



# GENDER POLICY AND TOOLKIT

INCREASING THE IMPACT OF ACTION AGAINST  
HUNGER'S WORK THROUGH GENDER  
EQUALITY PROGRAMMING

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## ACRONYMS

CSO	Community Service Organization
FAO	United Nations Food and Agriculture Organization
GBV	Gender-Based Violence
IASC	Inter- agency Standing Committee
INGO	International Non-Governmental Organization
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
PSEA	Prevention of Sexual Exploitation and Abuse
SADD	Sex and Age Disaggregated Data
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
WHO	United Nations World Health Organisation

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## CONTEXT AND RATIONALE

Whether they are natural disasters or conflict, emergencies affect millions of people each year. Nevertheless, men, women, girls and boys are affected differently. This means that they will have different needs, different perceptions and different priorities in terms of what assistance is needed. **Understanding gender and age differences, and acting upon them is central to Action Against Hunger International's mission and mandate to be prepared for and respond to emergencies and fight against hunger and malnutrition as well as ensure long-term recovery.**

The fight to sustainably eliminate hunger through early detection, treatment, mitigation and prevention of acute malnutrition is at the forefront of Action Against Hunger activities. Talking about gender and taking into consideration the social, economic and biological differences between women, girls, boys and men and, in particular, the gender inequalities which stand in the way of good nutrition is an essential means by which Action Against Hunger can achieve its mandate and strategic goals<sup>1</sup>. Gender equality is also a fundamental condition for the full enjoyment of human rights by all<sup>2</sup>.

Scholarly and academic publications as well as UN, INGO, NGO and CSO reports clearly and overwhelmingly reflect the reciprocal relationship between gender and nutrition. Higher levels of gender inequality are associated with higher levels of both acute and chronic undernutrition<sup>34</sup>. The underlying causes of undernutrition (UNICEF's conceptual framework, 1990) – poor access to nutritious food, inadequate care practices and poor access to quality health and water, sanitation and hygiene (WASH) services– are directly or indirectly related to the gender inequalities present in many countries where Action Against Hunger works. For example:

*'GENDER refers to the social differences between females and males throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures'. (IASC Gender Handbook)*

- Food taboos, preferences and consumption patterns have an impact on the nutritional status and normally have a gender dimension<sup>5</sup>, almost universally to the disadvantage of women and girls.
- Single men and boys separated from their families, i.e. during economic migration, can be at risk of undernutrition if they do not know how to cook or care for themselves.
- Lack of access to selected micro nutrients (e.g. iron) for pregnant girls and women might lead to giving birth to infants of low birth weight.

Action Against Hunger works towards gender equality organizationally across departments and programmatically across sectors - food security and livelihoods, water sanitation and hygiene, nutrition, and mental health and care practices - with nutrition at the center of its strategy and

<sup>1</sup> Action Against Hunger International Strategy 2010-2015. Aim 1: Increase our impact on acute malnutrition, curatively and preventively, especially in young children. Aim 2: Respond to, and prevent humanitarian crises, address vulnerability and reinforce longer term resilience to food, water and nutritional crises.

<sup>2</sup> Universal Declaration of Human Rights 1948, Convention on the Elimination of All Forms of Discrimination Against Women 1979, Convention of the Rights of the Child 1989, Declaration on the Elimination of VAW 1993, Beijing Declaration and Platform for action 1995, UN Millennium Declaration 2000 and relevant UN Security Council Resolutions (1325, 1820, 1888, 1889).

<sup>3</sup> Mucha N (2012). "Enabling and equipping women to improve nutrition." Briefing Paper no. 16, Bread for the World Institute, Washington.

<sup>4</sup> UNDP (2011). "Human Development Report 2011. Sustainability and Equity; A Better Future for All." New York.

<sup>5</sup> FAO (2012) Gender and Nutrition.

mandate. Action Against Hunger mainstreams gender both in emergency settings and in recovery and development contexts.

## SCOPE AND PURPOSE OF THE ACTION AGAINST HUNGER POLICY

Generally and within Action Against Hunger, there remains confusion on gender terminology where gender is conceptualized as relating to women only. While acknowledging that worldwide gender discrimination particularly affects women and girls, **Action Against Hunger supports a broad definition of gender that takes into account the different needs and priorities of women, girls, boys and men, acknowledging their respective roles and capacities, and fostering mutual awareness and partnership.**

Furthermore, Action Against Hunger takes into consideration age, sexual orientation, disability, minorities and multiple aspects of diversity, which can intersect with gender and result in discrimination and greater vulnerability.

Experience has shown that while recognizing that women, girls, boys and men have different needs, and emergencies and malnutrition impact them differently, there is a need to avoid blanket categorizations of women and children as vulnerable or women as sole caregivers. This reinforces gender stereotypes; ignores the active role women are playing in contributing to peace and resilience, and leave men feeling side-lined in many occasions.

Blanket categorizations without evidence back up can also lead to missed opportunities and influence programme effectiveness. For example, targeting mothers only on child nutrition activities where men determine what food is bought, who eats first and most, and who will be allowed to access nutritional care, will not achieve anticipated behavioral change and impact through Action Against Hunger interventions. There is a need to engage men in a meaningful way so that in the long term family and community life is strengthened and all members can thrive.

The Action Against Hunger Gender Policy is based on the need for sound, realistic, informative, nutrition-sensitive gender and social analysis that can help Action Against Hunger staff understand women's, men's, boys' and girl's needs and priorities, considering the workloads and cultural systems they operate within, in order to design programmes that have a higher impact and are more effective.

While mainstreaming gender in Action Against Hunger interventions is intended to reduce vulnerabilities of the affected population and promote the prevention of gender-based violence (GBV) (e.g. consulting women, girls, boys and men for the design and location of WASH facilities to prevent threats and/or incidents), this policy does not provide guidance on GBV focused interventions.

The Action Against Hunger Gender Policy seeks to ensure greater consistency of gender principles, policies and practices across the organization and provides an accountability framework in relation to gender equality, against which all staff are accountable.

## MAIN AIM AND BASIC PRINCIPLES OF THE ACTION AGAINST HUNGER POLICY

The aim of this policy is to increase the impact of Action Against Hunger interventions for women, girls, boys and men by analyzing and addressing gender issues in planning, implementation, monitoring and evaluation of Action Against Hunger's policies, programmes, projects and research.

The achievement of this goal requires adherence to the following principles:

- All staff recognize gender equality as a fundamental condition for the full enjoyment of human rights by women, girls, boys and men.
- All staff understand gender equality is fundamental to Action Against Hunger 's mission and mandate.
- All staff ensure active participation of women, girls, boys and men to formulate and implement interventions in a culturally acceptable way that provides meaningful roles for each and respect the human rights of all.
- All staff base all Action Against Hunger policies and programmes on a nutrition-sensitive gender analysis, in all contexts from sudden onset emergencies to long term development.
- All staff abide by the Do No Harm principles and seek to prevent and mitigate any negative effects of Action Against Hunger action.
- All staff actively hold themselves and others accountable to ensuring gender equality in Action Against Hunger policies, programmes, projects and research.
- All staff are committed to regularly reviewing the implementation of the Action Against Hunger Gender Policy in order to ensure that learning from the experience of staff and partner organizations in promoting and mainstreaming gender equality is facilitated, and learning is incorporate into efforts to improve both, policy and practice.

The following pages lay out the core elements of the Action Against Hunger Gender Policy, both in terms of promoting a twin-track approach to gender equality and creating an enabling environment for gender issues to be meaningfully integrated in all aspects of Action Against Hunger's work.

## ACTION AGAINST HUNGER'S TWIN TRACK APPROACH TO GENDER EQUALITY

Action Against Hunger's Gender Policy follows a twin track approach to gender equality:

1. Mainstreaming gender across all department and country strategies, programmes and projects - the impact of Action Against Hunger's interventions on women, girls, boys and men is considered at every stage of the project cycle management — from planning to implementation and evaluation.

Examples: A WASH project will not expose users to violence when collecting water; an income generation project will promote household or couple grants considering complementary skills by men and women in business development.

2. **Targeted actions** – interventions responding to the disadvantages or special needs of a vulnerable group, i.e. pregnant and lactating women, girls and boys under five years, older women and men, male single heads of households in care of children, etc.

Examples: A nutrition/care practices project that provides a safe space for pregnant and lactating women; an income generation project that targets young men in order to avoid recruitment into armed groups or gangs.

Both approaches to achieve gender equality are informed by gender analysis and all Action Against Hunger staff across all departments follow the key steps for Action Against Hunger's approach below. The Action Against Hunger Gender Policy Toolkit provides additional information and support for the facilitation and implementation of each of these steps.

## SIX KEY STEPS TOWARDS GENDER EQUALITY THROUGHOUT THE PROJECT MANAGEMENT CYCLE

### 1. APPLY GENDER ANALYSIS AS THE BASIS OF ALL ACTION AGAINST HUNGER POLICY AND PROGRAMME WORK

Gender analysis, defined as 'understanding and documenting the differences in gender roles, activities, needs, and opportunities in a given context'<sup>6</sup>, is systematically applied during the project cycle management. Action Against Hunger staff use the information from the facilitated gender analysis to design, implement and monitor policies and programmes that provide meaningful roles for women and men working for the wellbeing of the household and/or identify vulnerable groups that need particular assistance. Targeting women and children 'by default', without a previous analysis, is not considered being gender-sensitive.

The IASC Gender Marker is a tool that codes on a 0-2 scale, whether or not a humanitarian project is designed well enough to ensure that women/girls and men/boys will benefit equally from it, or that it will advance gender equality in another way.

### 2. COLLECT, USE AND REPORT SEX AND AGE DISAGGREGATED DATA (SADD)

All Action Against Hunger staff systematically collect sex and age disaggregated data during community, household and individual assessments and all programme work: participants/beneficiary registration, monitoring and evaluation, complaint/feedback mechanism, etc. This includes ensuring gender-balanced teams are deployed to allow access to the different groups in a community as culturally appropriate, adjusting the data collection and reporting tools and formats, and actively using the data to improve programme implementation. Ensure that data management and analysis include sex and age disaggregated data when compiling the results of research and assessments, and recommendations for intervention.

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<sup>6</sup> IASC Gender Handbook



### **3. ENSURE AN ACTIVE AND INCLUSIVE PARTICIPATORY APPROACH**

Action Against Hunger staff seek the active participation of women, girls, boys and men in the design, implementation and monitoring of programmes. Particular efforts are required in contexts where women have less access than men to decision-making processes and spaces, due to factors such as literacy or language skills (which can affect their ability to communicate with service providers), status and community leadership (typically adult male representatives in the formal and traditional decision-making sphere), mobility and time (women and girls undertake childcare or household duties and boys might be occupied with labor or school).

### **4. ENSURE GENDER-SENSITIVE PROJECT DESIGN**

Action Against Hunger staff translates gender-sensitive plans into funding requests in line with country strategies that fully reflect the extent of the specific needs and capacities of women, girls, boys and men. Action Against Hunger endorses and adopts the IASC Gender Marker tool for self-assessment, vetting and tracking of any proposal developed by Action Against Hunger <sup>7</sup>.

### **5. ENDORSE THE IASC GENDER GUIDELINES**

Action Against Hunger adheres to the IASC gender guidelines and checklists provided by the IASC Gender Handbook as an organizational commitment to help improve programming, promote consistency and efficacy. They are designed for humanitarian settings but can be applied across sectors to longer term development contexts and are not restrictive to further actions towards gender equality programming. Effective gender sensitive programming means that all sectors deliver interventions safely and ensure that people are not put at risk (e.g. poorly designed shelters, unlit latrines), reducing vulnerabilities of the affected population and promoting the prevention of gender-based violence.

### **6. INCLUDE GENDER SENSITIVE INDICATORS IN MONITORING AND EVALUATION FRAMEWORKS**

Monitoring and Evaluation (M&E) Frameworks include quantitative and qualitative gender-sensitive indicators that point out gender-related changes in the areas in which Action Against Hunger works. The terms of reference of internal and external reviews and evaluations ensure consideration and analysis of gender impact through Action Against Hunger's interventions.

Only by collecting sex and age disaggregated data through gender-balanced Action Against Hunger staff teams trained on gender issues, analyzing the data, using it intelligently to inform and fund programming, and monitoring results with gender-sensitive indicators, Action Against Hunger is able to understand the needs and capacities of women, girls, boys and men in the affected communities and to respond to these in an effective and efficient way. When the six key steps for gender equality are followed systematically, Action Against Hunger projects ensure that interventions are targeted appropriately at the most vulnerable and needy population. New information and changes in environment requires changes in programming: most of the times those changes would be minor adaptations (e.g. distributing food packages at a different time/location not to put women and girls at risk). Other changes might require more drastic adjustments to ensure Action Against Hunger interventions remain appropriate and meaningful.

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<sup>7</sup> Action Against Hunger considers the IASC Gender Marker as a central tool in the humanitarian interventions. Action Against Hunger will abide to donor specific gender markers.

## **CREATING AN ENABLING ORGANIZATIONAL ENVIRONMENT**

To fully implement the six key steps described above for gender mainstreaming and targeted interventions, Action Against Hunger implements the following institutional mechanisms and processes.

### **HUMAN RESOURCES AND STAFFING**

- Processes and mechanisms to promote gender equality in the workplace and promote a gender friendly work environment are fully implemented.
- Gender sensitivity is a required skill in all terms of reference (TORs) and is included in screening and interviewing processes as well as in staff performance objectives.
- Standard Operating procedures on mission level include minimum co-living standards describing what it is that makes men and women feel comfortable, what constitutes acceptable behavior and what not within the given context. The standards include clear guidance on communication lines, responsibility to report/ take action, and the ultimate accountability-holder for decisions.
- Prevention of Sexual Exploitation and Abuse (PSEA) is considered a separate Human Resources issue and measures should be in place to protect women, girls, boys and men from all forms of sexual exploitation and abuse by Action Against Hunger staff, including external consultants, and partners (PSEA policy and implementation plan, training of staff, complaints mechanism system). All staff and consultants should prove familiarity with PSEA.

### **TRAINING AND DEVELOPMENT**

- Equal opportunities for training and development of Action Against Hunger staff at headquarters and country level as stated in the Action Against Hunger Training Manual are provided.
- Action Against Hunger endorses the IASC online training 'Different Needs, Equal Opportunities' and makes it mandatory for all relevant staff.

### **FINANCE**

- Action Against Hunger tracks progress on gender allocations by using the IASC Gender Marker tool.

### **RESEARCH**

- Action Against Hunger promotes evidence-based research on the link between gender equality programming and project outcomes/impact. Action Against Hunger Ethical Guidelines for Research promote a socio-cultural understanding of the context where the research is carried out. Gender relations, including how they may be stressed or changing, are essential to consider within the wider socio-cultural context and analysis. Action Against Hunger can implement specific research activities in order to fill research and evidence gaps identified related to gender needs, roles and relations.

### **ADVOCACY AND COMMUNICATIONS**

- As identified in Action Against Hunger's Advocacy Strategy 2012-2015, gender inequalities are a major contributing factor to undernutrition. Gender analysis and response is central to Action Against Hunger's advocacy strategy and activities to address these issues. Action Against Hunger Advocacy teams and managers with advocacy responsibilities work with programme staff to ensure that the context and problem analysis that informs Action Against Hunger's international, regional and national advocacy strategies are based on a gender

analysis that uncovers the different needs and capacities of women, girls, boys and men in particular contexts.

- All Action Against Hunger communication material is gender sensitive and abides by the understanding of gender equality promoted by the Action Against Hunger Gender Policy.

## **PARTNERSHIPS**

- Action Against Hunger actively engages with partners in implementing the Action Against Hunger Gender Policy. This might include resource allocation, training, information, networking, etc. with a particular emphasis on strengthening organizations working towards gender equality, learning from those who are more advanced and influencing those who are not. Partnerships are strengthened with NGOs and UN agencies to ensure learning and exchange, coordination and cooperation for the achievement of common gender equality objectives.

## **QUALITY, ACCOUNTABILITY AND LEARNING**

- Knowledge on the impact of gender-equality policy and practice is systematically documented and publicly shared through the Action Against Hunger Annual Learning Review and other internal knowledge sharing platforms. Tracking best practice externally is also encouraged through publications, reports, conferences, working groups and others as relevant.

## **CONCLUSION**

Action Against Hunger can make a positive difference in the lives of women, girls, boys and men affected by crisis, hunger and undernutrition. The Action Against Hunger Gender Policy provides key principles and aims for all staff across departments and sectors to follow. While the policy is defined as a specific statement of principles to guide and determine present and future decisions, it is also a living document that will evolve over time as contexts change. It will be regularly revised and/or complemented with position papers and guidelines on specific issues as necessary.

## ANNEX 1

### GENDER GLOSSARY<sup>8</sup>

**Gender** refers to the social differences between females and males throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time, and have wide variations both within and between cultures. “Gender,” along with class and race, determines the roles, power and resources for females and males in any culture. Historically, attention to gender relations has been driven by the need to address women’s needs and circumstances as they are typically more disadvantaged than men. Increasingly, however, the humanitarian community is recognizing the need to know more about what men and boys face in crisis situations.

**Gender equality** refers to the equal enjoyment of rights, opportunities, resources and rewards by women, girls, boys and men. Equality does not mean that women, girls, boys and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

**Gender equity** is the process of being fair to women, girls, boys and men. To ensure fairness, strategies and measures must often be available to compensate for women’s and girls’ historical and social disadvantages that prevent them from otherwise operating on the same playing field with men and boys.

**Gender mainstreaming** was defined by the Economic and Social Council of the United Nations as the process of assessing the implications for women, girls, boys and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.

**Gender analysis** examines the relationships between females and males. It examines their roles, their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated in any needs assessments, sector assessments or situational analysis, and should form the basis of design and development of interventions and strategies.

**Sex and age disaggregated data (SADD)** is data that is broken down according to a person’s sex and age or age group. SADD can be collected using both quantitative and qualitative methods.

**Gender-based violence (GBV)** is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance.

**Women’s and girls’ empowerment** involves awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

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<sup>8</sup> All definitions adapted from the IASC Gender Handbook (2007).



**Gender sensitive vs. gender transformative:** The gender transformative approach is defined as program approaches or activities that actively seek to build equitable social norms and structures in addition to individual gender-equitable behaviour. Gender-transformative is different from a gender-sensitive approach through which programmes or activities respond to the different needs and constraints of individuals based on their gender. These activities significantly improve women's, girls', boys' or men's access to protection, treatment, or care. But by themselves they do little to change the larger contextual issues that lie at the root of gender inequities. While it is essential for programming to be gender-sensitive, this is not sufficient to fundamentally alter the balance of power in gender relations and to reach gender equity.

## ANNEX 2

### THE ACTION AGAINST HUNGER INTERNATIONAL CHARTER OF PRINCIPLES

Founded 35 years ago, Action Against Hunger International | Action Against Hunger is an international humanitarian organization committed to ending child hunger. With 35 years of expertise in emergency situations of conflict, natural disaster and chronic food insecurity, Action Against Hunger runs life-saving programmes in over 40 countries benefiting five million people each year.

The mission of Action Against Hunger is to save lives by eliminating hunger through the prevention, detection and treatment of malnutrition, especially during and after emergency situations of conflict, war and natural disaster. From crisis to sustainability, Action Against Hunger tackles the underlying causes of malnutrition and its effects. By integrating programmes with local and national systems, and through advocacy and research, Action Against Hunger further ensures that short-term interventions become long-term solutions.

**In carrying out our activities, all Action Against Hunger members adhere to a charter of principles that form the foundation of our humanitarian commitment:**

#### **Independence**

Action Against Hunger acts according to its own principles in order to maintain its moral and financial independence. Action Against Hunger's actions are not defined in terms of domestic or foreign policies, nor does the organization act in the interest of any government.

#### **Neutrality**

Action Against Hunger maintains strict political and religious neutrality. Nevertheless, Action Against Hunger can denounce human rights violations it witnesses as well as obstacles put in the way of its humanitarian activities.

#### **Non-discrimination**

A victim is a victim. Action Against Hunger rejects all discrimination based on ethnicity, nationality, opinion, race, religion, sex or social class.

#### **Free and direct access to victims**

Action Against Hunger demands free access to victims and direct control of its programmes. Action Against Hunger uses all means available to achieve this goal and will denounce and act against obstacles that prevent the organization from doing so. Action Against Hunger also verifies the

allocation of its resources to ensure that they reach those individuals for whom they are destined. Under no circumstances can partners working together with or alongside Action Against Hunger become the ultimate beneficiaries of Action Against Hunger's aid programmes.

**Professionalism**

To maximize its efficiency and use of resources, Action Against Hunger bases the assessment, conception, management and realization of its programmes on the highest professional standards and its years of experience.

**Transparency**

Action Against Hunger is committed to respecting a policy of transparency and disclosure for its beneficiaries, donors and partners by making available all information on the allocation and management of its funds, and by providing independent verification of its good management.

# **GENDER POLICY TOOLKIT:**

## **TOOLS SUPPORTING THE IMPLEMENTATION OF THE ACTION AGAINST HUNGER GENDER POLICY**

**MARCH 2014**

### **Note**

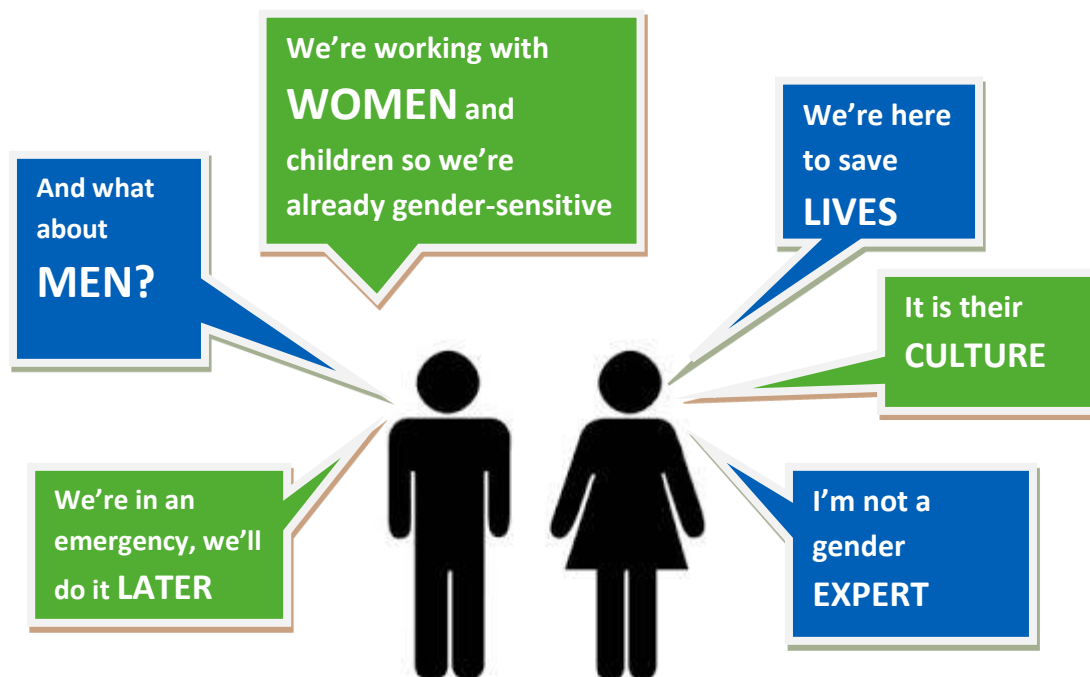
This toolkit is designed to provide practical guidance to Action Against Hunger International teams to effectively integrate gender and gender equality into their day-to-day activities and work. It supports the implementation of the 2014 Action Against Hunger Gender Policy. The toolkit has adapted existing guidelines and tools for gender mainstreaming to be used and applied by Action Against Hunger International teams.

## INTRODUCTION

Surely at some point you have asked yourself one or more of these questions: What is gender? Why does it matter? How do I mainstream it? Who is responsible? Here are the answers and the practical tools that will help you apply these concepts in your daily work fighting for a world without hunger and malnutrition.

## WHAT IS GENDER (FOR ACTION AGAINST HUNGER)?

- For many people the term '*gender*' evokes specific issues. Some think of gender as being about women only. Others consider it to be related to reproductive health or gender-based violence. Some argue that addressing gender inequality goes against cultural norms in different societies. **While acknowledging that worldwide gender discrimination particularly affects women and girls, Action Against Hunger supports a broad definition of gender that takes into account the different needs and priorities of women, girls, boys and men, acknowledging their respective roles in their families and societies, and fostering mutual awareness and partnership.**
- Action Against Hunger takes into consideration age, sexual orientation, disability, minorities and multiple aspects of diversity, which can intersect with gender to produce multiple discrimination and greater vulnerability.
- Rather than doing blanket categorizations that feed into stereotypes, applying a **gender analysis** is the fundamental basis of all Action Against Hunger programme and policy work: understanding and documenting the different roles, activities, needs, and opportunities for men, women, boys and girls, in a given context.
- Power relations and gender roles within households and the community are **culturally and geographically specific** and they change and evolve. The Action Against Hunger Gender Policy advocates against a one size fits all model and promotes an understanding of women's, girls', boys' and men's needs, and the workloads and cultural systems they operate within, when designing policies and programmes.





- Beyond it being a donor requirement, gender strategies, terms and commitments need to be defined and implemented throughout all programmes to different extents. At a minimum, interventions should **do no harm** and ensure **equal access to assistance** provided (**gender-sensitive**). But even in emergencies, and certainly in longer term work or in the recovery phases, building positive impacts for particular groups can help to take a step towards empowerment (**gender-transformative**).

## WHY DOES IT MATTER?

- Gender matters because women, girls, boys and men have different needs and priorities. Emergencies and malnutrition have different impacts on males and females of different ages (see Box 1). If we want to ensure that effective assistance is provided and that we strengthen households' resilience, we need to understand and act upon these differences.
- Ensuring that gender is not disregarded is also about being accountable to beneficiaries, complying with the imperative need to assist the most vulnerable and acting in accordance with humanitarian principles, particularly humanity and impartiality.
- Understanding these gendered differences and acting upon them is central to Action Against Hunger's mission and mandate to respond and be prepared for emergencies and fight against hunger and malnutrition, as well as ensure long-term recovery and development.
- Gender equality is a fundamental condition for the full enjoyment of human rights by women, girls, boys and men (Universal Declaration of Human Rights, articles 1 and 2).

## HOW DO I DO IT?

- Gender-equality programming is about good and best practice programming. It is based on common sense and on willingness to understand the communities we are assisting. If you read the terms and commitments of Action Against Hunger's Gender Policy you will see it is not complicated, and you can use this toolkit to apply it in your work.

## WHO IS RESPONSIBLE FOR ADDRESSING GENDER ISSUES?

- WE ALL ARE.** As field practitioners, head of programmes, directors and policy makers, our job is to make sure that the assistance and protection we provide meets the needs of all the affected population equally, that their rights are

### BOX 1: SEX AND AGE MATTER (2011, TUFTS UNIVERSITY)

In the heaviest tsunami affected areas in Indonesia in 2004, four women died for every man who died. This mortality ratio is in line with other natural disasters killing more women than men, contrary to conflicts, which globally cause more male direct war deaths.



This has implications for interventions in each sector:

**Nutrition/Care practices:** Men who lost their wife might not have the cooking and child caring skills to look after their family. Women who survived might be overburdened by the care they are expected to provide many widowers and orphaned children.

**Health/Education:** Girls might be attracted or pushed into early marriage as men lack the skills to care for themselves or their remaining children. Early pregnancies have more associated birthing and nutrition problems. Girls might drop out of school.

**GBV/Child protection:** Outnumbered by men, girls and women in camps and settlements might be at higher risk of gender-based violence.

Humanitarian staff need good information about who is affected and how because it tells something important about how disasters are unfolding; how armed conflicts are being carried out, experienced, and why; who lives and who dies; and the likely condition of those surviving the aftermath.

protected and that the most vulnerable receive the support they need. **We are all accountable.**

## GENDER AND HUMAN RESOURCES

Action Against Hunger promotes the inclusion of gender sensitivity in human resources' systems and procedures. Below are some tips:

- ✓ Meaningfully include gender sensitivity as a required skill in all TORs, including those for external consultants, i.e. asking about ability and willingness to ensure that women, girls, boys and men have equal access to the assistance provided.
- ✓ In recruitment interviews for national/international staff, include at least one hypothetical question that indicates how a candidate would identify gender issues in project activities/design and how they would handle gender insensitivity within a team.
- ✓ Include the Gender Policy and Toolkit in any induction package.
- ✓ Ensure all relevant staff have taken the IASC Gender Online Course (Intro + 2 sectors)
- ✓ Include one performance objective on how the member of staff ensures that gender equality is taken into account in his/her work.
- ✓ Ensure your Gender Focal Point (GFP) both at HQ and country office has clear written terms of reference; at least 20% of their time is allocated to GFP functions and tracked in the performance management system; rotate the function every 6-12 months so that all staff (male and female, senior and junior, programme and support) have the opportunity to participate.
- ✓ Identify gender imbalances in staff throughout the organization and examine their causes to determine good practices and affirmative action for promoting gender parity in teams / offices (see tips below adapted from the IASC Gender Handbook):

PRACTICAL WAYS TO HAVE A BALANCED TEAM OF WOMEN, GIRLS, BOYS AND MEN	
<input type="checkbox"/>	Widely distribute vacancy announcements to attract a diverse pool of applicants
<input type="checkbox"/>	Rather than using technical competencies and educational background as the primary filter in screenings and interviews, general life & work experiences-related competencies are valued too.
<input type="checkbox"/>	Where women or men are underrepresented, the vacancy announcement could say "qualified women/men are encouraged to apply".
<input type="checkbox"/>	Include both women and men on interview panels, i.e. the HR representative can be switched easily depending on whether a male/female is needed to balance the panel.
<input type="checkbox"/>	Evaluate all candidates against the same criteria.
<input type="checkbox"/>	Do not assume that some jobs are too difficult or dangerous for women.
<input type="checkbox"/>	Consider alternative working arrangements to overcome cultural limitations for employment of women, staff with disabilities, staff with minimal education etc.
<input type="checkbox"/>	Provide training on gender and cultural diversity to all staff.
<input type="checkbox"/>	Offer separate facilities (toilets, sleeping quarters) for women and men.
<input type="checkbox"/>	Keep all staffing data disaggregated by sex for easy monitoring.
<input type="checkbox"/>	Promote generous family friendly policies i.e. provide childcare to staff, where possible.

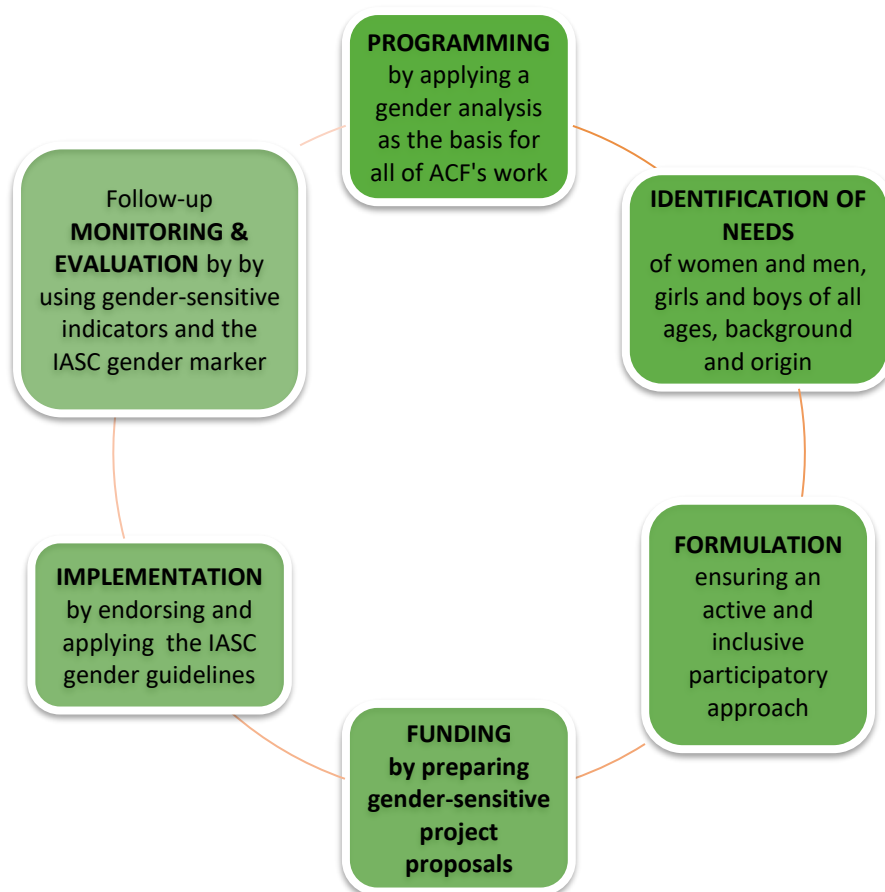
**Gender-sensitive job descriptions (JDs)** - A standard criteria for JDs, which would be universal and standard for ALL job descriptions can be very general, e.g. 'proven experience and understanding of gender-sensitive work and principles in development and/or humanitarian contexts'.

**Gender-sensitive interview questions** - Interview questions could be simply focusing on people's experience adapted to the particular position:

- **Experience-based** - develop a question to the candidates' previous experience in other positions/jobs. For instance "Please share a previous experience where you have used gender-sensitive skills in your work and what was the result?"
- **Scenario-based** - develop a case scenario that is specific to the context and nature of the job and ask the candidate what would the person do in that situation? For instance for a Food security & livelihoods position: "During a general ration distribution, could you name any risks for women and men to receive their ration and what kind of action would you take to prevent or reduce these risks?"

## GENDER AND PROJECT MANAGEMENT CYCLE

Project cycle management<sup>9</sup>, with its several components, is used throughout all Action Against Hunger projects. As illustrated below, the processes of identification, formulation, funding, implementation, follow-up monitoring and adaptation, evaluations and lessons learned are applied to all types of programmes. Action Against Hunger guidelines and manuals, training modules, examples of best practices and capitalization reports support this process, in order to ensure the effectiveness and quality of interventions. It is of utmost importance that gender issues are considered all along the project cycle as indicated below through key actions at every step of the cycle:



<sup>9</sup> Project Cycle Management (Guiding Principles Action Against Hunger, 2005).

## SIX KEY ACTIONS TOWARDS GENDER EQUALITY

### 1. APPLY GENDER ANALYSIS AS THE BASIS OF ALL ACTION AGAINST HUNGER POLICY AND PROGRAMME WORK

#### WHAT IS IT?

GENDER ANALYSIS is defined as 'understanding and documenting the differences in gender roles, activities, needs, and opportunities in a given context'. The basic format is provided by the IASC (see Gender Handbook checklists by sector) and it is simple enough for non-gender expert staff to carry out, and it can be done in emergencies too. For other contexts a more detailed gender analysis can be adapted from various available tools (see chapter 6 of IASC Gender Handbook).

#### WHY DOES IT MATTER?

- Doing a gender analysis improves **WHAT YOU DO, HOW YOU DO IT, and WHAT IMPACT** your intervention will have by meeting the specific needs of different gender and age groups;
- Not conducting a solid gender analysis and just assuming that all people have equal needs may reinforce gender inequalities and render your response less effective.

#### HOW DO I DO IT?

As gender is not a sector of its own, it is necessary to integrate assessment questions with a specific focus on gender into Action Against Hunger's key sectors: WASH, Food Security and Livelihoods, Nutrition, and Care Practices and Mental Health. You can see sample questions below and seek further support in the IASC Gender handbook. Participatory tools such as the gender clock, analysis of task division, and analysis of who uses and controls what resources and assets can help Action Against Hunger teams analyse needs of women, girls, boys and men in the households and communities where we work. See the daily activity clocks, one of the most popular tools, here below and seek further support in the SEAGA field implementation manual developed by FAO.

#### DAILY ACTIVITY CLOCKS

**What it is:** Daily Activity Clocks illustrate all the different kinds of activities carried out in one day. They are particularly useful for looking at relative work-loads between different groups of people in the community, e.g. women, men, boys, girls, rich, poor, young and old. Comparisons between Daily Activity Clocks show who works the longest hours, who concentrates on a small number of activities and who must divide their time for a multitude of activities, and who has the most leisure time and sleep. They can also illustrate seasonal variations.

**Process:** Organize separate focus groups of women and men. Be sure that each group includes people from the different socio-economic groups. Explain that you would like to learn about what they do in a typical day. Ask the groups of women and men each to produce their own clocks plotting each activity on a circular pie chart (to look like a clock). Activities that are carried out simultaneously, such as child care and gardening, can be noted within the same spaces.



## KEY TOOLS:



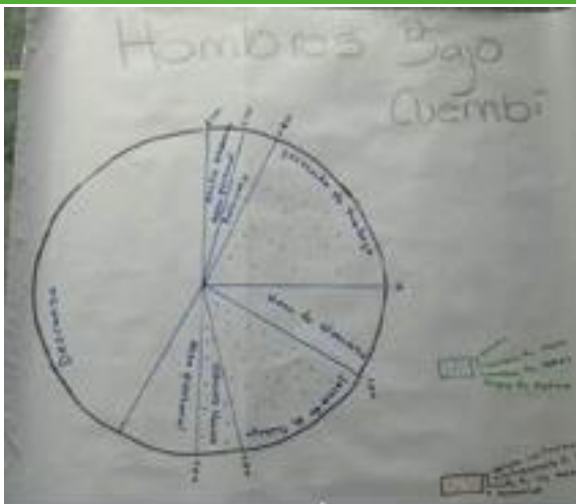
[IASC \(2007\) Gender Handbook](#)

[The Sphere Project Handbook \(2011\)](#)

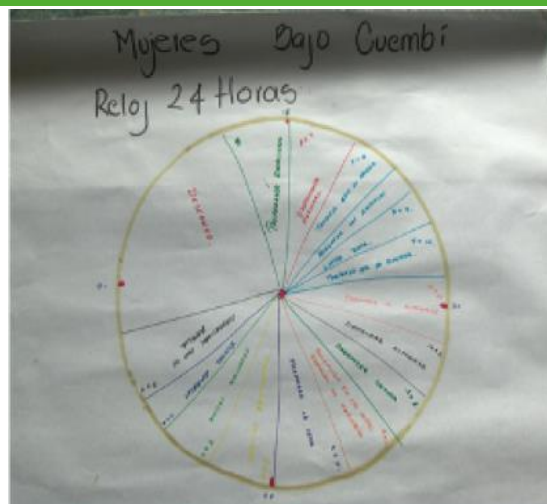
[CARE, Gender is Easy](#)

[FAO \(2011\), SEAGA Field Implementation Handbook](#)

### MEN CLOCK



### WOMEN CLOCK



## CASE STUDY 1: ACTION AGAINST HUNGER COLOMBIA

A livelihoods Action Against Hunger project in Southern Colombia with people affected by the armed conflict in the departments of Nariño and Putumayo used the activity clock exercise. The team wanted to: 1) raise awareness on the different types of contributions women and men offered to their homes and communities; 2) understand women's and men's priorities and interests for capacity-building activities (content and suitable times), and 3) establish an internal work plan that would respect the community schedule and avoid an extra burden. All this was achieved and more: men and women felt valued in their work for their homes and community, and men particularly recognized the work of women in the homes and offered further support.

## **CASE STUDY 2: NGO CHAD**

In Chad, an NGO that provides WASH services in a camp for internally displaced persons. In most families, women are responsible for the hygiene of the children and the homestead. The NGO therefore recruits and trains a group of women to go from house to house to provide hygiene education. In the following months, however, the NGO notices that diarrhoea remains as prevalent as before and that hygiene practices have not changed much. The local women explain that their husbands control the household resources. The men are often not willing to invest in additional water storage containers for drinking water, and they sell the soap distributed by humanitarian agencies on the market. Another humanitarian organization analyzed who within households controls resources and makes decisions, as part of its gender and age analysis. The organization also recruited male hygiene educators for its hygiene promotion campaign and deployed them to the fields where many men work during the day. As a result of the increased awareness among men and women, there was a greater change in hygiene practices and the number of deaths caused by diarrhoea declined significantly.

## **ANNEX 1: SAMPLE QUESTIONS BY SECTOR FOR GENDERED ASSESSMENTS BY SECTOR**

### **SAMPLE MENTAL HEALTH AND CARE PRACTICES QUESTIONS:**

- What are the common mental disorders disaggregated by gender and age?
- Are there specific risk factors for common mental disorders that affect women and men disproportionately (i.e. GBV, low socioeconomic status, income inequality, responsibility for the care of others)?
- Who provides health care to whom? Can and are men provide health care to women/girls and boys?
- What are the cultural practices around pregnancy, giving birth and breastfeeding?

### **SAMPLE FOOD SECURITY AND LIVELIHOODS ASSESSMENT QUESTIONS:**

- How is food prepared and shared within families/households?
- Do women, girls, boys and men have equal access to the local market, to work opportunities, to inputs and services, and to assets such as livestock or land?
- Who receives cash/in-kind assistance on behalf of the household? Who decides how to use it?
- Who produces/buys/eats what type of food? Who eats first?
- Are women, girls, men and boys similarly affected by seasonal hunger? Are there differences in how they cope with seasonal hunger?
- Are women responsible for a 'double' or 'triple' day - housework and food preparation, childcare, elderly care, farm or off-farm labour?
- Do women, girls, men and boys exhibit different coping strategies?

### **SAMPLE WASH ASSESSMENT QUESTIONS:**

- What are the water, sanitation and hygiene practices of the affected community? How do they vary between women, girls, boys and men?
- How do women, girls, boys and men use water and what are they responsible for (e.g. collecting, cooking, gardening, livestock)?
- Who has access to and control of water and sanitation facilities?
- Who is responsible for decision-making/management of resources on community and household level?
- Are water points, toilets and bathing facilities located and designed for privacy and security, including regarding menstrual hygiene for women and girls?
- What are the specific needs, perceptions and practices of women and girls regarding menstrual hygiene?

### **SAMPLE NUTRITION ASSESSMENT QUESTIONS:**

- What are the differences between younger/ older women's and younger/older men's positions/roles and responsibilities with regard to: a) access to health services for treatment of acute malnutrition?; b) influencing exclusive breastfeeding practices?; c) influencing complementary feeding practices?; d) access to/purchase of nutrition foods?
- What are intra-household feeding patterns (i.e. food given first to children or husband?)
- What is the decision-making process in relation to harvest being consumed or sold (for vegetables, grains, meat, fish etc. according to context)?
- Does data on nutritional status disaggregated by sex and age indicate that girls or boys are disproportionately affected? If so, what are the reasons for these differences?
- What are the levels of anemia amongst women of reproductive age (national data or specific groups depending on program)?
- What are socio-cultural practices, taboos, and/or cultural beliefs in relation to: a) caring practices; b) pregnant & lactating women's diets; c) use of colostrums; d) exclusive breastfeeding; e) weaning of children after 6 months of exclusive breastfeeding; etc?
- How may these practices affect women's, girls', boys' and men's nutritional status differently?
- When boys and men are away from the homestead (i.e. pastoralist, seasonal migration for work, insecurity etc.), how do they organize their daily meals? (Check on cooking themselves, buying or getting someone else to cook, presence of knowledge and skill but lack of practice because it is 'culturally' not accepted, etc.).
- If women are heading households/families (disaggregate by age) are they accessing sufficient and nutritious food (to be defined by context)?
- How do elderly women and men access food and does the food distributed meet their specific needs?

## **2. COLLECT, USE AND REPORT SEX AND AGE DISAGGREGATED DATA (SADD)**

### **WHAT IS IT?**

SADD is data that is broken down according to a person's sex and age, or age group. SADD can be collected using both quantitative and qualitative methods. For example, SADD is easily collected in surveys, distribution lists, clinic records, and in census samples. SADD can also be collected using key informant interviews, focus group interviews, one-on-one in-depth interviews, and a variety of ethnographic methods.



## WHY DOES IT MATTER?

- Appropriate collection and use of SADD is essential to ensure impartiality.
- SADD ensures a better understanding of different vulnerabilities, needs and access to services: who needs what, when and why.
- SADD allows operational agencies to deliver assistance more effectively and efficiently.
- SADD can also bring attention to important protection issues that need to be addressed.
- SADD allows comparisons among different categories of beneficiaries, for example, as individuals or as household types, and can be used to present the quantifiable results of gender impact that are often demanded by donors.
- SADD allows comparisons among different categories of beneficiaries (e.g. adolescent girls and young women within the broader category of pregnant women or mothers)
- Failure to use SADD can result in misguided interventions or put vulnerable groups at risk.
- SADD is essential to M&E: without SADD it is impossible to track equitable assistance or the impact of gender objectives or strategies.

## HOW DO I DO IT?

CORE RECOMMENDATIONS FOR ENSURING GOOD DATA COLLECTION AND USE OF SADD	
<input type="checkbox"/>	Add sex and age-relevant gauges to surveys and monitoring systems.
<input type="checkbox"/>	Data collection and analysis can be difficult in emergency situations; gender issues can be identified and baselines for indicators can be developed using already existent sources. Review existing literature and data to identify the different roles of male and female, older people, adults, youth and children in key sectoral areas prior to the crises so that when the initial assessment data is available, there is a baseline from which to extrapolate, and it will be easier and clearer to understand which groups have been most impacted. Examples: Demographic and Health Surveys (DHS), CEDAW country reports, Gender Equality Index country data, etc.
<input type="checkbox"/>	Review previously published key studies and reports on vulnerable groups or particular risks or threats already existing among the affected populations.
<input type="checkbox"/>	Review the legal and customary frameworks to identify potential areas of gender and age discrimination.
<input type="checkbox"/>	Ensure that the teams in charge of conducting assessments (assessors and translators) include men and women. Carefully examine the trade-off between having teams which are technically specialised (e.g. agronomists, nutritionists, veterinarians, clinical health officers), and teams that are diverse and therefore can access the different groups within a community.
<input type="checkbox"/>	Hold separate interviews and focus group discussions with males and females in different age and wealth groups.
<input type="checkbox"/>	Ensure key female informants are interviewed who often have information on immediate needs of women; including community leaders, midwives, nurses, leading market women, and teachers.
<input type="checkbox"/>	When a group speaks on behalf of another and makes assumptions about its access to services, triangulate this information with either the involved group or when this is not possible (e.g. for infants) make sure the best informants are identified.
<input type="checkbox"/>	Ensure SADD is recorded regarding all key informants, individuals, and household composition; this will enable: <ul style="list-style-type: none"> <li>-Assessment of whether there are important segments of the population that have not been reached that may have views needed to inform responses;</li> <li>-Assessment of any important differences across sex and age in terms of needs and access to essential and services among the most vulnerable populations.</li> </ul>

<input type="checkbox"/>	Ensure observations are made by team members on effects on infrastructure and impact on civilian populations, noting where access to services is more difficult or blocked for certain segments of the population.
<input type="checkbox"/>	Ensure that when individuals are registered for distributions, recorded data include their sex and age (or age-group).
<input type="checkbox"/>	Coherently summarize data, with evidence-based recommendations, and provide these reports to the necessary decision- and policy-makers.

## KEY TOOLS:



[Tufts University \(2011\) Sex and Age Matter](#)  
[IASC \(2007\) Gender Handbook](#)  
[Gender Marker tip sheets by sector](#)  
[The Sphere Project Handbook \(2011\)](#)

### CASE STUDY 3: ACTION AGAINST HUNGER SOUTH CAUCASUS

An Action Against Hunger project with internally displaced persons and returnees in eastern Georgia and Abkhazia supported 47 individuals in obtaining professional work experience through internship placements. SADD allowed for an identification of a pattern: initially, mainly men applied (17 out of 18 interns). Minor adaptations in the approach such as changing time and location of advertisements and meetings and explicitly encouraging women to apply, led to a significant increase in applications from women.

### CASE STUDY 4: NGO HAITI

During the 2011 cholera outbreak in Haiti, mortality rates disaggregated by sex and age revealed that more men than women were dying of the disease. Indeed, few men were going to Cholera Treatment Centers. Humanitarian actors consulted with affected communities and discovered that men did not have accurate information about the symptoms of cholera, mistaking its symptoms for those of HIV. Due to the social stigma surrounding HIV, men did not want to seek medical care and were as a result dying. In response to these findings, humanitarian workers developed targeted health messages for men, which led to a decrease in their mortality levels.

## 2. ENSURE AN ACTIVE AND INCLUSIVE PARTICIPATORY APPROACH

### WHAT IS IT?

PARTICIPATION happens when the following three criteria are met:

1. Women, girls, boys and men of all ages from the affected community, including vulnerable groups, are given the opportunity to actively participate during all stages of the project cycle.
2. Written programme objectives and plans reflect the needs, priorities and values of the people concerned, particularly those belonging to vulnerable groups, and contribute to their protection.
3. Programming is designed to maximize the use of skills and capacities of local men and women.

### WHY DOES IT MATTER?

Meaningful and active participation of women, girls, boys and men of all ages in identifying needs and designing and implementing programmes to address those needs substantially improves programme effectiveness and sustainability. It helps with the following:

- Minimize the risk of exclusion of certain groups during the design and delivery of goods and services;
- Recognize the power dynamics among groups (political, social, economic, gender, etc.) with control over resources and those without;
- Allow for a more holistic understanding and subsequently more effective response;
- Enhance accuracy of needs assessment data;
- Help individuals and communities to identify actions to take on their own behalf;
- Set the foundation for greater self-sufficiency, safety and protection among individuals and communities, and more sustainable programme results in the long term;
- Avoid people feeling loss of dignity, feelings of worthlessness and powerlessness for not being invited to participate.

### HOW DO I DO IT?

First of all let's be reminded that gender-balanced teams are essential, including interviewers and translators, to ensure access to both women and men in the community. If the context requires separate consultations and there is little time, consider instead of facilitating one focus group discussion to divide the team into two in order to conduct simultaneously a separate consultation for women and for men. If a formal meeting cannot be organized, meet the women, girls, boys and men where they usually gather (e.g. market place, water points, under the village tree for tea, etc). Particular efforts are required in contexts where women have less access than men to decision-

*'Meetings need to take place in the vicinity otherwise where are we going to leave our younger children? Who will prepare dinner? Besides, if we go out there will be gossip and we will get in trouble as our husbands will not trust us'.*

*'In meetings I don't understand what they are talking about and I am embarrassed to speak out loud.'*

Guarani indigenous women quoted in a gender assessment for Action Against Hunger Bolivia.

*'Agencies talk about women's rights sometimes, but it does not change our lives at all. Agencies do not ask women themselves what we think, what we want or what we need.'* Woman in Marrato, Action Against Hunger Evaluation in Ethiopia

making processes and spaces –due to factors such as literacy or language skills (which can affect their ability to communicate with service providers), community leadership (typically male representatives in the formal decision-making spheres), mobility and time (women and girls undertake childcare or household duties). Ensure and apply cultural sensitivity, i.e. choosing the right location and time where and when women feel comfortable to speak.

The checklist below is derived from the Participation Chapter in the IASC Gender handbook:

CORE RECOMMENDATIONS FOR ENSURING EQUAL PARTICIPATION	
<input type="checkbox"/>	Women, girls, boys and men of all ages receive information on the programme and are given the opportunity to comment and contribute during all stages of the programme cycle.
<input type="checkbox"/>	Balanced representation by women, girls, boys and men in all groups is achieved.
<input type="checkbox"/>	Programmes are based on the willing cooperation of the affected population.
<input type="checkbox"/>	Special fora exist for the participation of women and youth.
<input type="checkbox"/>	Programme objectives reflect the needs, concerns and values of all segments of the population.
<input type="checkbox"/>	Assessment results are communicated to all concerned organizations and individuals.
<input type="checkbox"/>	Mechanisms are established to allow all segments of the affected population to provide input and feedback on the programme.
<input type="checkbox"/>	Age- and sex-specific outreach is established for individuals who are marginalized, for example the homebound, disabled, elderly or others who may have problems accessing services.
<input type="checkbox"/>	Programming is designed to maximize the use of local skills and capacities, including the skills and capacities of women and youth.
<input type="checkbox"/>	Gender-sensitive programmes are designed to build on local capacities and do not undermine women's, girls', boys' and men's own coping or other strategies.
<input type="checkbox"/>	Programmes support, builds on and/or complements gender responsiveness of existing services and local institutional structures.
<input type="checkbox"/>	Local and national governmental organizations are consulted in the long-term design of gender-sensitive programmes.
<input type="checkbox"/>	Trainings and workshops are undertaken with the inclusion of representatives from the community and local groups and networks such as youth groups, women's organizations and other collectives.

## KEY TOOLS:

[ALNAP \(2003\) Global Study on Consultation and Participation of Disaster-Affected Populations:](#)



[Practitioners' Handbook](#)

[UNHCR \(2005\) The UNHCR Tool for Participatory Assessment in Operations](#)

[ECB \(2007\) The Good Enough Guide](#)

[IASC \(2007\) Gender Handbook](#)

[The Sphere Project Handbook \(2011\)](#)

### **CASE STUDY 5: NGO INDIA**

After the Indian Ocean tsunami in 2004 a disproportionate number of responding NGOs donated fishing boats to tsunami-damaged shoreline communities to revitalize livelihoods. All fishers were men. Women's livelihoods depended on petty trading and street vending. Their stalls and goods were also destroyed by the tsunami. Their loss was less visible and triggered far less assistance. Single-sex consultation in affected communities would have ensured all needs were identified.

### **CASE STUDY 6: NGO NEPAL**

In separate focus groups, men and women mapped the locations they normally visit in their village. Men identified accessing schools, agriculture training centres and village development committees that women do not access due to their more restricted mobility. The programmatic implications for active women farmers are that agricultural extension training would have to be mobile and 'come to women' or women would not be able to benefit. Likewise, pro-active efforts would be needed to ensure that women could also access agricultural inputs.

## **4. ENSURE GENDER-SENSITIVE PROJECT DESIGN**

### **WHAT IS IT?**

A gender-sensitive project design is one that uses and analyses gender data and information to inform the activities of the project and measure outcomes accordingly. Action Against Hunger teams are encouraged to use the IASC Gender Marker tip sheets. The IASC Gender Marker is a tool that codes a project on a scale of 0 to 2, whether or not a project is designed to ensure that women, girls, boys and men will benefit equally from it. Other gender markers will be considered too, i.e. ECHO's Gender Marker.

### **WHY DOES IT MATTER?**

- It improves the design of programmes, to ensure that the way aid is delivered responds to the distinct needs of women, girls, boys and men equally.
- Action Against Hunger's ability to respond to an emergency is directly linked to its ability to raise funds, and increasingly donors review proposals with a gender lens.
- It helps measure the amount of financial resources that are allocated to gender-related programming per sector.

## HOW DO I DO IT?

For gender-sensitive project design you can specifically follow the guidelines published by different donors according to their gender policies (see key tools below) and in general use the IASC Gender marker tip sheets (available in English, French, Spanish and Arabic). The IASC Gender Marker was originally conceived for humanitarian projects submitted to Consolidated Appeal Processes (CAPs) but it can be used in longer term development contexts too. Familiarise yourself with the IASC and other Gender Markers to self-assess projects and vet them. Aim at your project achieving the highest score.

Below are some tips for preparing gender-sensitive project proposals:

<b>CORE RECOMMENDATIONS FOR PREPARING A GENDER-SENSITIVE PROJECT PROPOSAL</b>	
<b>Key statement</b>	
<input type="checkbox"/>	State Action Against Hunger's commitment to gender equality in the introductory part of the proposal.
<b>Goal and objectives</b>	
<input type="checkbox"/>	Does the project specify who will benefit from the project? Is the intended benefit equitable among women, girls, boys and men – <b>gender mainstreaming</b> , - or does it target a specific population group based on a gender analysis – <b>gender specific actions</b> ? Both are strategies for reaching the goal of gender equality.
<input type="checkbox"/>	If objectives include terms like 'empowerment of women and girls' or 'male engagement' how is that defined?
<b>Beneficiaries</b>	
<input type="checkbox"/>	Provide sex and age disaggregated data. If unavailable, why? Do not use generic terms such as 'displaced population', 'families' or 'households' without explaining the different needs of women, girls, boys and men within these broader population categories.
<b>Planning and needs analysis</b>	
<input type="checkbox"/>	Has a gender analysis been done by Action Against Hunger or in a joint effort with other organizations? If not, it is important to do one and if not possible at least consult other organizations who have done one and incorporate their findings as relevant.
<input type="checkbox"/>	Have women, girls, boys and men been asked about their different needs and priorities?
<input type="checkbox"/>	Are the multiple and different roles of women, girls, boys and men analyzed and taken into account? What arrangements are made to accommodate them?
<b>Activities and outcomes</b>	
<input type="checkbox"/>	Have the activities in the project been assessed in light of the IASC Gender guidelines. If so, please state.
<input type="checkbox"/>	Will activities ensure that women, girls, boys and men benefit or are there specific activities that will target different groups?
<input type="checkbox"/>	What evidence is there to show that both men and women will actively participate in the activities? Are there any barriers to the participation of any population group and how will they be overcome?
<input type="checkbox"/>	How does the project promote women's and men's capacity to: take decisions, negotiate their rights, ensure access to the project and its benefits?
<input type="checkbox"/>	Are there measures for prevention of gender-based violence in place?
<input type="checkbox"/>	Are there measures for prevention of sexual exploitation and abuse in place?
<input type="checkbox"/>	If this is a short-term intervention, does it consider the long term impact on overall access to resources and benefits by the most vulnerable groups?
<b>Evaluation</b>	
<input type="checkbox"/>	Are indicators differentiated by sex and age? This is the only way to record the gendered specific impacts of the project



## KEY TOOLS:



[IASC \(2007\) Gender Handbook](#)

[IASC Gender Marker](#)

[ECHO: Different Needs, Adapted Assistance](#)

[Donor approaches to gender](#)

## 5. ENDORSE THE IASC GENDER GUIDELINES

### WHAT IS IT?

The IASC Gender Handbook offers guidelines and checklists per sector, which if applied systematically can translate the Action Against Hunger Gender Policy commitments into reality. They are designed for humanitarian settings but can be applied to longer term development contexts too and are in no way restrictive to further actions towards gender equality programming.

### WHY DOES IT MATTER?

- The IASC Gender Handbook offers concrete operational steps that **ALL Action Against Hunger teams** can implement without necessarily being gender experts.
- Using IASC tools (Gender Handbook, Gender Marker and tipsheets, and online course) offer consistency in terminology and approach, and a common understanding with other IASC member organisations.
- Gender is still perceived as an additional and time consuming task amidst competing priorities especially in emergency contexts. The IASC gender guidelines show that gender is an approach, not an additional task. For example: Respecting a ratio of 6 latrine stalls for women to 4 for men does not require the construction of additional facilities. It simply requires dividing the number of stalls per latrine block differently.
- The effective mainstreaming of gender according to the IASC guidelines can help promote the prevention of gender-based violence. For GBV responses, Action Against Hunger teams should refer to expert entities.
- The IASC Handbook can be used by Action Against Hunger missions to draw some gender minimum commitments to address gaps (i.e. SADD not collected so far), barriers (i.e. a commitment about a culturally appropriate way to consult women where it is found that they do not have access to public meetings) or “quick wins” (things that can easily be systematized and will make a difference, such as putting locks inside the communal latrines). See DRC case study below.

### HOW DO I DO IT?

Take the IASC Gender Online course and get a copy of the IASC Gender Handbook (OCHA should have some in each country and they exist in several languages) or download it and follow the guidelines per sector. The ADAPT and ACT Framework for gender equality from the Handbook (see annex) can be used by project staff working at the sector level to review their projects or programmes with a gender equality lens.

## KEY TOOLS:



[IASC \(2007\) Gender Handbook](#)

[IASC \(2005\) GBV Guidelines](#)

[The Sphere Project Handbook \(2011\)](#)

## **CASE STUDY 7: GENCAP DRC**

The WASH cluster in DRC established 5 gender minimum commitments. They were the product of a dynamic dialogue with UNICEF's WASH section and cluster members. This dialogue centred on questions such as: What do we do well and not so well? What top priority actions should we take? And is gender our business? These discussions took place at the national and provincial level, where the first time cluster members were asked to reflect, debate and engage on this matter, to articulate this as a top priority to be taken into account in all interventions. This highly productive discourse resulted in the formulation of five minimum commitments with the aim of being systematically applied in the field response:

1. Analyse and consider gendered division of tasks within households and communities and the different needs of women, girls, boys and men in water provision, sanitation and hygiene.
2. Consult girls and women as a priority at all stages of the project, particularly about the physical placement and the design of water points, showers and toilets, in order to reduce time spent waiting and collecting water, and to mitigate incidences of violence. Ensure that evaluation and translation teams include female staff.
3. Encourage an equal representation of women, girls, boys and men in the committees and in trainings so that all users have an equal mastery of facilities. Involve men in hygiene maintenance and in hygiene programmes.
4. Separate by sex the blocks of public emergency latrines and showers by using a pictogram, respecting a ratio of 6 latrine and shower stalls for women, and 4 for men. Ensure that doors can be locked from the inside.
5. Respond to the specific hygiene needs of menstruating girls and women by the construction of special washing facilities and by the provision of female hygiene kits.

## 6. INCLUDE GENDER SENSITIVE INDICATORS IN MONITORING AND EVALUATION FRAMEWORKS

### WHAT IS IT?

A gender-sensitive indicator is one that is structured to compare males and females. The basic strategy with gender-sensitive indicators is one of using quantitative and qualitative methods in combination:

- Quantitative indicators can be defined as measures of quantity, such as the percentage of women in a WASH committee.
- Qualitative indicators can be defined as people's judgments and perceptions about a subject, such as the confidence those women have in actively participating in the WASH committee and ensuring their voices are heard when designing and implementing a project.

### WHY IS IT IMPORTANT?

Different types of indicators need to be disaggregated by sex and age in order to measure the following:

- **Needs:** % of girls and boys at school, suffering from malnutrition, types of violence affecting girls and boys in different age groups, etc.
- **Access:** attendance levels disaggregated by sex and age for nutrition centres, % of women and men trained in nutrition practices or improved agricultural techniques, % of male and female health staff recruited and trained, etc.
- **Quality of facilities:** % of latrines in region X disaggregated by sex and age, with lock and external lighting, etc.
- **Impact:** % of women and men satisfied with their access to our services at the end of the project, etc.

Because of the use of indicators and other relevant evaluation techniques, using gender-sensitive indicators will feed into more effective future planning and program delivery.

### HOW DO I DO IT?

Rather than tinker with individual indicators on gender, the emphasis should be on the type of disaggregation required to make the information provided from **any given indicator** gender-sensitive. That is, what is the male/female comparison that needs to be understood? Is there a particularly relevant age cohort that needs consideration?

Indicators usually used can be made gender-sensitive by disaggregating them by sex and age. Gender-sensitive indicators refer to gender ratios rather than using simple numeric indicators that only reflect numbers of women and/or men benefiting from interventions. The table below provides methods of quantifying sex-disaggregated indicators, which can also be readily adapted to age-sensitive indicators, depending on the unit of analysis. For qualitative indicators see the IASC Gender handbook checklists and the sample below.

GENDER-SENSITIVE INDICATORS			
INDICATOR	FORMULA	INTERPRETATION	EXAMPLE
<b>Female share of a total</b>	$\frac{\# \text{ (females)} * 100}{\# \text{ (females + males)}}$	<ul style="list-style-type: none"> <li>• 50% = gender equality</li> <li>• &lt;50% = females are under-represented</li> <li>• &gt;50% = males are under-represented</li> </ul>	Share of women in leadership positions in camp management committees.
<b>Ratio between females and males</b>	$\frac{\# \text{ (females)}}{\# \text{ (males)}}$	<ul style="list-style-type: none"> <li>• 1 = gender equality</li> <li>• The closer to 0, females are under-represented</li> <li>• &gt;1 = males are under-represented</li> </ul>	The ratio between girls and boys school enrolment/ retention rates (no. girls per boy).
<b>Female characteristic as percentage of male characteristic</b>	$\frac{\text{mean female characteristic} * 100}{\text{mean male characteristic}}$	<ul style="list-style-type: none"> <li>• 100% = gender equality</li> <li>• The closer to 0, the more females are disadvantaged</li> <li>• Values &gt; 100% = males are disadvantaged</li> </ul>	Average value of asset recovery for women as a percentage of average value of asset recovery of men.
<b>Gender gap (% difference between no. females vs. no. of males in the same population)</b>	$\frac{(\# \text{ males} - \# \text{ females}) * 100}{\# \text{ males}}$	<ul style="list-style-type: none"> <li>• 0% = gender equality</li> <li>• The closer to 100%, the more females are disadvantaged</li> <li>• Values &lt;0% = males are disadvantaged</li> </ul>	Differences in access to (or control over) productive assets between women, girls, boys and men.

Source: WFP Comprehensive Food Security Vulnerability Assessment Handbook, 2006

## KEY TOOLS:



[IASC \(2007\) Gender Handbook](#)

[The Sphere Project Handbook \(2011\)](#)

[CIDA \(1997\) Gender-Sensitive Indicators Guidelines](#)

## SAMPLE INDICATORS ADAPTED TO THE DIFFERENT SECTORS:

% of needs analysis and M&E reports done by Action Against Hunger teams and based on consultation with affected women and men and disaggregated by sex and age.
% of beneficiaries using and maintaining the facilities, disaggregated by sex.
% of women and men satisfied with their access to Action Against Hunger services + water facilities/ nutrition structures etc. at the end of the project.
% of decrease in time spent by women, girls, and boys in collecting water/queuing up.
% of increase in time available for rest and leisure, education or IGAs for girls and women.
% of women/men having an improved understanding of hygiene practices and water-borne diseases/ways to prevent malnutrition in infants and adults.
% of latrines in region X disaggregated by sex, with a lock inside and lighting outside, between now and December 2014.
% of total number of focus group discussions on hygiene/exclusive breastfeeding, promotion done with women and men.

% of WASH/Nutrition/Food Security & Livelihoods /Mental Health and Care Practice projects which take gender into account in their design (codes 2a/2b, IASC Gender Markers)

## PASSPORT TO MAINSTREAMING GENDER IN ACTION AGAINST HUNGER PROGRAMMES

You can use this passport form for an action plan after a gender training and ask participants to complete it within the next 6 months. A completed passport can then be part of a performance appraisal for staff and can be used to discuss challenges and best practices around gender mainstreaming.

<b>PASSPORT TO MAINSTREAMING GENDER IN ACTION AGAINST HUNGER PROGRAMMES</b>			
<b>Have you...</b>	<b>YES</b>	<b>NO</b>	<b>Include your comments in this section</b>
<b>..read and understood the Gender Policy and Toolkit?</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>...done your share in promoting a gender-friendly work environment?</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>..done the IASC gender online course, or equivalent?</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>..routinely implemented the six steps towards gender equality?</b>			
1. done a gender analysis?	<input type="checkbox"/>	<input type="checkbox"/>	
2. collected, used and reported SADD?	<input type="checkbox"/>	<input type="checkbox"/>	
3. ensured a participatory approach?	<input type="checkbox"/>	<input type="checkbox"/>	
4. ensured a gender-sensitive design?	<input type="checkbox"/>	<input type="checkbox"/>	
5. followed the IASC gender guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	
6. used gender-sensitive indicators?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>..documented and shared learning and used it to improve programming?</b>			

## USEFUL GUIDELINES AND TOOLS

### WEB-BASED RESOURCES

The following is a non-exhaustive list of the most comprehensive and up to date web hubs offering extensive access to information on gender equality (adapted from Save the Children 2009, Gender Policy):

**<http://www.humanitarianresponse.info/themes/gender>**

Website for all the IASC tools mentioned in the Action Against Hunger Gender Policy and Toolkit: Gender Handbook, online course Different Needs/Equal Opportunities, Gender Marker, GENCAP.

**<http://gbvaor.net>**

The Gender-Based Violence Area of Responsibility (GBVAOR) is the global level forum for coordinating prevention and response to GBV in humanitarian settings (co-led at the global level by UNFPA and UNICEF). The website includes tools, trainings and case studies.

**<http://www.unwomen.org>**

In July 2010, the United Nations General Assembly created UN Women, the United Nations Entity for Gender Equality and the Empowerment of Women, bringing together resources and mandates for greater impact.

**<http://ec.europa.eu/echo>**

Website for the European Commission Humanitarian Aid and Civil Protection, which is promoting gender mainstreaming in humanitarian response through its new Gender Marker tool *Different Needs, Adapted Assistance* available as of January 2014.

**<http://www.menengage.or>**

MenEngage is an alliance of NGOs that seek to engage men and boys in effective ways to reduce gender inequalities. Their website has extensive resources on this issue including the Rio Declaration for achieving gender equality.

**<http://www.siyanda.org/>**

Siyanda is an online database of gender and development materials from around the world. It is also an interactive space where gender practitioners can share ideas and resources.

**<http://www.wougnnet.org/Links/aboutwomen.html>**

Website of the Women of Uganda Network with links to many resources in Africa.

**<http://www.un.org/womenwatch/>**

Information and resources on gender equality and empowerment of women.

**<http://www.gadnetwork.org.uk/>**

UK based Gender and Development Network.

**<http://www.bridge.ids.ac.uk/index.html>**

BRIDGE supports gender advocacy and mainstreaming efforts by bridging the gaps between theory, policy and practice with accessible and diverse gender information.

**[www.sida.se](http://www.sida.se)**



Swedish International Development Cooperation Agency has an extensive section on promoting gender equality in development cooperation.

**<http://genderindex.org/>**

Contains the OECD Social Institutions and Gender Index which ranks non-OECD countries according to gender discrimination based on social institutions.

**<http://www.iglhrc.org/cgi-bin/iowa/home/index.html>**

The International Gay & Lesbian Human Rights Commission provides rights based information related to LGBT.

## **GENDER ANALYSIS TOOLS**

There are several frameworks available to help you carry out a gender analysis and some have been adapted to include a child focus. They could also be adapted to analyse other aspects of diversity. Each has different strengths and weaknesses. It is up to you to select the one that seems most useful for your context. The following are some links for finding out more about these frameworks.

Gender Roles Framework (Harvard Analytical Framework)

**<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm>**

Women's Empowerment Framework (Longwe Framework)

**<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/empowfw.htm>**

Gender Relations Framework (Moser Framework)

**<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/moserfw.htm>**

Social Relations Approach (Kabeer)

**[http://www.devtechsys.com/gender\\_integration\\_workshop/resources/review\\_of\\_gender\\_analysis\\_frameworks.pdf](http://www.devtechsys.com/gender_integration_workshop/resources/review_of_gender_analysis_frameworks.pdf)**

Gender Analysis Matrix (UNIFEM or Parker)

**<http://www.gdrc.org/gender/framework/matrix.html>**

Gender Budget Analysis Tools

**[http://www.idrc.ca/uploads/user-S/11279431651Tools\\_for\\_Gender-sensitive\\_Analysis\\_of\\_Budgets.pdf](http://www.idrc.ca/uploads/user-S/11279431651Tools_for_Gender-sensitive_Analysis_of_Budgets.pdf)**

The Socio-Economic and Gender Analysis (SEAGA) Programme, FAO

**[http://www.fao.org/sd/seaga/main1\\_en.htm](http://www.fao.org/sd/seaga/main1_en.htm)**

Gender analysis at CARE

**<http://gender.care2share.wikispaces.net/Gender+Analysis+at+CARE>**