Camp Coordination & Camp Management
TIP SHEET

GENDER EQUALITY MEASURES IN CCCM

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

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

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and have different priorities. Fundamental to good programming is an analysis of the roles and capacities of different groups, and a shared understanding of these implications for humanitarian aid. This gender analysis helps to ensure that services benefit all segments of the population and do not put some people at risk.

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

- Ensuring reception & registration is equally accessible and welcoming for women, girls, boys and men
- Consulting equally with males and females of different ages and circumstances on the risks and barriers that affect them
- Reviewing ways of working to incorporate the views and priorities of all groups in camp and program design
- Making sure all gender, age and ability groups can access, participate and benefit equally from assistance and services
- Analyzing security risks and problems with focus groups of women, men and other gender groups of different ages, and with persons with disabilities; agreeing and implementing with them targeted protective actions to increase safety.

GENDER MAINSTREAMING, OR A TARGETED ACTION?

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

Most Camp Management interventions aim to assist everyone in need while adapting activities to address the roles and priorities women and men (or boys and girls) in different age groups: gender mainstreaming (M.) An example would be an information campaign aimed at everyone, with different activities and messages for different gender and age groups.

Very occasionally, CCCM interventions may target actions to address discrimination or gaps resulting from gender norms and expectations ("T".) For example, a project may focus solely on supporting at-risk female households in the camp, or it may focus on addressing social norms that exclude women from leadership bodies.

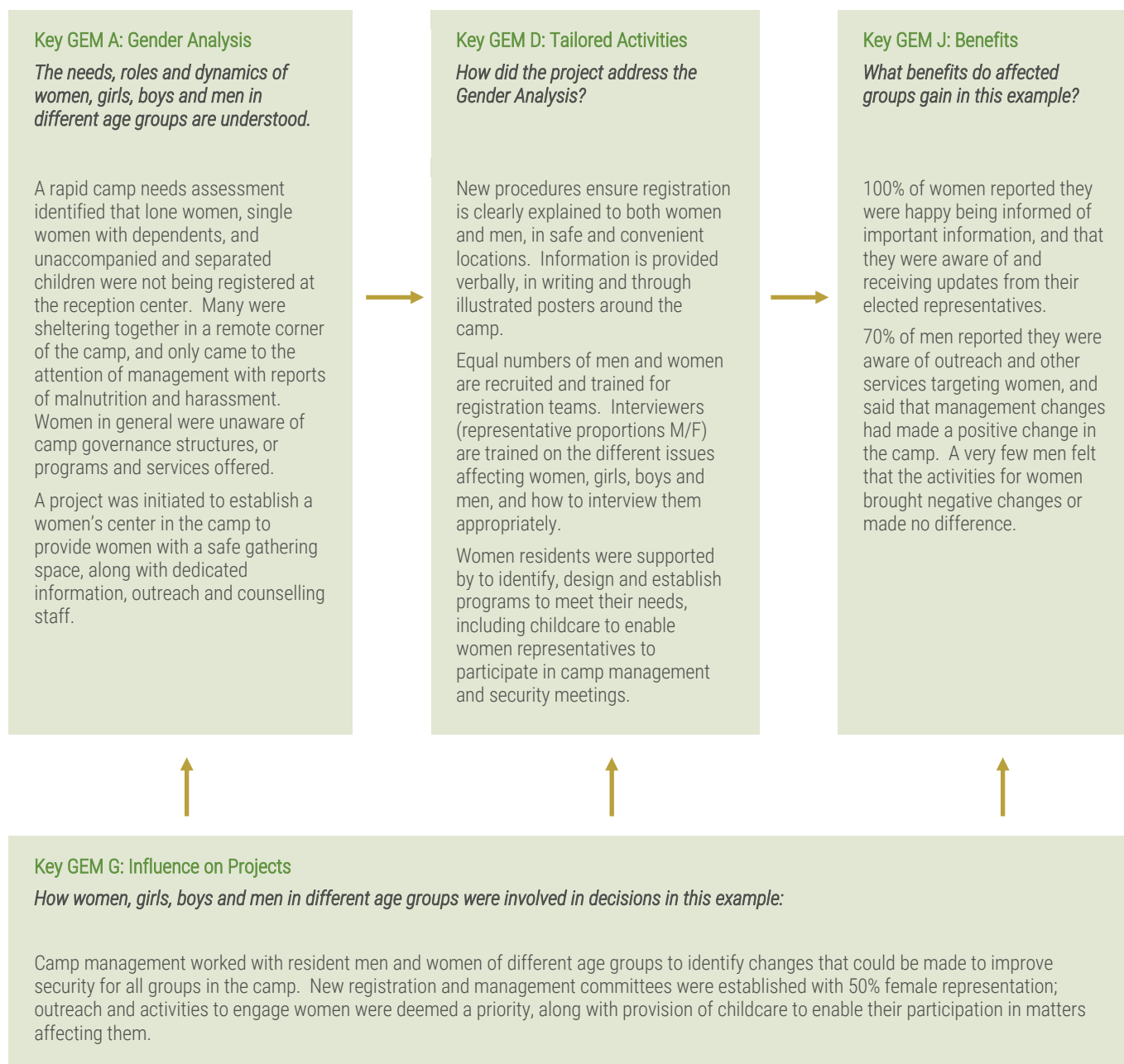*The GAM information sheets explain coding in more detail.*

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QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

Needs Analysis Set	Gender Analysis	What are the demographics of the camp population, including the proportion of single adult- and child-headed households? How have typical roles and activities of women and men changed in the camp setting? What are their respective workloads and division of labour?
	Sex and Age Disaggregated Data (SADD)	Is access to services and actual receipt of assistance analyzed by gender, age and disability? How does mobility and access to services vary by gender and age? How do gender and age affect ability to access project services? What efforts are made to ensure services are accessible to people with disabilities? Do LGBTI persons face discrimination, or barriers in accessing any facilities or services? Are protection services designed with, and located so those who need them can access safely?
Adapted Assistance Set	Tailored Activities	Are there social roles, status differences or dynamics that affect women's and men's access to camp services? What arrangements are needed to enable all gender and age groups, including people with special needs, to participate in and benefit from all aspects of camp management and service delivery? How does activities design reflect and accommodate existing social roles and dynamics?
	Protect from GBV Risks	What steps are taken to reduce the risk of sexual violence and exploitation in public and private settings? Are girls and boys asked where they feel safe? Is there a GBV/SEA referral pathway? Are men and women seen equally as partners in protection and prevention?
Adequate Participation Set	Influence on Project	Is there fair representation of women and men on camp committees? Is affirmative action needed so women can participate meaningfully in governance? Are adolescent boys and girls able to contribute? Do women and men have equal opportunities for employment?
	Feedback & Complaints	Is there a process where women, men, boys and girls can safely raise issues, including complaints? Is it accessible and welcoming to all groups? Are issues dealt with and responded to appropriately?
	Communication with Communities (Transparency)	Is information about camp facilities, services and security accessible, appropriate and easy to understand for different gender and age groups? Where appropriate, do women speak with women and men with men?
Review Set	Benefits	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Are needs met equally for women and men? Do they get similar benefits?
	Satisfaction	Are males and females of different age groups asked about their satisfaction with facilities and services? Are they equally satisfied?
	Project Problems	Do camp residents identify barriers or unintended negative consequences? Are these different depending on gender or age? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

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EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN CCCM

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

Key GEM A: Gender Analysis

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

A rapid camp needs assessment identified that lone women, single women with dependents, and unaccompanied and separated children were not being registered at the reception center. Many were sheltering together in a remote corner of the camp, and only came to the attention of management with reports of malnutrition and harassment. Women in general were unaware of camp governance structures, or programs and services offered.

A project was initiated to establish a women's center in the camp to provide women with a safe gathering space, along with dedicated information, outreach and counselling staff.

Key GEM D: Tailored Activities

How did the project address the Gender Analysis?

New procedures ensure registration is clearly explained to both women and men, in safe and convenient locations. Information is provided verbally, in writing and through illustrated posters around the camp.

Equal numbers of men and women are recruited and trained for registration teams. Interviewers (representative proportions M/F) are trained on the different issues affecting women, girls, boys and men, and how to interview them appropriately.

Women residents were supported by to identify, design and establish programs to meet their needs, including childcare to enable women representatives to participate in camp management and security meetings.

Key GEM J: Benefits

What benefits do affected groups gain in this example?

100% of women reported they were happy being informed of important information, and that they were aware of and receiving updates from their elected representatives.

70% of men reported they were aware of outreach and other services targeting women, and said that management changes had made a positive change in the camp. A very few men felt that the activities for women brought negative changes or made no difference.

Key GEM G: Influence on Projects

How women, girls, boys and men in different age groups were involved in decisions in this example:

Camp management worked with resident men and women of different age groups to identify changes that could be made to improve security for all groups in the camp. New registration and management committees were established with 50% female representation; outreach and activities to engage women were deemed a priority, along with provision of childcare to enable their participation in matters affecting them.

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

GOOD TO GO?

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

WANT MORE INFORMATION?

Visit https://iascgenderwithagemarker.com