

# Child Protection

The IASC Gender Marker (GM) is required for all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster/Sector Leads should support their partners in the use of the GM so that the cluster's projects ensure that ALL members of affected populations have equal access to services and that targeted action to advance gender equality is based on a gender analysis. This makes projects and programmes more effective.

By uploading gender codes onto the global Online Project System (OPS) and Financial Tracking System (FTS), donors are better placed to identify and to fund high quality, gender-informed projects.

**This Tip Sheet is designed to help Child Protection sub-Cluster/Sector Leads and their partners design quality projects that reflect the distinct needs of girls, boys, women and men. The aim is to:**

1. Train users in GM coding skills and provide an opportunity to practise with the Vetting Form
2. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes

## WHY DOES GENDER EQUALITY MATTER IN CHILD PROTECTION INTERVENTIONS?

Conflicts and natural disasters affect girls, boys, women and men differently; each is susceptible to different risks and each is victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid assist the entire population without putting any members at risk.

Child protection refers to the prevention of and response to violence, exploitation and abuse against girls and boys, including commercial sexual exploitation, exploitative child labour including recruitment to armed groups and harmful traditional practices including child marriage. Building a protective environment for children involves understanding the distinct nature and the extent of violence, exploitation and abuse that girls and boys experience. It also involves ensuring that all response activities take into account the different needs and concerns of girls and boys. This includes activities to; strengthen government commitment and capacity; promote the establishment and enforcement of adequate legislation; address harmful attitudes, customs and practices; encourage open discussion on child protection issues in the community and broader society; develop children's life skills, knowledge and participation; building capacity of families and communities; provide essential services prevention, recovery and reintegration, including basic health, education and protection; and implement on-going and effective monitoring, reporting and oversight.

Children in emergencies may be at particular risk of violence, exploitation and abuse given their level of dependence, their limited ability to protect themselves and their limited and relative power and participation in decision-making processes. Because they have had relatively little experience of life, children are more easily exploited, tricked or coerced than adults.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives and dignity of those affected by conflict or disaster.

## GENDER EQUALITY IN THE PROJECT SHEETS

The GM allows Cluster Vetting Teams to code projects 0, 1, 2a or 2b; each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements: **Gender Analysis in NEEDS ASSESSMENT → ACTIVITIES → OUTCOMES**

**Designing and implementing a project that achieves a gender code 2a or 2b makes sense as it can enhance both project performance and funding potential.**

The **Title**, **Objectives** and **Beneficiaries** sections of the project can also provide useful additional indications of how well the different needs of girls, boys, women and men are mainstreamed into the project.

## VETTING FORM

To code projects correctly and consistently, Cluster/Sector Vetting Teams are encouraged to use the GM Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GENDER MARKER	DESCRIPTION
<b>GENDER CODE 0</b> <i>No visible potential to contribute to gender equality</i>	<b>Gender is not reflected</b> anywhere in the project sheet or only appears in the outcomes. This leaves the project open to the risk of failing to meet the needs of some population groups and possibly even doing some harm. These projects are considered gender-blind.
<b>GENDER CODE 1</b> <i>Potential to contribute in some limited way to gender equality</i>	<i>Only one or two components of the project display gender dimensions*</i> . The project does <i>not</i> have all three elements covered, i.e. 1) gender analysis in the needs assessment, which leads to 2) gender-responsive activities and 3) related gender outcomes <i>*Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
<b>GENDER CODE 2A – GENDER MAINSTREAMING</b> <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	<b>GENDER CODE 2B – TARGETED ACTION</b> <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A robust <b>gender analysis</b> is included in the project's needs assessment and is <b>reflected in one or more of the project's activities and one or more of the project outcomes</b>.</p> <p><b>Gender mainstreaming</b> in project design is about integrating the concerns and experiences of girls, boys, women and men at the core of the project: 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes. This careful gender mainstreaming in project design promotes the flow of gender equality into implementation, monitoring and evaluation.</p> <p>Most humanitarian projects should aim for code 2a.</p>	<p><b>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</b></p> <p>All <b>targeted actions</b> are based on gender analysis. Targeted actions are projects that assist girls or boys, women or men who have special needs or suffer exclusion or discrimination. Targeted actions aim to minimise differentiation so that all girls, boys, women and men are able to exercise and access similar rights and opportunities. Examples of discrimination relevant to child protection might include the exclusion of girls from former child-combatant programmes or the exclusion of boys from sexual violence response and prevention programming.</p> <p><i>A gender analysis will identify how many 2b projects are warranted. It is anticipated that 2b projects would make up approximately 10-15% of projects but, in some contexts, this could be more or less.</i></p>

## NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing child protection programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid. Here are examples of issues that should be addressed in order to enrich the design of child protection projects:

1. Demographic information on the affected population, including - at least - estimates on separated and unaccompanied children, children previously in institutional care. All data to be disaggregated by sex and age insofar as is possible
2. Description of population movements (to understand risk of violence, exploitation and abuse to girls and boys)
3. Existing traditional community systems for response to child protection issues
4. Existing security and legal for traditional justice or customary law on child protection issues
5. Mapping of the organisations present and the types of child protection services and activities already underway
6. Overview of child protection issues in the affected area/within the affected population, including populations at higher risk, any available data about incidents of violence, exploitation and abuse against girls and boys
7. Existing multi-sectoral prevention and response action (coordination, referral mechanisms, etc.)

**Examples of ways to incorporate gender concerns in child protection projects:** The gender analysis in the needs assessment will pinpoint gender gaps, such as unequal access to services for girls and boys, Ways to address them should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
While a mapping exercise has revealed that there are a number of organisations addressing child protection issues, the referral systems are weak or non-existent, service providers have little capacity to respond and there is limited sex- and age-disaggregated data available.	<ul style="list-style-type: none"> <li>✦ Organise single-sex focus group discussions to illicit perceptions of violence, exploitation and abuse against girls and boys from women/girls and men/boys, as well as the kinds of services that they require and that would be culturally appropriate.</li> <li>✦ Support all child protection partners to ensure that they collect information by sex and age.</li> <li>✦ Support all partners in registration, health and education in receiving, interviewing and responding to separated and unaccompanied girls and boys and child-headed households.</li> </ul>

**OUTCOMES** should capture expected changes for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally. Examples of gender outcomes include:

- Girls, boys of all ages are involved equally in developing culturally-appropriate, gender-responsive child protection messages for radio, poster campaigns, etc.
- Safety in the camp has been enhanced: peer monitors report a decrease in sexual violence, exploitation and abuse against girls and boys in the camp than was reported at project launch.
- NGOs who implement child protection activities have participated in child interview skills training (% M/F trainees).
- [NGO], who implement the registration function at [camp], has a gender-balanced team with an equal number of female and male staff trained in interviewing separated and unaccompanied girls and boys and child-headed households.
- [NGO], who implement the registration function at [camp], is routinely collecting registration data by sex and age

## THE ADAPT & ACT-C FRAMEWORK: A PRACTIAL TOOL TO DESIGN/REVIEW CHILD PROTECTION PROJECTS THROUGH A GENDER EQUALITY LENS:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary; the point is that as many as possible of the steps, ideally all nine, should be taken into account in the design of humanitarian assistance and protection projects to ensure that the services and aid they provide meet the needs and concerns of girls, boys, women and men equally.

<b>A</b>	<b>ANALYSE the impact of the crisis on girls, boys, women and men</b> and what this entails in terms of division of labour/tasks, work load and access to humanitarian assistance and protection. Ensure, for example, that a project's targeted beneficiaries are disaggregated by sex and age and that girls, boys, women and men are consulted at assessment, monitoring and evaluation stages.
<b>D</b>	<b>DESIGN services to meet the needs of girls and boys equally.</b> Child protection actors should review the way they work to ensure that girls and boys, women and men benefit equally from their activities
<b>A</b>	<b>Make sure that girls and boys can ACCESS child protection services equally.</b> A continuous monitoring of who is involved in child protection projects will help ensure all girls and boys have equal access to the services provided by the projects.
<b>P</b>	<b>Ensure girls and boys, women and men PARTICIPATE equally</b> in the design, implementation, monitoring and evaluation of child protection projects and programmes and that girls, boys and women are in decision-making positions.
<b>T</b>	<b>Ensure that girls and boys, women and men benefit equally from TRAINING or other capacity-building initiatives</b> offered by the project.

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<b>A</b>	<b>Make sure that the project takes specific ACTION to prevent risks of GBV</b> , especially sexual exploitation and abuse. The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings should be used as a tool for planning and coordination.
<b>C</b>	<b>COLLECT and analyse all data concerning the affected population, disaggregating details by sex and age;</b> analyse and develop profiles on the different needs and realities of males and females in at-risk populations and how and whether their needs are being met by the child protection sector's response. For example, sex- and age-disaggregated data on programme coverage are regularly collected, analysed and reported.
<b>T</b>	<b>Based on the gender analysis, make sure that girls, boys, women and men are TARGETED with specific actions when appropriate.</b> Where one group is more at-risk than others, for example, to sexual violence due to their gender role in collecting firewood, water or in grazing animals, special measures should be taken to protect that group.
<b>C</b>	<b>Ensure COORDINATION and gender mainstreaming in all areas of humanitarian work.</b> Effective child protection often requires a multi-sector response and, accordingly, coordination with other protection actors – including GBV response and prevention actors – CCCM (including registration) and education, as well as all other sectors, is critical.

## DESIGNING MINIMUM GENDER COMMITMENTS FOR CHILD PROTECTION:

In order to translate Cluster/Sector and organisational commitments to gender equality/mainstreaming into gender-responsive projects, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood clearly by all, both in terms of value added to current programming and in terms of the concrete actions which need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all partners in the cluster. They should be practical, realistic and focus on improvement of current approaches rather than on drastic programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster/sector members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. *The commitments, activities and indicators below are only provided as samples only:*

- 1. Disaggregate – there can be no assumptions without analysis of the sex of child victims or children at risk of violence, exploitation and abuse. Use evidence-based analysis to specify who in the crisis-affected community – girls or boys, female or male adolescents - is most at-risk of the form(s) of violence, exploitation and/or abuse to be addressed.**

Sample Activities	Sample Indicators
<i>Organise single-sex focus group discussions with girls and boys, women and men to illicit an understanding about violence, exploitation and abuse against girls and boys in [camp/area] and the kinds of services that girls and boys require and that would be culturally appropriate.</i>	<i>Single-sex focus group discussions on the nature, extent, risk factors and response to violence, exploitation and abuse against girls and boys have been conducted with girls, boys, women and men in [name] camps Analysis for risks and vulnerabilities by sex and age group has been undertaken</i>

- 2. Define the forms of violence, exploitation and abuse that are to be addressed by the project, e.g. sexual violence and exploitation, child marriage, abduction and recruitment of boys and girls into armed groups, DDR activities for former boy- and/or girl-combatants.**

Sample Activities	Sample Indicators
<i>Conduct a coordinated rapid situational analysis</i>	<i>A coordinated rapid situational analysis involving female and male assessors and affected persons is conducted by [date] and defines the nature and extent of violence, exploitation and abuse against girls and boys in [camp/region].</i>

- 3. Distinguish the risk factors of the form(s) of violence, exploitation and abuse to be addressed. Be specific about the factors that increase girls' and boys' risk of exposure to the violence, exploitation and abuse to be addressed.**

Sample Activities	Sample Indicators
<i>Through a series of meetings, liaise with other Clusters such as WASH, CCCM, Shelter &amp; NFIs, Protection, Health, etc., to discuss the possible risk factors that may increase girls' and boys' exposure to violence, exploitation and abuse</i>	<i>Meetings have been conducted with each of the Clusters to discuss possible factors that could contribute to an unsafe environment for girls and for boys in [name of camp/area] and recommendations made to address these.</i>

- 4. Describe the type of action(s) proposed – preventative, responsive, environment building and the actors involved**

Sample Activity	Sample Indicator
<i>Consolidate and analysis data from coordinated rapid situational analysis, single-sex focus discussions, secondary data and reports on violence, exploitation and abuse against girls and boys in [area], mapping exercises, meetings with other Clusters, etc., and confirm specific focus – prevention, response and/or environment building of the project.</i>	<i>All available data has been consolidated and analysed and a clear strategy confirmed for the focus of the project.</i>

For more information on the **Gender Marker** go to [www.onereponse.info](http://www.onereponse.info)

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