

# Camp coordination and camp management

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This chapter explains how to integrate gender equality into camp coordination and camp management (CCCM) programming and provides further information on key standards and resources for incorporating gender equality into CCCM programming.

The chapter begins with an overall checklist of key actions required at each stage of the Humanitarian Programme Cycle (HPC) for a CCCM programme, followed by more detail on how to undertake gender equality programming in each phase of the HPC. This includes practical information on: how to carry out a gender analysis; how to use the gender analysis in the design phase through

to implementation, monitoring and review; and how to incorporate key approaches of coordination, participation, GBV prevention and mitigation, gender-adapted assistance and a transformative approach in each phase. Relevant examples from the field are used to illustrate what this can look like in practice.

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## Why is it important to incorporate gender equality in camp coordination and camp management programming?

The way in which camps are managed and coordinated during humanitarian crises affects women, girls, men and boys differently.

CCCM programmes and policies need to consider gender in the following aspects:

- **Camp coordination.** Gender equality should be considered across efforts to create access and delivery of humanitarian services and protection to displaced populations. Gender equality should be integrated into: camp coordination functions which ensure that international standards are applied and maintained within and among camps; the identification and designation of camp management agencies and partners; and service provision M&E.
- **Camp management** encompasses activities in a single camp that focus on coordination of services (delivered by NGOs and others). Gender equality should be integrated across the coordination of assistance and services including GBV prevention, maintenance of camp infrastructure and information management (including population data management) to identify gaps and needs in camp operations.

CCCM programmes and policies need to consider gender in the following aspects:

- **Promote dignity for all.** Consulting women, girls, men and boys will ensure that all groups will have a voice in determining their living spaces and the services provided to them, leading to reduction of stigma, acceptance and respect of all people in the camp and therefore increasing social cohesion. Camps should ensure equitable access to services and provision to improve quality of life and ensure the dignity of displaced persons.
- **Build safer communities.** Well-designed camps and camp-like settings help to prevent and mitigate gendered protection risks and provide services to survivors. Well-designed layouts, lighting, provision of secured public spaces and alert systems help to prevent GBV and also build relations with the host community.
- **Promote self-reliance and agency.** By providing women, girls, men and boys equal opportunities to access appropriate services, their respective needs can be addressed in emergencies, building their resilience and agency for recovery.
- **Enhance ownership and challenge barriers.** Promoting participation of both women and men as leaders in CCCM service provision will strengthen ownership and challenge gender inequality.

## Integrating gender equality and camp coordination and camp management in the Humanitarian Programme Cycle

This section outlines the necessary actions front-line humanitarian actors from United Nations agencies, local and international NGOs and government agencies should take to promote gender equality in CCCM each stage of the HPC.

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## KEY GENDER EQUALITY ACTIONS FOR CAMP COORDINATION AND CAMP MANAGEMENT AT EACH STAGE OF THE HUMANITARIAN PROGRAMME CYCLE

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### 1 Needs assessment and analysis

- Collect and analyse sex- and disability-disaggregated data on needs, priorities and capabilities relating to CCCM.
- Conduct a gender analysis as part of CCCM needs assessments and analyse the findings.

### 2 Strategic planning

- Integrate gender equality into CCCM programmes for the response, utilizing the findings from the gender analysis and other preparedness data.
- Ensure a demonstrable and logical link between the gender-specific needs identified for the CCCM sector, project activities and tracked outcomes.
- Apply gender markers to CCCM programmes for the response.

### 3 Resource mobilization

- Include information and key messages on gender and CCCM for inclusion in the initial assessment reports to influence funding priorities.
- Report regularly on resource gaps on gender as they relate to CCCM to donors and other humanitarian stakeholders.
- Apply gender markers to CCCM programmes in the response.

### 4 Implementation and monitoring

- Implement CCCM programmes which integrate gender equality and inform women, girls, men and boys and of the available resources and how to influence the project.
- Develop and maintain feedback mechanisms for women, girls, men and boys as part of CCCM projects.
- Apply gender markers to CCCM programmes in the response.
- Monitor access to CCCM assistance by women, girls, men and boys and develop indicators designed to measure change for women and girls or boys and men based on the assessed gaps and dynamics.

### 5 Gender operational peer review and evaluation

- Review projects within CCCM sector and response plans. Assess which women and girls, boys and men, were effectively reached and which were not and why
- Share good practices around usage of gender markers and address gaps.

# 1 Needs assessment and analysis

**Gender analysis** takes place at the assessment phase and should continue through to the M&E phase with information collected throughout the programme cycle. The rapid gender analysis tool in section B, pages 30–36 provides a step-by-step guide on how to do a gender analysis at any stage of an emergency. Gender markers should be used in this phase to guide the needs assessment and analysis (see section B, pages 48–51 for more information on gender markers).

When collecting information for the CCCM sector, the analysis questions should seek to understand the impact of the crisis on women, girls, men and boys. Standard CCCM assessments can be adapted to put greater emphasis on gender and the particular experiences, needs, rights and risks facing women, girls, men and boys, LGBTI individuals, people with disabilities, people of different ages and ethnicities as well as other aspects of diversity. The assessment should ask questions about the needs, roles and dynamics of women, girls, men and boys in relation to the CCCM sector and how the other dimensions of diversity (e.g., disability, sexual orientation, gender identity, caste, religion) intersect with them. These include persons with special needs to inform camp layout and infrastructure design. Assessments should align with good practice and key standards on coordination, women’s participation, and GBV prevention and mitigation and be done with a transformative approach as per the table on pages 120–121 on “Key approaches and standards for needs assessment and analysis in camp coordination and camp management”.

**Sex- and age-disaggregated data (SADD)** are a core component of any gender analysis and essential for monitoring and measuring outcomes. To be effective, SADD must be both collected and analysed to inform programming. In circumstances where collection of SADD is difficult, estimates can be provided based on national and international statistics, data gathered by other humanitarian and development actors, or through small sample surveys. When SADD are not available or very outdated, there are methods can be used to calculate it (see section B, page 41). For the CCCM sector, it is important to collect data to determine camp demographics and assess infrastructural and service needs. Within a camp setting, having disaggregated data on the number of males and female in the different age groups helps to clarify the distinct needs and resources of different groups. The number of male and female heads of households can also be used to better tailor protection measures and services. Note that an estimated 15 per cent of any population are persons with disabilities (WHO, 2011), who may have specific needs regarding accessibility. (See section B, pages 39–41 for more information on SADD.)

Within camp settings, the following disaggregated data can be collected:

- **Registration data on families and individuals**, to establish overall disaggregation of the population to plan infrastructure, services and assistance response within the camp (e.g., number and type of different WASH facilities, recreational spaces, schools, types of health services provided in clinics, nutritional needs, etc.). It is critical to understand the way gender intersects with other factors such as age, language, ethnicity or disability and analyse what implications this will have for CCCM.

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- **Information about services and infrastructure** used in camps, to establish who is accessing what and how, and what the gender-based barriers to access could be, if any.
  - **Information about protection risks and concerns including reports of violence in camps**, to establish who is experiencing what kinds of violence, and who is at risk (women, girls, men or boys, certain LGBTI individuals, some persons with disability), in order to develop appropriate responses and referrals.
  - **Information about camp governance and leadership and membership of camp committees**, to help establish who is participating in decision-making in the camp and how.

The table on pages 122–123 summarizes the key moments during an emergency response where gender analysis should be carried out and what kind of deliverables should be produced. These should be produced at the level of the cluster (with the cluster lead accountable) and/or individual agency (with the emergency response coordinator accountable).

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#### **KEY ASSESSMENT TOOLS:**

- Camp management safety audit tool: Focus reducing risks for women and girls in the camp/site environment. <https://tinyurl.com/ybcqjv6u>

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## **Good practice: Collecting SADD for service provision assessments**

Between February and March 2010, the International Organization for Migration (IOM) carried out a WASH assessment in the largest camps in Haiti for people displaced following the earthquake. Their data showed that 33 per cent of all latrines built were not being used at all, and that 57 per cent were used only occasionally. The reasons were almost entirely gendered cultural constraints, with respondents noting the latrines did not grant sufficient privacy for females, were too far away from living areas, were not lit and lacked locks. Failure to collect or analyse SADD and carry out a gender analysis limited the effectiveness and cost-efficiency of the relief effort, and put women and girls at risk due to the poorly planned facilities.

TAKEN FROM: PRISCA BENELLI, DYAN MAZURANA & PETER WALKER (2012): USING SEX- AND AGE-DISAGGREGATED DATA TO IMPROVE HUMANITARIAN RESPONSE IN EMERGENCIES, GENDER & DEVELOPMENT, 20:2, 219–232



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## KEY ACTIVITIES FOR GENDER ANALYSIS DURING A HUMANITARIAN RESPONSE

| TIMEFRAME                                    | ACTIVITY  | DELIVERABLE   |
|--|---|---|
| <b>Preparedness</b>                          | Develop gender snapshot/overview for the country; review pre-existing gender analysis from NGOs, the Government and United Nations agencies.  | Snapshot (6 pager)<br><a href="https://tinyurl.com/ycwk3r7z">https://tinyurl.com/ycwk3r7z</a><br>Infographic  |
| <b>First week of a rapid-onset emergency</b> | <p>Review of gender snapshot prepared before the emergency and edited as necessary. Circulate to all emergency response staff for induction.</p> <p>Identify opportunities for coordination with existing organizations working on gender issues.</p> <p>Carry out a rapid gender analysis, which can be sectoral or multisectoral, integrating key questions for the CCCM sector (see later on in this chapter for examples). Conduct sectoral or multisectoral rapid analysis and consult organizations relevant to the sector.</p> | <p>Briefing note (2 pager) identifying strategic entry points for linking humanitarian programming to existing gender equality programming<br/><a href="https://tinyurl.com/yao5d8vs">https://tinyurl.com/yao5d8vs</a></p> <p>Map and contact details of organizations working on gender in the country</p> <p>Rapid gender analysis report<br/><a href="https://tinyurl.com/y9fx5r3s">https://tinyurl.com/y9fx5r3s</a></p> |
| <b>3 to 4 weeks after the rapid analysis</b> | Carry out a <b>sectoral gender analysis</b> adapting existing needs analysis tools and using the types of questions suggested later in this chapter. Carry out a gender-specific analysis of data collected in the needs assessment.  | Sectoral gender analysis report<br><a href="https://tinyurl.com/y9xt5h4n">https://tinyurl.com/y9xt5h4n</a>  |

| TIMEFRAME   | ACTIVITY   | DELIVERABLE  |
|---|--|--|
| <p><b>2 to 3 months after the start of the emergency response</b></p>                                       | <p>Identify opportunities for an integrated <b>comprehensive gender analysis</b> building on pre-existing gender partnerships. Ensure that there is a baseline that captures SADD, access to humanitarian assistance, assets and resources, and level of political participation. Analyse the impact of the crisis, changes in ownership patterns, decision-making power, production and reproduction and other issues relating to the sector.</p> <p>Use the gender analysis inputs to inform planning, monitoring and evaluation frameworks including M&amp;E plans, baseline and post-intervention monitoring.</p> <p>Carry out an analysis of internal gender capacities of staff (identify training needs, level of confidence in promoting gender equality, level of knowledge, identified gender skills).</p> | <p>Concrete questions into (potentially ICT-enhanced) questionnaire.</p> <p>Comprehensive gender assessment report<br/> <a href="https://tinyurl.com/ybyerydk">https://tinyurl.com/ybyerydk</a><br/> and<br/> <a href="https://tinyurl.com/ybsqzvjz">https://tinyurl.com/ybsqzvjz</a></p> <p>Inputs to planning, monitoring and evaluation-related documents</p> <p>1-page questionnaire</p> <p>Survey report</p> <p>Capacity-strengthening plan</p> |
| <p><b>6 months after the response (assuming it is a large-scale response with a year-long timeline)</b></p> | <p>Conduct a gender audit/review of how the humanitarian response is utilizing the gender analysis in the programme, campaigns and internal practices. The report will feed into a gender learning review half way through the response.</p>   | <p>Gender equality review report with an executive summary, key findings and recommendations.</p>  |
| <p><b>1 year or more after the humanitarian response</b></p>  | <p>Conduct an outcome review of the response looking at the response performance on gender equality programming. This needs to be budgeted at the beginning of the response. The report is to be shared in the response evaluation workshop and to be published.</p>   | <p>Gender equality outcome evaluation with an executive summary, findings and recommendations.<br/> <a href="https://tinyurl.com/p5rqgut">https://tinyurl.com/p5rqgut</a></p>  |



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Sources for a gender analysis include census data, Demographic and Health Surveys, gender analysis reports, humanitarian assessment reports, protection and GBV sector reports, as well as gender country profiles such as those produced by UNHCR, IOM, Norwegian Refugee Council (NRC), Danish Refugee Council (DRC), ACTED, Lutheran World Federation (LWF) and others. These should be supplemented with participatory data collection from everyone affected by the crisis and/or the programme such as through surveys, interviews, community discussions, focus group discussions, transect walks and storytelling.

### THE GENDER ANALYSIS FOR CCCM SHOULD ASSESS:

- **Population demographics.** What was the demographic profile of the population disaggregated by sex and age *before the crisis*? And what has changed since the crisis or camp coordination and management began? Look at the number of households and average family size, number of single- and child-headed households by sex and age, number of people by age and sex with specific needs, number of pregnant and lactating women. Are there polygamous family structures?
  - **Gender roles.** What were the roles of women, girls, men and boys before the crisis? How have the roles of women, girls, men and boys changed since the onset of the crisis? What are the new roles of women, girls, men and boys within the camp setting and how do they interact? How much time do these roles require?
  - **Decision-making structures.** What structures was the community using to make decisions before the crisis and what are these now? Who participates in decision-making spaces in the camp? Do women and men have an equal voice? How do adolescent girls and boys participate? How do elderly men and women participate? Do LGBTI individuals have barriers to participation?
  - **Protection.** What protection risks did specific groups of women, girls, men and boys face before the crisis? What information is available about protection risks since the crisis began or the camp coordination and management started for particular diversity groups? How do legal frameworks affect gender and protection needs and access to justice?
  - **Gendered needs, capacities and aspirations.** What are the CCCM-related needs, capacities and aspirations of women, girls, men and boys in the affected population?
- In the case of **planned** settlements, integrating gender analysis into site selection processes allows for the specific needs and priorities of potential residents to be taken into account; for example, whether a site is located near existing or potential livelihood opportunities for both men and women, or near a school or house of worship, and whether the site can ensure proximal access to land, water and firewood. Similarly, women, girls, men and boys may perceive the risks of certain locations differently; a site close to military installations may provide a sense of security to some residents and a well-founded fear of abuse to others.
- In the case of **spontaneous** settlements, gender analysis can help inform the ways in which camps must be further developed and upgraded, whether relocations or evacuations are necessary and how to plan and implement them.
- For both **planned and spontaneous sites**, a gender analysis should review the distinct needs, roles and capabilities of women, girls, men and boys relating to: registration procedures; specific information relating to camp infrastructure including the placement, design and access to site-related services such as shelter, food distribution and water and sanitation facilities; and access and safety relating to distribution of NFIs for women, girls, men and boys. It should assess the social and organizational structures as well as the cultural practices of the camp community, including local justice and community governance, and how these impact women, girls, men and boys differently.

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### **POSSIBLE QUESTIONS FOR A GENDER ANALYSIS SPECIFIC TO CCCM INCLUDE:**

- What are the resource management and gender power dynamics at the household level?
- Are there gender-related barriers to recovery of economic livelihoods and/or participation in economic activity?
- Are women and men equally involved in maintaining the camp's physical infrastructure? What kind of recreational spaces do women, girls, men and boys want, and would they like them to be mixed gender?
- Are women and men of different ages involved in identifying services required in the camp? Which services and assistance do they prioritize? Do they have any particular needs that are considered taboo which they have difficulty expressing but would like to be able to access within the camp, e.g., specific reproductive care needs for young women in conservative communities?
- Do distribution systems take their concerns into consideration for services such as shelter, food and NFIs like firewood?
- Is there access to safe and secure living space? Are women, girls, men and boys safe from different forms of violence in or around their allocated shelters? Do children have access to safe spaces? Do women feel safe in the shelters? Are overcrowding and lack of privacy (such as multi-family tents and dwellings) exposing residents to risk to sexual harassment and assault? How do women, girls, men and boys prefer to share their living space: as nuclear families, extended families, in polygamous settings?
- Is a lack of availability of local land and natural resources leading to increased risk of GBV? Are there specific areas within the camp where they prefer to live and areas they prefer not to live? Why?
- Do women, girls, men and boys have equal access to and the use of health care, nutritional and non-food items and other services in the camp? What are the barriers?

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### **Good practice: Data collection**

Use *qualitative data* from questionnaires for a general picture (i.e., who takes care of household cooking, laundry and security) and *quantitative data* to isolate specific gender issues (e.g., how many single teenage mothers have been registered). New technologies can be used to collect data (see section B, page 38 for more information on this)

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## KEY APPROACHES AND STANDARDS FOR NEEDS ASSESSMENT AND ANALYSIS IN CCCM PROGRAMMING

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### Coordination

#### GOOD PRACTICE

- » Work with women's rights, LGBTI organizations and inter-agency/intersectoral gender working groups (if established) to understand what approaches and solutions other agencies are adopting to ensure gender equality in CCCM programming.
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#### BE AWARE!

- » Be aware of possible biases in information collection and analysis. For instance, if women were not consulted, the identified priorities do not reflect the needs and priorities of the whole community.
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### Participation

#### GOOD PRACTICE

- » Ensure an equal balance of men and women on the CCCM assessment team to ensure access to women, girls, men and boys. Where feasible, include a gender specialist and protection/GBV specialist as part of the team.
  - » Look for particular expertise or training by local LGBTI groups where possible to inform the analysis of the particular needs of these groups relating to CCCM.
  - » Undertake a participatory assessment with camp residents including women, girls, men and boys. Set up separate focus group discussions and match the sex of CCCM staff to the sex of the beneficiaries consulted to better identify their capacities and priorities. This approach facilitates a clearer understanding of the beneficiaries consulted, to better identify their needs, capacities and priorities relating to CCCM.
  - » Adopt community-based approaches building on existing community structures to motivate the participation of women, girls, men and boys in the response.
  - » Ensure access to childcare to enable the participation of women and girls, who often carry responsibility for care work, from the assessment phase and throughout the programme cycle.
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#### BE AWARE!

- » Advertise meetings in the camp through accessible media for those with disabilities, low literacy and from linguistic minority groups. Engage female and male translators to assist beneficiaries.
  - » Be mindful of barriers and commitments that can hinder participation of women and girls, such as childcare, risk of backlash, ease of movement, etc.
  - » Where women, girls, men and boys participate in mixed groups, address any barriers that stem from gender norms, such as men's voices carrying more weight.
  - » Ensure that meeting spaces are safe and accessible for all. Where women's voices cannot be heard, look for alternative ways to get their opinions and feedback (considering the safety of the participants).
  - » In some contexts, it may be necessary to negotiate with community leaders prior to talking with women community members in order to avoid backlash.
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## **GBV prevention and mitigation**

### **GOOD PRACTICE**

- › Use this handbook together with the IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action
  - › Train staff on how to refer people to GBV services
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### **BE AWARE!**

- › Don't collect information about specific incidents of GBV or prevalence rates without assistance from GBV specialists.
  - › Although it is important not to say to a participant that they should not continue talking about a particular issue if they want to, be careful not to probe too deeply into culturally sensitive or taboo topics (e.g., gender equality, reproductive health, sexual norms and behaviours, etc.) unless relevant experts are part of the assessment team.
  - › Always be aware of the ethical guidelines in social research when directly collecting information from vulnerable groups and others.
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## **Gender-adapted assistance**

### **GOOD PRACTICE**

- › Identify groups with the greatest CCCM support needs, disaggregated by sex and age and other demographics and groups relevant to the context (such as disabled).
  - › Assess the barriers to equitable access to relevant programmes/services, disaggregated by sex and age and other demographics and groups relevant to the context.
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### **BE AWARE!**

- › To identify the differentiated needs of women, girls, men and boys, be aware of potential barriers to their participation in the needs assessment (see participation section in this table for further advice on this).
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## **Transformative approach**

### **GOOD PRACTICE**

- › Identify opportunities to challenge structural inequalities between women and men, including promoting women's leadership.
  - › Invest in targeted action to promote women's leadership, reduction of GBV and promoting LGBTI rights.
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### **BE AWARE!**

- › Ensure that any negative effects of actions within the CCCM programme that challenge gender norms are analysed in order to mitigate them and to ensure the programme upholds the "do no harm" principle (see section B, page 86 for more information on this concept).
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# 2 Strategic planning

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Once the needs and vulnerabilities of all members of the crisis-affected population have been identified during the needs assessment and analysis phase of the HPC, this data and information can now be used to strategically plan the response intended to address them.

Using the information and data gathered through the gender analysis process, the programme planner can establish a demonstrable and logical link between the programme activities and their intended results in the CCCM sector, thus ensuring that the identified needs are addressed. This information needs to be developed in the results-based framework that will be the base for monitoring and evaluation later in the programme cycle.

The strategic planning should also take into account the key approaches explained in the previous HPC phase (needs assessment and analysis) of coordination, participation, GBV prevention and mitigation, and transformative approach. If these, together with the gender analysis, have been considered adequately in that phase, the planning should be adequately informed.

Gender markers should also be applied at this phase (see section B, pages 48–51 for more information).

At the strategic planning stage, **indicators** should be developed to measure change for women, girls, men and boys.

Use sex- and age-sensitive indicators to measure if all groups' needs are being met. Check the following: expected results; provision of quality assistance with respect to gendered needs; monitor rates of service access; satisfaction with the assistance provided; how the facilities were used; and what has changed due to the assistance, for whom and in what time frame. Compare the different rates by sex and age of the respondents.

The following table shows examples of the development of objectives, results and activities with associated indicators based on the outcomes of a gender analysis:



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### **Good practice: CCCM sector coordination and GBV**

Leyte Province in the Philippines, known to be a hub for trafficking activities, was badly damaged by Typhoon Haiyan in 2013. Following the typhoon, there were concerns that trafficking would increase due to a lack of resources and a breakdown in basic services. With support from the GBV Working Group, CCCM cluster members put up hundreds of small laminated posters in public places to help raise awareness among community members about the illegality of trafficking. The posters incorporated prevention messages and information about where those at risk could access support, as well as whom community members should call if they identified a trafficking case.

ADAPTED FROM IASC GBV GUIDELINES CCCM P53

In the Philippines, after Typhoon Haiyan, the risk of exposure of the women and children in evacuation centres to perpetrators of GBV was increased. Gathering specific data on these vulnerabilities allowed for greater awareness to inform targeted assistance. A referral pathway for GBV survivors was discussed and agreed with the Government and the protection cluster, co-chaired by the Department of Social Welfare and Development. Information on the referral pathway was then circulated through posters and banners inside the evacuation centres and bunkhouses, as well as through group discussions with the community leaders and the internally displaced persons (IDPs).

ADAPTED FROM: GLOBAL CCCM CLUSTER. 2014. CAMP MANAGEMENT TOOLKIT P 147

| GENDER ANALYSIS QUESTIONS   | ISSUES IDENTIFIED  | SPECIFIC OBJECTIVES<br><i>What specific objective is the operation intended to achieve?</i>   | SPECIFIC OBJECTIVE INDICATORS<br><i>Indicators that clearly show the specific objective of the operation has been achieved</i> |
|---|--|---|--|
| <b>Are women able to access distributions of humanitarian assistance in the camp?</b> | Uneven levels of access to aid by women, and insufficient aid delivered to households with multiple spouses. | <p>Improve equitable access to aid distribution by women and to multiple spouse households within camps.</p> <p>Aid distribution within camps to women improve the living conditions of their households.</p> | Percentage of income spent on food, healthcare, education improve.   |
| <b>Is there access to safe and secure living spaces?</b>                              | Women identify high risk of GBV in the camp and highlight need for protection.                               | Women, girls, men and boys, feel safe and secure in the living spaces tailored to their needs.  | Percentage of women, girls, men and boys who report feeling safe and secure in the living spaces.                              |

**EXPECTED RESULTS**

*The outputs of the intervention that will achieve the specific objective*

Aid distributions are targeted to women and to multiple households to ensure improved living conditions.

Men are more aware of the selection process.

Specific safety and protection factors related to living spaces of women, girls, men, boys and youth are identified.

Protection mechanisms in place to ensure safe and secure living conditions.

Safe residential/sleeping areas are set for female-headed families and LGBTI individuals.

**EXPECTED RESULTS INDICATORS (OUTPUT INDICATORS)**

*Indicators to measure the extent the intervention achieves the expected result*

Number and percentage of women directly receiving aid distributions.

Men report (through focus group discussions) that they are aware and accept the cash/voucher process.

Number of responsive protection, referral and security services which meet established gendered needs.

Number and percentage of safe residential/sleeping areas assigned to female-headed families.

**GENDER-ADAPTED PROGRAMMING ACTIVITIES**

Provide assistance in terms of cash/ vouchers to women at household level.

Inform the community about the rationale behind assistance.

Establish protection mechanisms (security services) in the common environments in the camps such as lighting installed around bathing facilities and toilets.

Provide safe residential/sleeping areas for female-headed families where necessary.

Select site locations in camps that do not exacerbate GBV.

Work with different community groups such as women's and LGBTI organizations and youth groups to ensure all camp residents have equal access to safe and secure living spaces.



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# 3 Resource mobilization

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Following the strategic planning phase and the production of a results-based framework (log frame) based on the needs assessment and analysis, the next phase in the HPC is resource mobilization.

Key steps to be taken for effective resource mobilization include:

- Humanitarian actors need to engage in advocacy and partnership with donors to mobilize funds for addressing gaps in the particular needs, priorities and capacities of women, girls, men and boys.
- To mobilize resources around priority actions, support the CCCM cluster with information and key messages on the distinct needs of women, girls, men and boys and plans developed to meet these needs.
- Use **gender markers** to assess how well a programme incorporates gender equality into planning and implementation and provide guidance on how to improve the process. There are several different but related markers (see section B, pages 48–51 for more information).

Examples of commitments, activities and indicators that donors would typically be looking for can be found in the IASC Gender Marker Tip Sheets. For CCCM, examples of commitments include:

- Women, girls, men and boys can access camp services equally;
- Women and men of different age groups participate equally and meaningfully in camp governance structures;
- Ensure coordination and gender mainstreaming in all areas of work, including establishing confidential complaint mechanisms to receive and investigate allegations of sexual exploitation and abuse, designing paid labour projects and ensuring that women and men residents are involved and receive equal pay for the same work;
- Take specific actions to prevent GBV such as establishing a comprehensive understanding of specific risk factors faced by women, girls, men and boys and incorporating this analysis in security provisions.



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# 4 Implementation and monitoring

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Once the resources have been mobilized, the next stage of the HPC is the implementation and monitoring of the programme.

## Implementation

In order to ensure that CCCM programmes integrate gender equality throughout, the following key actions need to be taken into consideration.

- Tailor programme activities to the specific CCCM-related needs, capacities and priorities of all women and girls, men and boys.
- Inform women, girls, men and boys of the available resources and how to influence the programme.
- Develop and maintain feedback mechanisms for women, girls, men and boys as part of CCCM programmes. Note that the ability to safely access these mechanisms can be different for women, girls, men and boys and as such provisions should be made to facilitate their inclusion. Other diversity factors such as caste, age and disability should also be taken into account to ensure access to all aspects of the CCCM programme.

To ensure that the programme adheres to good practices, several key standards relating to gender equality should be integrated across the planning, implementation and monitoring stages. These standards relate to the following areas (and are explained in the more detail in the table that follows).

- Coordination
- Participation
- GBV prevention and mitigation
- Gender-adapted assistance
- Transformative approach

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## Good practice

In rural Sittwe, Myanmar, the Government is in charge of the administration of activities in camps for IDPs. All camp management committee (CMC) members are men, limiting women from participating in the decision-making processes in the camps. Most women are illiterate as they face restrictions in attending school because of social taboos which is in part a reflection of the prevailing gender discrimination. Lutheran World Federation (LWF) Myanmar sought to find ways to include women in the CMCs, so they were allowed to speak and influence decisions. LWF held meetings with the government-appointed CMC members in each camp on women's participation in leadership structures, after which the CMC members decided to accept and select an equal number of women to sit alongside the male members. As a result, in addition to the 138 male CMC members, there are now 138 women who are "invitee members", selected by the residents of each of the 11 camps. Women are gradually gaining confidence and actively contributing to decision-making processes. Simultaneously, the community is increasingly accepting women's leadership. Participation of women in leadership structures has influenced decision-making that impacts the welfare of community members, resulting in more girls attending education programmes and an increasing number of women taking part in community activities.

ADAPTED FROM CCCM NEWSLETTER JULY 2015 P 16

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## KEY APPROACHES AND STANDARDS FOR PLANNING, IMPLEMENTATION AND MONITORING IN CCCM PROGRAMMING

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### Coordination

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#### GOOD PRACTICE

- » Identify local women's rights groups, networks and social collectives, in particular informal networks of women, youth, people with disabilities and LGBTI individuals, support their participation in programme design, delivery and monitoring, and ensure they have a role in coordination.
- » Coordinate with other humanitarian service providers to ensure gender-based CCCM considerations are included across all sectors. Share information products, tip sheets and guidelines with sector members for the effective delivery of gender- and age-sensitive protection and assistance.
- » Check that international gender standards are applied and maintained within and among camps.

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#### BE AWARE!

- » Effectively address issues of poor performance by camp management and/or service delivery partners.
- » Be aware that the experiences and needs of LGBTI individuals may be very different and coordination with local groups that represent these individuals is important to fully understand their needs and how to tailor a response.

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### Participation

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#### GOOD PRACTICE

- » Implement a representative and participatory design and implementation process, accessible to women, girls, men and boys, to develop community-based and sustainable CCCM programmes.
- » Strive for 50 per cent of CCCM staff to be women.
- » Ensure that women, girls, men and boys participate meaningfully in CCCM programmes (including camp governance and monitoring structures) and are able to provide confidential feedback and access complaint mechanisms by managing safe and accessible two-way communication channels.
- » Discuss with the population how to ensure the significant participation (not just representation) of women and men and build their capacities to engage in the camp leadership and committees.
- » Women, girls, men and boys must be able to voice their concerns in a safe and open environment and if necessary speak to female humanitarian staff.
- » Consult diverse women, girls, men and boys in assessing the positive and possible negative consequences of the overall response and specific activities. Include people with mobility issues and their care providers in discussions.
- » Be proactive about informing women about forthcoming meetings, training sessions, etc. and support them in preparing well in advance for the topics.
- » Ensure access to childcare to enable the participation of women and girls, who often carry responsibility for care, throughout the programme cycle.

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## Participation (continued)

### BE AWARE!

- » Ensure that women at heightened risk have a mechanism to raise their concerns and participate in decision-making, while guaranteeing confidentiality regarding their personal situations and without exposing them to further harm or trauma. Some mechanisms such as confidential hotlines run outside the community are more effective.
- » Avoid placing women in situations where the community is simply responding to the expectations of external actors and there is no real, genuine support for their participation.
- » Be mindful of barriers and commitments (childcare, risk of backlash, ease of movement, government ban of open LGBTI population in some cultures, etc.) that can hinder the safe participation of women, girls and LGBTI individuals in community forums.
- » Where women, girls, men and boys participate in mixed groups, address any barriers that stem from gender norms such as men's voices carrying more weight.
- » Ensure meeting spaces are safe and accessible for all. Where women's voices cannot be heard, look for other ways to get their opinions and feedback.
- » In some contexts, it may be necessary to negotiate with community leaders prior to talking with women community members in order to avoid backlash.

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## GBV prevention and mitigation

### GOOD PRACTICE

- » Follow the guidance provided on CCCM in the IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.
- » Prevention and response to GBV is a key cross-cutting priority in CCCM programming and requires a coordinated effort across planning, implementation and monitoring of response efforts.
- » Assess the physical and social conditions in the camp and whether they minimize and mitigate or exacerbate the risk of GBV.
- » Through site observation, site safety-mapping and consultations, regularly check on site security and the well-being of women and other at-risk groups to ensure they are safe from assault, exploitation and harassment. Ensure that camp/site management staff make regular visits to know danger zones (distribution points, WASH facilities) and areas which have at-risk groups such as women-headed households.
- » Do no harm: identify early potential problems or negative effects of the response by consulting with women, girls, men and boys and LGBTI individuals engaged in the assistance or services, for example using complaint mechanisms, doing spot checks and, where appropriate, using transect walks around distribution points. Measures to ensure safety, respect, confidentiality and non-discrimination in relation to survivors and those at risk are vital considerations at all times. (See section B, page 86 for more information on this concept)
- » Train staff on the organization's procedure if they are presented with information about possible cases of GBV, as well as how to orient people towards GBV referral services.
- » Camp management agencies should have dedicated meetings with GBV actors or attend GBV coordination meetings.
- » Have dedicated meetings to discuss results/improvements from safety audits and involve camp management staff in the preparation and development of the safety audits.

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## KEY APPROACHES AND STANDARDS FOR PLANNING, IMPLEMENTATION AND MONITORING IN CCCM PROGRAMMING (CONTINUED)

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### **GBV prevention and mitigation (continued)**

#### **BE AWARE!**

- » Don't share data that may be linked back to a group or an individual, including GBV survivors.
- » Avoid singling out GBV survivors: Speak with women, girls and other at-risk groups in general and not explicitly about their own experiences.
- » Do not make assumptions about which groups are affected by GBV, and don't assume that reported data on GBV or trends in reports represent actual prevalence and trends about the extent of GBV.
- » Don't collect information about specific incidents of GBV or prevalence rates without assistance from GBV specialists.
- » The environment in which assistance is provided should, as far as possible, be safe for the people concerned. People in need should not be forced to travel to or through dangerous areas in order to access assistance. Where camps or other settlements are established, these should be made as safe as possible for the inhabitants and should be located away from areas that are subject to attack or other hazards.

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### **Gender-adapted assistance**

#### **GOOD PRACTICE**

- » Assess all CCCM programming to ensure gender-related considerations are included throughout.
- » Use sector-specific information (WASH, food security, health, education, etc.) to advocate for set benchmarks in service provision that ensure equitable access to services by women, girls, men and boys at the outset of a camp response. For example, when coordinating food assistance to camps, advocate for giving a number of food vouchers directly to female heads of household in line with data collected by the camp management agency.
- » Where feasible, ensure the camp layout, infrastructures, services and activities (e.g., location of child-friendly spaces, WASH facilities design, camp lighting system, security arrangements, food distribution organization, NFI kit items, etc.) meet the stated needs of women, girls, men and boys and that they are accessible to all.
- » Ensure all potential CCCM staff (including camp management agencies and partners) have a commitment and capacity to integrate gender equality, through drafting terms of reference, providing training and monitoring performance of staff in line with principles of equality, empowerment and non-discrimination.
- » Map the camp to ensure the camp management agency know where women, girls, men and boys with specific needs are located in order to better target resources and services.
- » Advocate for the presence of specialized GBV expertise and programmes in the camp, including in identifying and managing GBV against men and boys as well as women and girls.
- » Facilitate the obtaining and replacement of personal documents for women, girls, men and boys (e.g. official ID, tenancy contracts, deeds etc.) through confidential, non-stigmatizing spaces.
- » Monitor service provision on an ongoing basis. If there are specific gaps or discriminatory practices, include targeted actions to address them.
- » Provide assistance cards/vouchers at household level to women. Inform the community about assistance levels and card ownership.

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## Gender-adapted assistance (continued)

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### BE AWARE!

- » Do not assume that all will benefit from CCCM programming equally. Use the distinct needs, roles and dynamics for women, girls, men and boys (as per the gender analysis) to define specific actions to address each need and consider options suggested by women, girls, men and boys.
- » Special measures to facilitate the access of vulnerable groups should be included, while considering the context, social and cultural conditions and behaviours of communities. Such measures might include the construction of safe spaces for people who have been the victim of abuse, such as rape or trafficking, or facilitating access for people with disabilities. Any such measures should avoid stigmatization and consider the safety of these groups.

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## Transformative approach

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### GOOD PRACTICE

- » Challenge structural inequalities. Engage men, especially community leaders, in outreach activities regarding gender-related CCCM issues.
- » Promote women's leadership in all camp management and service provision management committees and agree on representation quotas for women with the community prior to any process for elections.
- » Promote women's economic empowerment to redress underemployment in paid roles through supporting the establishment of quotas for the number of women working in remunerated camp management activities, and advocate with service providers to take a similar approach.
- » Work with community leaders (women and men) to sensitize the community about the value of women's participation.
- » Agree on representation quotas for women with the community prior to any process for elections to CCCM-related committees, etc.
- » Raise awareness with and engage men and boys as champions for women's participation and leadership.
- » Engage women, girls, men and boys in non-traditional gender roles.
- » Support women to enable them to build their negotiating skills and strategies and support them to become role models within their communities by working with them and encouraging them to assume leadership roles.
- » Help establish women's, girls' and youth groups within the camp community and enable them to undertake leadership roles.

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### BE AWARE!

- » Attempting to change long-held gender dynamics in society can cause tensions. Keep lines of communication open with beneficiaries and ensure that measures are in place to prevent backlash.
- » Powerful refugee and displaced men often feel most threatened by strategies to empower women in the community, which they see as a direct challenge to their own power and privilege (even if limited).



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## Monitoring

Monitoring should be done as part of the camp management systems and processes themselves, in particular to measure women's meaningful and relevant participation in the response. Monitoring of the infrastructure, activities and services within the camp setting is an integral part of camp management responsibilities. Monitoring should focus on identifying access to and quality of camp infrastructure and services as part of operations, planning and implementation. Camp management structures will need to coordinate with other clusters to resolve some of the issues identified through these monitoring activities and to avoid duplication of the monitoring activities themselves.

The changes relating to meeting women's strategic needs should also be monitored including how the CCCM programme has contributed through a transformative approach including promotion of women's leadership. SADD are a core component of any gender analysis and essential for monitoring and measuring outcomes. Use **gender markers** at this stage to assess how well a programme incorporates gender equality into planning and implementation and provide guidance on how to improve the process (see section B, pages 48–51 for more information on gender markers).

An example of monitoring a response within the CCCM sector is measuring the proportion of IDP sites: (i) where men and women have access to WASH infrastructure that guarantees their safety and dignity (i.e., latrines in separate

blocks for men and women, with locks and illuminated at night); (ii) that have a GBV service and a referral system; and (iii) have amenities to facilitate household tasks (space and energy for cooking, laundry, etc.).

Another example is monitoring women's access, participation and leadership in camp management structures by consulting separately with women, girls, men and boys to monitor how decisions are taken about and within these structures. What proportion of these structures have 50 per cent participation by women? What age are the women? Do they represent any other minority groups (ethnicities, castes)? Is their participation meaningful and relevant?

It is important to monitor that the CCCM programme is abiding by the “**do no harm**” principle (see section B, page 86 for more information on this concept): this includes conducting ongoing consultations with women, girls, men and boys and undertaking observation/spot checks to identify early potential problems or negative effects (e.g., street/path lighting in the camp does not cover all areas that women and girls need to use at night, putting them at increased risk of violence). Feedback mechanisms as part of monitoring are also critical (see section B, page 84 for more information on these). These mechanisms allow early identification of negative effects of the programme so that they can be responded to in a timely manner in order to prevent GBV or further abuse of women's rights.

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## Good practice: Separate male and female WASH facilities in camps.

An ongoing study conducted by Oxfam found that the proximity of female and male latrines was having a detrimental effect on women's safety. Women were often physically or sexually assaulted because of the stigma attached to being seen using the latrines alone at night. It is important to consider these factors during the design and construction phases of camp management. Separate areas for women which contain showers, latrines and laundry areas should also be constructed.

TAKEN FROM: CURRENTLY UNPUBLISHED OXFAM STUDY ON LIGHTING AND SAFETY AROUND WASH FACILITIES: AUGUST 2017.



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### **Good practice**

In February 2010, Camp C in Port-Au-Prince, Haiti was assessed by engineers and declared to be at high risk of landslides and flooding. A plan was made to relocate 3,000 individuals to a new purpose-built peri-urban displacement site. Community consultations followed and the self-appointed (primarily male) camp leaders welcomed the move, whilst making some achievable demands regarding the development of the new site. However, further consultation involving only women from the community revealed that many did not plan on leaving the at-risk site at all, as their children were attending the local church school and were in the middle of term. Negotiations ensued with the host community school to ensure the children could make the transfer in the middle of the school year, thus enabling everyone in the community to feel satisfied with the move.

SOURCE: IOM 2010

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# 5 Gender operational peer review and evaluation

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The primary purpose of the operational peer review and evaluation stage is to provide humanitarian actors with the information needed to manage programmes so that they effectively, efficiently and equitably meet the specific needs, and priorities of crisis-affected women, girls, men and boys of different ages, to ensure that all camp residents have equal access to safe and secure living spaces as well as build on their capacities (see section B, page 58 for more information). Evaluation is a process that helps to improve current and future programming to maximize outcomes and impacts, including analysing how well the transformative approach has been integrated and whether women's leadership has been promoted, ensuring that strategic needs have been addressed as well as practical needs for CCCM.

To ensure people-centred and gender-responsive impacts, it is necessary to review methodologies and processes to determine good practice in providing equal assistance to women and men. Programmes need to be reviewed based on equal participation and access to services by women, girls, men and boys. It is necessary to assess gaps in programming, focusing on which women, girls, men or boys were not effectively reached. The use of the gender markers collectively helps to identify gaps to improve programming and response.

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## KEY STANDARDS AND APPROACHES

1. IASC. "Camp Coordination and Camp Management." *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*. 2015. <https://tinyurl.com/yccxw8gn>
2. UNHCR. "Camp Coordination, Camp Management." *Emergency Handbook*. 2015. <https://tinyurl.com/y76kz2zw>

## KEY RESOURCES

1. Global CCCM Cluster Team. *Camp Management Toolkit — Resources for Practitioners Working with Displaced Communities*. 2015. <https://tinyurl.com/yaakbw5f>
2. Global CCCM Cluster Team. "Special Edition: Gender in CCCM." *CCCM Cluster Newsletter*. July 2015. <https://tinyurl.com/y8ed98g3>