



## Gender Equality Measures in 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 Protection projects and programs. The IASC GAM (described below) flags whether these steps are in proposals or implemented projects.

**Gender Equality in Protection:** Women, men, girls and boys in different age groups are safe from the harm others might cause them when conflict or disaster may leave them more vulnerable.

Take the following actions to work towards this:

- ✓ Prioritize safety & dignity and avoid causing harm: identify and work on the risks of physical and psychosocial harm and loss of dignity most likely to occur to women, girls, boys and men in different age groups to prevent and/or minimize any effects;
- ✓ Afford meaningful access: arrange for equitable access by women and men, girls and boys across all age groups to available assistance and services (in proportion to need and levels of risk) without discrimination;
- ✓ Be accountable: set up and maintain appropriate mechanisms through which affected women, girls, boys and men in appropriate age groups can advise the adequacy of interventions so that the concerns and complaints may be addressed; and
- ✓ Ensure participation and empowerment: support women, girls, boys and men in different age groups to protect themselves as a community and individuals, and equitably claim their rights, including freedom from harm and the rights to shelter, food, water and sanitation, health, and education.
- ✓ Monitor the benefits experienced by women and men, girls and boys and compare this with the analysis and across men and women, boys and girls.

**IASC Gender with Age Marker (GAM):** The GAM measures whether the Needs Analysis, Tailored Activities, Influence on the Project and Benefits (Key Gender Equality

### Questions to Inspire Action

#### Needs Analysis Set

**Gender Analysis (Key)** How does the crisis affect the protection of girls, boys, women and men of different age groups? What distinct protection risks has the crisis caused or heightened? (For example, loss of personal identity documents, rape and other forms of sexual violence, child labour, forced early marriage, abduction, trafficking, physical assault?) Who 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 risks? What cultural beliefs or practices affect their safety or impede the full exercise of their human rights? How do existing laws, traditional justice or customary laws protect each group? **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? **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 equal and peaceful relationships promoted between girls and boys, women and men? Are there different activities for women, girls, boys and men in different age groups that match their needs, preferences and dynamics? What actions are taken to make it easier for groups that have 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 women, girls, boys & men 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? Does the agency share gender analysis and access trends?

**Influence on Project (Key)** Are girls, boys, women and men of different ages and backgrounds consulted equally in a gender-, age- and culturally-sensitive way about the design, implementation and review of the project? **Feedback (including Complaints) Processes** Have you established proper feedback and complaints mechanisms for the provision of protection services? **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?

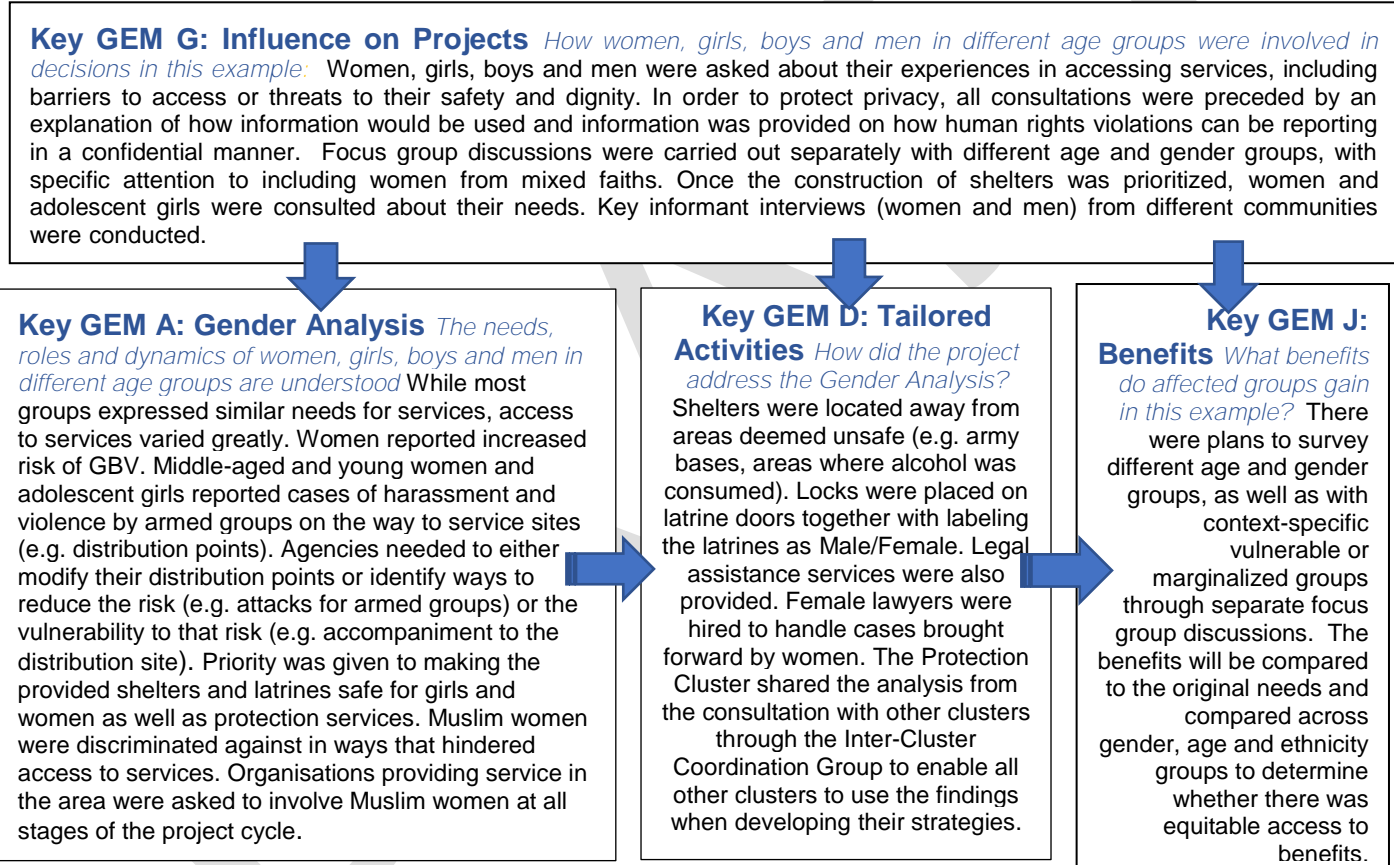
#### Review Set

**Benefits (Key):** Are targets and indicators disaggregated by sex and age? Is assistance distributed to those who need it most? Do women and girls versus men and boys get assistance fairly? **Satisfaction:** Are women and men (and 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? Does the project have plans to improve?

Measures/GEMs) 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.

Protection activities may target action to address specific vulnerabilities or discriminations resulting from gender norms or expectations (Targeted Action/T). Alternatively, 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 working with adolescent girls who survived sexual violence or a project may focus on supporting women to own land in their own right. Alternatively, a mainstreaming project may aim to provide information to the affected population about available protection activities for women and men, girls and boys in different age groups. The GAM Overview explains the coding for GEMs and GAM.

### Example of Protection Programming (Code 4T – can you work out why? See 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 with Age Marker** to your proposal or project.

**WANT MORE INFORMATION?** Check out more resources below.

**2018: 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/](http://www.humanitarianresponse.info/)

Global Protection Cluster Protection Mainstreaming Toolkit:

[http://www.globalprotectioncluster.org/assets/files/aors/protection\\_mainstreaming/Country%20Examples/south\\_sudan/ss-pc-protection-mainstreaming-toolkit-2015.pdf](http://www.globalprotectioncluster.org/assets/files/aors/protection_mainstreaming/Country%20Examples/south_sudan/ss-pc-protection-mainstreaming-toolkit-2015.pdf)

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

