and children as they identify problems, solutions and act on them)
6) Risk Management (identifying, assessing, anticipating and managing risks)

The Core Programme Commitments include the preparedness, response and early recovery action in each of the following technical sector areas: Nutrition, Health, WASH, HIV/AIDS, Education and Child Protection, and they are supported by Rapid Assessment, Monitoring and Evaluation, as well as commitments in Supply. Communication for Development is integrated within the technical sector commitments. The Operational Commitments include Security, Media and Communication, Human Resources, Resource Mobilization, Finance and Management, Information and Communications Technology.

The CCC Performance Monitoring is to reflect the quality, quantity and timeliness of progress towards the achievement of results for children and women. The CCC benchmarks are derived from global
standards, including IASC and Sphere standards, and should be adapted to country contexts. The CCC Performance Monitoring System covers the different “phases” - Preparedness, Operations Response, and Programme Response – and includes:

- MTSP monitoring and reporting
- Monitoring HQ-RO support
- RO quality assurance
- After Action Reviews, Evaluations
- Country Office performance monitoring and reporting
- Cluster performance monitoring
- The Early Warning/Early Action System
- VISION
- DevInfo or other public national or HCT platform
- Data collection with partners
- Work plan monitoring

**Tips and tools for Planning, using a gender lens**

We cannot expect to progressively reach the full realization of all human rights for all when we only **partially** see who is excluded from the enjoyment of rights and who is not. We cannot address the causes of exclusion, violations, and the denial of rights, if we only **partially** see **why** some are excluded. If our data and evidence are only **partially** complete or partially accurate, **how** we decide to act will be **partially** effective. If we do not analyze beforehand the potential humanitarian consequences of how emergencies and humanitarian situations will affect girls and boys, men and women differently - we will only be **partially** prepared. If we only listen to some of the voices in preparedness, response and early recovery – adult men or women, girl or boy children, girl or boy adolescents – we will only hear and have a **part** of the story and a **part** of the solution. As we attempt make more effective emergency preparedness and response plans – if we are serious about human rights – then this **partiality** condemns us to only **partially** fulfilling our core commitments and responsibilities. It is not enough just to see men, or girls, or children, or boys, or women, or adults. We need to see men and women, boys and girls, at different ages, and their roles and relationships, their power relationships, and their different vulnerabilities and capacities.

The invisibility, silence and partiality that surround gender inequality, exclusion, violence, and inequities requires more light, and good programming requires 1) **fuller** sight, 2) **hindsight**, 3) **insight**, and 4) **foresight**. **Fuller sight** is achieved by looking at gender and other forms of exclusion (race, ethnicity, urban/rural, age, economic livelihoods, class, religion, etc.) and analyzing the basic and underlying causes for that exclusion, and addressing the specificities and nuances of that exclusion/denial of rights. **Hindsight** is used to see the historical and recent forms of marginalization and exclusion in programming, and to analyze what programmed actions have **exacerbated**, **accommodated**, and/or **transformed** gender inequalities, roles and relations. Using gender analysis and tools at each step and moment of the programme cycle (planning, implementation, monitoring and evaluation-Annual Work Plan, MTR, CCA-UNDAF, etc.) widens and deepens our knowledge and vision in each phase of the life cycle; and gives us **insight** and a feedback loop to continuously improve results and take our impact to other levels. Using causality analysis with a gender lens and applying gender analysis in preparedness and the EPRP gives us better **foresight** in how humanitarian situations will affect differently girls and boys, women and men, at different stages of their life cycle.

Knowing how a socio-political crisis, acute economic crisis, conflict/violence, natural disasters, environmental and technological threats, epidemics and other situations affect people differently give us fuller sight, hindsight, insight and foresight into how to prepare and respond better. Knowing the differentiated vulnerabilities and capacities of different groups provides us a more accurate analysis of threats and readiness. The Emergency Management Checklist of What is to be done? and Who is to do it? - or a Rapid Assessment of Who? When? How? What? – in the EPRP become much more thorough, rigorous and useful using a gendered approach. The goal of protecting rights and the respecting of the three principles (the humanitarian imperative, neutrality, impartiality) fall short without a gender perspective. The consequences of gender blindness neither neutral, impartial, nor do they provide full protection of life and health.

The Core Commitments to Children in Humanitarian Action, the benchmarks and the Emergency Preparedness and Response Plans (EPRP) can be more reachable with the fuller sight, hindsight, insight and foresight that a gender lens gives. Nearly every phrase that talks about “children and women” could be read, analyzed and improved by putting in its place, “girls and boys, women and men at different parts of the life cycle.” The aggregation of children, or women as if they were a homogenous group, masks the significant differences and disparities that often call for targeted and differentiated approaches. Together with gender, ages and phases in life cycles, ethnicity, region, race, and economic class all unveil factors and have explanatory value regarding who enjoys rights, and who does not, and why.

National child protection systems, education systems, health systems and emergency response systems have in general improved over the years in coverage and access; but there still remains under-reached, underserved, excluded populations, and equity, relevance and quality are still problematic. An engendered perspective and other human rights-based instruments that address and analyze exclusion and marginalization are essential to improving systems in their coverage, access, relevance, equality, and quality.

The following engendered checklist for the CCCs is designed to help UNICEF and its partners to better protect, defend, promote and fulfill the rights of girls and boys, women and men in humanitarian situations. The attempt to further engender the CCC text has been put in italics. These checklists suggest practical ways to apply gender concepts in multiple emergency/humanitarian contexts. Following that, a workshop has been designed to build the capacities of staff, country offices and regions to more effectively mainstream gender equality in humanitarian situations.
III. Checklists to engender the CCCs

The following are illustrative examples of how gender can be mainstreamed into the commitments, benchmarks, and actions of the CCC in the preparedness, response and early recovery stages—and lead to the further and greater protection of rights in key strategic result areas.

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<thead>
<tr>
<th>Rapid Assessment, Monitoring and Evaluation Strategic Result: An Engendered Checklist for Programme and Operations Commitments</th>
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<tbody>
<tr>
<td><strong>Gender Equality and Protecting Rights in Humanitarian Situations:</strong></td>
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<tr>
<td><strong>Humanitarian action for girls and boys, women and men is carried out timely, effectively and efficiently, with their active participation</strong></td>
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<tr>
<td>- Commitment 1: The situation of girls and boys, women and children at different stages of the life cycle is monitored and analyzed sufficiently widely and rapid assessments are carried out when necessary with the active involvement of girls and boys, men and women in age appropriate ways.</td>
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<tr>
<td>- Benchmark 1: Rapid assessments that analyze the vulnerabilities and capacities of girls and boys, women and men at different stages of the life cycle are conducted in a timely way for all humanitarian situations.</td>
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<tr>
<td>- Commitment 2: Systems for performance benchmarking regularly monitor UNICEF’s humanitarian action to allow CCC implementation to be measured in its impact on girls and boys, women and men.</td>
</tr>
<tr>
<td>- Benchmark 2: CCCs and related policies, guidelines and quality and accountability standards of UNICEF are used in designing and implementing performance benchmarking that is gender specific.</td>
</tr>
<tr>
<td>- Commitment 3: Humanitarian action is regularly assessed against CCCs, policies, guidelines and quality and equality accountability standards of UNICEF…</td>
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<tr>
<td>- Benchmark 3: An evaluative exercise, that includes the use of gender tools and analysis, - is undertaken within 3-4 months of a major rapid onset emergency or timed to feed into regular strategic planning exercises in chronic emergencies that reflects the needs and situation of girls and boys, men and women.</td>
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**Preparedness:**
- Track and analyze all potential and existing humanitarian situations and their potential consequences for boys and girls, men and women with sufficient rigor to trigger Rapid Assessments when necessary, with the involvement of girls and boys, men and women
- Identify existing hazard, vulnerability and capacity data, that is disaggregated by sex, to inform baselines, response and recovery
- Collaborate with other agencies to develop the methodology, tools and information management system that are gender sensitive, and identify trained capacity of men and women required to conduct timely interagency rapid assessments with a gender lens
- Identify qualified staff, and assure that men and women have equal opportunities and access to capacity building, to ensure performance monitoring can be undertaken in each sector in a way that measures results in rights and gender equality.
- Ensure benchmarks for performance monitoring that track progress, including gender equality

**Response:**
- Ensure a rapid assessment is undertaken with affected populations including children, boys and girls, adolescents (boys and girls), and women and men.
- Ensure that a gender analysis is reflected in any Rapid Assessment
- Ensure that key performance information for all sectors, that is sex-disaggregated, is systematically collected, easily accessible and used in review processes…
- Ensure evaluations of humanitarian response produce organizational Lessons Learned, including learnings in what works and what has not worked in gender

**Early Recovery:**
- Ensure that rapid assessments include assessment of the early recovery needs and capacities, disaggregated by sex. Such assessments should involve national and/or local authorities as well as affected populations, including boys and girls, women and men at different stages of the life cycle.
- Ensure early recovery programmes are designed with the involvement of affected populations, including boys and girls, women and men at different stages of the life cycle, and national and/or local authorities as appropriate, according to results-based frameworks.
- Ensure wherever possible and appropriate that national and local authorities, and the affected population, boys and girls, women and men, are involved in evaluation of early recovery projects, and that summaries of evaluations are prepared, translated and made available to partners, including the women and men– and stakeholders, duty bearers and rights holders.
### Gender Equality and Protecting Rights in Humanitarian Situations: An Engendered Checklist for Programme and Operations Commitments

#### Nutrition Strategic Result:
The nutritional status of girls, boys, and women and men is protected from the effects of humanitarian crisis

- **Commitment 2:** Timely nutritional assessment and surveillance systems are established and/or reinforced, and provide sex specific data...
  - **Benchmark 2:** All critical nutrition gaps and vulnerabilities are identified, and detect gender disparities...
- **Commitment 3:** Support for appropriate infant and young child feeding is accessed in a way that is equitable by affected women and men, boys and girls
  - All emergency affected areas have adequate number of skilled and IYCF counselors and/or functioning support groups that are responsive to sex and age specific needs and vulnerabilities.
- **Commitments 4, 5, and 6:** Children, boys and girls, and women and men, have equitable access to acute malnutrition management, micronutrients, and relevant information
  - **Benchmarks 4, 5, and 6:** Coverage and recovery reflect gender equity and equality. Information on nutrition services and entitlements, in emergency affected areas, reach girls and boys, men and women in equitable and age appropriate ways

#### Preparedness:
- Guidelines, capacities, nutrition surveys and assessments, early warning systems are gender sensitive.

#### Response:
- The assessments and coordination mechanisms identify and respond to gender disparities.
- Feeding programmes, systems for community mobilization, and programme communication involve boys and girls, and women and men – and reach and impact on the most marginal and excluded.

#### Early Recovery:
- Nutrition information systems, coordination and action, and communication strategies are linked to long-term development and involve girls and boys, men and women
- Data is sex-disaggregated.
- Initiate a gap analysis of local and national capacities that reflects gender and other disparities, and ensure capacity strengthening that reduces gender disparities in duty bearers and rights holders, in early recovery/transition plans with a focus on risk reduction that shows a knowledge of and sensitivity to gender specific risks.
### Gender Equality and Protecting Rights in Humanitarian Situations:

**An Engendered Checklist for Programme and Operations Commitments**

#### Health Strategic Result:

**Excess mortality amongst girls, boys and women and men, in humanitarian crisis is prevented.**

- **Commitment 2:** *Children, boys and girls, adolescents, boys and girls, and women and men, access life saving interventions through population-based/community based activities that have involved boys and girls, and women and men in appropriate ways their inception.*
  - **Benchmark 2:** coverage detects and addresses gender disparities in measles vaccine, vitamin A, deworming medication...

- **Commitment 3:** *Children, boys and girls, adolescents, boys and girls, and women and men, equitably access essential health services with sustained coverage of high impact preventive and curative interventions.*
  - **Benchmark 3:** coverage detects and addresses gender disparities and age specific needs and vulnerabilities.

- **Commitment 4:** *Children, boys and girls, adolescents, boys and girls, and women and men, have age-appropriate and equitable access to behavior change communication interventions towards improving health care and feeding practices.*
  - **Benchmark 4:** All affected populations are exposed to key health education/promotion messages through multiple channels in age and gender appropriate ways and involve/mobilize children, boys and girls, adolescents, boys and girls, and women and men, to transform gender relations towards gender equity and equality.

- **Commitment 5:** *Children, boys and girls, adolescents, boys and girls, and women and men, have equitable access to essential household items.*
  - **Benchmark 5:** 90% of affected population has equitable access to essential household items

The continuum of care across the maternal, newborn and early childhood period acknowledges the critical role of maternal health, and involves and engages boys and men in age appropriate ways.

#### Preparedness:

- Support a multi-sectoral rapid assessment mechanism and format that is gender sensitive.
- Ensure that EPRPs include delivery strategies, resource requirements, plans for supply/re-supply and clear delineation of roles and responsibilities of key partners that address gender disparities and promote gender equality.
- Identify senior technical staff with health policy experience in emergency/early recovery to strengthen surge capacity, and build experience and capacity to reach gender parity and gender equitable outcomes.
- Ensure period training of health workers, including community agents in emergency preparedness and response, and build experience and capacity to reach gender parity and gender equitable outcomes.
- Develop appropriate education/promotion messages at regional level through community involvement (including boys and girls and men and women in age appropriate ways)
- In collaboration with Supply/logistics, prepare supply plans and distribution strategies based on local capacity and gender disparities, discrimination and the potential for exploitation and abuse, to assure appropriate and equitable supplies deliveries.
- Develop the capacity of national stakeholders at all levels, boys and girls and men and women in age appropriate ways, to respond to emergencies.

#### Response:

- Support a strong Health Cluster/Interagency Coordination mechanism to ensure rapid assessments of the Health sector; the implementation of an appropriate response to maternal, neonatal and child survival needs; and addresses gender disparities and inequalities.

#### Early Recovery:

- Ensure that health coordination and action links to recovery and long-term development, by including the active involvement and transformation of gender roles of girls and boys, men and women.
- Initiate a gap analysis of local and national capacities that reflects gender and other disparities, and ensure capacity strengthening that reduces gender disparities in duty bearers and rights holders, in early recovery/transition plans with a focus on risk reduction that shows a knowledge of and sensitivity to gender specific risks.
Gender Analysis to more effectively reach Strategic Results

In synthesis, each of the Strategic Result areas can better reach CCC goals by including key questions, applying certain lens, and carrying out certain actions that address disparities and inequalities in gender-, age-, and exclusion-sensitive ways.

Below is an illustrative, “check-list” to engender each sector of the Core Programme Commitments in the CCCs. The commitments, benchmarks, and actions in preparedness, response and early recovery would, of course, need to be strategic result/sector specific and apply a gender lens much the same way we did Assessment, M&E, Nutrition, Health in the previous examples. We suggest applying the following check list to Child Protection, Education, HIV/AIDS, WASH, Supplies and Logistics in each of the stages (preparedness, response, early recovery and long-term development). In each of the core programmes, and within the context of that sector:

1. The situation, vulnerabilities, and capacities of girls and boys, women and men, at different stages of the life cycle are assessed, monitored and analyzed in a systemic and timely way.
2. Gender-disaggregated data is used to inform planning and build evidence based decision-making that protects rights, promotes gender equality, and strengthens long-term development.
3. Leadership, Cluster/Inter-agency coordination, and partnerships exists and/or are built and are capable and willing to assess gender disparities, address gender inequalities and pursue gender equality.
4. The different populations affected by the humanitarian situation/emergencies –girls and boys, men and women – in age-appropriate, meaningful, and gender-equitable ways – are involved and participate in planning, preparedness, response, early recovery – and in a way that strengthens long-term development.
5. Needs are met, and quality and relevant services reach the most marginal, excluded populations in ways that reflects international and national standards, and the principles of dignity, humanity, neutrality and impartiality within the overarching framework of human rights and equality.
6. Analysis is made to “do no harm”, and not exacerbate disparities, conflict, environmental degradation and/or discrimination –and move beyond accommodating inequalities and move towards transforming inequalities, roles and relationships between boys and girls, men and women, generations, and other excluded populations.
7. Gender analysis, causality analysis, human rights-based instruments and approaches are used together to assess and address other forms of exclusion in a cross sectoral and integrated way.
8. State/governmental, NGOs, and CBOs duty bearers at national and local levels are strengthened in their capacity to meet their obligations and promote, protect and defend rights; and rights holders are strengthened in their capacity to promote, protect, defend and claim rights.
9. Communication strategies involve and engage multiple stakeholders in age-appropriate and sector/contextually relevant ways, and enable and empower each to take actions to fulfill rights and improve their situation.
10. Key performance information/progress/learnings for all sectors is systematically collected, easily accessible to all stakeholders (including the affected populations), and used in review processes to improve preparedness, response, recovery, development.
11. Capacity building is done in such a way that builds parity and equality among staff and within the humanitarian context.
12. Supplies are adequate, appropriate and distributed in such a way that reflects and protects gender equality, and protection from abuse and exploitation.
13. Resources are found and provided to establish essential services across a spectrum of needs and rights; to build an environment for the protection of rights; and to prevent, mitigate, and reduce the impact of emergencies and violations.

14. Recognize the gender specific and age-specific needs for physical, psychosocial and cognitive protection and support.

15. Create and maintain Long-Term Agreements with suppliers at global, regional and national levels, and assure the access and deployment of gender, age, and contextually appropriate commodities, supplies and resources in a timely way to alleviate the specific forms of humanitarian suffering/needs of girls and boys, women and men.
An illustrative “check-list” to engender the Operational Commitments in the CCCs, with added engendered comments in italics.

Media and Communication

**Commitment 1** Accurate information about the impact of the situation of children and women is rapidly provided to National Committees and to the general public through local and international media. *The voices and views of boys and girls, men and women, contribute in appropriate ways to the information and messages transmitted.*

**Commitment 2** Humanitarian needs and the actions taken to address them are communicated in a timely and credible manner to advocate for child-friendly — *and gender equitable solutions*, increase support for the response, and where necessary, assist with fundraising.

- Ensure a communication strategy *that reflects gender concerns and goals* is part of preparedness planning
- Identify surge capacity needs in the areas of information and communication, and report writing, *and build a capacity that reflects gender parity and a gender perspective*
- Ensure availability of template statements, key messages and fact sheets/country profiles on issues related to children and women, *gender roles and relationships, disparities and inequalities, and transformative actions* that can be immediately updated and used in an emergency.
- Within 24 hours, disseminate information to media, public and National Committees to immediately raise awareness of the urgent needs of children and women, *and the specific needs and risks of boys and girls, women and men*.
- In situations of gross child rights violations and/or crises, *know the specific consequences for girls and boys, and women and men*, and consult within 24 hours with the RO and HQ….
- While media attention is at its peak, provide updates on child related issues *that are gender specific*, and on the humanitarian response to the crisis and *gender differentiated responses*.
- *Gender and age sensitive* supply inputs identified and transmitted to Supply/Logistics
- Advocate for ethical reporting on children *and women*…where possible contribute to the capacity building of national and local media and the empowerment of youth *(boys and girls)* and children *(especially marginal and excluded girls and boys)*

Security

**Commitment 1** Security risks that could affect staff and assets, and subsequently the emergency response, are identified, assessed and managed.

- *Different security risks are analyzed in how they might affect men and women on staff in different ways, and make them more vulnerable.*
- *Ensure that an assessment is undertaken, using a gender lens, of all the relevant security risks associated with the humanitarian response plan, and that plan includes addressing gender specific risks and gender sensitive responses.*
- Implement security plan immediately, including establishing location of all staff members, and review, with DDS the effectiveness of security measures and their relationships to gender specific risks

**Human Resources**

**Commitment 1**  Appropriate and experienced staff and personnel are provided with Deployment Training and rapidly deployed, primarily through internal redeployment of staff and complemented with external recruitment and standby personnel to allow for recruitment of possible longer-term posts, as needed.
- A capacity development strategy to assure that “appropriate and experienced staff and personnel have gender parity and can promote gender equality

**Commitment 2**  Well being of staff is assured
- Provide all staff with information and support to address their well being, and gender specific requirements and determinants of well-being are defined and supported

**Commitment 3**  Sexual Exploitation and Abuse by humanitarian workers is prevented
- Attract, recruit and retain staff that are respectful of the rights and dignity of girls and boys, women and men
- provide information, orientation, induction, e-learning, training and a culture of support for respectful behavior
- clear consequences for violations of those rights and that respect are widely known

**Commitment 4**  UNICEF staff members and key partners have knowledge and skills for effective emergency preparedness and response within a human rights and gender equality framework, including humanitarian reform and the cluster approach
- CO to mobilize Surge Capacity, and builds that capacity over time to reach gender equity in staffing and gender equality in programming
- COs are able to assess the extent and nature of gender based violence and programme accordingly

**Resource Mobilization**

**Commitment 1**  Quality and flexible resources are mobilized in a timely manner to meet the rights and needs of children and women in humanitarian crises
- Develop an emergency resource mobilization strategy based on gender disaggregated data and a gender specific response to violations
- Liaise with local donors to address gender equality and the protection of rights and the promotion of equity and equality and the participation of the affected populations in humanitarian situations.
- Prepare an Immediate Needs Document that reflects specific needs and vulnerabilities of boys and girls, men and women, and gender and age disaggregated data.
- Within 5-7 days, prepare and emergency appeal in coordination with other UN agencies that shows gender disparities
- Provide updates on progress in addressing the specific needs of girls and boys, and women and men, and how they are involved in assessment, planning, response, and recovery.

**Finance and Administration**

**Commitment 1**  Effective and transparent management structures are established that reflect a commitment to gender parity and commitment to gender equality, with Regional Office and Headquarters support, for effective implementation of the programmed and operational Core Commitments for Children, within an environment of sound financial accountability

**Information and Communication Technology**

**Commitment 1**  Timely, effective and predictable tele-and data-communications services provided to ensure efficient and secure programmed implementation and compliance with interagency commitments
  - Assure that key members of staff - women and men- have access to and can use the essential ICT/telecoms equipment and services and ICT/office-in-a-box.
IV. Gender Equality and the Core Commitments for Children in Humanitarian Situations: A Capacity Building Workshop and Process

Workshop Outcomes:

At the end of the workshop, participants will be able to:

- Identify the key changes and steps that UNICEF is taking to become a champion for gender equality and child rights, and to link the new gender policy to future humanitarian actions.
- Apply a gender lens and tools to the UNICEF Core Commitments for Children in Humanitarian Action and incorporate gender analysis into the preparedness, early recovery, response, and continued response, recovery and regular programming phases of humanitarian action.
- Advocate for the importance of gender mainstreaming in humanitarian situations, and influence policies, partnerships and practices within and beyond UNICEF and the UN System.
- Draw upon a network of colleagues to collaborate and exchange information on good gender mainstreaming practices in child protection, gender-based violence, and implementation of CCCs.

Pre-Workshop Preparations:

- Review what trainings/capacity building exercises/organizational development/change strategies have been most successful and not successful, and why - in UNICEF and in other organizations – and apply that learning to this process.
- Establish a reference group within the region to get input and suggestions from participants for the gender and CCC training design and the requirements for follow-up and implementation.
- Circulate the proposed agenda to participants to encourage consultative planning, and remind participants to bring necessary documents and country experiences to the workshop.
- Facilitators and Participants begin a consultative process within country offices to see what issues, questions, challenges and experiences should be brought to the workshop – and what follow-up and support will be required after the workshop to achieve the desired results.
- Begin to think how we can create a process of on-going learning and knowledge management on gender equality and the Core Commitments for Children over time.

Post-Workshop Follow-up

- Participants share action plans and learnings from the workshop with their Country Management Team and other colleagues.
- Link and coordinate with other groups that have received training in gender mainstreaming or will receive training.
- Help form and participate in a community of practice, and a country, sub-regional and regional network of support in gender equality and the implementing of the core commitments for children in humanitarian actions.
# Suggested Two Day Workshop Design for Gender Equality and the Core Commitments for Children in Humanitarian Action

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Day One Process</th>
<th>Products/Outcomes/Results</th>
<th>Follow-up</th>
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<tr>
<td>Engage participants before hand for their input into the content and process for agenda. Participants form a circle of reference in their country office, and come in representation of a broader group of questions, concerns and interests on behalf of a team, sector, or Country Office. Establish a reference group within the region to get input and suggestions from gender and CCC training design. Circulate draft agenda ahead of time for comments. and Bring necessary documents and country experiences from country offices Identify explicit requirements for what is needed to put things into practice after the workshop, and plan for them.</td>
<td><strong>Session One:</strong> Introduction: The renewed UNICEF policies and commitments to gender equality and core commitment to children (highlight the main points of the evaluation, new gender policy, Zoomerang, Country Self-Assessments, Gender Task Force work, Nairobi Workshop, Istanbul Global Consultation and a 3 year framework for action) Have the group read the 1½ page Executive Summary of the Background Document in Annex V, which contains the main points of all of the above. (alternate one person per point) Dynamic Exercise of Introduction of Participants. Also each one shares his/her one priority expectation/hope/topic for the workshop; and identifies the one principle challenge he/she has in implementing gender equality in humanitarian actions. Facilitator records answers on flipcharts or participants write them on VINN cards, facilitator categorizes. Participants define the ground rules of the workshop by answering, “how can we best work together in these two days to fulfill our expectations”…thus building ownership over the content and process. Similarly, Committees (punctuality, newspaper, icebreaker, social) are formed to provide diverse and stimulating forms of participation. Review agenda and incorporate ideas/themes into the agenda from the exercises.</td>
<td>Participants realize that a major shift is taking place in UNICEF, and understand the priority issues and challenges in organizational change. An agenda and workshop process that is co-constructed/co-owned with participant input. A focused but relaxed, enjoyable atmosphere. An understanding of the nature of individual and common challenges in implementing gender equality.</td>
<td>Incorporate suggestions into appropriate places of the agenda. Organize parking lot of pending issues.</td>
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| AM | Session Two: Past-Present-Future Lessons and Turning Points Handout #1 and the Timeline Exercise: Lessons learned, paradigm shifts, turning points, influential people and ideas in gender and humanitarian actions, disasters, emergencies. “What’s different? How do we bring about a shift in organizational culture, technical quality, programme innovation, capacity, emphasis and resources in CCC and Gender Equality? Try to draw out and build a **theory of change/theory of practice.** Session Three: Gender Concepts... Handout # 2. “Gallery Walk”, where participants post key programme country experiences and examples on the flip charts on the respective definition. Review insights in plenary. Handout # 4. Why Does Gender matter in crises? Participants analyze and enrich 4 perspectives, genderizing the CCCs, and “childrenizing” gender tools. | Identification of the key ideas & forces that are leading & driving UNICEF today & in near future. An emerging theory of change/theory of practice based on lessons learned over the past decades. Clarity of key concepts, programmatic examples, and why a gender perspective is important in crisis. | |

| PM | Session Four: Gender-Based Violence. Based on No More! The right of women to life a life free of violence in Latin America and the Caribbean, 2009. Use of the Life Cycle and Causal Analysis from a gender perspective. Countries use a self-assessment tool to see where they are in strengthening and/or supporting efforts to prevent, protect and respond to gender-based violence in their country offices. Handout # 5 | A new and accurate realization of the depth and breadth of GBV in each country, and steps that can be taken to address it. The practice and use of simple but effective tools that enable and ensure gender equality programming, and can be used in the future. Feedback to improve tomorrow’s sessions. | |

| PM | Session Five: Tools and IASC Checklists for Gender Equality in programming, protection, coordination, participation, camp management, education, health, food security, food distribution, nutrition, livelihoods, registration, WASH, etc. Practical hands on exercise of their application to programmes. Handout #6 Evaluation of Day: participants provide feedback on content and process of today, and make suggestions for tomorrow...What do we take away from today? Closing exercise... | | |

<p>| Eve | Background readings | | |</p>
<table>
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<tr>
<th>Preparation</th>
<th>AM</th>
<th>Day Two Process</th>
<th>Products/Outcomes/Results</th>
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<tr>
<td>AM</td>
<td>Session Six:</td>
<td>Announcements/Housekeeping</td>
<td>Challenges and solutions, technical lessons learned and good practices at different inside and outside UNICEF in the preparedness, early recovery/response, and continued response/early recovery and recovery and regular programming.</td>
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<td>“The Wall of Wonder Exercise”</td>
<td>Session Seven:</td>
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<td>Part 1. The framework, principles, and accountability for effective CCC and gender equality. Participants assemble the color coded pieces of the continuum in their right order, and match the issues with their explanation (all on separate cards). Identify challenges and solutions, technical lessons learned and good practices at different inside and outside UNICEF in the preparedness, early recovery/response, and continued response/early recovery and recovery and regular programming.</td>
<td>AM</td>
<td>Session Eight:</td>
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<td>Applying gender lens and gender tools (aggravate, accommodate, transform exercise)</td>
<td>Session Nine:</td>
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<td>Part IV. Operational Commitments for Women and Children in Humanitarian Action</td>
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<td>Apply gender tools to sectors, see Annex 1</td>
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<td>PM</td>
<td>Session Ten:</td>
<td>Gender Tool Review</td>
<td>An action plan that forms part of critical mass of change within and across COs</td>
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<td></td>
<td>Evaluation of Workshop</td>
<td>Session Eleven: The future, next steps, knowledge management, system of support and follow-up required for change and implementation. Act</td>
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Handout # 1

UNICEF’s renewed emphasis and commitment to Gender Equality

In 2007, an “Evaluation Report on the Implementation of Gender in UNICEF” was presented to the Executive Board. The report stated that UNICEF has failed to implement its 1994 Gender Policy systematically. The primary failure has been in the organization’s understanding of what is actually required to mainstream gender in a development programming and emergency context. The problem has worsened in the past 10 years. Ten years ago UNICEF was seen as leader in the promotion of gender equality, “gender has been mainstreamed into invisibility.” Despite multiple institutional weaknesses, good practices exist but they are individual efforts, and there is no system in place, no sharing, and no scale up, and a weak link to the MTSP focus areas. Gender mainstreaming is under-resourced and lacks accountability mechanism.

Some programmes reinforce or exacerbate existing gender equalities, others are ad hoc. UNICEF must go beyond stating the Gender Policy is a priority on paper, and treat it as real institutional priority, and operationalize accordingly. UNICEF is well-placed to be effective...it has high credibility with partners, a strong field presence, commitment of staff to social justice, life cycle and rights-based approaches, innovative programming, and a core group of leaders.

There are gaps in policies and implementation, a lack of financial and technical resources, insufficient tools and capacities, unclear systems of accountability, a lack of clear corporate policy, ad hoc approaches, inconsistent integration of sex-disaggregated data and gender-sensitive language.

Many UNICEF staff members have not read the Gender Policy and unaware that it exists, those who have read it found it inaccessible and poorly presented, confusion (exists) over children’s rights and children and women’s rights.

The new policy should

- Build on gender equality, gender-specific interventions, and special attention to the girl child, and have the promotion of women’s rights and empowerment of the present policy
- reflect the needs and roles of men and boys;
- (have) an operational framework and gender analysis tools;
- link clearly CRC and CEDAW, and
- build a business case and highlight links between gender equality and the achievement of the core mandate and MDGs.

Systematic implementation requires a systematic analysis of complex social and economic relationships, that goes beyond counting male and female participants and the disaggregation of data.

(Change requires a) examination of one’s own personal values and relationships from a gender less. Some staff see it threatening and as a form of cultural interference. Addressing gender equality threatens existing power relationships, and others see it as a luxury to be undertaken after other priorities and forms of exclusion are addressed (indigenous, rural, etc.). UNICEF needs to take a more strategic approach to gender equality:

- in recruitment,
- by integrating it into programming,
- by relying on all staff to move it forward,
- linking it to HRBAP and results-based management,
- building staff capacity with skills and tools to do sector-focused analysis, and
- develop gender-sensitive monitoring indicators.
UNICEF needs to move away from the over-reliance and over load on Gender Focal Points, and have systematic staff training and capacity building so that all staff:
- are able to conduct gender analysis in their areas/sectors of responsibility,
- recognize when they need to call upon more in-depth gender expertise,
- identify strategic entry points for gender analysis and inputs,
- develop gender based results statements and performance indicators, and
- advocate more effectively for gender equality approaches with national partners.

UNICEF needs to assure that
- staff have ready access to specialized gender expertise
- systems of accountability and funding are set up
- gender equality is integrated into CCA, UNDAF, SitAn, CPDs, CPAP, consultations with national and UN partners and civil society, emergency contexts (men and women, girls and boys not just as needing services, but are seen as actors), and partnerships (mandate overlap with other UN agencies),
- good practices and recommendations are shared

Good Practices in UNICEF show that successful approaches have:
- approaches that are inclusive of men and boys,
- evidence-based policy informed by community-level needs and priorities,
- early gender socialization and adolescent empowerment,
- given responsibility for gender equality to more than one person within a CO or RO,
- senior staff coordinating and holding staff accountable with reward and incentives,
- job descriptions and PEKs incorporating gender equality,
- a roster of experts that staff and country offices can draw upon as needed,
- a critical mass and new structure and way to organize around gender equality,
- a strategic and long term commitment, individual and customized solution within sectors and cultures;
- an ability to change cultural values and power relationships

UNICEF has to address gender equality to fulfill the organization’s mandate. UNICEF needs a policy with operational guidance by sector both in development and emergency contexts that is rights based, inclusive of men and boys, and has dedicated core resource funding. More effective work has to be done with the UN Country Team and traditional and new partners to reverse the shift in aid architecture away from gender equality.

In the first regular session of the Executive Board in 2009, a management response was given to all the recommendations of the Evaluation, that includes some actions that had already begun, and others to be initiated in the coming year (specific mention of emergencies has been underlined, though most relate in one way or another to staff working in emergencies).

- A Gender Task Force has been established, including all Regions and key HQ Divisions, chaired by the Director, Policy and Practice.
- UNICEF began to update its Gender Policy (the previous one was made in 1994).
- Gender review/assessments/audits to be carried out in Country Offices.
- The MTSP Results Framework was revised and gender results are reflected.
- “Guidance for Conducting Situation Assessment and Analysis of Children’s and Women’s Rights: A tool for Analysis, Advocacy and Policy Development” was produced by Policy and Practice in NY.
Key new positions were created to strengthen gender mainstreaming in HQ and RO, and in EMOPS.

Operational guidance has been started for the different development programmed sectors including emergency contexts.

An accountability system is being created at all levels integrating gender equality in development and emergency programming and achievement of gender equality results.

Managers are to be held accountable for gender equality skills development of themselves and their staff.

Job Descriptions are to explicitly include responsibility for gender mainstreaming in programming.

Recruitment, performance and promotions will have to factor in gender.

A roster of female and male gender experts with expertise in specific areas are being developed at regional and national levels to support ROs, COs and national partners.

The Gender Focal Point System is being reassessed, and will be broadened to include the creation of a Task Force Model that includes Deputy Representatives at the country level or the Deputy Regional Director at the regional level.

A comprehensive gender equality capacity building for staff at all levels will be developed, including mandatory on line training on gender analysis and gender in emergencies for all programme staff and managers.

UNICEF will revise its gender tools and checklists for integrating gender equality into development and emergency programming, and where there are gaps, develop easy-to-use sector guidance, tools, checklists and performance indicators on gender equality and distribute these to staff.

UNICEF will develop and implement a knowledge management plan for gender in programming as part of the new Integrated Knowledge Management Strategy and System.

HQ will promote research priorities with ROs and COs.

Gender analysis will become mandatory into key programme documents (CPAPS, CPDs, MTRs and Emergency Preparedness Response Plans).

UNICEF has already begun to revise and strengthen the gender components of the Programme Policy Manual, the SitAn and CCA/UNDAF.

A research exercise will be conducted to look at the situation and role of men and boys with each MTSP Focus with a special focus on emergencies.

ROs and COS will develop gender equality strategies.

An in-depth evaluation will build on activities already underway for strengthening gender analysis in emergencies and gender equality results in humanitarian program delivery.

The CCC and Emergency Field Handbook will be revised.

UNICEF will review current training tools and guidelines for work in emergencies that improve the focus on gender equality.

UNICEF will seek Other Resources to enhance gender equality capacity and to develop an improved tracking system.

UNICEF will become strong in interagency contexts, take note of what is already being done in gender equality, and ensure proper consideration of gender equality in joint programmes.

Regional and Country Offices will consider the added value of mapping its gender equality partners and potential new partners.
Focus Question for Plenary Discussion:

Timeline of Lessons Learned and Major Shifts in UNICEF in **gender and humanitarian actions, emergencies, disaster relief**, etc. On the wall, have blank flipcharts with the following framework, and participants comment on major shifts and key influences past, present and future.

<table>
<thead>
<tr>
<th></th>
<th>Past 1-5 decades</th>
<th>Present</th>
<th>Coming 0-5 Years</th>
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<tbody>
<tr>
<td><strong>Major shifts, paradigm changes, turning points</strong></td>
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<tr>
<td><strong>Key influences and influential ideas and people inside and outside UNICEF</strong></td>
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**Handout # 2**

**Key Gender Concepts**

**Discrimination against Women and Girls** “Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”

**Gender** “Refers to the social attributes and opportunities associated with being male and female and the relationships between girls, boys, women and men, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.”

**Gender Equality** “Refers to the equal rights, responsibilities and opportunities of girls, boys, women and men. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration—recognizing the diversity of different groups of women and men. Gender equality is not a ‘women’s issue’ but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.”

**Gender Mainstreaming** “Mainstreaming a gender perspective is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

**Women’s Rights** “The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in political, civil, economic, social, cultural, and civil and political life is an essential for the achievement of human rights and fundamental freedoms.”

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7 Ibid. UNICEF unambiguously follows CEDAW and the CEDAW Committee in adopting “equality” as the more comprehensive and objective term, with an objective meaning in law that fully embraces the principles of non-discrimination, state obligation and substantive equality, or equality of outcome.
economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community.”9

Women’s Empowerment “Women’s empowerment has five components: Women’s sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.”10

“The concept of empowerment is related to gender equality but distinct from it. The core of empowerment lies in the ability of a woman to control her own destiny. This implies that to be empowered women must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), they must also have the agency to use those rights, capabilities, resources and opportunities to make strategic choices and decisions (such as are provided through leadership opportunities and participation in political institutions. And to exercise agency, women must live without the fear of coercion and violence.”11

Gender Parity “…equal numbers of men and women at all levels of the organization. It must include significant participation of both men and women, particularly at senior levels. Gender parity is one of several integrated mechanisms for improving organizational effectiveness.”12

Gender-based Violence “Gender-based violence is a form of discrimination that seriously inhibits women’s ability to enjoy rights and freedoms on a basis of equality with men… Gender-based violence, which impairs or nullifies the enjoyment by women of human rights and fundamental freedoms under general international law or under human rights conventions, is discrimination within the meaning of Article 1 of (CEDAW).”13

“…any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”14

“…any harmful act that is perpetrated against a person’s will and that is based on socially associated differences between males and females. As such violence is based on socially ascribed differences. Gender-based violence includes, but it is not limited to sexual violence. While women and girls of all ages make up the majority of the victims, men and boys are also both direct and indirect victims. It is clear that the effects of such violence are both physical and psychological, and have long term detrimental consequences for both the survivors and their communities.”15

14 DEVAW, Article 1.
Handout # 3

Why does gender matter in crisis situations? 16

Exercise: The IASC Gender Handbook gives the following 4 reasons for “Why gender matters in crisis situations?” Divide into 4 groups, with each group taking a different reason. In groups, read the reason, and 1) give specific examples/cases that confirm or contradict/modify the reason. The examples in the Handbook also are “adult-centric”. 2) How would you make the statement/reason more age sensitive, and respectful of girls and boys? Why do girls and boys matter in crisis situations? When you see “women and men”, substitute the words girls and boys at different ages? Give specific examples of how girls and boys can be seen, heard and respected in crisis situations. Record and Report to Plenary.

Wars, natural disasters and related crisis situations have profoundly different impacts on women, girls, boys and men. They face different risks and are thus victimized in different ways. For example, in the 2005 Tsunami, in parts of Indonesia and Sri Lanka, up to 80% of those who died were women. In contrast, in situations of armed combat, young men are more often the primary victims.

1. **Women and men respond differently:** In efforts to resist violence, survive and support their dependents, women and men act differently. This may be stating the obvious, but experiences to date shows that these gender aspects of crises are often overlooked and invisible when interventions are planned.

2. **Gender roles change across age and over time:** Men are often seen as perpetrators of violence and or women as passive victims. Yet many young men are victimized as they face involuntary recruitment in to armed forces. In crisis situations, men often have great difficulty in dealing with their changed identities, the loss of their breadwinning role. Changes in gender roles can create significant tensions between men and women when the crisis subsides or settles into a camp routine.

3. **Power dynamics change:** Effective humanitarian interventions must not only consider the different needs and capacities of women and men. Equally important are the power relations that affect their respective abilities to access support. Often women take on new roles or step into the vacuum left by men. Men may not be able to play their traditional role as wage-earner or provider. They may be humiliated by not being able to protect their family from harm. Humanitarian actors must take these issues into account to tailor interventions so that they do not harm women or men or exacerbate the situation. It is essential to adopt a community participatory approach involving women and men to equally address these difficulties and formulate and implement interventions to address in a culturally acceptable way the change required in power dynamics.

4. **Women and men bring different issues to the table:** When analyzing a situation, who you consult with has implications not only for what you hear and understand but also for what your response options are likely to be. Women and men often highlight different concerns and bring different perspectives, experiences and solutions to the issues. They also have differing perceptions and concerns regarding culturally acceptable practices. A clear and accurate picture of the situation cannot be attained if 50% or more of the population has not been consulted. It can mean that 50% of the information needed is missing.

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Handout # 4

The Capacity Building and Organizational Transformation Cycle (Spiral) in a Humanitarian Context

Vision, Strategic Priorities, Driving Ideas, the changes/desired results we want to see, the old, present and new context. The trends and tendencies.

Where do we want to be?

Needs and Capacity Assessment, Gaps, lessons learned from past trainings, capacity building efforts.

Where are we now and how did we get here?

Adult Learning Principles

How do adults best learn, apply that learning, and how does organizational change and continuous improvement happen?

Evaluation: How far did we come in reaching our intentions and purpose, and why? How effective was each step in the cycle, and why? Re-vision, re-strategize, re-think, reprioritize

Planning: what, when, where, why, for what, who, with whom, how,

How do we get from where we are to where we want to be?

The Training “Event” or Capacity building exercise. Workshop, conference, community of practices, coaching mentoring, course, Distance Learning.

Our steps to get us from where we are to where we want to be?

Monitoring and Follow-up:

What is needed to put into practice what is learned in training/capacity building exercises: systems, structures, policies? How will we track progress and share experiences?
Gender Based Violence is often invisible and surrounded by silence, and goes undetected, unreported and under-reported. The report, No more! The right of women to live a life free of violence in Latin America and the Caribbean, 17 explains the magnitude and dimensions of violence in the region. The number of girls and women that are victims of sexual, physical and/or emotional violence by their partner and in the public sphere has reached epidemic proportions and on an aggregated level creates no less devastation than an earthquake or hurricane. The report also shows how good practices in the region - that include multi-sectoral strategies, successful campaigns, and a fuller participation of men and women – can overcome some of the worst forms of impunity and patriarchy. To be eradicated, gender based violence must be identified in its many forms and places, and put in the public agenda as a human rights issue and as an obstacle to development, personal and societal. Public policies must be accompanied by judicial reform, political will, technical capacities and resources. The report should be required reading for rights organizations in the region, and the following checklist has been developed so that UNICEF and other organizations can do a quick and preliminary assessment of the adequacy of their strategy in preventing, protecting and responding to gender based violence. The assessment should make evident the steps that are needed to be made with others to begin to address the graveness and scale of the problem. This “crisis” is too broad and too deep for any one organization to confront alone or in isolation.

17 No more! The right of women to live a life free of violence in Latin America and the Caribbean- ECLAC with support from UNICEF, UNIFEM and UNAIDS (March 2009)
Checklist to Assess Gender Based Violence and UNICEF’s strategy of prevention, protection and response.18

To what degree, and in what ways are the UNICEF Country Offices promoting and/or supporting:

1. CEDAW and the Optional Protocol as instruments of duty bearers and rights holders in policy, advocacy, implementation, monitoring, evaluation and reporting?
2. the Convention of Belem do Para, and its elaboration and application in national law and use as the right of appeal for women who have suffered physical, sexual and psychological violence?
3. the Rome Statute and its use as a legal instrument for recourse in cases of genocide, war crimes and crimes against humanity?
4. the country in having an up-to-date diagnosis of the nature, prevalence, causes and consequences of violence (physical, psychological, sexual, economic and patrimonial) and femicide against women?
5. the evaluation of legislative frameworks and other strategies to prevent violence against women, assist victims, and bringing the perpetrators to justice?
6. the prevention of, protection from and response to:
   - intimate partner violence
   - violence against children and adolescents
   - sexual violence and domestic labor
   - child abuse
   - violence in the community
     - sexual violence in the public sphere and women’s insecurity
     - sexual harassment at work
     - trafficking in women
     - violence against women and HIV/AIDS
   - violence perpetrated or tolerated by the State or its agents
     - institutional violence
     - violence against migrant women
     - violence against indigenous and Afro-descendent women
     - violence against women in armed conflicts
   - Femicide
     - Intimate femicide
     - Femicide in the public sphere
   - Impacts and costs of violence (direct, indirect and intangible)
7. the elaboration of laws, programmes and good practices that result in the accelerated, progressive realization of gender equality?
   - Legislation against violence
   - Government policies and programmes
   - Protagonists in the fight against violence
     - Civil society and women’s organizations
     - The voice of men
     - National human rights institutions
     - The international community
8. the country in overcoming the challenges to prevent, sanction, and eradicate violence against women?
   - The legal framework
     - National norms harmonized with conventions and treaties

---

18 Based on No more! The right of women to live a life free of violence in Latin America and the Caribbean-ECLAC with support from UNICEF, UNIFEM and UNAIDS (March 2009)
The lack of independence of some judicial powers
Formal, parallel, tedious and inefficient procedures with do not allow judges to respond in a timely or adequate way
Intersectoral and institutional coordination
Victims access to systems and support
Judicial sector with technical, normative, legal, training, and budgetary tools

Access to justice
Representation of lawyer, ability to initiate formal legal complaint
Ability to obtain a fair legal ruling within reasonable timescale
Access to guaranteed support throughout the process
Knowledge of rights as citizens and how to exercise them

Plans, programmes and strategies executed by sector and territory
Minimal infrastructure for all services in accessible locations
Records and statistics
Investigation on forms of violence and links to other issues

9. the use of a conceptual framework, systems approach, and management model that shows the interrelations of the factors associated with violence and their links to prevention, attention and containment?

Ecological Model
Other Systems models

10. the construction of a regional observatory on gender violence?

Application of international instruments on violence against women
Disseminate and promote ratification of instruments
Encourage States to inform population of their achievements and tasks in a systematic way
Support compliance with and follow-up to instruments
Encourage follow-up to and implementation of recommendations
Develop common indicators to evaluate/monitor fulfillment of agreements

Execution of policies, plans and programmes
Adopt integrated, inter-institutional and multisectoral, decentralized and participatory policies with short-medium and long term objectives
Ensure and strengthen coordination between State powers
Define plans and programmes to approach the structural causes of violence against women with indicator and M&E systems
Increase and guarantee the coverage, access and use of services
Ensure the sustainability and continuity of plans/programmes
Broaden the availability of resources
Develop specific strategies for various age and social groups dependent on risk factors
Annex 1

Gender Checklists in Emergencies and Humanitarian Action

The following checklists were taken from the manual on gender issues in humanitarian action, Women, Girls, Boys and Men: Different Needs – Equal Opportunities –IASC (2006)

<table>
<thead>
<tr>
<th>Gender Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All needs assessments have included gender issues in the information gathering and analysis phases.</td>
</tr>
<tr>
<td>2. Women, girls, boys, and men are consulted (together and separately) about their concerns, protection risks, opinions and solutions to key issues.</td>
</tr>
<tr>
<td>3. Mechanisms for routine exchange of information with the population affected by the crisis are established and are functioning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Sex breakdown of local and international staff working in the humanitarian situation by sector are routinely collected and analysed.</td>
</tr>
<tr>
<td>5. Sex breakdown of people in decision-making/senior positions is monitored.</td>
</tr>
<tr>
<td>6. Needs assessment teams have equal numbers of women and men.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disaggregated Data By Sex and Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Data are being consistently and analysed by age and sex.</td>
</tr>
<tr>
<td>8. Sex-disaggregated data are included routinely in reports and the implications for programming are addressed.</td>
</tr>
</tbody>
</table>
### Checklist For Assessing Gender Equality Programming For Protection

1. A comprehensive assessment of the protection needs of women, girls, boys, and men has been completed.

2. A gender analysis of national legislation has been conducted to identify gaps and advocate for reform as required.

3. Human rights, including the rights of women and girls, form the basis for the humanitarian response and are incorporated into all policy, programming and planning documents, including the Common Humanitarian Action Plan (CHAP).

4. Equal numbers of women and men affected in populations are empowered through trainings on their rights, including the specific rights of women and girls such as CEDAW and Security Council resolution 1325, for instance through community workshops.

5. Women and girls participate directly in assessments, negotiations, and other decision-making processes, and when developing, implementing and evaluating policies and programmes.

6. A monitoring and reporting mechanism for human rights violations is in place.

7. A mechanism for reporting human rights violations has been established and is easily accessible to the affected population and responds to the particular needs of women and girls.

8. An analysis of how humanitarian programmes affect human rights, in particular the rights of women and children, is routinely undertaken.

9. Contacts with local and national authorities are made and maintained throughout the humanitarian response efforts to correct inequalities and put in place measures for post-disaster and conflict protection and empowerment of women and girls.
<table>
<thead>
<tr>
<th>Checklist To Assess Gender Coordination Efforts In Emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One or more gender experts are deployed in the emergency situation.</td>
</tr>
<tr>
<td>2. Gender networks are created on both the national and local levels, with representation from all clusters/sectors. It meets regularly and systematically assesses and reports on the gender dimensions of each area of work, as well as gaps and progress in achieving its Terms of Reference.</td>
</tr>
<tr>
<td>3. Disaggregated data are collected, analysed and used in planning and implementation.</td>
</tr>
<tr>
<td>4. Gender analysis and sex-disaggregated data are a routine part of an agency’s reporting mechanisms.</td>
</tr>
<tr>
<td>5. Each sector/cluster has a gender action plan and routinely reports on the status of gender indicators provided in the IASC Gender Handbook.</td>
</tr>
<tr>
<td>6. Gender dimensions are integrated into the trainings provided to field actors in all sectors/clusters and cross-cutting issues.</td>
</tr>
<tr>
<td>Checklist To Assess Efforts To Ensure Equal Participation</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Balanced representation by women and men in all groups is achieved.</td>
</tr>
<tr>
<td>3. Programmes are based on the willing cooperation of the affected population.</td>
</tr>
<tr>
<td>4. Special fora exist for the participation of women and youth.</td>
</tr>
<tr>
<td>5. Programme objectives reflect the needs, concerns, and values of all segments of the population affected by humanitarian emergencies.</td>
</tr>
<tr>
<td>6. Assessment results are communicated to all concerned organizations and individuals.</td>
</tr>
<tr>
<td>7. Mechanisms are established to allow all segments of the affected population to provide input and feedback on the programme.</td>
</tr>
<tr>
<td>8. Age- and sex-specific outreach is established for the individuals who are marginalized, for example, disabled or others who may have problems accessing services.</td>
</tr>
<tr>
<td>9. Programming is designed to maximize the use of local skills and capacities, including the skills and capacities of women and youth.</td>
</tr>
<tr>
<td>10. Gender-sensitive programmes are designed to build on local capacity and do not undermine women’s, girl’s, boy’s, and men’s own coping or other strategies.</td>
</tr>
<tr>
<td>11. Programmes support, build on and/or complement gender responsiveness of existing services and local institutional structures.</td>
</tr>
<tr>
<td>12. Local and national governmental organizations are consulted in the longer-term design of gender-sensitive programmes.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## Camp Coordination And Camp Management – Gender Checklist

### Analysis of gender differences

1. Information is gathered from women, girls, boys, and men about:
   - household composition by sex and age;
   - gendered division of labour and power distribution;
   - social organizational structures and cultural practices, including possible obstacles to women’s, girl’s, boy’s, or men’s participation in decision-making and camp management;
   - local justice and community governance structures and their possible differential impact on women, girls, boys, and men; and
   - the skills, capacities and needs of women, girls, boys, and men

2. The gender analysis is reflected in planning documents and situation reports.

### Design

1. Women, girls, boys, and men meaningfully participate in camp planning.
2. Women, girls, boys, and men are consulted and participate in the development of camp policy.
3. Women and men representatives share their views and opinions with the camp managing agency for their negotiation of new camp sites with the national authorities and host governments.
4. The views and knowledge of the women, girls, boys, and men consulted are reflected in camp design.

### Access

1. Information and awareness-raising about camp and security management are provided equally to women, girls, boys, and men.
2. Information on camp closure is disseminated through the most appropriate means so as to reach all groups in the community.
3. Women, girls, boys, and men equally access camp services and assistance.
4. Obstacles to equal access are promptly addressed.

### Participation

1. There is 50% representation of women in camp governance structures.
2. Women and men are fully engaged in the management of camp facilities.
3. Women and men are fully engaged in the decision-making process for camp closures.

### Training/Capacity building
1. Equal numbers of men and women are receiving training on camp management issues, including participatory assessments with the affected population.

2. 50% of camp management staff members are women.

### Actions to address GBV

1. There is a comprehensive understanding of the specific risk factors faced by women, girls, boys, and men in camp settings and this analysis is incorporated in security provisions within the camps (e.g. appropriate lighting in areas frequently used by women and girls, patrols of fuel wood collection routes, monitoring of school routes).

2. Police officers (female and male) patrol the camps.

3. Women participate directly in decision-making on local security arrangements for the camp community.

4. Regular observation visits are undertaken to distribution points, security check points, water and sanitation facilities and service institutions (e.g. schools and health centres).

5. High-risk security areas are monitored regularly at different times of day, such as the route to school for girls, video clubs at night, bars, etc.

### Targeted actions based on gender analysis

1. Appropriate arrangements are in place to address the needs of groups, including women, girls, boys, and men living with HIV/AIDS or disabilities, single heads of households, separated and unaccompanied children, elderly women and men, etc.

2. Support is provided to women and adolescent girls and boys to strengthen their leadership capacities and facilitate their meaningful participation as necessary.

### Monitoring and evaluation based on sex- and age-disaggregated data

1. Sustainable structures and mechanisms are established for meaningful dialogue with women, girls, boys, and men.

2. Camp managers routinely collect, analyse and report on data by age and sex to monitor and ensure that women and men are using camp facilities as needed.

3. Plans are developed and implemented to address any gaps or inequalities.

### Coordinate actions with all partners

1. Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.

2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.
## Education – Gender Checklist

### Community participation

1. Number of women and men involved in community education committees on a regular basis.
2. Number of women and men involved in community education plans.
3. Number and type of gender-specific issues in education plans.
4. Percentage of girls involved in child/youth participation activities.
5. Number of community members provided with gender training.

### Analysis

1. Percentage of relevant and available sex- and age-disaggregated data collected.
2. Number and type of references to gender-specific issues in assessment planning, tools design, and data analysis.
3. Number of women, girls, boys, and men consulted in assessment

### Access and learning environment

1. Net enrollment ratios of girls and boys.
2. Sex-disaggregated enrollment rates by grade level.
4. Sex- and grade level-disaggregated dropout rates.
5. Number of reported incidents of sexual abuse and exploitation.
6. Existence of a “safe school” policy with clear implementation actions.

### Teaching and learning

1. Percentage of teachers who demonstrate attempts to create girl-friendly classroom environments and use teaching strategies to engage girls.
2. Number of gender-specific lessons and topics in the school curriculum.
3. Sex-disaggregated achievement measures (e.g. exam results).
4. Percentage of teachers (women/men) involved in in-service training.
5. Number of women/men involved in pre-service teacher programmes.
6. Percentage of teachers (women/men) provided with gender training.

### Teachers and other education personnel

1. Number of male and female teachers, head teachers, teacher trainers/supervisors and other educational personnel (disaggregated by ethnic/caste groups).
2. Percentage of women teachers who feel safe and respected in school and in the community and are fully involved in education decision-making.
3. Percentage of teachers (women/men) trained on and have signed a code of conduct.

### Education policy and coordination

1. Number and type of references to gender-specific issues in coordination meetings.
2. Number and type of references to gender-specific issues in coordination statements/agreements.
3. Development of materials that address/challenge gender stereotypes and reflect new realities in society.
**Food Security – Gender Checklist**

### Analysis of gender differences

1. A participatory needs assessment is undertaken, consulting an equal number of women and men, to gather information on:
   - short- and long-term losses of livelihood assets of women and men (e.g. single season’s harvest or permanent loss of land);
   - changes in women’s and men’s access to and control over land or other critical productive resources;
   - literacy level and employment rates of female- and male-headed households;
   - the coping strategies of women and men in the crisis situation;
   - malnutrition rates for girls and boys in terms of stunting, wasting and underweight; and
   - micronutrient deficiencies.

2. The data is analysed and used for programming to ensure activities will benefit women, girls, boys, and men directly and indirectly.

### Design

1. The operation is designed to address the different effects of the disaster on women and men and to build on existing/available capacities of women, girls, boys, and men in the community.

### Access and control

1. Women’s, girls’, boys’, and men’s access to services, as well as control over productive resources, is routinely monitored through spot checks, discussions with communities, etc.

2. Obstacles to equal access are promptly addressed.

### Participation

1. Women and men are systematically consulted and included in food security interventions.

2. Women and men participate equally and meaningfully in decision-making and management of livelihood assets.

3. Women and men participate equally and meaningfully on registration and distribution committees.

### Training/Capacity building

1. Training and skills development is made available to balanced numbers of women, men, and adolescent girls and boys based on a needs assessment.

2. Training and skills development activities are organized at a time and venue convenient for both women and men.
3. Training and information materials are developed based on the education level and knowledge of different socio-economic groups.

### Actions to address GBV

1. Training on GBV-related issues and potential risk factors is conducted for an equal number of female and male humanitarian workers to enable them to provide support to affected persons and direct them to adequate information and counselling centres.

2. Programmes are in place to ensure income-generation activities and economic options for women and girls so they do not have to engage in unsafe sex in exchange for money, housing, food, or education – or are exposed in other ways to GBV because of being economically dependent on others.

3. Women and men in the community, including village leaders and men’s groups, are sensitized on violence against women and girls, including domestic violence.

### Targeted actions based on gender analysis

1. Public awareness campaigns on women’s and children’s rights (e.g. right to food) are organized.

2. Vulnerable groups are taught about their property rights (e.g. land) to increase their negotiating power and diminish abusive relationships.

3. Social mobilization is supported to raise awareness on the main (practical and strategic) needs of the most vulnerable groups as part of their empowerment process.

4. Gender disparities are addressed in basic and productive infrastructures to ensure food security for the most vulnerable communities.

### Monitoring and evaluation based on sex- and age-disaggregated data

1. The perceptions of women and men regarding changes in their lives (positive and negative) as a result of food security interventions are recorded and the implications are addressed in programming.

2. Assessments are conducted of the specific changes occurring in the livelihood systems of beneficiary female-, male- and, child-headed households.

3. An analysis of how women’s and men’s different needs could have been met more efficiently is prepared and informs future programming.

### Coordinate actions with all partners

1. Actors in your sector liaise with actors in other sectors to coordinate on gender issues.

2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC gender handbook.
### Food Distribution – Gender Checklist

#### Analysis of gender differences

1. Participatory assessments with women, girls, boys, and men gather information on:
   - roles of women, girls, boys, and men in food procurement;
   - cultural and religious food restrictions/preferences for women and men;
   - differences in women’s and men’s control over and access to food resources;
   - cultural, practical, and security-related obstacles women, girls, boys, and men could be expected to face in accessing services.

2. Reasons for inequalities between women, girls, boys, and men are analysed and addressed through programming.

3. The gender analysis is reflected in planning documents and situation reports.

#### Design of services

1. Services are designed to reduce women’s and children’s time spent getting to, at and returning from food distribution points (e.g. distribution organized at different time intervals to avoid crowds and long waiting time; to ensure timely distribution and to avoid long waits for food delivery by partners).

2. Services are designed to reduce the burden that the receipt of food aid may pose on women beneficiaries:
   - food distribution points established as close to beneficiaries as possible;
   - weight of food packages manageable and efficient for women (e.g. 25 kg vs. 50 kg bags, etc.).

#### Access

1. Women’s, girls’, boys’, and men’s access to services is routinely monitored through spot checks, discussions with communities, etc.

2. Obstacles to equal access are promptly addressed.

#### Participation

1. Women and men take part equally (in numbers and consistency) in decision-making, planning, implementation and management of food aid programmes.

2. Committees with equal representation of women and men are formed for targeting, monitoring and distributing of food items and for determining the needs of vulnerable/marginalized groups.

#### Training/Capacity building

1. An equal number of women and men are employed in food distribution programmes and have equal access to trainings.

#### Actions to address Gender Based Violence

1. Both women and men are included in the process of selecting a safe distribution point.
2. Food distribution is done by a sex-balanced team.

3. “Safe spaces” are created at the distribution points and “safe passage” schedules created for women and children heads of households.

4. Distribution is conducted early in the day to allow beneficiaries to reach home during daylight.

5. Security and instances for abuse are monitored.

### Targeted actions based on gender analysis

1. Women are designated as the initial point of contact for emergency food distribution.

2. Women are the food entitlement holders.

3. Positive measures are adopted to redress the discrimination in allocation of food resources (e.g. ensure that children under 5, the sick or malnourished, pregnant and lactating women and other vulnerable groups are given priority for feeding).

### Monitoring and evaluation based on sex- and age- disaggregated data

1. Sex- and age-disaggregated data on food distribution coverage is collected, analysed and routinely reported on.

2. Monitoring and evaluation tools are developed in consultation with women and men in the target population to specifically look at the impact of food distribution on women’s and men’s vulnerability, including in the design of questionnaires that examine how the food needs of women and men have been addressed.

3. The impact of the food aide programme on women and men (needs, access and control over resources, physical and human capital, income and livelihood options, etc.) is assessed.

4. Women, girls, boys, and men are consulted in the identification of remaining gaps and areas of improvement.

5. Plans are developed and implemented to address any inequalities and ensure access and safety for all of the target population.

### Coordinate actions with all partners

1. Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.

2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.
<table>
<thead>
<tr>
<th>Nutrition – Gender Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of gender differences</strong></td>
</tr>
<tr>
<td>1. Information on the nutritional needs, cooking skills and control over resources of women, girls, boys, and men is gathered through participatory assessments.</td>
</tr>
<tr>
<td>2. Reasons for inequalities in malnutrition rates between women, girls, boys, and men are analysed and addressed through programming.</td>
</tr>
<tr>
<td>3. Information is collected on the cultural, practical, and security-related obstacles women, girls, boys, and men could be expected to face in accessing nutritional assistance and measures taken to circumvent these obstacles.</td>
</tr>
<tr>
<td>4. The gender analysis is reflected in planning documents and situation reports.</td>
</tr>
<tr>
<td><strong>Design of services</strong></td>
</tr>
<tr>
<td>1. Nutritional support programmes are designed according to the food culture and nutritional needs of the women (including pregnant or lactating women), girls, boys, and men in the target population.</td>
</tr>
<tr>
<td><strong>Access</strong></td>
</tr>
<tr>
<td>1. Women’s, girls’, boys’, and men’s access to services is routinely monitored through the spot checks, discussions with communities and obstacles to equal access are promptly addressed.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
</tr>
<tr>
<td>1. Women and men are equally and meaningfully involved in decision-making and programme design, implementation and monitoring.</td>
</tr>
<tr>
<td><strong>Training/Capacity building</strong></td>
</tr>
<tr>
<td>1. Training courses on nutrition and gender issues are held for women, girls, boys, and men.</td>
</tr>
<tr>
<td>2. An equal number of women and men from the community are trained on the nutrition programming.</td>
</tr>
<tr>
<td>3. An equal number of women and men are employed in nutrition programmes</td>
</tr>
<tr>
<td><strong>Actions to address GBV</strong></td>
</tr>
<tr>
<td>1. Both women and men are included in the process of selecting a safe distribution point.</td>
</tr>
<tr>
<td>2. Food distribution is done by a sex-balanced team.</td>
</tr>
<tr>
<td>3. “Safe spaces” are created at the distribution points and “safe passage” schedules created for women and children heads of households.</td>
</tr>
<tr>
<td>4. Special arrangements are made to safeguard women to and from the distribution point (e.g. armed escort if necessary).</td>
</tr>
<tr>
<td>5. Security and instances for abuse are monitored.</td>
</tr>
</tbody>
</table>
Targeted actions based on gender analysis

1. Unequal food distribution and nutrition rates within the household are addressed through nutritional support as well as programmes to address underlying reasons for discrimination and to empower those discriminated against.

Monitoring and evaluation based on sex- and age-disaggregated data

1. Sex- and age-disaggregated data on nutrition programme coverage is collected:
   - percentage of girls and boys aged 6-59 who are covered by vitamin A distribution;
   - percentage of girls and boys under 5, pregnant and lactating women in the target group who are covered by supplementary feeding programmes and treatment for moderate acute malnutrition;
   - percentage of boys and girls under 5 who are covered by nutrition surveillance;
   - percentage of women, girls, boys, and men who are still unable to meet the nutritional requirements in spite of ongoing nutritional programming; and
   - exclusive breastfeeding rates for girls and boys.

2. Plans are developed and implemented to address and inequalities and ensure access and safety for all the target population.

Coordinate actions with all partners

1. Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.

2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.
<table>
<thead>
<tr>
<th>Analysis of gender differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Balanced ratio of women and men assessors and translations</td>
</tr>
<tr>
<td>2. Balanced ratio of women, girls, boys, and men who participate in the assessments.</td>
</tr>
<tr>
<td>3. Balanced ratio of women and men consulted about their health needs.</td>
</tr>
<tr>
<td>4. The following data are available and a gender analysis applied:</td>
</tr>
<tr>
<td>• age- and sex-disaggregated cause-specific mortality rates</td>
</tr>
<tr>
<td>• age- and sex-disaggregated case fatality rates</td>
</tr>
<tr>
<td>• female-, male- and child-headed households</td>
</tr>
<tr>
<td>• social structures, including positions of authority/influence, and the roles of women and men</td>
</tr>
<tr>
<td>• groups with specific needs (including physically and mentally handicapped) by age and sex</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design of services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The timing, staffing and location of health services ensure equal opportunity for women and men to access them.</td>
</tr>
<tr>
<td>2. Health care delivery strategies and facilities address the health needs of the women, girls, boys, and men equitably.</td>
</tr>
<tr>
<td>3. Percentage of health facilities with basic infrastructure, equipment, supplies, drug stock, space, and qualified staff for reproductive health services, including delivery and emergency obstetric care services (as indicated in the MISP).</td>
</tr>
<tr>
<td>4. Percentage of health facilities providing confidential care for survivors of sexual violence according to the IASC GBV guidelines.</td>
</tr>
<tr>
<td>5. Ratio of health care providers disaggregated by profession, level, and sex.</td>
</tr>
<tr>
<td>6. Ratio of community-based psycho-social care disaggregated by sex and age.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proportion of women, girls, boys, and men with access to sanitary materials (including household-level sanitary disposal facilities for women).</td>
</tr>
<tr>
<td>2. Proportion of women, girls, boys, and men with access to safe water supply.</td>
</tr>
<tr>
<td>3. Proportion of women, girls, boys, and men with access to food aid.</td>
</tr>
<tr>
<td>4. Proportion of women, girls, boys, and men with access to health services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Balanced ratio of women and men in the design and implementation, monitoring, and evaluation of humanitarian health responses.</td>
</tr>
<tr>
<td>2. Balanced ratio of women and men in decision-making positions.</td>
</tr>
</tbody>
</table>
4. Balanced ratio of international women and men hired deployed in health sector.
5. Women and men participate regularly in group meetings or activities.

### Training/Capacity building

1. Balanced/proportionate number of women and men from the community trained to provide health care.
2. Balanced/proportionate number of women and men from the community given employment opportunities in the health care sector after training.

### Actions to address GBV

1. 24-hour access to sexual violence services.
2. Staff are aware of and abide by medical confidentiality.
3. Staff are trained on the clinical management of rape.
4. Confidential referral mechanism for health and psycho-social services for rape survivors.
5. Information campaigns for men and women about the health risks to the community of sexual violence.

### Targeted actions based on gender analysis

1. Men, active and recently demobilized members of armed/security forces, displaced persons and refugees are targeted with HIV/AIDS messages
2. Communication strategies are developed and implemented to highlight the specific health risks affecting women and men, as well as targeting adolescent girls and boys.

### Monitoring and evaluation based on sex- and age-disaggregated data

1. Data and demographics, mortality, morbidity, and health services are routinely collected and are disaggregated and reported by age and sex and a gender analysis is applied.
2. Percentage of a participatory assessment reports addressing the needs of women, girls, boys, and men equally.
3. Formal monitoring and participatory evaluation mechanisms reporting the health impact of humanitarian crises on women, girls, boys, and men.

### Coordinate actions with all partners

1. Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.
2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.
<table>
<thead>
<tr>
<th>Livelihoods – Gender Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of gender differences</strong></td>
</tr>
<tr>
<td>1. Information is gathered from women, girls, boys, and men about:</td>
</tr>
<tr>
<td>• Different skill sets, needs vulnerabilities and responsibilities of affected women and men and adolescent girls and boys, including women-headed and child-headed households;</td>
</tr>
<tr>
<td>• Gender division of labour, responsibilities, and coping strategies within the household;</td>
</tr>
<tr>
<td>• Inequalities in access to and control of resources;</td>
</tr>
<tr>
<td>• Obstacles women, girls, boys, and men could be expected to face in accessing or devoting time to income generation activities (e.g. child care or other household responsibilities).</td>
</tr>
<tr>
<td>2. The gender analysis is reflected in planning documents and situation reports.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
</tr>
<tr>
<td>1. The livelihoods programmes that are developed do not discriminate against women and men – for example construction projects traditionally targeted only to men should be reviewed to ensure access to both women and men.</td>
</tr>
<tr>
<td>2. Women, girls, boys, and men benefit equally from livelihood alternatives (e.g. receive equal compensation for equal labour).</td>
</tr>
<tr>
<td><strong>Access</strong></td>
</tr>
<tr>
<td>1. Women and adolescent girls have equal access to livelihood programmes and livelihood support services as do men and adolescent boys.</td>
</tr>
<tr>
<td>2. Women’s, girls’, boys’, and men’s access to livelihood programmes is routinely monitored through spot checks, discussions with communities, etc.</td>
</tr>
<tr>
<td>3. Obstacles to equal access are promptly addressed.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
</tr>
<tr>
<td>1. Women and men are participating in consultative meetings/discussions in equal numbers and with regular frequency.</td>
</tr>
<tr>
<td>2. Child care or family care provisions are in place to allow women and girls access to programmes, trainings, and meetings.</td>
</tr>
<tr>
<td><strong>Training/Capacity building</strong></td>
</tr>
<tr>
<td>1. Vocational training and non-formal education programmes target the specific needs of adolescent girls and boys and provide them with practical skills that they can use, including non-traditional skills.</td>
</tr>
<tr>
<td>2. Employment opportunities are equally open and accessible to both women and men.</td>
</tr>
</tbody>
</table>
## Actions to address GBV

1. Programmes are monitored for possible negative effects of changes in power relations (e.g. rise in domestic violence as a reaction to women’s empowerment).
2. Workplaces are monitored and instances of discrimination or GBV are addressed

## Targeted actions based on gender analysis

1. Livelihood programmes are tailored to the unique needs of the various segments of the affected community (e.g. female heads of household, adolescent girls and boys, displaced women and men, elderly persons, survivors of GBV, etc.)

## Monitoring and evaluation based on sex- and age-disaggregated data

1. Sex- and age-disaggregated data on programme coverage and impact are collected, analysed and routinely reported on.
2. Livelihood programmes are monitored for improvements in self-reliance as well as beneficiary satisfaction for both women and men.
3. Plans are developed and implemented to address any gaps or inequalities.

## Coordinate actions with all partners

1. Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.
2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.
<table>
<thead>
<tr>
<th>NFI Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of gender differences</strong></td>
</tr>
<tr>
<td>1. Information is gathered from the women, girls, boys, and men about family structures and NFI needs based on age and sex, and the distribution system is set up accordingly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family entitlement cards and ration cards are issued in the name of the primary female and male household representatives.</td>
</tr>
<tr>
<td>2. Women, girls, boys, and men have at least two sets of clothing in the correct size, appropriate to the culture, season, and climate.</td>
</tr>
<tr>
<td>3. People have access to a combination of blankets, bedding, or sleeping mats to keep them warm and to enable separate sleeping arrangements as required.</td>
</tr>
<tr>
<td>4. Women and girls have sanitary materials and hygiene kits, including soap and underwear.</td>
</tr>
<tr>
<td>5. Training or guidance in the use of NFIs is provided where necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The programme routinely monitored to ensure that women and men benefit equally if there is payment for NFI distribution, including a gender balance in employment.</td>
</tr>
<tr>
<td>2. Obstacles to equal access and benefits are promptly addressed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women and men are involved in planning and implementing NFI selection and distribution.</td>
</tr>
<tr>
<td>2. Women and men are informed and aware of the individual entitlements; the quantity and variety of items they should receive; and the place day and time of distribution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training/Capacity building</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An equal number of women and men are employed in the NFI distribution programmes and have equal access to trainings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions to address GBV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Both women and men participate in identification of safe an accessible distribution sites.</td>
</tr>
<tr>
<td>2. Distribution points are safe and accessible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring and evaluation based on sex- and age-disaggregated data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex- and age-disaggregated data on programme coverage are collected, analysed, and routinely reported on.</td>
</tr>
<tr>
<td>2. Plans are developed and implemented to address any inequalities and ensure access and safety for all of the target population.</td>
</tr>
</tbody>
</table>
### Coordinate actions with all partners

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.</td>
</tr>
<tr>
<td>2.</td>
<td>The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.</td>
</tr>
</tbody>
</table>
### Registration

**Analysis of gender differences**

1. Information is gathered on cultural, practical and security-related obstacles that women, girls, boys, and men could be expected to face in accessing registration services.

**Design**

1. Registration procedures are designed to minimize discrimination based on gender or age.
2. Women and men participate equally in the design of the registration process and in information-sharing meetings.
3. Registration is done by a sex-balanced team, allowing for same-sex interviewers.
4. The registration site is set up to ensure privacy and confidentiality for all.
5. Data is stored in secure places to ensure confidentiality.

**Access**

1. Women’s, girls’, boys’, and men’s access to registration is routinely monitored through spot checks, discussions with communities, etc.

**Participation**

1. Women and men participate equally in informing the community about the registration processes and concerns.
2. Women and men participate equally in monitoring registration sites.
3. Women and men participate equally in registration.

**Training/Capacity building**

1. Equal numbers of women and men are trained to provide guidance and timely referrals regarding safety and groups with specific needs.

**Actions to address GBV**

1. A mechanism is in place for monitoring security and instances of abuse.
2. A referral system for reporting of security and abuse incidents is operational.

**Targeted actions based on gender analysis**

1. Obstacles to women’s, girls’, boys’, men’s equal access to registration services and documentation are addressed.

**Monitoring and evaluation based on sex- and age-disaggregated data**

1. Percentage of populations of concern in the country for whom age/sex breakdowns are available.
2. Percentage of women and men for whom the basic registration data have been collected.
3. Percentage of women and men interviewed and registered individually.
4. Availability of information by age and sex of individuals and groups with specific needs requiring specific protection services and assistance.
5. Percentage of population of concern by sex and age issued with documentation conforming to the standards.
6. Frequency with which existing data are updated to record births, new arrivals, deaths and departures, marriages, and other changes.
7. Frequency of use of demographic profile of the population of concern in planning and implementing protection and assistance activities, and in distribution of non-food item.

**Coordinate actions with all partners**

1. All actors involved in registration are fully aware of the agreed registration process.
2. All actors involved in registration are fully aware of the categories and criteria for those with specific needs.
3. Actors in your sector liaise with actors in other sectors to coordinate on gender issues.
**Shelter – Gender Checklist**

**Analysis of gender differences**

1. Focus group discussion on shelter construction, allocation and design conducted with women, girls, boys, and men of diverse backgrounds and results fed into programming.

**Design**

1. Single people, young and old, have access to dignified shelter.
2. Public spaces for social, cultural, and informational needs of women, girls, boys and men are provided and used equitably.

**Access**

1. Male and female heads of households and single women and men have the same access to housing and shelter supplies.
2. Obstacles to equal access are promptly addressed.

**Participation**

1. Women and men are equally represented and participate in the design, allocation, and construction of shelters and camp facilities.
2. Women and men, adolescent girls and boys have equal opportunities for involvement in all aspects of shelter construction, receiving equal pay for equal work.

**Training/Capacity building**

1. Equal opportunities exist for training women, girls, boys, and men in construction skills training.
2. Percentage of women and men trained in shelter construction.
3. Percentage of women and men involved in shelter construction.

**Actions to address GBV**

1. Routine spot checks and discussions with communities to ensure people are not exposed to sexual violence due to poor shelter conditions or inadequate space and privacy.
2. Mechanisms put in place to ensure people can report and harassment or violence.

**Targeted actions based on gender analysis**

1. The specific needs of girl- and boy-headed households are met.
2. Where construction materials are supplied, female-headed households now have direct access to materials and have construction skills training support.

**Monitoring and evaluation of sex- and age-disaggregated data**

1. Sex- and age-disaggregated on programme coverage are collected, analysed and routinely
reported on.

2. Plans are developed and implemented to address any inequalities and ensure access and safety for all of the target population.

Coordinate actions with all partners

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Actors in your sector liaise with actors in other sectors to coordinate on gender issues, including participating in regular meetings of the gender network.</td>
</tr>
<tr>
<td>2.</td>
<td>The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.</td>
</tr>
</tbody>
</table>
### Water, Sanitation, And Hygiene – Gender Checklist

#### Analysis of gender differences

1. Information is gathered from women, girls, boys, and men about:
   - cultural beliefs and practices in water and sanitation use
   - hygiene habits
   - needs and roles in operation, maintenance, and distribution
   - methods and time spent in water collection

2. Data disaggregated by sex and age are used to develop a profile of at-risk population with special water requirements.

#### Design

1. Water sites, distribution mechanisms and maintenance procedures are accessible to women, including those with limited mobility.

2. Communal latrine and bathing cubicles for women, girls, boys, and men are sited in safe locations, are culturally appropriate, provide privacy, are adequately illuminated and are accessible by those with disabilities.

#### Access

1. Women’s, girls’, boys, and men’s access to services and facilities is routinely monitored through spot checks, discussions with communities, etc.

2. Obstacles to equal access are promptly addressed.

#### Participation

1. Women and men are equally and meaningfully involved in decision-making and programme design, implementation and monitoring.

2. Women and men are involved in the safe disposal of solid waste.

#### Training/Capacity building

1. Women and men are trained in the use and maintenance of facilities.

2. Women and men are sensitized/trained to protect surface and groundwater.

#### Actions to address GBV

1. Both women and men participate in the identification of safe and accessible sites for water pumps and sanitation facilities.

2. Facilities and collection points are monitored to ensure they are safe and accessible (locks, lighting).

#### Targeted actions based on gender analysis
1. Unequal knowledge levels on hygiene and water management are addressed through trainings.

2. Women’s and men’s access to and control over resources for collecting/carrying water, containers and storage facilities are monitored and inequalities are addressed.

3. Discriminatory practices hindering women’s participation in water management groups are addressed through empowerment programmes.

**Monitoring and evaluation based on sex- and age-disaggregated data**

1. Sex- and age-disaggregated data on programme coverage are collected, analysed, and routinely reported on.

2. Plans are developed and implemented to address inequalities and ensure access and safety for all of the target population.

**Coordinate actions with all partners**

1. Actors in your sector liaise with the actors in other sectors to coordinate on gender issues.

2. The sector/cluster has a gender action plan, has developed and routinely measures project-specific indicators based on the checklist provided in the IASC Gender Handbook.
Annex 2

Using Gender Analysis and Gender Tools in Humanitarian Action

Gender analysis examines the relationships between boys and girls, men and women in the different phases/ages of their life cycle. It looks at their capacities and vulnerabilities, power relationships, types of roles, practical and strategic needs, the sexual and gender division of labor, productive and reproductive activities, differential access to and control over resources and benefits, and the socio-economic and environmental factors that affect their relationships. Gender analysis in the context of humanitarian actions needs to be sensitive to the rapid changes that can and do happen in emergencies. Indeed almost by definition a crisis or emergency exists because roles, relationships, systems, institutional capacities do break down.

Frameworks and Tools

1. One of the first analytic tools to emerge from work in disaster relief was the “Capacities and Vulnerabilities Analysis Matrix” of Mary Anderson and Peter Woodward in Rising from the Ashes, 1989. Its use and permutations remain valuable even today. Development was defined as the “process by which vulnerabilities are reduced and capacities are increased.”

<table>
<thead>
<tr>
<th>Vulnerabilities</th>
<th>Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>women</td>
<td>men</td>
</tr>
<tr>
<td><strong>Physical/ Material</strong></td>
<td></td>
</tr>
<tr>
<td>What productive resources, skills and hazards exist?</td>
<td></td>
</tr>
<tr>
<td><strong>Social/Organizational</strong></td>
<td></td>
</tr>
<tr>
<td>What are the relations and organization among people?</td>
<td></td>
</tr>
<tr>
<td><strong>Motivational/Attitudinal</strong></td>
<td></td>
</tr>
<tr>
<td>How does the community view its ability to create change?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vulnerabilities</th>
<th>Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>girls</td>
<td>boys</td>
</tr>
<tr>
<td><strong>Physical/ Material</strong></td>
<td></td>
</tr>
<tr>
<td>What productive resources, skills and hazards exist?</td>
<td></td>
</tr>
<tr>
<td><strong>Social/Organizational</strong></td>
<td></td>
</tr>
<tr>
<td>What are the relations and organization among people?</td>
<td></td>
</tr>
<tr>
<td><strong>Motivational/Attitudinal</strong></td>
<td></td>
</tr>
<tr>
<td>How does the community view its ability to create change?</td>
<td></td>
</tr>
</tbody>
</table>

2. **Activity Profile in emergencies:** Who does what? What type of work do women and men do? Gender roles can be categorized into three categories\(^\text{20}\) and are subject to alternation in emergency situations.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive</strong></td>
<td>paid work, self-employment, and subsistence production</td>
</tr>
<tr>
<td><strong>Reproductive</strong></td>
<td>domestic work, childcare and care of the sick and elderly</td>
</tr>
<tr>
<td><strong>Community – management</strong></td>
<td>voluntary work for the benefit of the community as a whole</td>
</tr>
<tr>
<td><strong>Community –polities</strong></td>
<td>representation/decision-making on behalf of the whole community</td>
</tr>
</tbody>
</table>

**Discussion Questions:**
- What type of roles do women typically have before the trigger/threshold? What roles do they take on in early recovery/response? Are roles altered in the “recovery and regular programming phase?”
- What type of roles do men typically assume before the trigger/threshold? What roles do they take on in early recovery/response? Are roles altered in the “recovery and regular programming phase?”
- Who does more ‘productive’ activities traditionally, and how does that change in crises?
- Whose work is more valued by society traditionally, and how does that change in crises?

**Women have triple roles.** Before and after their “productive work,” women usually have to cook, do domestic work, and take care of children. After productive work, they may have to take their children for health care, cook or do some farming. Women tend to work longer days for less pay than men and have triple the responsibilities (reproductive, productive and community work). Women’s reproductive responsibilities often prevent them from participating in productive or political activities which may advance their professional, economic or social status.

**Activities and responsibilities outside their productive work have an impact on what women and men do during productive work hours.** Outside of the “productive work” day, men have productive roles. Some male teachers, for example, give private tutorials for extra money after the school day (and sometimes also during working hours), or farm, engage in local politics, or sit on local government committees. In school, male staff have leadership roles. Outside of the school, women engage in reproductive and supportive roles often playing a limited public role. Their limited roles in the community are transferred to the school where they assume administrative tasks and arrange social events.

3. **The Access and Control Profile** is disaggregated by sex. Tracking the gender gap in Access to Resources and Control before, during and after emergency situations provides useful information regarding power relationships and relative well-being.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Women have access to these resources/benefits</th>
<th>Women control distribution of these resources/benefits</th>
<th>Men have access to these resources/benefits</th>
<th>Men control distribution of these resources/benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training/Staff Development</td>
<td>Training/Staff Development (but less likely to secure funds)</td>
<td>None (All are limited or contingent upon male support)</td>
<td>Capital Equipment</td>
<td>Capital Budgets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training/staff development</td>
<td>Equipment (vehicles, telephones, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Time</td>
<td>Training/staff development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selection of courses</td>
<td>Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Secretarial support for senior positions</td>
<td>Selection of courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td>Loans</td>
<td>Loans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>External income</td>
<td>External income</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Political power/prestige</td>
<td>Political power/prestige</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promotion</td>
<td>Promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perks, legal and illegal (e.g. bonus, travel,</td>
<td>Perks, legal and illegal (e.g. bonus, travel,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>discretionary funds)</td>
<td>discretionary funds)</td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. Ask each group to present findings and record responses. Discuss the differences in access to and control over the resources using questions and statements in the text box.

**Discussion Questions:**

- What is the difference in men and women’s access to resources in humanitarian situations?
- For which resources do women have control? For which do men?
- Who receives most or all the benefits?
- How does this affect women’s ability to gain access to resources?
- What can policymakers and humanitarian actions do to create more opportunities for women to gain access to and control over resources and benefits?

It can be seen from the **Access and Control Profile** that the lack of representation of women in senior positions in a male-dominated organization has a considerable impact on both their access to and control of resources. Women staff may have access to resources in principle (scholarships, for example), but they are not in control of these resources. Even men in junior positions are better placed than women to lobby for resources or preferential treatment. They are also more likely to be given access to senior management and therefore more likely to be promoted.
4. **Practical and Strategic Gender Needs**\(^{21}\)

As women and men have differing roles based on their gender, they will also have differing needs. These needs can be classified as either strategic or practical.

- **Practical Gender Needs**\(^{22}\) refer to needs related to traditional roles played by women, men and girls and boys in society. These needs include survival needs, such as food, water and shelter. Addressing practical needs does not normally change women’s subordinate position in society. They are practical in nature and often concern inadequacies in living conditions such as water provision and health care.

- **Strategic Gender Needs**\(^{23}\) are the needs women have because of their subordinate position in society. They vary according to particular contexts, and are related to the gender divisions of labour, power and control, and can involve issues such as legal rights, domestic violence, equal wages and women’s control over their bodies. Activities that address these needs include education, rights-based approaches, empowerment, and enhancing women’s role in decision-making. Meeting strategic needs assists women to achieve greater equality and change existing roles and power relationships, thereby challenging and changing women’s subordinate position and inequities. They are more long term and often less visible than practical gender needs.

**Gender Equity**

Gender equity refers to the fair distribution of resources and benefits between women and men, according to cultural norms and benefits.

**Gender Parity**

Gender parity is the equal distribution in numbers (e.g. 50/50), where all positions in society from the number of children in a classroom, leadership in organizations, to members of parliament reflect the male/female distribution in a given population.

**Gender Equality**

Gender equality refers to the norms, values, and attitudes that allow for equal status between women and men. The term reflects an equal sharing of power and positions between women and men, in their equal access to education, health, administrative and managerial positions, equal pay for equal work, and equal political representation. **Gender equality** requires transformation of the structures and systems which lie at the root of women’s subordination and gender inequality\(^{24}\). This transformation cannot be easily induced by external interventions. Women must themselves become **active agents** of change. This involves reshaping development to reflect the visions, interests and needs of those who have been rendered invisible and powerless by mainstream processes.

**Empowerment**

Empowerment is a process through which women and men in disadvantaged positions increase their access to knowledge, resources, and decision-making power and become more aware of their different needs, constraints and priorities and their ability to act on them. Empowerment was for many years seen as only necessary for women, however, it is important to empower both men and women so that they are

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\(^{22}\) Ibid

\(^{23}\) Ibid


Pg. 27
able to make decisions and choices that will put them in a better place in society. Empowered men and women are more likely to appreciate and support gender equality.

**Power**


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Annex 3

Revised Annexes to the medium term strategic plan,
Focus Areas as they relate to humanitarian actions, applying a gender lens

Focus area 1: Young child survival and development

| Key result area 1: Support national capacity to achieve MDG 1 by improving child nutrition through improved practices and enhanced access to commodities and services |
|---|---|---|---|
| Organizational target | Indicators | Areas of cooperation | Coverage Focus |
| 1. More infants and children receive appropriate complementary feeding. | 1.1 Proportion of infants aged 6-8 months who receive complementary foods (disaggregated by breastfeeding status, gender and wealth quintile). | Provision of commodities or support for development of national supply capacities on nutritional supplements for emergencies; moderate and severe. | Focus at the subnational level in countries with high disparities. |

Key result area 4: In declared emergencies, every child is covered with life-saving interventions (as per UNICEF Core Commitments for Children in Emergencies (CCCs))

<table>
<thead>
<tr>
<th>Organizational target</th>
<th>Indicators</th>
<th>Areas of cooperation</th>
<th>Coverage Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. In declared emergency situations, CCCs for young child health, nutrition, water, sanitation and hygiene fully implemented and overall cluster response planned and executed, in close collaborations with national and local authorities, and in accordance with the principles for humanitarian</td>
<td>13.1 Proportion of emergencies with rapid assessment of the situation of children and women conducted and monitoring and reporting systems operational within 2 weeks of onset. 13.2 Proportion of declared emergencies where CCCs for health, nutrition,</td>
<td>• Technical support for integrating communication for behaviour change in emergency preparedness and response. • Rapid assessment • Coordinate for life-saving public health interventions in support of children and women and for the provision of infant feeding and nutrition rehabilitation services for children.</td>
<td>Manmade and natural disasters in all programme countries. Declared emergencies, as part of the United Nations (UN) system, based on sectoral leadership.</td>
</tr>
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</table>
action and the provisions of international humanitarian law.

| Water and sanitation and hygiene are fully implemented. | • Interventions in the first six to eight weeks as specified in CCCs, such as immunization, vitamin A supplementation and micronutrient supplies; essential drugs; emergency health kits; ORT; emergency shelter and family kits; and child and maternal feeding. |
| 13.3 Proportion of declared emergencies where sectoral coordination and support obligations are met, including for cluster leadership, where cluster system is implemented. | • Interventions beyond initial response include establishment of essential health care services; home-based management of childhood illnesses; immunization; and other interventions related to health, nutrition, water, sanitation. |

**Key partnerships**

In all cases (except possibly acute emergencies and civil strife), UNICEF will exert every effort to strengthen and support national authorities in carrying out child survival and development activities and building capacities to sustain these functions in an equitable way. Bilateral development agencies of donor countries are also key partners.

World Food Programme (WFP) in emergencies; WFP and UNICEF have increasingly complementary roles in emergency settings and provision of nutrition and food-based guidance. On maternal mortality reduction, UNICEF supports services for antenatal care, community-based delivery and newborn care, and plays a supportive role in joint programmes with WHO and UNFPA to increase coverage of EmOC.

National partners: National and local governments, NGOs, civil society organizations, and community groups.
Focus area 2. Basic education and gender equality

### Key result area 4: Restore education after emergencies and in post-crisis situations

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<tr>
<th>Organizational target</th>
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</table>
| 9. Fully implement CCC’s for early learning and education in declared emergencies, including cluster accountability and preparedness | 9.1 Estimated number of children reached in declared emergencies with education interventions 9.2 Number of countries with education cluster coordination mechanisms | • Conduct needs assessments at all stages of emergencies, transitions and post-crisis reconstruction.  
• Set up safe (temporary) learning spaces with minimal infrastructure to ensure resumption of schooling.  
• Provide recreation and education kits, basic learning and ECD materials.  
• Conduct Back-to-School campaigns to rapidly enroll and resume basic education after rapid-onset emergencies, in chronic crises, transition and post crisis contexts.  
• Support LSBE integrating issues, such as conflict resolution; peace education; hygiene; HIV/AIDS; prevention of sexual exploitation and abuse.  
• Co-lead education cluster coordination mechanisms.  
• Promote and support departments of education on emergency preparedness planning, development of appropriate policies, including disaster risk reduction (DRR). | |
| 10. In emergency and post-crisis situations, children benefit from scaled-up UNICEF-facilitated education supplies (School-in-a-Box) or other appropriate supply packages and ECD materials. | 10.1 Number of affected children who benefitted from UNICEF-facilitated emergency education supplies. 10.2. Number of children aged 3-8 years who benefitted from UNICEF-procured ECD materials. | |

### Key partnerships

**Key results area 4:** Humanitarian assistance agencies and development partners (UN Office for the Coordination of Humanitarian Affairs [OCHA], UNDP; UNHCR, WFP, ILO; UNESCO, NGOs, CBOS) and networks (including Inter-Agency Network for Education in Emergencies [INEE], Inter-Agency Standing Committee [IASC]); HIV/AIDS partners, UN Development Operations Coordination Office, Executive Committee on Humanitarian Affairs (ECHA), Executive Committee on Peace and Security (ECPS), UN peace-keeping missions; World Bank, regional development banks, Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD/DAC); the private sector.
Focus area 3: HIV/AIDS and children

Key result area 3: Support reduction of adolescent risk and vulnerability to HIV/AIDS by increasing access to and use of gender-sensitive prevention information, skills and services

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<tr>
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</table>
| 9. In all emergency-affected countries, HIV risk and vulnerability to be included in rapid assessments and, where relevant, programmed responses. | 9.1. Number of programmed countries affected by emergencies with HIV risk and vulnerability included in rapid assessments. | • Increase awareness by UNICEF and partner organizations of IASC Guidelines for HIV/AIDS Interventions in Emergency Settings, and build their capacities to implement programmatic responses to HIV/AIDS in emergencies.  
• Help national governments develop and implement a male circumcision programme as part of a comprehensive messaging and prevention strategy.  
• Increase access to adolescent-friendly services and transmission prevention strategies for HIV-positive adolescents. | |
Focus area 4: Child protection from violence, exploitation and abuse

Key result area 1: Better national laws, policies, regulations and services across sectors to improve child protection outcomes, in particular justice for children, social protection systems, and services in place to protect, reach and serve all children, notably those identified as vulnerable to harm, marginalized or in contact with the law

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</thead>
<tbody>
<tr>
<td>1. At least 60 programmed countries have identified areas requiring strengthening in the national child protection systems through mapping.</td>
<td>1.1 Number of countries where areas requiring strengthening in national child protection systems have been identified through mapping of these systems.</td>
<td>• Mapping child protection systems</td>
<td></td>
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<tr>
<td>3. At least 60 programme countries, including emergency-affected countries have improved systems, and implement programmes to prevent and respond to family separation.</td>
<td>3.5 proportion of identified separated children in emergencies reunified or placed in family-based care arrangements.</td>
<td>• Support registration, tracing, interim care, psychosocial support and reunion for separated and unaccompanied children in emergencies.</td>
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Key result area 3: Better protection of children from the immediate and long-term impact of armed conflict and natural disasters

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<tr>
<td>7. Increased national capacity and preparation to address child protection in emergencies, including psychosocial support to children and families, as well as sexual and gender-based violence.</td>
<td>7.1 Number of countries that have incorporated child protection in emergency preparedness and response into national planning mechanisms. 7.2 Number of UNICEF country offices that supported training to government and non-government partners on child protection in emergencies, covering at minimum the child protection issues outlined in the CCC’s.</td>
<td>• Incorporate child protection in emergency preparedness and response into national planning mechanisms. • Advocate for and strengthen capacities to prevent sexual abuse and exploitation of children and women among military, humanitarian workers and others. • Strengthen advocacy and capacities to prevent and respond to sexual and gender-based violence in emergencies. • Child-friendly spaces and psychosocial support in emergencies.</td>
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| 7.3 Number of countries affected by emergencies that implement programmes to prevent and respond to sexual abuse and exploitation of women. | • Coordinate mine-risk education, advocate against the use of landmines and other indiscriminate weapons.  
• Prevent recruitment; facilitate release and reintegration of children, based on good practices.  
• |
| 7.4 Number of countries affected by emergencies where an integrated psychosocial and mental health strategic plan is implemented, consistent with the IASC Guidelines on Mental Health and Psychosocial Support in Humanitarian Emergencies (MPHSS). |
| 8. End the recruitment and use of children in armed conflict and ensure their effective release and reintegration, taking into account gender-based differences in the situation of boys and girls |

**Key result area 4: Government decisions influenced by increased awareness of child protection rights and improved monitoring, data and analysis of child protection**

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</table>
| 10. Conflict-affected countries monitor and report on the protection of children | 10.1 Number of UNICEF offices in conflict-affected countries engaged in the monitoring and reporting mechanism on grave violations against children, in line with UN Security resolution 1612. | • Routine and systematic data collection and analysis on key child protection indicators through national data collection systems.  
• Develop information systems and situation analyses on child protection.  
• Child protection in national and sub-national plans and reports.  
• Conduct rapid assessment of protection issues related to children and women in emergencies. |
- Facilitate or strengthen monitoring mechanisms through the Government and civil society in emergencies and regular situations, and advocate against, and report and communicate on, abuse, violence, and exploitation.

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<th>Key Partnerships</th>
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**National Systems Strengthening:** Opportunities to interact with national parliaments on child protection will be used for advocacy. At regional and country level, UNICEF will strengthen partnerships with UNODC for joint efforts in the area of bilateral, multilateral or sub-regional agreements on cross-border trafficking.

**Supportive Social Consensus:** The International Action Network on Small Arms (IANSA), members of the armed violence prevention and reduction initiatives (WHO, UNDP, UNODC, UNICEF, OECD-DAC, Viva Rio, IPU, Parliamentarians for Global Action, European Union, African Union), stakeholders in the implementation of the UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects; Donors working group on FGM/C (comprising UNICEF, UNFIP, UNFPA, WHO, European Commission, World Bank, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Finland, Italy, Swedish International Development Cooperation Agency (SIDA), the Department for International Development (DIFD) of the United Kingdom, United States Agency for International Development (USAID), Ford Foundation, Public Welfare Foundation, the Wallace Global Fund), UNFPA, Inter-Agency Group on FGM/C (comprising UNICEF, WHO, UNFPA, UNHCR, Human Rights Council, UNESCO, UN Economic Commission for Africa). At regional level, UNICEF will work with networks developed during the UN Study on Violence against Children consultation processes, in follow up to the Study’s recommendations.

**Emergencies:** UNICEF will work primarily with UN agencies and international NGOs at the global level, through inter-agency mechanisms, to prepare joint guidelines and resource materials on various child protection issues. These include: (a) the Protection Cluster (Sub-Cluster on Child Protection comprises UNICEF, UNHCR, OHCHR, International Committee of the Red Cross (ICRC) [as observer], International Organization for Migration (IOM), Save the Children Alliance, Innocenti Research Centre (IRC), Terre des hommes foundation (TDH), Christian Children Fund (CCF), World Vision, Women’s Commission for Refugee Women and Children); (b) the IASC task forces on HIV in humanitarian situations, on mental health and psycho social support in emergency settings, and on gender-based violence; (c) the Cluster Munition Coalition (CMC); (d) Coalition to Stop the Use of Child Soldiers; (e) Inter-Agency Coordination Group on Mine Action, International Campaign to Ban Landmines; (f) UN Action against Sexual Violence in Conflict; (g) Multi-Country Demobilization and Reintegration Program Trust Fund (MDRP.)

**Evidence Building and Knowledge Management:** Partners in strengthening data collection and systems will include UN agencies (UNODC, ILO, UNFPA, WHO, UN Statistics Division), the World Bank, CDC and research institutions. At regional and national levels, UNICEF will work primarily with regional organizations, national statistical offices, ministries of social welfare and research institutions.

**Convening and catalyzing agents of change:** Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism
Focus area 5: Policy advocacy and partnerships for child rights

Key result area 1: Support national capacity to collect and analyze strategic information on the situation of children and women.

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<tbody>
<tr>
<td>1. Support the compilation of up-to-date data, information and knowledge on children and women.</td>
<td>1.1 Number of countries supporting Devinfo or comparable tools for monitoring and reporting on data relevant to children.</td>
<td>• Support knowledge acquisition, management, access, sharing and use; promote knowledge culture in UNICEF. • Facilitate consultations at local and national levels, involving children and women, to develop reports to the Committee on the Rights to the Child and the Committee on the Elimination of Discrimination against Women.</td>
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<td>2. Support the disaggregation of data, to reflect existing disparities and to focus on marginalized populations.</td>
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<td>3. With partners, using improved internal knowledge management systems, establish knowledge banks facilitating access to data on children and women.</td>
<td>3.1 Number of UNICEF country offices with knowledge management</td>
<td>• Support MICS, children’s modules in DHS, census and other data collection systems. • Support dissemination of aggregated and disaggregated data on women and children, including those with disabilities. • Further develop, update, and disseminate DevInfo databases with national partners and the UN system, including an emergencies module.</td>
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Key result area 2: Research and policy analysis on children and women, with special consideration of child poverty and disparities, social budgeting, social protection, decentralization, migration, and legislative reform for CRC/CEDAW implementation

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<tr>
<td>5. With partners, generate and disseminate high-quality research and analysis, addressing the implications of international policy frameworks, national legislation and public policies for the rights of women and children.</td>
<td>5.1 Number of countries with regularly updated situation analyses of the realization of child and women’s rights and of the impacts of policies on children and women. 5.2 Number of UNICEF country offices and regional offices carrying</td>
<td>• Support and contribute to global and regional analyses, national plans, reporting on CRC/CEDAW and related policy frameworks. • Support to national emergency preparedness and response plans which integrate children’s and women’s issues. • Support comprehensive research and analysis of the realization of children’s and women’s rights; vulnerability analysis;</td>
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out national or multi-country thematic analyses (poverty/disparities, social protection, social budgeting, decentralization, migration, legal reforms, and economic or humanitarian crises affecting MDG outcomes), using a human rights and gender analysis framework.

5.3 Progressive realization causes of underlying trends and disparities (including gender) at various levels of duty-bearers.

- Identify knowledge gaps, undertake/support research and develop position papers and publications on themes and emerging issues of concern (with emphasis on marginalized children, the poorest families and conflict prevention and response).
- Prepare periodic syntheses, studies, and public advocacy reports, including *The State of the World’s Children*.
- Build capacities, including within UNICEF, for research and policy analysis relevant to children and women; implement a knowledge management strategy to support this capacity.

### Key result area 3: Policy advocacy, dialogue and leveraging

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<tr>
<td>7.Increased awareness of child vulnerability to economic, social and environmental conditions, and promote various social protection measures (including income and non-income support) at the country level.</td>
<td>7.2 Proportion of vulnerable children receiving free external support.</td>
<td>• Civic education and communication strategies to promote gender equality, peaceful resolution of conflict, democratic dialogue and respect for human rights.</td>
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### Key result area 4: Enhanced participation by children and young people

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<tr>
<td>8. Enable partners to take the opinions and views of girls and boys into account – based on the evolving capacities – in all matters that affect their lives in policies and programmes</td>
<td>8.1 Number of countries in which the children’s views are systematically sought (through opinion polls or other representative surveys; focus group discussions)</td>
<td>• Solicit data/information from children and young people on issues affecting their lives. • Raise awareness and promote positive attitudes and practices in</td>
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<tr>
<td>9. promote positive and holistic adolescent development by enhancing the knowledge, skills, and capacities of adolescent boys and girls, enabling a smooth transition from childhood to adulthood.</td>
<td>9.1 Number of countries institutional mechanisms, at local, sub-national, and national levels, for sustained engagement of children and young people in policy development or programme development.</td>
<td>• Promote opportunities for equitable participation of girls and boys and young people in design and implementation of policies, especially in poverty and crisis situations and addressing disability issues.</td>
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<td>10. enhance girls’ and boys’ civic engagement in community development for social change – with special attention to situations of conflict and crisis.</td>
<td>10.1 Number of countries with young peoples and civil society participation in policy review and recommendations.</td>
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**Key Partnerships**

Bilateral development agencies of donor countries are key partners. Within the context of the Common Country Assessment (CCA), UNDAF and national policies, UNICEF will support knowledge generation, as well as national and international debate and dialogue among a broad range of government and civil society partners on economic, social, and cultural issues relevant to the realization of children’s and women’s rights, with a special focus on institutions and groups representing decision makers, as well as those who (a) influence public opinions and beliefs; (b) advise on economic and social policies and budgets; or (c) represent the voice of society, children, and young people.
Integrated monitoring and evaluation framework
(as they relate to emergencies/humanitarian actions)

Programmatic Evaluations: 2010-2011

1. Evaluation of the catalytic initiative (focus area 1)
9. Outcomes of cross-border anti-trafficking agreements (focus area 4)
11. Strengthening gender equality programming in humanitarian action (cross-cutting)

State of Knowledge assessments: 2010-2011

4. Impact of global environment change on children, and potential responses at all levels (cross-cutting)

Corporate-level topical or operational effectiveness evaluations: 2010-2011

1. UNICEF capacity strengthening for emergencies
### Key performance indicators  
(as they relate to emergencies/humanitarian actions)

#### Human Resources:

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<tr>
<th>% requests for surge capacity support (formal CO request to arrival of staff member in country) met within 56 days (in accordance with CCCs in emergencies)</th>
<th>Baseline or latest</th>
<th>Target (2011 unless stated)</th>
</tr>
</thead>
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#### Information and Communication Technology

| % of emergencies wherein IT services requested are provided as per standards established in the proposed revision of CCCs in emergencies | To be set in 2008 | 85% |
|---|---|

#### Programme Oversight

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<tr>
<th>% of country offices with annually updated Emergency Preparedness and Response Plan</th>
<th>81% (2004)</th>
<th>100%</th>
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