



Checklist for strengthening gender mainstreaming in the CAP

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1. Purpose

This tool highlights the importance of ensuring a gender perspective in a humanitarian context, and provides questions and examples that should be considered in the course of the CAP. It is essential to keep these issues in mind both at the individual programming level in project design, and in the overall analysis and development of the CHAP. The overarching objective is not simply to add some gender-sensitive words in a document, but to strengthen programming and analysis, based on the different needs, concerns, capacities and contributions of women, men, girls & boys - in other words, to ensure appropriate design and targeting of our humanitarian response.

Gender analysis helps us meet the objectives of humanitarian action efficiently and effectively because it tells us:

- Who is affected (women, men, boys, girls, elderly women, elderly men)
- How they are affected
- Who needs protection and how
- Who has access to what and if there are barriers to accessing services
- How different groups cope
- What skills/capacities each group has
- If women & men participate equally in decision-making

2. Overall CAP considerations

Below are question of how to incorporate gender into your analysis and programming for different groups of the population, in all areas and at all levels.

- **Impact of the conflict:** How have men & women, girls & boys, elderly men & women been affected differently by the conflict/ disaster and by specific events (e.g. targeted violence, rape, abduction, and destruction of schools, roads, sanitation facilities, markets, homes, etc)? What are the specific risks that have arisen as a result of the conflict?
- **Sex- and age-disaggregated data:** Give data on the breakdown of the target population: e.g. total displaced, % male/female, % children, single headed households, armed elements, are there women and children in the armed groups, or women and child ex-combatants?
- **Vulnerabilities:** Who is vulnerable? What are they vulnerable to? How are they vulnerable? Make sure you mention who the vulnerable are (e.g. vulnerable women, men, boys, girls, elderly women and men)
- **Capacities/coping mechanisms:** Ensure women's capacities are taken into account in assessments and project development. What are different coping mechanisms currently used by women, men, boys, girls? What resources/support are they using to survive? Are these sustainable? Why or why not?
- **Change of gender roles due to conflict:** Has the crisis produced a shift in gender roles? Who holds what responsibilities? Who does what work and who controls resources?
- **Access:** Do women, men, girls & boys have adequate access to resources for humanitarian assistance, return and reconstruction (human, technical, financial)? What would help increase their access?
- **Participation/consultation process:** Who has been consulted and how? Have men & women contributed to/participated in the assessment, assistance, and reconstruction?
- **Targeting:** What group(s), both direct and indirect, is/are the target of the programme? Is the targeted population homogenous? IDPs, survivors of landmines, child soldiers etc. are composed of women, men, boys, girls, elderly women & men - there are gender differences within these groups.



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3. Sector Specific Considerations

What are the basic needs of displaced and host populations and how are these different for women, men, girls & boys? Are there specific and heightened risks for particular groups?

Protection - Consider specific protection needs of women, men, boys, and girls? E.g. have safety and potential sexual violence of specific groups been taken into account in camp design or food distribution.

- Identify continued risks for each group. E.g. who is vulnerable to conscription? Consider men's & women's, girls' & boys' roles in combat functions and in non-combat functions: camp followers, messengers, spies, soldier's wives (forced marriage), sex slaves etc. and bear in mind men & women, boys & girls can have combat and non-combat functions.
- What factors can increase tensions and heighten civilian casualties and how do they impact on women, men, boys, girls? How does the proliferation of small arms/light weapons impact on women, men, boys, and girls? Arms proliferation can result in increased risk of sexual & domestic violence.
- Are prevention, reporting and redress mechanisms in place for cases of sexual exploitation & abuse by peacekeepers & humanitarian workers?

Food Security & Nutrition - Can child- and women-headed households be registered in their own right to receive humanitarian assistance? Are boys & girls equally nourished? Are nutritional requirements met for pregnant & lactating women, and women living with AIDS?

Water & Sanitation - Are there differences and constraints in access to water & sanitation for women, men, boys & girls? Are women & men consulted in the management of water & sanitation structures? Is there access to water & sanitation facilities within camp premises so that women & girls do not have to search for it and compromise their security?

Shelter and Non-Food items - What measures are in place to ensure female-headed households have access to housing and shelter? Are there measures to ensure safety? Are women's "sanitary materials" needs met? Have cooking fuel needs been met so women & girls do not have to search for it, compromising their security?

Health - Do women & men, girls & boys have adequate access to health care? Is there gender sensitive (reproductive) health care available?

- What is the incidence of HIV/AIDS? Are education programs on HIV/AIDS prevention and condoms continuously available for women & men, male & female youth?
- Is there sexual & gender based violence? If so, what are the medical and psychological implications of it for men & women, boys & girls? What program is in place to combat it? - How does burden of care impact on women's/girl's time? Are both male and female health providers available?

Education - What actions are in place to accommodate the specific needs of unaccompanied girls, boys? Can they travel to school safely? Are there male & female teachers available?

DDR- Who is demobilized? Is it a requirement to have a gun to be included in DDR? Are security needs of women, girls & boys considered in choosing sites for resettlement programs? Are there separate structures/areas for women/men/girls/boys? Are females associated with fighting forces recognized as head of households?

Human rights violations - How do human rights & humanitarian law violations vary between men, women, boys, and girls? How has the presence of military and other combatants placed, women, men, girls, and boys at risk for GBV? Are there safe and accountable mechanisms to report and ensure redress for violations? What are the current laws or practices, including customary/tribal/religious practices on abductions, trafficking in humans, sex-work, and slave-like practices, GBV, early/forced marriages and property rights? How does this affect men, women, boys, and girls differently?

4. Definitions (see Gender Tool #1)

Special Note: This tool was developed in response to the gender action plan and produced by the IASC Taskforce on Gender Issues in Humanitarian Assistance.