



Gender Equality Measures in Child Protection Interventions

This Tip Sheet describes interventions, poses action-oriented questions and offers an example of the 4 Key GEMs. These critical programming steps connect to generate gender equality in Child Protection projects and programs. The IASC GAM (described below) flags whether these steps are in proposals or implemented projects.

Gender Equality in Child Protection:

The prevention of and response to abuse, neglect, exploitation and violence against both girls and boys in emergencies in ways that acknowledge gender norms.

Child protection interventions promote resilience; support existing coping strategies; and work to prevent and address separations, violence and violations against girls and boys affected by the crisis. It is important that all are able to access protection equally. Gender analysis explores the needs, roles and dynamics for girls and boys, women and men in different age groups. For example, society may place high value on adolescent girls for early marriage and domestic duties, and adolescent boys for armed recruitment or supplementing income. School-aged girls may be kept from school in order to take care of young children or disabled relatives. Disabled boys and girls may be excluded from public life. All of these gender norms bring about harmful practices. Gender and age also combine to influence how children's preferences and how they deal with crises: for example, boys may prefer to play football and become antisocial without support while girls prefer to have safe spaces to talk with their friends and may withdraw without support. Child protection interventions can make assistance responsive and fair by:

- Describing and counting the distinct needs, response and benefit rates by gender and age groups, including: differences in violations and violence against girls and boys; roles in roles in supporting households; and access to education, health and psychosocial services;
- Tailoring services to the needs and preferences of girls and boys in different age groups that reduce risks/mitigate incidents such as separation, sexual violence, child marriage, child labour and/or forced recruitment.
- Providing fair opportunities to influence the design of projects aiming to assist girls and boys in appropriate age groups; and

Questions to Inspire Action by GEMs

Needs Analysis Set

Gender Analysis (Key) How does the crisis affect the protection of girls and boys, including adolescents and school-aged? What distinct protection risks has the crisis caused or heightened? (For example, sexual violence, child labour, forced recruitment, separation from family?) Who (girls or boys) is most likely affected by these protection risks and how? How is this affected by age group? Does sexual orientation or gender identity of the children affect the risks? How do they cope with these threats? What cultural beliefs or practices affect their safety or impede the full exercise of their human rights? How do caregivers and other community members protect or harm girls and boys? How do existing laws, traditional justice or customary laws protect each group? According to culture, what are the ages do boys and girls become men and women? Are developmental capacities taken into account? **Sex & Age Disaggregated Data** What are the known relative rates of violence? How do rates of access to the project vary across different affected groups? **Good Targeting** Should the interventions be for everyone or do efforts need to be targeted? How does gender and age affect the ability of affected people to access the project? What efforts are made to ensure that people with mobility issues can access the project? Is there an openness to work with people with same-sex orientation or different gender identities? Are protection services located and designed to ensure those who need them can access them safely?

Adapted Assistance Set

Tailored Activities (Key) Are there different activities for girls and boys in different age groups that match their needs, preferences and dynamics? Are skills and strengths of both boys and girls reinforced through the project? Is girls' empowerment supported? Are equal and peaceful relationships between girls and boys promoted? What actions are taken to reduce difficulties or discrimination to accessing assistance? Are activities negotiated with family/community members? **Protect from GBV Risks** What steps are taken to reduce the likelihood of sexual violence happening in private and in public spaces? Are girls and boys asked where they feel safe? Is there a referral pathway? Are women and men equally considered as partners and allies in the prevention of GBV? **Coordination** Does the project fit in with the cluster response plan and complement actions by other clusters? Is the gender analysis and SADD access rates shared with others?

Adequate Participation Set

Influence on Project (Key) Are girls and boys of different ages and backgrounds consulted equally in an appropriate way about the design, implementation and review of the project? Is representation on child protection committees fairly distributed among women and men? **Feedback Processes** Are there feedback processes for affected people? Can complaints be lodged safely and are they responded to? **Transparency** Does everyone receive the same information or help when trying to defend their rights? Is the way it is shared changed to make sure everyone gets the right message? Is information about services accessible, easy to understand and appropriate for all?

Review Set

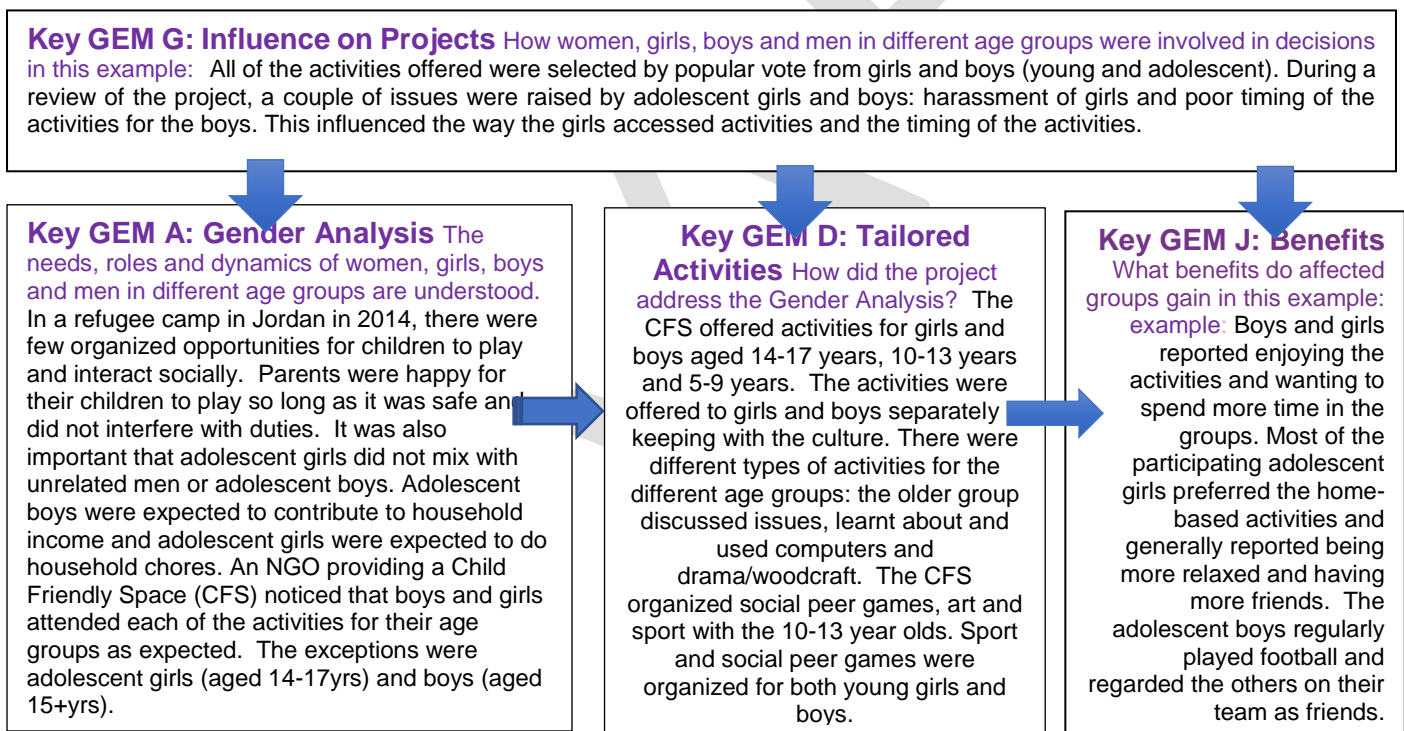
Benefits (Key): Are targets and indicators disaggregated by sex and age? Is assistance is distributed to those who need it most? Do girls versus boys get assistance fairly? **Satisfaction:** Are girls and boys in appropriate age groups asked about their levels of satisfaction? Are they equally satisfied? **Project Problems:** Do affected people identify barriers to access or negative consequences? Are they different depending on gender and age? Is the gender of the enumerator matched with the informants' gender? Does the project have plans to improve? Are discrimination or exclusion from protection services dealt with quickly? (For example, those due to sexual orientation, ethnicity, domestic duties or mobility restrictions.)

- Measuring whether boys and girls are protected fairly and addressing the barriers and problems systematically.

IASC Gender with Age Marker (GAM): The GAM measures whether the Gender Analysis, Tailored Activities, Influence on the Project and Benefits (Key Gender Equality Measures/GEMs, highlighted in the text boxes) demonstrate gendered issues and involvement across age groups. These are the building blocks that lay the foundations for quality programming. The tool codes (0-4): higher when the project can demonstrate gendered needs, roles and dynamics are considered, based on different age groups; activities are tailored accordingly; affected groups get benefits fairly; and they influence the project fairly. The GAM is used in Design and Monitoring Phases. Only Key GEMs are considered in Design while all GEMs are considered in the Monitoring Phase.

Child Protection activities may target action to address specific vulnerabilities or discriminations resulting from gender norms or expectations (Targeted Actions/T). Or interventions may consider the distinct needs roles and dynamics for women and men, girls and boys in different age groups and adapt activities accordingly (Gender Mainstreaming/M). For example, a project may focus solely on supporting adolescent girls who survived sexual violence, or a project may focus on addressing norms that facilitate the recruitment of boys and girls into armed activities. Alternatively, a project may aim to provide psychosocial support to all affected people with different activities for women and men, girls and boys in different age groups; or deliver mine risk education to people in different ways depending on gender and age. The GAM Overview explains the coding for GEMs and GAM.

Example of Child Protection Programming (Code 4T – can you work out why? See the GAM Overview)



Using the above GEMs in your project or cluster program will lead to better quality programming that is responsive to gender and age issues.

GOOD TO GO? Apply the **IASC Gender & Age Marker** to your proposal or project.

WANT MORE INFORMATION? Check out more resources below.

2018: Child Protection: IASC Gender with Age Marker

For more resources on the **IASC Gender with Age Marker** and integrating gender & age into humanitarian programming visit www.humanitarianresponse.info/ (Not live yet)

Global Child Protection AoR Minimum Standards: <http://cpwg.net/minimum-standards/>

For the E-learning course on *“Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men”*, visit: www.iasc-elearning.org