

## IASC Gender & Age Marker in Emergency Camp Coordination and Camp Management – Design Phase

**CCCM Gender Equality Vision:** Women, girls, boys and men in different age groups have equitable access to services and protection for displaced persons living in communal settings, to improve their quality of life and dignity during displacement, and advocate for solutions while preparing them for life after displacement. (Please note that this is a place-holder the definition has been paraphrased from the CCCM website but will be finalized by sector colleagues working on the IASC Gender Handbook).

**Crises will impact women, men, girls' and boys' access to CCCM services differently.** Young boy, adolescent girl, adult man or old woman, your gender and your age largely determine how you are affected by displacement and by a lack of proper camp structures and services. For example, girls and women may be at greater risk of sexual exploitation and abuse when using camp facilities or when travelling outside the camp to collect wood and water. Adolescent boys may miss classes due to income-generating work. Women and men who are older or with disabilities may require specific support when the camp is closing. In other words, gender and age combine to create different experiences and capacities to deal with crises and distinct views of what CCCM services should be like.

**As humanitarian actors, it is our role to understand these differences** and deliver services and aid that assist all segments of the population, while placing no one at risk. **A participatory approach at all stages of a project is essential for a positive impact on the lives of refugees and displaced persons.**

**Some key themes** that demonstrate what gender equality programming can do to improve services in the CCCM sector: (Please note that this is a place-holder the key themes will be finalized by sector colleagues working on the IASC Gender Handbook).

1. Ensure that the durable solutions to end the encampment of displaced persons includes solutions that meet the specific needs of women, men, girls and boys of all ages and that affected populations groups that represent the different needs are part of identifying those solutions;
2. Camp management demonstrate accountability in its activities towards all affected persons and communities, as well as towards all other stakeholders in a camp response, including service providers, the national authorities, donors and security providers;
3. In coordinating the delivery of protection and assistance to women, men, girls and boys of all ages, the Camp Management Agency refers to different types of international standards, and especially the Inter-Agency Standing Committee (IASC) gender guidelines to mainstream gender equality measures;





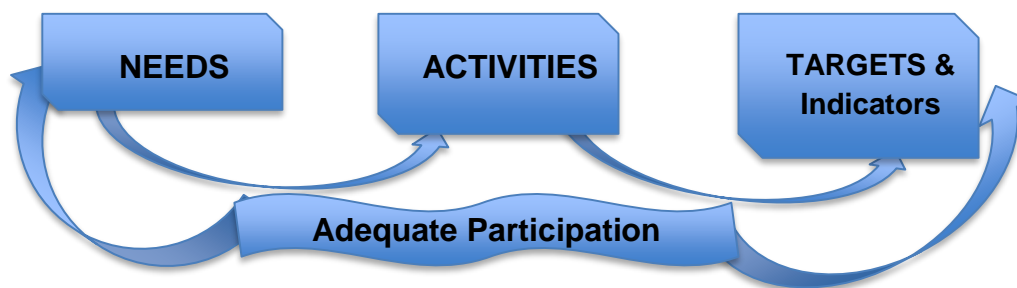
## Putting People at the Centre of Programming

The impacts of crisis differ depending on the different roles each gender has, and affects access to and use of assistance and protection. Gender roles change for different age groups. Understanding this helps design and deliver more effective and efficient delivery of assistance and advances progress towards gender equality.

**The Marker is a tool that helps organizations to assess whether a project benefits women, girls, boys and men of all different ages equitably and whether it contributes to increasing gender equality.** Its use is required for all Humanitarian Response Plans (HRP) as well as other appeals and funding mechanisms. A full description of the tool and its application can also be found in the Gender & Age Marker Overview Tip Sheet.

While both gender and age greatly influence how people are affected by crises, inequalities between women and men or girls and boys significantly affect their access to assistance and protection. For this reason, the coding of gender in the project sheet is given more weight than the age element.

Project design and implementation need to take into account both gender and age. Projects that only consider gender will code 1 and those that only consider age will code 0: this reflects the respective contribution to gender equality. Code 2 by consistently incorporating gender and age groups in the needs analysis, activities, review (targets and indicators) as well as the way beneficiaries influence the project at all stages.



## THE GENDER EQUALITY MEASURES FRAMEWORK

The IASC Gender Marker was originally introduced in 2007 to assist humanitarians to design projects that promote gender equality. After 7 years of use, it was revised to improve its contribution to quality programming, based on feedback from users. Major changes include gendered considerations of age groups to deepen the gender analysis; stronger focus on specific actions in the Design and Monitoring phases; and adaptation of the coding so that it reflects the presence of the right actions, gender and age. Targeted action projects are now identified by ticking a box: selection of this option does not affect the likelihood of funding, but informs on the purpose of the project. For an explanation of the revised coding, please see below.

The Gender Equality Measures (GEMs) Framework outlines the right actions to be taken at different stages of the project. There are 4 GEMs that should be included in project design: Gender Analysis (GEM A); Tailored Activities (GEM D); Participation in Project Management (GEM G); and User Satisfaction (GEM J). The Project code is calculated from these 4 GEMs. These 4 GEMs must also be present during implementation. The Monitoring Phase of the Gender & Age Marker reviews these 4 Key GEMs plus Supporting GEMs that combine to encourage reflective action. This framework can help you identify good practices as well as areas for improvement. The table below outlines the GEMs and guiding questions for the design of your project. They are not meant to be exhaustive.

The framework is expanded further in the Revised IASC Gender Handbook and the Gender & Age Marker website (to be completed).





## APPLYING THE IASC GENDER & AGE MARKER IN PROJECT DESIGN

**Step 1:** The table below lists the 12 Gender Equality Measures (GEMs) and associated questions for the Key GEMs relevant to the CCCM sector. Adequate consideration of each of these GEMs will help you to design a project that benefits women, girls, boys and men of all ages, including adolescents and older people. While only the four Key GEMs (A, D, G and J – coloured in the table below) are used for coding of the Gender & Age Marker at the Design Phase, all 12 are used in the Monitoring Phase.

Set	GEMs	Critical Questions for Right Actions	
Needs Analysis	<b>A: Gender Analysis</b>	How does the crisis and displacement affect women, men, girls and boys of different ages?	
		Before the crisis, what were their distinct roles and activities? (For example, subsistence farming, collecting water and fuel, household and care-giving work, paid work based in or out of the home, cultural or other recreation)? How and what roles have been changed by the emergency and the confines of the camp settlement?	
	Supporting GEMs	<b>B: Collect and Analyze SADD</b>	<b>C: Good Targeting</b>
Activities	Adapted Assistance	<b>D: Tailored Activities</b>	
		Do certain groups find it more difficult than others to access registration centres and communal settlement facilities and services? (For example, females in polygamous households where only male heads are eligible for assistance, same-sex couples, persons with mobility issues.)	
	Are different gender and age groups consulted separately and equally on the location and design of camp services and facilities, selection criteria for beneficiaries and the distribution arrangements such as place and schedule? Are people with mobility issues included in these discussions?		
	Supporting GEMs	<b>E: Protection from GBV</b>	<b>F: Coordination</b>
Adequate Participation	<b>G: Participation in Project Management</b>	Are girls, boys, women and men of different ages and backgrounds consulted equally about the design, implementation and review of the project and the establishment of the most appropriate feedback and complaints mechanisms for camp management?	
		Are women and men meaningfully involved in decision-making groups such as camp governance, camp facility management committees and use of camp services? And if, for example, women face barriers to meaningful decision-making, is action taken to ensure their voices are heard?	
		Does everyone enjoy equal opportunities for work, capacity building and on-the-job training as part of camp planning, set-up, care and maintenance?	
	Supporting GEMs	<b>H: Feedback &amp; Complaints Processes</b>	<b>I: Transparency</b>
ts & Indic Review	<b>J: Satisfaction</b>	Does the proposal outline how targets and indicators disaggregated by sex and age will ensure the project reaches those it needs to and how it will use	





		regular spot checks and discussions to monitor how various groups, including those with restricted mobility, use camp facilities and services?
		Are women, adolescent girls and children asked how safe they feel living in the camp?
	Supporting GEMs	K: Benefits L: Project Problems

Consider whether these measures are in your project. The GAM assesses the likelihood that your project will contribute to gender equality. Before you code, this is what the coding means...

<p>The project coherently addresses distinct needs of girls, boys, women and men in different age groups.</p> <p><b>2 It contributes significantly to gender equality.</b></p> <p>There is a Gender Analysis (including age) in the Needs. At least one activity is adapted to meet one distinct need and at least one indicator measures equal access/benefit to this tailored activity.</p>	<p>The project does not coherently address the distinct needs of girls, boys, women and men in different age groups.</p> <p><b>1 It is possible it may contribute to gender equality.</b></p> <p>While the design mentions gender and age, it is not coherently identifying needs, tailoring activities, monitoring these changes or engaging with affected people. Or it is considering gender without gendered implications of age.</p>	<p>The project does not visibly address the distinct needs of women, girls, boys and men in different age groups.</p> <p><b>0 It does not contribute to gender equality.</b></p> <p>Gender and age are not reflected in any section in the project proposal or only appear in the indicators and targets. Alternatively, only age issues are considered.</p>
<p><b>Not Applicable:</b> The project does not deal directly with affected populations. It does not directly determine which goods and services are made available or how assistance will be delivered.</p>	<h1>Coding Scale Explained</h1>	
	<p><b>Not Specified:</b> The project is still in development and the Gender &amp; Age Marker code is temporarily not specified</p>	

## And now coding your project:

### Step 2: Using the Gender & Age Marker

Complete the following table by indicating whether the proposal adequately responds to the questions, separately considering gender and age. For age, ensure that all relevant age groups are considered: children, adolescents, adults, older persons, etc.

Complete the following table:

Set		GEMs	Right Action ☑ or ☒	Gender ☑ or ☒	Age Groups ☑ or ☒	Key GEM Code (0-2)	Overall Project Code (0-2)
Needs Analysis		A: Gender Analysis					
Activities	Adapted Assistance	D: Tailored Activities					
	Adequate Participation	G: Participation in Project Management					
Targets & Indicators		J: Satisfaction					

### Step 3: Work out the Codes.





<b>Key GEM Codes</b>	Right Action + Gender + Age Groups = GEM Code 2 Right Action + Gender = GEM Code 1 Right Action + Age Groups = GEM Code 0 Right Action OR Gender OR Age Groups = GEM Code 0	Project Code 2 = 4 GEMs Code 2 Project Code 1 = All other combinations Project Code 0 = 3 or 4 GEMs each code 0	<b>Overall Project Code</b>
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**Step 4: Tick the Targeted Action Box if it is appropriate.**

Targeted actions are described in projects whose primary aim is to:

- Advance gender equality by assisting girls, boys, women or men of different age groups who have specific needs or suffer from discrimination,
- Or reinforce gender equality by building more equal relations.


As for other projects, targeted actions code 0, 1 or 2 depending on how consistently gender and age are taken into account in the three parts of the proposal.


- *E.g.: Project supports women from socially marginalized groups to take an active role in camp governance and decision-making structures.*

<b>Targeted Action</b> <input checked="" type="checkbox"/> or <input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Step 5: Upload the Project’s Gender & Age Marker Code and Targeted Action box on the appropriate database.**

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**IASC Gender & Age Marker**  
Improving humanitarian effectiveness

For more resources on the **IASC Gender & Age Marker** and integrating gender & age into humanitarian programming, visit: [www.humanitarianresponse.info/](http://www.humanitarianresponse.info/)

For the E-learning course on “*Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men*”, visit: [www.iasc-clearing.org](http://www.iasc-clearing.org)

