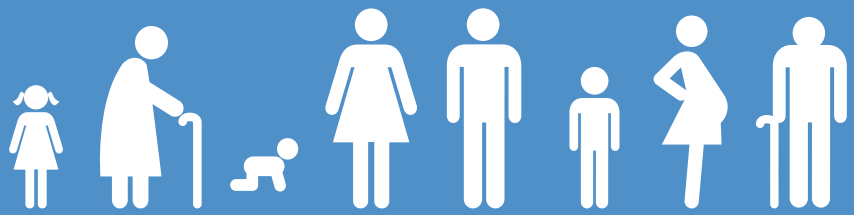
European Commission

Gender-Age Marker

TOOLKIT



Humanitarian Aid and Civil Protection

About the toolkit

What is the Gender-Age Marker toolkit?

The toolkit introduces the European Commission's new Gender-Age Marker for humanitarian action. It provides an overview of the tool and its application, as well as guidance on how to integrate gender and age concerns in humanitarian action and on how to apply the marker to humanitarian projects.

Who is the toolkit for and how can it be used?

The toolkit addresses different audiences with varying needs and contains detailed guidance. However, it does not have to be read from beginning to end. Rather, readers are encouraged to use those parts of the toolkit that are most relevant to them. Specially marked sections introduce essential aspects of the marker, provide additional tips and practical examples (with particular symbols, text boxes or different layout). Users can focus on or skip certain parts, depending on their needs.

Policy makers, managers and humanitarian staff, for example, can use the *"Overview "* section to get a basic understanding of the marker, including its most essential "need to know and remember" aspects.

Champions for gender and age within humanitarian organisations can use the chapter *"The operational importance of gender and age"* to support their efforts at convincing colleagues, managers, partners or other relevant stakeholders that paying greater attention to gender and age is a matter of quality programming.

Humanitarian workers designing, implementing or assessing actions can use the chapter *"Integrating gender and age in humanitarian actions"* for ideas and suggestions on how to make actions more sensitive to the different needs and capacities of women and men of different ages. Users will find essential information about the criteria of the marker in this chapter.

Humanitarian workers preparing or assessing project proposals and reports for the Commission should use the chapters *"Using the Gender-Age Marker"* and "*What to do, if...?"* for detailed guidance on how to mark actions.

Finally, a Gender-Age Marker Assessment Card that is available at the end of the toolkit and can be printed separately can be used and carried around as an aide-mémoire that summarises the key elements to be considered under each criterion of the marker, where to insert or find relevant information in proposals or reports and how to mark.

How was the toolkit developed?

The toolkit was devel oped in collaboration between the European Commission Directorate-General for Humanitarian Aid and Civil Protection (DG ECHO) and the INSPIRE Consortium, involving a team of independent experts. The team included a senior member of the Gender Standby Capacity Project - GenCap, a pool of experts that is responsible for disseminating the IASC Gender Marker. The team tested the new ECHO Gender-Age Marker and this toolkit in different contexts (Bangladesh, the Democratic Republic of Congo and Colombia as well as, in a remote mode, in the Pacific region). This pilot phase included interviews and simulations carried out with DG ECHO staff and a variety of partner organisations. The toolkit was extensively revised on the basis of the results of the pilot exercise.

Table of contents

Overview: The marker in brief 7

1. Introduction: The operational importance of gender and age 15

2. Criteria tip sheets: Integrating gender and age in humanitarian actions 21

1. Gender and age analysis and SADD 22
    - What is a gender and age analysis? 22
    - How to do a gender and age analysis? 24
    - Sex- and age-disaggregated data 27
    - Targeted actions 28
2. Adapted assistance 34
    - What is adapted assistance? 34
    - How to adapt assistance? 35
3. Prevent or mitigate negative effects 39
    - What kinds of potential negative effects are there? 39
    - How to assess negative effects? 40
    - How to prevent or mitigate negative effects? 40
4. Adequate participation 45
    - What is participation and why is it important? 45
    - How to facilitate effective participation? 46

3. Application: Using the Gender-Age Marker 53

1. Marking step by step 54
2. Assessment principles 56
3. Case examples 58
4. Determining the mark 62
5. Where to include and find relevant information? 63
6. Special guidance for urgent actions and actions funded under emergency decisions 66
7. Which actions are marked "N/A"? 66

4. Troubleshooting: What to do, if...? 69

1 Only one dimension (age or gender) is well reflected 70
2. Another important diversity dimension is missing 71
3. The context makes it difficult to integrate gender and age 71
4. The partner has made progress but still does not meet the criteria 72
5. The action is heterogeneous 73
6. There are no potential negative effects 74
7. Different age brackets are used to report beneficiary data 74

Resources 76

Glossary 76
Helpful links and resources 77
Gender-Age Marker Assessment Card 82

Overview

The marker in brief

Provides a concise introduction to the most important features of the Gender-Age Marker.

Definition

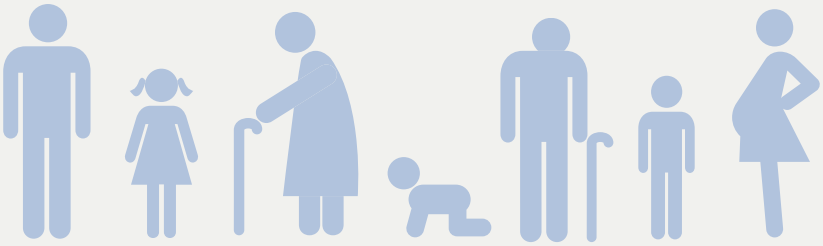
The European Commission's humanitarian Gender-Age Marker is a tool that assesses to what extent each humanitarian action integrates gender and age considerations.

Purpose

The Gender-Age Marker aims at improving the quality of humanitarian aid actions. It fosters assistance that is more sensitive to the differentiated needs and capacities of women, girls, boys and men by creating a forum for the European Commission's humanitarian staff and partners to constructively discuss gender and age issues in humanitarian projects.

This tool also tracks gender and age sensitive actions and financial allocations, allowing DG ECHO to monitor its own performance in integrating gender and age.

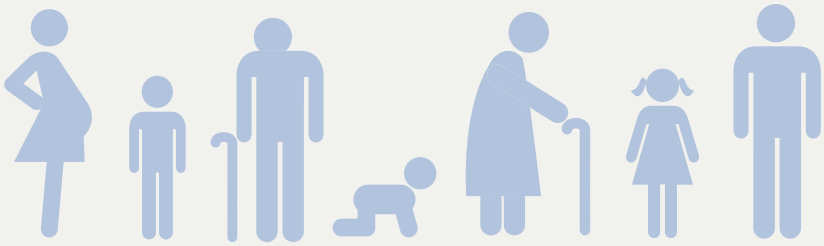
The Gender-Age Marker, furthermore, helps to ensure coherence with the gender policy for humanitarian assistance, the Commission Staff Working Document "Gender in Humanitarian Aid: Different Needs, Adapted Assistance" (SWD(2013) 290 final).



Innovative aspects

The Gender-Age Marker builds on lessons learned from existing markers and represents a new generation of assessment tools. This marker has the following innovative characteristics:

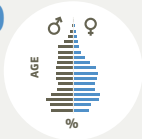
- It considers gender issues and also explicitly takes age into account (the two universal determinants).
- It assesses proposals and project implementation.
- It focuses on quality criteria (to avoid a "tick-the-box" cosmetic approach to gender and age issues).
- It is a collaborative learning tool, engaging both partners and staff in a constructive dialogue.



Criteria

The Gender-Age Marker uses four criteria to assess how strongly humanitarian actions integrate gender and age considerations.

1. Gender and age analysis / SADD



Does the proposal contain an adequate and brief gender and age analysis and does the final report contain sex- and age-disaggregated data (SADD)?

Key elements to consider in this criterion:

- Gender and age analysis at proposal stage (analysis of different gender and age groups in terms of their roles and control over resources; inequality/discrimination, including in the level of access to assistance; effects of the crisis; capacities for coping with, responding to, recovering from and preparing for crises; and specific needs).
- SADD at final report stage.
- For targeted actions: Justification of the choice of the target group; information on whether the involvement of other groups is considered and, if not, what the potential consequences of not involving them are.

Please provide relevant information in the Single Form sections "problem, needs and risk analysis" and "beneficiaries"

2. Adapted assistance

Is the assistance adapted to the specific needs and capacities of different gender and age groups?

Key elements to consider in this criterion:

- Systematic adaptation of assistance with concrete examples and no gaps.
- Measures to avoid the exclusion of certain groups from humanitarian goods and services and to ensure that all relevant gender and age groups enjoy equitable access.

Please provide relevant information in the Single Form section "logic of intervention"

3. Negative effects

Does the action prevent or mitigate negative effects?

Key elements to consider in this criterion:

- Potential negative effects of the action on different gender and age groups identified and prevented *(e.g. stigmatisation, violence or tensions between groups).*
- Major gender- or age-related negative effects arising from the context identified and mitigated *(e.g. discrimination, forced recruitment or sexual- and gender-based violence).*

Please provide relevant information in the Single Form sections "problem, needs and risk analysis", "logic of intervention" or "Gender-Age Marker"

4. Adequate participation

Do relevant gender and age groups adequately participate in the design, implementation and evaluation of the action?

Key elements to consider in this criterion:

- Participatory approach involving women, girls, boys and men of different ages, adapted to the context to minimise response delays and including adequate techniques and contents *(e.g. same-sex consultations, child-friendly methods).*
- Adequate composition of humanitarian teams in terms of gender, age and experience in integrating gender and age concerns.

Please provide relevant information in the Single Form section "involvement of beneficiaries"

The suggested Single Form sections are indicative and information may be provided elsewhere, if appropriate. Partners can also provide additional details about each criterion in the Single Form section “Gender-Age Marker”.

Process and scope

Partner organisations assess their proposals according to the marker's criteria and propose a mark between 0 and 2 for their proposed actions in the Single Form (e-Request).

DG ECHO verifies and, if necessary, adjusts this initial mark at proposal stage. Furthermore, DG ECHO also marks projects at monitoring and final reporting stages.

All types of humanitarian actions funded by DG ECHO are marked. However, partners and DG ECHO staff mark urgent actions and actions funded under emergency decisions for gender and age only once the final report is submitted. For those few humanitarian actions that do not only deal directly with affected populations – such as logistics or emergency telecommunications – the marker is considered as "not applicable" (N/A).

To apply the marker

Assess whether the action meets the four criteria of the marker

Gender and age analysis / SADD	☐ Yes	☐ Not sufficiently
Adapted assistance	☐ Yes	☐ Not sufficiently
Prevent or mitigate negative effects	☐ Yes	☐ Not sufficiently
Adequate participation	☐ Yes	☐ Not sufficiently

Determine the mark, depending on how many criteria are met

NUMBER OF CRITERIA MET		MARK		MEANING
The action does not deal directly with affected populations	→	N/A	=	The marker is not applicable
The action meets none or only 1 criterion	→	0	=	The action barely integrates gender and age
The action meets 2 or 3 criteria	→	1	=	The action integrates gender and age to a certain extent
The action meets all 4 criteria	→	2	=	The action strongly integrates gender and age

The above overview gives a snapshot of the Gender-Age Marker. The following sections of this toolkit provide more detailed guidance on its application.

1

Introduction:
The operational importance of gender and age

Presents arguments and examples demonstrating that humanitarian aid is of higher quality and more effective if it integrates issues related to gender and age.

The operational importance of gender and age

Humanitarian assistance responds to the needs of people in emergencies. Women, girls, boys, men, young children, adolescents and older people are affected in different ways by crises and emergencies and have different capacities for coping with and preparing for these situations. Quality humanitarian assistance needs to take these differences into account.

At the same time, humanitarian situations can expose people to age- or gender-specific negative effects, such as sexual- and gender-based violence, forced recruitment and sexual exploitation and abuse. Humanitarian assistance needs to address these negative effects. In some situations, humanitarian assistance also benefits from a window of opportunity created by the crisis for tackling vulnerabilities by challenging discrimination and inequalities based on gender and age.

Integrating gender and age into humanitarian programming is therefore essential. This does not mean doing different things but rather doing things differently. It renders humanitarian assistance more effective as greater sensitivity to gender and age helps to:

- better meet the specific needs of different gender and age groups;
- ensure that all relevant groups enjoy equitable access to humanitarian goods and services;
- better target assistance to the most vulnerable;
- better protect young and old, male and female population groups from negative effects created by the context, crisis or emergency;
- better recognise and prevent harm that the action itself could do to women, girls, boys and men;
- better involve women and men of relevant ages in the design and implementation of humanitarian actions, empowering different population groups to contribute to recovery efforts and making assistance more efficient.

The following examples demonstrate how integrating gender and age makes a difference to the quality of humanitarian assistance.

Some key messages from DG ECHO's Gender Policy*

- **Natural disasters and human-made crises are not gender neutral** — they have a different impact on women, girls, boys and men. Thus, in order to respond effectively to the differentiated needs of various gender-related groups, humanitarian assistance supported by the European Union must take considerations of gender into account. The systematic integration of a gender approach into humanitarian aid is an operational requirement for effective **quality programming**, as well as a matter of compliance with the EU humanitarian mandate and international law and commitments.

- **Gender-insensitive operations are less effective** because they may not reach a large part of the affected population — often the most vulnerable — or may fail to respond adequately to their specific needs. Moreover, they can expose beneficiaries to serious negative effects (even life-threatening ones), such as sexual- and gender-based violence. [...] Without a gender-sensitive approach, humanitarian projects risk being off-target, failing to meet their objectives, inadvertently doing harm and being in breach of the humanitarian mandate and principles.

- Strengthening the gender approach within the European Union's (EU) humanitarian aid is a commitment made in the **European Consensus on Humanitarian Aid**, which highlights the need to integrate gender considerations, to promote the active participation of women in humanitarian aid and to incorporate protection strategies against sexual- and gender-based violence.

- In most countries around the world, gender inequalities repeatedly make **women and girls** more vulnerable and disadvantaged. However, women are not simply victims. They can also play an active and important role in contributing to peace and resilience. [...] Indeed, different gender-related groups have particular **capacities**, knowledge, and perspectives, which they can use to contribute to recovery, build peace, promote resilience and foster disaster preparedness and disaster risk reduction (DRR).

* Excerpts from the Commission's Staff Working Document on Gender in Humanitarian Aid: Different Needs, Adapted Assistance (SWD(2013) 290 final)

EXAMPLE 1 – HYGIENE AWARENESS TARGETING WOMEN AND MEN

In Niger there is an NGO that provides water, sanitation and hygiene ("WASH") services in a camp for internally displaced persons (IDPs). 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 organisation analysed who within households controls resources and makes decisions, as part of its gender and age analysis. The organisation 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.

EXAMPLE 2 – RESPECT FOR PRIVACY NEEDS OF WOMEN AND GIRLS[1]

The massive earthquake in Pakistan in 2005 mostly affected communities that actively practised purdah (women's seclusion from men). Understanding this practice and the restrictions it induced for women was necessary from the start in order to develop an effective and culturally appropriate response. For instance, in a project led by Oxfam, beneficiaries were consulted, and gender and culturally sensitive toilet and bathing blocks for men and women were rapidly designed, with additional screening to ensure the privacy of such facilities for women and girls. Oxfam also incorporated special menstruation units that allowed women and girls to clean their cloths without feeling exposed.

EXAMPLE 3 – LIVELIHOOD OPPORTUNITIES FOR OLDER PEOPLE[2]

When camps for internally displaced persons (IDPs) in Northern Uganda were phased out starting in 2007, many of those remaining in camps or transit sites were older people and young children. Like most IDPs, older people had lost their livelihoods due to the displacement. Nonetheless, most support programmes focused on the young and able bodied. For this reason, one NGO started consulting with older people, who were predominantly women, and offered support for running market stalls and selling kitchen garden produce. The intervention helped to legitimise their position as stall workers and protected them from harassment. It also allowed them to increase their income, reinvest some profits in kitchen gardens and better support the grandchildren left in their care.

EXAMPLE 4 – HEALTH MESSAGES TARGETING MEN[3]

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 Centres. 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

Criteria tip sheets:

Integrating gender and age in humanitarian actions

Supports humanitarian workers in making actions more sensitive to gender and age issues.

Integrating gender and age in humanitarian actions

This chapter elaborates on how to integrate gender and age into humanitarian programming. It provides guidance on the four criteria of the Gender-Age Marker: (1) how to conduct a gender and age analysis and use SADD; (2) how to adapt humanitarian assistance to the specific needs and capacities of women, girls, boys, men, older people, young children and infants; (3) how to prevent or mitigate negative effects; and (4) how to ensure adequate participation of all relevant gender and age groups.

1. Gender and age analysis and SADD

Key elements to consider in this criterion:

- Gender and age analysis
- SADD
- Justification of target group

Please include the gender and age analysis in the Single Form section "problem, needs and risk analysis" and the sex- and age-disagregated data and selection criteria for beneficiaries in the section "beneficiaries".

What is a gender and age analysis?

A gender and age analysis is the necessary basis for making humanitarian assistance more sensitive to gender and age. It helps humanitarian organisations to deconstruct "the affected population" and better understand what specific needs and capacities women, girls, boys, men and older people affected by an emergency have and what specific threats they face. This understanding is a precondition for providing assistance that is well targeted to the specific needs of the different groups. That is, a gender and age analysis is the basis for a more effective humanitarian response that creates less unintended negative effects.

A gender and age analysis should – even if brief – provide answers to the following key guiding questions:

Guiding questions for a gender and age analysis

- What roles do women, girls, boys, men and older people traditionally play and who controls resources in the household and the society? Do any gender or age groups in the society face discrimination – including in their ability to access humanitarian assistance – and are particularly vulnerable?

- How does the crisis or emergency affect different gender and age groups and their roles in different ways?

- What capacities do different population groups have for coping with, responding to, recovering from and preparing for future crises?

- What specific needs do women, girls, boys and men of different ages have for assistance and protection?

- Are there any specifically vulnerable groups or groups with particular needs that should be targeted for certain types of assistance? If the action intends to target only one or a few specific gender and age groups, what other groups might need to be involved as well and what would be the consequences of not involving them (e.g. tensions, stigmatisation, failure of objectives, etc.)?

How to do a gender and age analysis?

A few pragmatic steps can furnish humanitarian partners with adequate information, while ensuring that the required effort and time for conducting the gender and age analysis are reasonable.

Integrate gender and age aspects into needs assessments

First, humanitarian organisations should integrate gender, age and other diversity dimensions into their needs assessments. This means adapting who asks, who is asked, how questions are asked and what is asked.

Who asks? Men often feel more at ease revealing information to men and women to women. Needs assessment teams should include male and female members and in most cases, preference should be given to same-sex interviews or discussions.

Who is asked? Men, women, children and older persons often have different perceptions of needs, priorities and negative effects or threats. Needs assessments should try to gather the views of members of different groups.

How questions are asked? Special methodologies and facilitation techniques have been developed to gather input from specific groups, to ensure otherwise marginalised voices are being heard and to gather information on sensitive issues. They include for example child-friendly facilitation techniques, the use of pictorials in communication and confidential consultations.

What is asked? Standard needs assessment questions can be adapted to put greater emphasis on gender, age and other dimensions of diversity. The table below provides practical examples.

Examples of adapted questions in needs assessments

SAMPLE QUESTION FOR INTERVIEWS OR DIRECT OBSERVATION		ADAPTED QUESTION
Name of interviewee	→	Name, **age and sex** of interviewee
Are there latrines at the site?	→	Are there **separate, lockable and well-lit** latrines at the site?
Is there a queue at the main water point?	→	Is there a queue at the main water point **and who is in the queue?**
Were school-aged children observed out of school?	→	Were school-aged children observed out of school? **Boys or girls? Of what ages?**
What are the main safety issues people in your community face?	→	What are the main safety issues **that women and men of different ages face?**
How many meals did people in this household eat yesterday?	→	How many meals **and what kind of food did infants, girls, boys, women, men and older people** in this household eat yesterday?
Has there been an increase in a specific disease lately in this community?	→	Has there been an increase in a specific disease lately in this community? **Whom does it affect?**
What are the most important concerns in this community?	→	What are the most important concerns in this community **for children? (For women? For older people? Etc.)**

Pragmatically adapt the approach to circumstances

How detailed a gender and age analysis can and should be depends on the situation. When an emergency is new and acute and humanitarian actors are arriving in the country, it may be challenging to immediately elaborate a very detailed gender and age analysis. Nevertheless, partner organisations should strive from the very beginning to identify the key vulnerabilities, needs and capacities of young and old, women and men. Where partners have been engaged over a longer period of time, they should implement a more detailed analysis.

Make use of existing knowledge about the affected society

In addition to the data generated through needs assessments, a gender and age analysis requires a good understanding of the context and society. Especially when humanitarian workers arrive on the ground, they should actively draw on existing sources, such as colleagues who have been working in the context for a long time. Simply asking them what special characteristics one needs to be aware of can go a long way.

EXAMPLE 5 – FEAR OF HONOUR KILLINGS IN PAKISTAN[4]

When rescue teams arrived in the Northern Rocky Highlands in Pakistan following the 2005 earthquake, even critically injured women refused to board the helicopters. Although most of them were Pakistani nationals, the all-male rescue teams did not know that some communities practiced honour killings and that women risked being killed if they boarded a male staffed helicopter on their own.

Challenge assumptions

It is essential that humanitarian workers continue to critically assess the assumptions they make about a situation or society. Do assumed social practices actually correspond to reality? Are those groups that we assume to be the most vulnerable actually the most vulnerable?

EXAMPLE 6 – COMMUNITY CARE FOR OLDER PERSONS IN DRC

Respect for older persons is very important in many African communities. Some members of an IDP community in Eastern DRC claimed that community solidarity mechanisms would ensure that older persons are looked after. Humanitarian NGOs providing services to this community therefore assumed that no special provisions were needed for older persons. However, targeted questions during a site visit revealed that the solidarity mechanisms had broken down and that many older people were suffering from severe neglect, with little access to food or water.

Analyse capacities too, not only needs

Humanitarian organisations are steadily getting better at understanding the differences between vulnerabilities and needs of different gender and age groups. Still, it has not yet become standard practice to also look at the capacities of these groups to cope with, respond to, recover from and prepare for future crises. A gender and age analysis cannot be complete without an assessment of capacities. The capacities of highly vulnerable groups, such as older people or female headed households, tend to be especially underestimated.

EXAMPLE 7 - ROUTINE ASSESSMENT OF CAPACITIES

An NGO working with refugees in Bangladesh developed a simple yet effective practice for assessing capacities. Its standard assessment templates do not only ask affected populations to describe where the most acute needs lie. For each subject, they also enquire what the communities or individuals are doing to address the problem and what further solutions they would suggest.

Sex- and age-disaggregated data

Sex- and age-disaggregated data (SADD) are an important component of a gender and age analysis. Such data help to take the analysis beyond a simple count of households and their average number of members or the total number of beneficiaries. A more in-depth understanding of an affected community's sex and age profile and of the people accessing humanitarian services leads to a more accurate and effective response, by making individuals and their distinct gender- and age-related needs more visible.

EXAMPLE 8 - SADD FOR UNDERNUTRITION OF OLDER PEOPLE[5]

During the 2012 Sahel food crisis, HelpAge International carried out a nutrition survey of older people in Haraze Albiar. The survey found a rate of global acute malnutrition of 6.1% among older people. Risk factors significantly associated with undernutrition were related to aging, having disabilities (poor eyesight and poor hearing), not attending health facilities when sick and being bedridden.

The survey clearly shows the importance of understanding the impact of health on older people's nutrition situation. The analysis reveals important implications for the design and delivery of services and assistance within and beyond nutrition interventions.

That said, it may be difficult in certain circumstances to collect SADD. Those circumstances might include the very first stages of a primary emergency, insecure environments or settings with limited humanitarian space. When this is the case, partners should note the absence of SADD and provide an estimation of the proportion of women and men within the different age groups, including infants and young children, children, adults and older people. Estimates can build on national statistics, data gathered by other humanitarian actors or small sample surveys.

The Single Form requests that partners provide disaggregated beneficiary data in proposals as well as final reports. However, SADD only counts towards the Gender-Age Mark at final reporting stage. This means that to respect criterion 1, proposals must include an adequate gender and age analysis. The final report in addition needs to provide SADD.

Please see chapter 4.7 of this toolkit for guidance on what to do if partners use different age brackets to record beneficiary data.

Targeted actions

Certain actions exclusively target a specific gender or age group, rather than providing assistance to most or all members of a community. Targeted actions can focus for example on boys at risk of forced recruitment by armed groups, infants with special nutritional needs or women and girls at risk of sexual abuse and rape. It is assumed sometimes that these actions are automatically sensitive to gender and age. In reality, they run the risk of being based on stereotypical assumptions about gender and age roles. A proper gender and age analysis is particularly important for targeted actions to ensure that the action responds to actual needs, rather than to organisational mandates.

As in other types of actions, the gender and age analysis for targeted actions identifies the distinct needs, concerns and capacities of women, girls, boys and men of all ages to inform a more effective response. It is the analysis of the differentiated needs and capacities of these groups that serves to justify why the target group was chosen.

The Single Form requests partners to indicate whether or not their action targets a specific group. Partners need to specify this for each individual result as well as for the action as a whole. They should designate the action as a whole as targeted, if the majority of activities exclusively target one or a few specific groups. For example, an action in which 70% of the budget is used to serve communities as a whole and 30 %

for one specific group would overall not count as targeted. Individual results that are relevant only for the specific group, however, would be targeted. An action in which three of five individual results are targeted, with these results accounting for just under half of the total budget would count as targeted.

Involvement in other groups

Partners should also explain whether they are involving any other groups in the design and implementation of the action. The cooperation of other groups may be essential for the assistance to be effective. Targeted assistance also risks creating or increasing tensions within communities or households as it privileges one group over others and affects power relations. It is therefore crucial to explain the selection criteria on which the target group was chosen and to involve other relevant groups in the project design so as to increase their acceptance and ownership. As an example, demobilisation and reintegration programmes for ex-combatants need to engage both with traditional community leaders and with women and girls to get their perspectives on potential negative effects and possibilities.

EXAMPLE 9 - SEXUAL- AND GENDER-BASED VIOLENCE RESPONSE

Actions targeting sexual- and gender-based violence (SGBV) risk being based on assumptions rather than evidence. Since women and girls are more often victims of SGBV than men and boys, humanitarian actions in this field sometimes exclusively target females. As men are often perpetrators of SGBV, however, they need to be included in any SGBV prevention or response programme. In addition, boys and men can also be victims of SGBV, for example where armed groups systematically rape civilians, including boys and men, as part of their conflict strategy.

EXAMPLE 10 – NUTRITION

Pregnant and lactating women and children under five years of age have special nutritional requirements and suffer severe consequences from undernutrition. Many nutrition actions therefore focus exclusively on this group. Experience has shown, however, that other groups need to be involved in nutrition programmes as well to ensure that assistance for women and children is effective. In many societies, older women (e.g. grandmothers) and male family members (e.g. fathers or uncles) have a strong influence on the feeding practices and eating habits of mothers and children. They also influence the healthcare practices and beliefs of mothers and other caregivers. The effectiveness of nutrition programmes can therefore depend on the active involvement of these groups.

In other situations, moreover, other gender or age groups may also be severely affected by undernutrition and should be included in nutrition programmes. Older persons without family support, for example, may not physically be capable of transporting food and collecting fuel for food preparation. Cases have also been recorded in which a disproportionate number of male adolescents were acutely affected by undernutrition. They were demobilised fighters, separated from their families, and did not know how to prepare food. Needs assessments should be comprehensive and use the appropriate methods to measure undernutrition in each group.

EXAMPLE 11 – CHILD PROTECTION

Child protection seeks to prevent and respond to abuse, neglect, exploitation of and violence against children in emergencies. This includes trafficking, recruitment by armed groups and harmful traditional practices, such as child marriage, which may be prompted or worsened by the crisis. A gender and age analysis is important to challenge assumptions made about the children's gender roles, responsibilities and protection risks. For example, it may be wrongly assumed that all children recruited into armed groups or participating in demobilisation actions are boys, or that all children who experience sexual violence or exploitation are girls. The analysis will also help to understand differences among children who may be assumed to be homogenous, such as "street children" or "unaccompanied children", and to adapt the assistance to the specific experiences and needs of younger and older boys and girls.

Gender and age analysis good practice example

The following example of a gender and age analysis included in the needs and risks analysis section of the Single Form would satisfy criterion 1 of the Gender-Age Marker. The analysis covers all crucial elements: It discusses the roles of different gender and age groups and their control over resources; it analyses discrimination and differential access to humanitarian assistance; it assesses the effects of the crisis on different gender and age groups; it details the capacities of these groups to cope and respond to the crisis; and it identifies the specific needs of young and older women and men. Please note that this is just an example to illustrate what a gender and age analysis includes, not a blueprint.

Needs and risk analysis

In 2013, country Z experienced very severe floods, affecting 20 million and displacing over 7 million people.
[A general analysis of the humanitarian situation and its effects, as well as the current level of assistance provided would appear here.]

Assessment results and specific needs

Host communities and displaced groups identified clean drinking water, sanitation facilities and medical services, infrastructure, food and cash/employment as their most immediate needs. While men emphasised water, infrastructure and cash/employment, women prioritised water and sanitation, medical services and food.
Water, Sanitation and Hygiene (WASH) is a priority need for all communities. Over 80% of villagers do not boil their daily drinking water, people often resort to open defecation and many women and girls collect water from unprotected sources or distant locations, which increases their vulnerability to physical violence. As a result, water-related diseases like fever, diarrhoea (especially for children), scabies, other skin diseases and eye infections are the most common health problems.

Many households headed by women are still in need of proper shelter, WASH supplies and food as they are often not accepted by host communities. Female doctors and other staff are not available to provide health services to pregnant women. In the communities, the notion of modesty is crucial. Women of all ages have been bathing in unclean water while fully dressed and need other clothes and the privacy to remove them.

Among older people, 71% said that their health had been negatively affected. They complained of problems with mobility and sight, making it difficult for them to access aid. Older women, in particular, lack access to food distributions. All of the older people we interviewed directly after the floods lacked and needed access to basic sanitation, such as functioning latrines.

Roles and control of resources

Country Z is a male-dominated society. Men traditionally are the traders and take most decisions within the family and community, including the marriages of their daughters. Women and girls tend to have a lower educational status, have limited ownership rights and are often neglected by the family and the society. The areas of health and hygiene are an exception, where the role of women is accepted and they are usually allowed by their husbands or fathers to take part in community groups. Women and girls are therefore among the most vulnerable groups in the society, have very limited opportunities for being active members of the community and for claiming their rights.

This has an effect on the capacities of individuals and households to cope with and recover from the crisis. Traditionally, the communities made a living from growing crops, livestock, brewing and trading. Before the floods, trading – an exclusively male role - was the first or second source of income for most households, but it has since dropped to fourth or fifth place. Most households reduced their meals from three to two per day and the quality of meals has deteriorated, especially for girls and women who eat last. Today, most households cannot afford basic goods/services such as education, health and clothing and this scarcity disproportionately affects children, women and older people. The dropout rate for schoolchildren has increased from an average of 10% to an estimated 25% among boys and 50% among girls.

Men are particularly affected by the destruction of crops and loss of income generation activities based on trade. Most of the young and adult men are seeking work and many have migrated to fishing areas, or areas with alternative opportunities for agricultural employment, such as sugar cane plantations. During their absence, some women have started to trade the few livestock products they can produce. This is creating tensions when the men return.

Capacities and coping mechanisms

Affected communities have tried different strategies to recover their previous income generating activities, but have not made much progress due to the lack of financial support. Young and adult men frequently ask for support to recover their crops and livestock to be able to trade again in the market. Young, adult and older women demonstrated their willingness to collaborate as social mobilizers or promoters of women's health. Children have expressed a strong desire to go back to school, as most of them had been regularly attending school before the floods.

2. Adapted assistance

Key elements to consider in this criterion:

- Systematic adaptation of assistance with concrete examples and no gaps
- Equitable access to humanitarian assistance

Concrete examples of how assistance is adapted to the specific needs and capacities of different gender and age groups and how the action ensures that all relevant groups enjoy equitable access to the assistance should be included in the Single Form section "logic of intervention". Additional details, as well as measures that would have been appropriate but were not implemented, can be provided in the section "Gender-Age Marker".

What is adapted assistance?

Partners should not just make rhetorical commitments to gender and age, for instance by stating generally that the action is sensitive to the needs of women and men without providing concrete examples of how this has been done. Partners need to build activities on the results of the gender and age analysis. This means adapting the assistance provided to the specific vulnerabilities, needs and capacities of women, girls, boys, men, infants, adolescents, adults and older people.

Actions that effectively adapt their assistance share two characteristics:

- **A systematic adaptation of assistance is evidenced throughout proposals and reports, which provide concrete examples and show no gaps.** Adapting assistance to the specific needs and capacities of different groups can mean adapting what is provided to affected populations, to whom goods and services are provided, how they are provided and when they are provided. Proposals or reports need to contain concrete examples of how this is done, such as the examples of adapted assistance provided below. Moreover, partners and DG ECHO staff need to make sure that no important measures for adapting assistance are missing.

- **All relevant groups enjoy equitable access to humanitarian goods and services.** Well adapted actions ensure that different gender and age groups can access assistance in accordance with their needs and capacities and that no vulnerable group is excluded from them.

How to adapt assistance?

What it means to adapt assistance to the specific needs of different gender and age groups depends on both the context and the sector of operation. The table below includes a set of examples. Humanitarian organisations should not use these examples as blueprints but rather conduct their own analysis as the basis for adapting their assistance.

SECTOR	EXAMPLE OF ADAPTED ASSISTANCE
WASH	• Actively involve men in hygiene promotion activities, for example by deploying male volunteers to sites where men work during the day. • Explore flexible models for recruiting mixed teams able to address female and male members of the community for hygiene education. This may require for example recruiting female volunteers even if they are not literate and teaming them up with literate volunteers. • Offer targeted water and hygiene training to single male-headed and child-headed households. • Provide jerry cans of adequate size that children, women and older people can carry easily or other water transportation means. • Offer water transportation support for child-headed households and single older persons *(e.g. community owned wheelbarrow)*. • Ensure latrines are accessible for people with restricted mobility, for example by creating broader doors and access ramps for wheelchairs or by allowing extra space for carers. • Ensure that distributions of non-food items include culturally acceptable hygiene and sanitary items.

HEALTH

- Ensure that medical services meeting the priority needs of the most vulnerable groups are offered. This can include sexual and reproductive health services, the clinical management of rape or the treatment of diseases that are typical for older people, such as hernias, diabetes or other chronic diseases.
- Provide additional training to community health workers in areas related to health, hygiene and care of infants, young children and older people.
- Allot specific times when vulnerable groups such as older people, pregnant women or young children are given priority for consultations and treatment in healthcare facilities.
- Arrange local transportation systems *(e.g. donkey-cart ambulances)* to assist medical referrals of people with restricted mobility, including older people.

SHELTER

- Provide child- and women-headed households and older people with support in erecting shelter.
- Ensure that shelters are accessible for people with limited mobility.
- Ensure that unaccompanied children have access to adequate shelter.
- Establish child-friendly spaces in settlements and camps.

NUTRITION

- Cater for the specific nutritional requirements of infants, older people, pregnant and lactating women and HIV/AIDS patients.
- Provide secluded spaces for breastfeeding, especially in crowded locations or camps.

FOOD ASSISTANCE

- In cases when women do not have identification documents, issue distributions cards. Ensure that the names of the husband and wife (or wives) appear on the card and that cards are also issued to households headed by women or children.
- Display criteria and entitlements in writing and through the use of pictures.
- If culturally necessary, form separate queues for men and women.
- Provide shelter and seating to accommodate pregnant women, older people or people with disabilities, and arrange separate food distribution lines for older people, people with disabilities, pregnant women and caregivers of children to reduce their waiting times.
- Package food rations in containers that are not too heavy, so that women, children and older people can transport them, while ensuring that they receive full rations and that there are no other negative effects.
- Monitor who receives distributions.
- Arrange delivery for people with restricted mobility, and allow food distributions to be provided to proxies designated by recipients unable to collect their rations themselves.
- Check whether all recipients are able to prepare food (e.g. male youths).

DISASTER RISK REDUCTION

- Use the knowledge and capacities of all affected population groups to identify negative effects and develop coping and recovery mechanisms.
- Develop gender-sensitive indicators to monitor progress.

EDUCATION

- Provide schooling close to settlements or in the central areas of camps.
- Provide classes for different age and skill levels.
- Provide appropriate clothing and sanitary supplies to girls so that they can attend school.
- Ensure that other obstacles to increasing the enrolment and attendance of girls are addressed.

LIVELIHOODS

- Offer livelihood opportunities to older women and men.
- Offer work opportunities for women and men and ensure that these do not lock men and women in traditional roles, especially if that could increase their vulnerability.
- Offer childcare and, if necessary, other support with household tasks for caregivers involved in programmes.
- Pay equal wages for equal work.

PROTECTION

- When creating camp management teams and protection teams in camps, include male and female staff members.
- Ensure that all households have identity documents, including those headed by women or children.

3. Prevent or mitigate negative effects

Key elements to consider in this criterion:

- Potential negative effects of the action prevented
- Gender- or age-related negative effects created by the context mitigated

The risk analysis for different gender and age groups should be included in the Single Form section "problem, needs and risk analysis" and measures to prevent or mitigate negative effects in the section "logic of intervention" or "Gender-Age Marker". Limitations and, if necessary, additional details can be provided in the section "Gender-Age Marker".

What kinds of potential negative effects are there?

Communities affected by crises and emergencies are exposed to a broad range of risks and negative effects. Without an adequate analysis, including a gender and age analysis, humanitarian assistance may fail to reduce or mitigate these effects. In some cases, the assistance itself may also have unintended negative effects on the population. Humanitarian organisations should therefore carefully analyse risks or potential negative effects and develop prevention and mitigation measures.

The Gender-Age Marker considers two types of negative effects that humanitarian actions should address:

- **Negative effects created by the action itself:** Actions should identify what negative effects they could cause for different gender and age groups and include effective measures to prevent these effects. This includes for example the risk of stigmatisation, violence or tensions within households.

- **Negative effects created by the context:** Actions should be based on an analysis of what negative effects the context or the humanitarian situation holds for women, girls, boys and men. These negative effects, such as sexual- and gender-based violence, should be mitigated to the greatest extent possible.

How to assess negative effects?

Understanding these potential negative effects on different gender and age groups requires a brief risk analysis based on the following key questions:

Guiding questions for a gender- and age-related risk analysis

- Will the use of humanitarian services or goods put any specific gender or age groups at risk? What measures are in place to prevent negative effects related to the action?
- Are there negative effects for specific gender or age groups arising from the context or the humanitarian situation? What measures are in place to mitigate, as much as feasible, the major negative effects arising from the context?

How to prevent or mitigate negative effects?

What the potential negative effects are depends strongly on the context, as well as the sector of operation. The following table has examples of different types of negative effects and describes measures that can be taken to prevent or mitigate them. The examples are intended to provide food for thought. The list is not exhaustive, nor does it provide a blueprint for dealing with the identified issues.

NEGATIVE EFFECTS CREATED BY THE ACTION	PREVENTION MEASURES
Exposing individuals accessing assistance to the risk of violence: In some situations, accessing humanitarian assistance can expose beneficiaries to additional negative effects of violence. There may, for example, be an increased risk of rape and sexual abuse in the vicinity of toilets and wash rooms in camps, or individuals may be assaulted when transporting food rations and other humanitarian goods home.	• Provide separate latrines for women and girls that can be locked from the inside and are well lit. • Locate distribution points for food and other humanitarian goods close to the homes or shelters of affected groups. • Reduce the visibility of distributed goods.

Creating tensions by targeting: When humanitarian assistance is targeted, goods and services are only provided to selected groups considered particularly vulnerable or having specific needs. Often, gender and age are important criteria for defining target groups. Targeting may create tensions with other groups that do not benefit from the assistance and could put beneficiaries at risk.	• Involve relevant stakeholders in defining the selection criteria for beneficiaries. • Actively and transparently communicate selection criteria and the rationale for targeting. • Reduce visibility of distributions and recipients.
Cementing stereotypes and traditional power relations and gender roles: Not involving women in decisions related to humanitarian programmes, for example, reinforces the exclusion of women from political processes. Likewise, offering only traditional activities such as dressmaking as livelihoods for women can reinforce stereotypes that often lock them in vulnerable positions.	• Actively involve women in humanitarian decisions. • Challenge the assumptions and stereotypes that humanitarian activities are based on. • Provide equitable opportunities.
Neglect of tasks: Livelihood programmes targeting women leave women less time to look after tasks traditionally carried out by them. If there are no other family members to take over the tasks, this could, for example, increase the number of children suffering from neglect.	• Analyse whether alternative care providers, such as fathers or grandparents, are available in the household. • Offer childcare facilities for women who participate in the programme and who have no alternative care providers.
Backlash against changing power relations: Livelihood or cash programmes for women can also change power relations within households, especially in societies in which men traditionally are the bread-winners. These changes can create a backlash, if men respond to such changes with increased domestic tensions or even violence.	• Involve male household members in consultations and the design of livelihood programmes for women – and women in the design of livelihood programmes for men. Monitor potential increased tensions and provide (mediation) support, if possible. • Create links to programmes focusing on the prevention of and response to domestic violence, if these exist.

Sexual exploitation and abuse: In programmes involving the distribution of goods (e.g. food or non-food items), distributors might demand favours from recipients. This can include sexual exploitation and abuse, including requests to do unpaid labour for the distributor.	• Create visible public notices in writing and with pictures stating that distributions are free and require no return favours. • Ensure that distributors wear nametags. • Create a complaints (e.g. a box or an SMS service) and response mechanism. • Monitor staff behaviour and strictly follow-up on reported cases. • Offer staff training on the prevention of and response to sexual abuse and exploitation.
Undermining traditional roles: The distribution of ready-made food as part of a food assistance programme can undermine what is often seen as the traditional role of women in the society.	• Carefully analyse and weigh the advantages and disadvantages of different modalities of food distribution. • Where traditional female roles are undermined, offer alternatives to strengthen the status of women (e.g. through livelihood programmes).
Stigmatisation: A community may socially exclude individuals who are associated with certain issues or taboos, such as HIV/AIDS or rape. Humanitarian assistance that deals with these topics therefore risks exposing beneficiaries to stigmatisation.	• Analyse which issues represent social taboos. • Avoid associations between individuals and taboos by offering mixed assistance or consultation packages, for example by including an HIV/AIDS component into general health consultations or by tackling reproductive health issues within broader hygiene education. • It is also important to ensure confidentiality of consultations by offering secluded rooms and by refraining from labelling consultation rooms as "HIV consultation" or "Gender-Based Violence room". • Put in place measures to ensure that sensitive data remains confidential and safely stored.

NEGATIVE EFFECTS CREATED BY THE CONTEXT OR THE HUMANITARIAN SITUATION	MITIGATION MEASURES
Sexual- and gender-based violence (SGBV): In conflict or post-conflict situations especially, the risk of SGBV may increase, in particular for women and girls but often also for boys. The exposure of beneficiaries to this risk rises if they have to leave their shelter to, for instance, collect firewood or water or to attend school in far off locations.	• Locate shelters as close as possible to sources of firewood and water. • If possible, provide households with fuel. • Increase the fuel-efficiency of cooking practices. • Conduct awareness campaigns targeting both potential victims and perpetrators. • Offer school facilities close to shelters or within the camp. • Organise community escorts for children on their way to and from school, if needed. • Provide lighting around sanitary facilities and communal spaces.
Increased discrimination: Crises or emergencies can exacerbate discrimination against certain groups, as defined by their gender, race, ethnicity, religion, caste, sexual orientation, gender identity or any other relevant feature. Enhanced discrimination is often also reflected in the fact that these groups have less access to humanitarian goods and services.	• Analyse which groups are subject to discrimination. • Actively communicate humanitarian operating principles, including the principle of non-discrimination. • Involve discriminated groups in consultations and programme design, if necessary in separate processes. Ensure adequate measures are in place to prevent individuals from being exposed or publicly associated with a discrimination issue.

Discriminatory coping mechanisms: Some societies use mechanisms to cope with a crisis that disadvantage certain gender or age groups. When food supply is insufficient, for example, some communities give girls less to eat than boys or cut the food rations of older persons most extremely. In polygamous families, it can also be the case that one woman and her children receive less than others.	• Analyse different gender and age groups separately, rather than assessing the situation only for households as a whole when conducting needs assessments. • Where necessary, provide targeted assistance to the most severely affected groups, for example by offering food items that are primarily used by discriminated groups.
Recruitment by armed groups: In conflict settings, adolescents and children may be at risk of being recruited by armed groups.	• Place families with children or adolescents at risk of recruitment by armed forces and schools near the centre of the camp. • Disseminate messages about recruitment by armed groups in schools and other educational facilities.

4. Adequate participation

Key elements to consider in this criterion:

- Participatory approach
- Adequate team composition

How different gender and age groups participate in the design, implementation, monitoring and evaluation of the action should be explained in the Single Form section "involvement of beneficiaries". Limitations and, if necessary, additional details can be provided in the section "Gender-Age Marker".

What is participation and why is it important?

Participation is the involvement of crisis-affected communities in decisions about assessment, design, implementation, monitoring and evaluation of a humanitarian action. It is a precondition for people-centred humanitarian action – one of the core Sphere principles. It protects the dignity of affected populations and promotes resilience. Most importantly, it enhances the quality of humanitarian assistance, since listening to the views of women and men of all ages and giving them the chance to contribute to shaping actions is likely to lead to assistance that is better adapted to the specific needs and capacities of different types of beneficiaries. Actively involving different gender and age groups – in a way that does not overly delay the response – is essential for making humanitarian assistance more sensitive to gender, age and other diversity issues.

EXAMPLE 12 – RISK-MAPPING BY CHILDREN

In a protection programme in DRC, children were actively involved in identifying negative effects relevant to them. In separate processes, both adults and children (male and female) mapped negative effects. The sessions for children were designed in an interactive way and used child friendly techniques such as drawings to identify negative effects. The exercise revealed differences in perceptions and priorities.

EXAMPLE 13 – OLDER PEOPLE'S COMMITTEES[6]

In Zimbabwe, HelpAge worked with older people's committees, using them to provide training and technical advice to older people on issues such as social support, advocacy and livelihoods. Older people involved in the process engaged more actively in the communication between communities, government and NGOs. They also became more actively involved in humanitarian activities, for example as community mobilisers.

Adequate participation requires two core elements:

- **A participatory approach.** Actions with a participatory approach actively involve affected populations in their design, implementation and monitoring and evaluation. Especially in acute emergency situations, it is necessary to adapt the approach to the situation and choose participatory methods that minimise response delays.

- **An adequate team composition**. To be able to successfully facilitate participatory processes, partners need to compose their teams so that they are able to interact with and reach all relevant gender and age groups. Older people may, for example, not be comfortable about sharing their concerns with a young humanitarian worker and women may be reluctant to talk to male teams. In many cases, this means deploying mixed teams including male and female members of different ages, as well as members with experience in integrating gender and age concerns into humanitarian actions.

Adequate participation helps to:

- understand the specific needs and vulnerabilities of different gender and age groups;
- understand and mobilise their capacities for coping with, responding to, recovering from and preparing for future crises and emergencies;
- optimally adapt assistance to the specific needs and sensibilities of different gender and age groups;
- ensure that all gender and age groups benefit equitably from humanitarian assistance and protection;
- identify risks or potential negative effects and develop mechanisms to prevent or mitigate them;
- strengthen vulnerable groups and thereby reduce their vulnerability and increase their resilience.

How to facilitate effective participation?

All relevant gender and age groups should participate

Humanitarian organisations should include all gender and age groups that are relevant

to the design and implementation of the action, according to their needs. Their participation will ensure that these groups support the activities and that their specific needs and capacities can be taken into account.

Adequate participation does not necessarily mean that all gender and age groups are proportionally represented in all participatory processes. Rather, the gender and age analysis should identify which stakeholders are relevant for the planned activities and the action should give those groups a meaningful say.

A well designed participatory process is sensitive to cultural contexts and draws on pre-existing consultation and decision-making mechanisms. However, it does not allow for any group to be systematically excluded for social or cultural reasons. Partners need to make specific arrangements to allow for the participation of otherwise excluded groups, such as same-sex focus groups or informal consultations.

Participation of children

An important but challenging aspect is the participation of children. Article 12 of the Convention on the Rights of the Child (1989) confirms that children have the right to participate in decision-making processes that may be relevant to their lives or are carried out in their regard. Enabling the meaningful participation of children requires dedicated time as well as special skills and techniques. As early as possible, staff specialised in child protection and in working with children should therefore be part of humanitarian response teams. Partners should make efforts to involve girls and boys of different ages in consultations and decision-making processes for humanitarian actions, according to the age and maturity of the child.

Participation of marginalised or discriminated groups

Many humanitarian organisations use community meetings to engage with crisis-affected people. While these meetings can be effective, they usually reflect the power relations within the community. Socially marginalised or discriminated people may not attend the meetings or may be reluctant to speak up. In addition, different gender and age groups have different capacities and face different obstacles for participation. Older people may find it physically impossible to get to the meeting place or may have difficulties understanding conversations in a crowded space. Women may be restricted in their ability to attend as it may not be socially acceptable for them to join public meetings, or they may not want to leave small children behind. Children may lack the self-confidence to speak up in front of an adult congregation. They may also have difficulty understanding abstract concepts and conversations.

In many situations, humanitarian organisations therefore need to take special measures to ensure that all people relevant in a given context can participate in a meaningful way.

Tips for enabling the effective participation of different gender and age groups

Diversify the staff composition:
One reason why certain gender or age groups may be reluctant to participate is that they do not see the staff composition of the partner organisation as adequate. Younger female humanitarian workers may find little acceptance if they try to facilitate a discussion with male elders. Male humanitarians may have difficulty gaining access to women. Humanitarian workers should therefore aim to deploy teams with male and female members of different ages with experience in integrating gender and age concerns into humanitarian aid. Humanitarian teams do not necessarily have to have an equal number of men and women, but they should be composed so that they allow reaching different affected groups.

Critically examine attitudes:
The attitude of humanitarian workers crucially impacts participation. Are affected people merely seen as "victims" or "recipients"? Or are they regarded as agents responding to a crisis and determining their own fate? Which assumptions are made about different gender and age groups, and what stereotypes might they reflect?

Observe who is missing:
Are there any gender or age groups not represented at public meetings or in other existing consultation and decision-making processes? Are there any groups that are present, but do not participate actively?

Analyse obstacles for participation:
If a group is missing, humanitarian workers need to analyse the underlying reasons to address the most important obstacles. Potential obstacles include location, timing, facilitation techniques, content, language and media: Do meeting times conflict with the working hours of men? Is the location considered safe by women? Does a consultation involve child-friendly facilitation techniques? Are the media chosen for providing information appropriate for the intended target groups (e.g. images, not words, pictorial if a certain group tends to be illiterate)?

Convene separate discussions with marginalised groups:
Where marginalised groups face difficulties expressing themselves in large groups or conventional consultation channels, it may be necessary to convene separate meetings for them, for example focus group sessions for children of a certain age or for women only.

Seek the agreement of traditional power-holders:
Traditional power-holders may resent it if alternative consultation and decision-making processes are created. Partner organisations should explain their principles of operation to these actors and seek their agreement, if feasible.

If necessary, find alternative informal channels of communication:
In some cases, the resistance of traditional power-holders or communities may be so strong that formal consultations with marginalised groups may create negative effects for these groups or humanitarian workers. In these situations, partners should ensure that they do no harm and explore whether any less visible alternatives for involving these groups exist.

Issues to watch out for when desigining participatory process

If participatory processes are badly designed, they can also have negative effects. They may demand a significant time commitment from people who are busy trying to deal with the effects of a crisis or disaster. They also often raise expectations among the affected population who may in turn be disappointed if humanitarian organisations cannot address important needs that were identified. In some cases, processes emphasising the participation of otherwise discriminated groups can also upset local structures and power dynamics, which may lead to tensions or even a backlash against the marginalised groups. The design of participatory processes therefore needs to be adapted to the response phase, take social and cultural contexts into account and consider the adoption of mitigating measures to avoid negative effects. Indeed, while pursuing adequate participation (criterion 4), preventing/mitigating negative effects (criterion 3) should not be overlooked.

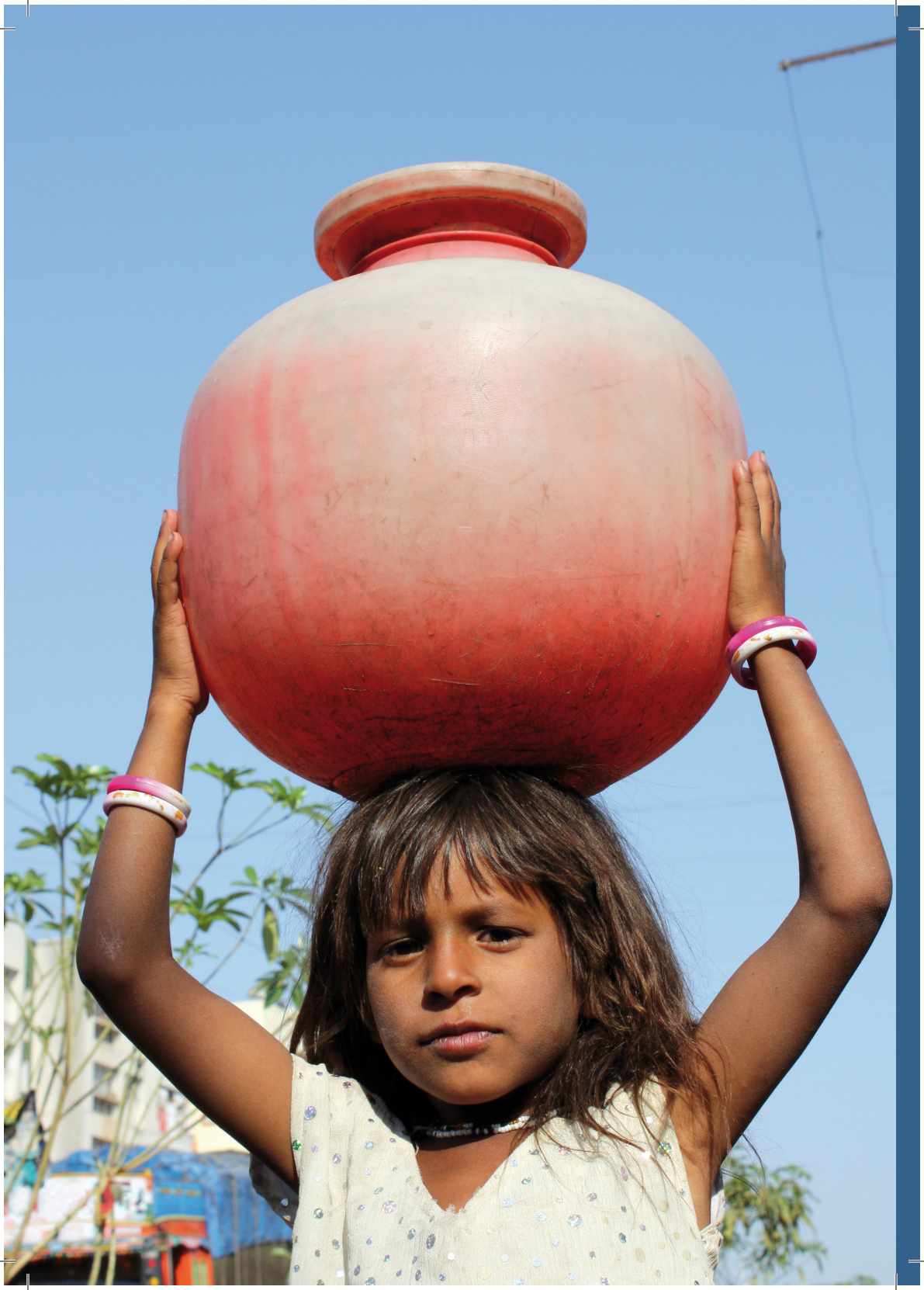
Participation throughout the action management cycle

Ideally, participation should span the entire action management cycle, involving crisis affected people in the planning, implementation, monitoring and evaluation of an action. In practice, this may not always be possible or adequate. In the immediate aftermath of a sudden onset emergency – for instance an earthquake, hurricane or tsunami – people may be in a state of shock, and their immediate needs for emergency medical care or water may be overwhelming. In these cases, it could be sufficient to quickly cross check important assumptions with individual representatives during the initial emergency response. It is crucial, however, that humanitarian organisations seek pragmatic ways of involving the affected population even in these situations and that they gradually increase the level of participation as the action evolves.

PROJECT PHASE	PARTICIPATORY METHODS
PLANNING AND DESIGN	• Consult with local authorities and initiatives (mayors, councils, groups of elders, emergency committees). If these are mainly composed of men, hold additional consultations with other groups. • Hold informal conversations with members of the affected community (drivers, translators or people in the market, at water points, in health posts). • Conduct interviews or surveys with a representative sample of community members. • Hold focus group discussions with different groups (elders, women, adolescents, children), if necessary, separately. • Provide public information about the organisation, planned activities and processes, using adequate technologies (depending on the context: billboards, pictures, public announcements, SMS messages, websites).
IMPLEMENTATION	• Mobilise ideas and suggestions from affected people for how to address issues (e.g. on the design of camps, shelters, latrines; the composition of food baskets; protection strategies). • Create gender- and age-balanced community committees for service delivery oversight (water management committees, health committees). • Mobilise community contributions to project implementation (materials, labour). • Provide public information about the details of project implementation. • Collect sex- and age-disaggregated data on who receives the goods or services offered.

MONITORING AND EVALUATION

- Hold informal conversations with members of the affected community belonging to different gender and age groups.
- Organise focus group discussions for programme review and readjustment.
- Appoint an ombudsperson that serves as an interface between the humanitarian organisation and the affected community and that can receive and investigate complaints from individuals.
- Conduct participatory evaluations, i.e. evaluations in which stakeholders involved in the action provide feedback on the project and suggestions for future changes.



3

Application:

Using the Gender-Age Marker

Provides detailed guidance on how to apply the Gender-Age Marker

Using the Gender-Age Marker

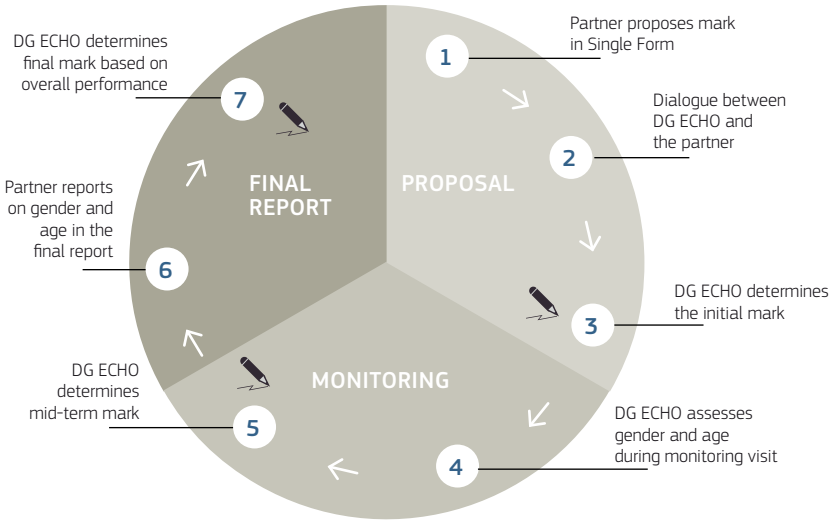
This chapter provides detailed guidance on how to use the Gender-Age Marker in humanitarian actions submitted to or funded by DG ECHO. It describes the process step-by-step, elaborates assessment principles and rules and provides examples.

1. Marking step by step

DG ECHO's Gender-Age Marker is a collaborative tool used by both partner organisations and DG ECHO staff. The marker is applied throughout the action management cycle, at the proposal, monitoring and final report/liquidation stages. The illustration below provides an overview of the steps that need to be taken for using the marker.

Different rules detailed below in chapter 4.6 apply to urgent actions and actions funded under emergency decisions.

THE MARKING PROCESS STEP BY STEP



At proposal stage

Step 1: Partner proposes the initial mark (self-assessment)

The partner provides information relating to the four criteria (gender and age analysis / SADD, adapted assistance, prevent or mitigate negative effects, adequate participation) in the designated sections of the Single Form, ensuring a coherent integration of gender and age concerns throughout the entire form. In the **>> Single Form section "Gender-Age Marker"**, the partner indicates whether or not the proposed action meets each of the four criteria and suggests a gender-age mark (0, 1, 2 or N/A).

Step 2: DG ECHO and the partner have a constructive dialogue

In the context of regular exchanges of information, DG ECHO and the partner can discuss any comments or issues they may have regarding the integration of gender and age. This may include clarifying specific aspects of the action or discussing whether additional adaptations may be adequate. If appropriate, partners can reflect these issues in their revised proposals.

Step 3: DG ECHO determines the initial mark

DG ECHO field staff verifies whether the proposal complies with the four marker criteria. They enter what they consider the correct gender-age mark for the project - which can either confirm or change the mark suggested by the partner - into DG ECHO's internal project appraisal form, the FICHOP. In line with their usual responsibilities, responsible desk officers validate the appraisal. The mark determined by the designated desk officer shows automatically in the APPEL system, so that the partner is informed about DG ECHO's assessment.

In cases in which DG ECHO rejects a proposal, the FICHOP form is not completed. If a lack of consideration for issues related to gender or age was a part of the reason for the rejection, DG ECHO staff communicates this to the partner.

At monitoring stage

Step 4: DG ECHO assesses gender and age issues during monitoring visits

Monitoring missions and field visits are crucial as they allow DG ECHO staff to verify information provided by partners and to get acquainted with the realities of the situation on the ground. The integration of gender and age into humanitarian activities is an important concern in the monitoring. DG ECHO staff verifies information related to the Gender-Age Marker criteria and discuss progress and setbacks relating to gender and age issues with the partner.

Step 5: DG ECHO determines the mid-term mark

On the basis of the monitoring visit (and possibly other information provided by the partner, for instance in an intermediate report), DG ECHO staff registers the mid-term mark in the FICHOP's monitoring report.

At final report stage

Step 6: Partner provides information on gender and age in the final report

The partner updates the information on gender and age in the final report sections of the Single Form in case there were changes. Improvements or setbacks in efforts to integrate gender and age are noted.

Step 7: DG ECHO determines final mark

DG ECHO staff assesses the information provided by the partner in the final report. Staff determines the final gender-age mark, which is based on the overall performance of the project (not on progress made between the monitoring visit and the final report), and enters the final mark into the FICHOP's final report section. The final mark is considered the reference mark for the action, including urgent actions and actions funded under emergency decisions that are only marked at final report stage. The final mark can be seen by partners as it is included in the APPEL system.

2. Assessment principles

Partners and DG ECHO staff should respect the following principles when determining the gender-age mark for a humanitarian action:

Assess whether each criterion is met to a sufficient degree

When using the Gender-Age Marker, partners and DG ECHO staff should not only check whether the action gives some consideration to gender and age, with only a few references but no coherent and meaningful integration of gender and age. Partners and DG ECHO staff need to assess whether the four criteria are met to a sufficient degree in proposals, reports and project implementation. For that, actions do not have to include all possible details regarding gender and age. Rather, they need to consider all relevant aspects relating to the four criteria and the key elements specified for each. The key elements under each criterion **(>> see "Overview" and "Assessment Card")** help to identify the most important aspects to consider within the four criteria. Applying the marker requires making a judgment, drawing on information related to the action and utilising knowledge about the local context and the sector of operation. If a criterion is respected to a sufficient degree, it should be marked as "yes". If an important aspect relating to the criterion was not considered, the criterion should be marked "not sufficiently".

1. GENDER AND AGE ANALYSIS / SADD		
Proposals: Does the proposal contain an adequate and brief gender and age analysis? **Final reports: Does the final report contain sex-and age-disaggregated data for beneficiaries, in addition to the gender and age analysis provided at proposal stage?**	☐ Yes	☐ Not sufficiently
2. ADAPTED ASSISTANCE		
Is the assistance adapted to the specific needs and capacities of different gender and age groups?	☐ Yes	☐ Not sufficiently
3. NEGATIVE EFFECTS		
Does the action prevent or mitigate negative effects?	☐ Yes	☐ Not sufficiently
4. ADEQUATE PARTICIPATION		
Do relevant gender and age groups adequately participate in the design, implementation and evaluation of the action?	☐ Yes	☐ Not sufficiently

Assess whether all relevant groups are addressed

For each criterion, partners and DG ECHO staff need to assess whether all relevant gender and age groups were considered. In many situations, women, children and older persons are among the most vulnerable population groups and therefore require special attention. It could also be the case, however, that the needs of male adolescents require special consideration or that the action is not relevant to certain groups. Assessing which groups are relevant in any given context is particularly important for organisations that have a mandate or pre-determined focus on a group, such as young children, pregnant and lactating women or older persons.

Assess results, not efforts

The gender-age mark should reflect how well an action manages to integrate gender and age. This means that an action should receive a low gender-age mark even if the partner organisation did all it could but circumstances made tackling all relevant gender and age issues difficult. This ensures that a mark provides meaningful information on compliance with the criteria (i.e. a mark "2" always means that the action complies with all four criteria to a sufficient degree). Since the cultural, political and security context can strongly influence the ability of partners to integrate gender and age concerns, the mark will not be used to compare different partner organisations operating in different contexts. A low gender-age mark in a difficult context does therefore not necessarily mean that a partner performs badly – it only means that the action did not comply with certain criteria. In order to reinforce this understanding, partners should mention challenges to integrating gender or age in the **>> "Gender-Age Marker" section of the Single Form.**

3. Case examples

EXAMPLE 14 – GENDER AND AGE ANALYSIS AND ADAPTED ASSISTANCE FOR NUTRITION PROJECTS

NGO X presents a proposal to DG ECHO for a nutrition project. It offers an analysis containing the following elements:

- Women and mothers are the traditional caregivers for young children in the society.
- Due to the humanitarian situation, there are more women-headed households in which the women also have to engage in livelihood activities, such as farming or selling produce. This has led to an increased number of neglected children.
- Mothers in law have an important influence on feeding practices in the family.
- The affected population includes older women without occupation who have the capacity to care for children.

The NGO proposes to conduct house-to-house visits offering nutrition education to mothers and mothers in law. During the house visits, it plans to screen for undernutrition all children under the age of five as well as all pregnant and lactating women. It will offer specialised nutrition assistance to all cases of severe acute malnutrition (SAM) and moderate acute malnutrition (MAM). It also proposes organising childcare facilities for children whose mothers work, drawing on the community's older women and offering them compensation. It plans to collect sex- and age-disaggregated data for all beneficiaries.

On this basis, the NGO answers "yes" to the first two criteria ("Does the proposal contain an adequate and brief gender and age analysis" and "Is the assistance adapted to the specific needs and capacities of different gender and age groups").

When a DG ECHO staff member receives the proposal, he is impressed that it contains a much more detailed and meaningful analysis than many proposals that he has seen before. While he wants to show the partner his appreciation, he still finds that important elements are lacking: he therefore considers both criteria "not sufficient". Next to his general appreciation of the proposal, he sends the following comments to the partner:

- Has the humanitarian situation not also led to an increased number of households in which men act as caregivers for young children? How would they be included in the programme?
- There have been reports that found single male youths, including some ex-combatants, as well as some single older people to be highly vulnerable. What is their nutritional status and how could they benefit from the assistance if they were affected by SAM or MAM?

In a revised proposal, the NGO proposes the following changes:

- Community leaders stated in an interview with the NGO that there were no cases of men acting as primary caregivers. Instead, grandmothers or other female relatives have assumed that role. The NGO therefore proposes no adaptation to its planned programme, including the planned recruitment of predominantly female volunteers for nutrition education activities. However, it requests that all volunteers doing house-to-house visits ask children and present adults separately who acts as the primary caregiver.
- In the same interview, community leaders voiced concern especially about neglected single male youths, but could not offer any information on their numbers or nutritional status. The NGO adapts its proposal to ensure that a representative sample of single male youths is screened to determine their nutritional status.

With such additional information and changes, the DG ECHO staff member agrees that the first two criteria of the Gender-Age Marker are met to a sufficient degree and enters "yes" for the first two criteria of the Gender-Age Marker into the FICHOP.

EXAMPLE 15 – PREVENT/MITIGATE NEGATIVE EFFECTS IN LIVELIHOOD PROGRAMMES

Organisation X submits a livelihood programme proposal to DG ECHO that identifies potential negative effects of the programme and suggests ways to avoid or mitigate them:

- As the programme offers financial and in-kind benefits to participants, it risks attracting school-age children from vulnerable families. To prevent school dropouts, the organisation proposes to adopt a strict age limit of xx years or older. In addition, it liaises with other organisations supporting education programmes and refers younger adolescents to their support systems.
- To enable the particularly vulnerable group of single mothers to participate in the programme, the organisation offers childcare services. It also involves both women and other community representatives when deciding which livelihood activities to offer for women. This ensures that they are accepted by the community while meeting the women's needs and avoiding locking them into traditional roles.

While the DG ECHO staff member lauds the efforts of the organisation to identify and prevent or mitigate negative effects, she points out two important omissions. As long as these issues are not included, she has to answer the question as to whether "the action prevents or mitigates negative effects" with "not sufficiently".

- The proposed programme did not include any older people in its design and does not offer any livelihood activities tailored to their needs. The action therefore risks excluding an important age group that makes up over 20 % of the affected population.
- The concerned area has been affected by floods that have, among other things, contaminated many water sources. This has increased the risk of water-borne diseases in the community. The livelihood opportunities offered to men include aquaculture projects. Even though this exposes the men to water-borne pathogens, the action contains no measures to mitigate this risk.

EXAMPLE 16 – PARTICIPATION IN EDUCATION

A humanitarian organisation plans to offer education for a community of displaced persons. It includes the following information about its participatory approach in its proposal to DG ECHO:

- It plans to consult with prospective male and female teachers, male and female pupils (younger and older), parents and community leaders on key decisions relating to the action; what programmes to offer (regular classes, accelerated learning, reintegration programmes); who will provide what kinds of school materials.
- The organisation has two female staffers and one male staffer who are fluent in the local language. They will lead the consultations.
- One of these staff members is specifically trained in child consultation methods. She will offer playful sessions in which she will explore through paintings and role-plays what obstacles and negative effects children face when trying to attend school. Since boys have

tended to dominate previous child-consultations in the community, she is planning to hold separate sessions for boys and girls.

- Based on the results of the consultation, the organisation plans to offer different education programmes for different age groups to ensure that younger children as well as older children and adolescents will benefit from the action. The contents, location of the school and enrolment procedures were designed to ensure that the most discriminated groups are not excluded from attending classes. School attendance rates among girls used to be significantly lower in this community – the organisation proposes to increase that rate by x %.
- The organisation will also encourage the community to form an education committee. It will request that half of the committee members are women and that the committee includes pupil representatives. The committee's main role will be to monitor school attendance and performance and propose solutions to any arising problems.

The DG ECHO staff member receiving the proposal has no further comments on this issue and agrees that the action meets the criterion of 'adequate participation'.

4. Determining the mark

After assessing the four criteria individually, the overall gender-age mark for the action is easily determined: the mark depends on how many criteria have been rated "yes". The scale is as follows:

NUMBER OF CRITERIA MET		MARK		MEANING
The action does not deal directly with affected populations	→	N/A	=	The marker is not applicable
The action meets none or only 1 criterion	→	0	=	The action barely integrates gender and age
The action meets 2 or 3 criteria	→	1	=	The action integrates gender and age to a certain extent
The action meets all 4 criteria	→	2	=	The action strongly integrates gender and age

To facilitate the marking, an Assessment Card summarises the key elements to look at for each criterion, as well as the process for determining the mark. The Assessment Card is included in this toolkit. It is also available for download at the gender webpage of DG ECHO's website.

5. Where to include and find relevant information?

Partners can include information relating to the integration of gender and age in their actions in different sections of the Single Form. The table below summarises where within the Single Form partners should provide information related to the Gender-Age Marker and where DG ECHO staff can look for such information.

The Single Form, however, offers some flexibility and the guidelines below are only indicative. In addition to the suggested sections, partners can provide gender- and age-related information, as well as challenges encountered in the **>> "Gender-Age Marker" section** of the Single Form. In some cases, for example, the sections proposed below may not offer enough space to present very detailed examples, such as how exactly one food item in a distribution was replaced by another to better meet the needs of – for instance – older women. If that is the case, partners can use the **>> "Gender-Age Marker" section** to provide this information.

Finally, if a specific aspect of an action relates to several criteria at the same time, partners can flexibly choose where to provide this information. As long as the relevant information is provided in the Single Form, no matter in which section, it is taken into account for the assessment of the criteria.

ISSUE	RELEVANT SECTION(S) IN THE SINGLE FORM
Gender and age analysis	The gender and age analysis appears in the **>> Single Form section "problem, needs and risk analysis".**
Sex- and age-disaggregated data (SADD)	Sex- and age-disaggregated data (SADD) for beneficiaries are provided in the **>> Single Form section "beneficiaries".**

Adapted assistance	Specific examples of how assistance is adapted to the specific needs and capacities of different gender and age groups and how actions ensure that all relevant gender and age groups can access the assistance appear in the **>> Single Form section "logic of intervention".**
Prevent or mitigate negative effects	Context risks and potential negative effects of the action for different gender and age groups are analysed in the **>> Single Form section "problem, needs and risk analysis"** and risk prevention and mitigation measures cen be described in the **>> Single Form sections "logic of intervention" or "Gender-Age Marker".**
Adequate participation	How different gender and age groups participate in the design, implementation, monitoring and evaluation of the action appears in the **>> Single Form section "involvement of beneficiaries".**
Gender-age mark	The four criteria are assessed and a gender-age mark for the action is determined in the **>> Single Form section "Gender-Age Marker".**

Limitations and additional comments	The **>> Single Form section "additional comments and challenges" for the Gender-Age Marker** should contain information on: • measures to prevent or mitigate potential negative effects. • challenges and limitations encountered when trying to integrate gender and age into the action. • measures for integrating gender and age that would have been appropriate but were not or could not be taken for a certain reason. That section can also contain additional information relating to any aspects mentioned above.

Tips for partners: How to make the most of the Single Form

- **Provide concrete examples of how assistance is adapted.** Partners need to indicate how the assistance is adapted to the specific needs and capacities of different gender and age groups. This should not be restricted to general statements such as "the assistance is adapted to the specific needs and capacities of women, men, boys, girls, young children and older people". Instead, specific examples of how assistance is adapted must be provided. For example, "Our hygiene kits include shaving kits for men and female sanitary articles". Or, "Our toilets have ramps and wide doors to make them accessible to people with restricted mobility and older persons".

- **Explain aspects that are not planned.** Most proposals only mention what partners are planning to do. For DG ECHO to understand the reasoning, it may be equally important to mention what partners are not planning to do and why. Partners should use the **>> Single Form section "additional comments and challenges" for the Gender-Age Marker** to explain why it was either not possible or not desirable to include certain features related to gender or age in the action, which would at first sight seem important to adequately respond to gender- and age-related needs.

6. Special guidance for urgent actions and actions funded under emergency decisions

All types of humanitarian actions funded by DG ECHO are marked. Special procedures apply to urgent actions and actions funded under emergency decisions. They only need to be marked at the final report stage.

Proposals for urgent actions and actions funded under emergency decisions need to be submitted and considered as fast as possible. Partners are therefore not requested to fill in all fields of the Single Form at the proposal stage. However, being quick does not mean being careless. Partners should do their best to integrate gender, age and other important diversity considerations in the planning and implementation. The Single Form for urgent actions and actions funded under emergency decisions therefore requests that partners provide some of the information concerning gender and age, for example in the problem analysis, information on whether the action targets any specific gender or age groups, or activities planned to meet the special needs of different gender and age groups.

Yet, partners and DG ECHO staff do not have to mark actions at the proposal stage. The fields for the Gender-Age Marker in the Single Form and the FICHOP are not active and do not need to be completed for urgent actions and actions considered under emergency decisions at proposal stage. Once the action is completed and the final report submitted, the marker sections are active and the action needs to be marked by both partners and DG ECHO.

7. Which actions are marked "N/A"?

While gender and age are relevant in all types of humanitarian actions, the criteria of the marker are not applicable (N/A) in a small number of very specific cases. They are actions that do not deal directly with crisis-affected populations, often classified as "specific actions' by DG ECHO. Examples are:

- air services for humanitarian workers or goods;
- procurement, transport and storage of humanitarian goods (as long as this does not include distribution, the choice of the location for storage or the choice of the goods);
- emergency telecommunications for humanitarian organisations;
- capacity building projects targeting only humanitarian organisations or workers.

Gender and age aspects to consider for "N/A" actions

Even where the criteria of the Gender-Age Marker are not applicable, actions need to consider important issues relating to gender and age:

- Partners need to put mechanisms in place to prevent and firmly respond to sexual exploitation and abuse (SEA).
- Partners should strive to recruit both male and female staff with experience in integrating gender and age into humanitarian programmes. To promote gender balance, partners should offer equal pay for equal work as well as sound working conditions.
- Partners should offer capacity building activities to both males and females and highlight gender and age issues that are relevant in the sector or area for which training or guidance is offered.

4

Troubleshooting:
What to do, if...?

Provides guidance on how to deal with difficult cases when using the Gender-Age Marker

What to do, if...?

Tips when applying the marker

- Ensure that both gender and age are considered by the action
- Make sure that the needs of all relevant gender and age groups are considered
- Assess whether actions are successful in integrating gender and age, not whether an effort was made to do so
- Encourage the integration of other aspects of diversity (e.g. disability, ethnicity or religion), without considering them for the gender-age mark
- Assess the average performance with respect to gender and age for proposals that cover several activities, sectors, partners or geographical areas

Difficult cases

1. Only one dimension (age or gender) is well reflected

If both dimensions are relevant and the partner only considers one to a sufficient degree, the criterion is not met

To receive a high gender-age mark, an action needs to consider all gender and age groups that are relevant in the given situation. It is often especially important for actions that target a certain gender or age group to also consider the other dimension.

EXAMPLE 17

A project providing assistance to older people integrates the age dimension extremely well and considers some aspects relating to gender. However, important gender considerations relating to all four criteria are missing. Within the concerned community, older males and females differ strongly in both their needs and their capacities. In this situation, the project should receive "0" as its gender-age mark.

EXAMPLE 18

Another project provides nutritional assistance to infants. Again, it integrates age well, but not gender. In the concerned community, there is no systematic discrimination against either male or female infants and the infants are relatively similar in their needs and capacities. If all criteria are respected with regards to age, the project can receive a "2" as its gender-age mark.

2. Another important diversity dimension is missing

Discuss the missing issue but base the mark on gender and age only

Gender and age are universal considerations that are always important for understanding and responding to the specific needs and capacities of populations affected by emergencies. At the same time, other factors such as disability, ethnicity, religion, caste diversity and HIV/AIDS can be very important considerations as well. If an action omits an important dimension, DG ECHO and the partner organisation should discuss and seek to rectify it. This does not, however, influence the gender-age mark of the project.

EXAMPLE 19

A WASH project effectively integrates all crucial concerns regarding women, young children, adolescents and older people. Still, it fails to analyse and take into account the special needs of people with disabilities, despite the fact that 15% of the concerned individuals are disabled. For example, neither the toilets nor the water distribution points are accessible to wheelchair users. This important omission notwithstanding, the project can receive a gender-age mark of "2".

3. The context makes it difficult to integrate gender and age

Assess the project's performance, not the organisation's efforts

The marker serves to track how sensitive actions are to gender and age. It is not intended to rate the efforts made by individual partner organisations. What counts is whether the action is successful in complying with the gender and age marker criteria, not whether the partner did everything possible to try to integrate gender and age.

EXAMPLE 20

The walls of latrines in an informal refugee camp have deteriorated. As most latrine walls have holes and the latrines are no longer lockable, many women and girls have stopped using the latrines and more cases of sexual molestation and rape have been reported. The humanitarian organisation would like to repair the latrines, but does not get governmental authorisation to do so in this politically very restrictive context, despite its best efforts. Repairing the latrines or even providing building materials without authorisation might lead to the cut-off of humanitarian assistance to the camp. Though the humanitarian organisation tried, the project does not provide assistance that sufficiently protects women and girls from potential risks. This needs to be reflected in the gender-age mark as the action does "not sufficiently" meet the criterion to "prevent or mitigate negative effects". The partner organisation should also report these challenges in the comments section of the Gender-Age Marker.

4. The partner has made progress but still does not meet the criteria

Mark the action as "0" and suggest concrete changes

The gender-age mark should be as objective as possible. Even if a partner has made important progress, the mark should only reflect whether or not the project meets the four marker criteria. If DG ECHO staff members fear that a low mark might discourage the partner, they can use other means to communicate their appreciation. They should also suggest concrete changes that would enable a revised version of the proposal to score higher.

EXAMPLE 21

In earlier years, a partner organisation showed barely any concern for issues related to gender and age. Now, the organisation submits a proposal that for the first time includes at least a rudimentary gender and age analysis, as well as some measures for adapting the assistance to the specific needs of different gender and age groups. Nonetheless, crucial elements concerning most criteria are still missing. ECHO staff therefore gives the action a gender-age mark of "0". She explains that the analysis should also consider what special needs and capacities older persons have, suggesting that they should be included in upcoming consultations. The revised proposal incorporates these suggestions and receives a higher mark.

5. The action is heterogeneous

Rate the action as a whole

Each action can only receive one gender-age mark. If it includes a broad set of different activities, sectors, partners and countries of varying quality, the marking will be less 'mathematical' and more judgment will be required to determine the overall mark. When doing so, the most significant elements (or results) of the action – as determined for example by the number of beneficiaries concerned or the size of the financial allocation – should carry the greatest weight.

EXAMPLE 22

A proposal contains a WASH, a shelter and an education component. The shelter element (accounting for 30 % of the proposed budget) strongly integrates gender and age and would meet all four criteria. The WASH element (accounting for 60 % of the proposed budget) considers some aspects related to gender and age, but falls short on participation and does not cover all important elements in its gender and age analysis. The education component (accounting for 10 % of the budget) is poorly designed and shows little consideration for gender or age concerns. Overall, this proposal should be rated as '1'. The comments section of the Gender-Age Marker should be used to explain the differences between the different activities. ECHO staff should also explain the differences in their assessment in the relevant section of the FICHOP.

EXAMPLE 23

An action includes food distributions and livelihood activities, each accounting for around half of the budget. The food distributions cover 20,000 individuals and consider all relevant gender and age aspects. The livelihood activities are intended to reach 500 beneficiaries and have some shortcomings with respect to participation and adapted assistance. Overall, the action should be marked as a '2'.

6. There are no potential negative effects

Double-check

In some cases, humanitarian organisations may feel that there are no potential negative effects for specific gender and age groups – neither any risks emanating from the humanitarian situation or context, nor potential harm that the action itself could cause. Since such situations are difficult to imagine, partners and DG ECHO staff should first double-check whether they might not have overlooked a potential negative effect, based on their knowledge of the situation. If there really are no potential negative effects for different gender and age groups, the action complies with the criterion to "prevent or mitigate negative effects" even if it takes no special measures.

7. Different age brackets are used to report beneficiary data

Explain differences and accept different brackets if they make sense

The Single Form uses the following age brackets for reporting sex-and age-disaggregated beneficiary data (SADD): infants and young children (0-59 months), children (5-17 years), adults (18-49 years) and elderly (>50 years). This breakdown builds on the categories suggested in the Sphere Handbook. However, it uses broader age brackets to make reporting easier. It also uses a slightly different definition of infants and young children (0-59 months instead of 0-5 years) because this age category is very commonly used in humanitarian programmes.

Some partner organisations use age brackets to record and report data that are different than those requested in the Single Form. In some cases, there are good reasons for this: different age brackets may be more relevant for their specific programming; the organisation may have a standardised data system that is different; or the programme may be aligned to the national standards of the country of operation.

In cases where partner organisations use other age brackets than those suggested in the Single Form, they should try to enter the data as well as possible into the age categories defined by DG ECHO in the **>> Single Form table on "beneficiaries".** The partner should report differences and, where necessary, provide additional data in the **>> Single Form section "more details on beneficiaries".**

At the final reporting stage, DG ECHO staff needs to verify whether the partner has provided SADD for beneficiaries data, as this is a requirement for complying with criterion 1 (gender and age analysis / SADD). If the partner does not entirely comply with the age brackets defined by DG ECHO, but provides a meaningful breakdown of the data, this satisfies the requirements of criterion 1.

EXAMPLE 24

In its final report, a partner explains that in its country of operation, people over 65 years are regarded and nationally recorded as older people. Moreover, the organisation also distinguishes between persons aged 66-75 years and those older than 75 years because their needs and capacities tend to vary. It provides data for these age groups in the **>> Single Form section "beneficiaries"** in addition to data on other age groups and a good gender and age analysis initially included in the proposal. This complies with the requirement of criterion 1 of providing a "gender and age analysis / SADD".

Resources

Glossary

Gender. "The term 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" determines the roles, power and resources for females and males in any culture." [11]

Sex. While "gender" refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women, "sex" refers to the biological and physiological characteristics that define men and women.

Age. "Age" refers to the different stages of life of individuals. Humanitarian assistance that is sensitive to age thus takes into account the different effects of crises on infants, children, adolescents, adults and older people and considers their different needs.

Gender-based violence (GBV). "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 males and females.

Acts of GBV violate a number of universal human rights protected by international instruments and conventions. Many - but not all - forms of GBV are illegal and criminal acts in national laws and policies.

Around the world, GBV has a greater impact on women and girls than on men and boys. The term "gender-based violence" is often used interchangeably with the term "violence against women". The term "gender-based violence" highlights the gender dimension of these types of acts; in other words, the relationship between females' subordinate status in society and their increased vulnerability to violence. It is important to note, however, that men and boys may also be victims of gender-based violence, especially sexual violence.

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, d omestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honour killings, widow inheritance, etc." [12]

Sex- and age-disaggregated data (SADD). SADD are statistics for beneficiaries or affected populations that are broken down by gender and age, indicating for example how many male and female infants, children, adolescents, adults and older people are involved in a programme.

Helpful links and resources

GENDER

DG ECHO Staff Working Document "*Gender in Humanitarian Aid: Different Needs, Adapted Assistance*"*(SWD(2013) 290 final)*

DG ECHO's gender policy describes the rationale behind integrating gender in humanitarian actions and outlines the operational implications of this commitment. Available at ECHO's website.

IASC (2006), *Women, Girls, Boys and Men. Different Needs – Equal Opportunities. IASC Gender Handbook for Humanitarian Action*

The IASC Gender Handbook is the main international guidance document for integrating gender into humanitarian assistance. It outlines fundamental principles of gender equality programming and spells out operational implications for the different humanitarian sectors.

Available in various languages at http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-genderh

IASC (2011), *Gender Marker Tip Sheets*

The Gender Marker Tip Sheets provide brief guidance and tips on how to apply the IASC gender marker in the different humanitarian sectors.

Available at http://www.unocha.org/cap/Resources/gender-marker

IASC (2010), *E-learning Course: Different Needs – Equal Opportunities. Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men*

This self-directed e-learning course introduces humanitarian workers to the basic steps for gender equality programming.

Available at http://www.iasc-elearning.org/

Mazurana, Benelli, Gupta, Walker (2011), *Sex and Age Matter: Improving Humanitarian Response in Emergencies,* Feinstein Center, Tufts University

This research report focuses on sex-and age-disaggregated data (SADD) and provides practical examples to demonstrate how the systematic collection of SADD improves the quality, effectiveness and efficiency of humanitarian assistance. It is available in English at http://sites.tufts.edu/feinstein/2011/sex-and-age-matter

GENDER-BASED VIOLENCE

IASC (2005), *Guidelines on Gender-Based Violence Interventions in Humanitarian Settings*

These guidelines are the main international guidance document on GBV prevention and response.

Available in various languages at http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-gbv

Global Protection Cluster, Gender-based Violence Area of Responsibility Working Group (2010), *Handbook for Coordinating Gender-based Violence Interventions in Humanitarian Settings*

This detailed handbook is a reference tool that provides practical guidance on leadership roles, key responsibilities and specific actions to be taken when establishing and maintaining a GBV coordination mechanism in an emergency.

Available at http://gbvaor.net/wp-content/uploads/2012/10/Handbook-for-Coordinating-Gender-based-Violence-in-Humanitarian-Settings-GBV-AoR-2010-ENGLISH.pdf

GBV Area of Responsibility of the Global Protection Cluster, *Tools & Resources*

The gender-based violence area of responsibility of the global protection cluster offers a collection of tools and resources.

Accessible at http://gbvaor.net/resource/

UN Task Force on *Protection from Sexual Abuse and Exploitation, Tools Repository*

This website collects relevant documents and tools relating to the prevention of and protection from sexual abuse and exploitation.

Accessible at http://www.un.org/en/pseataskforce/tools.shtml

AGE

HelpAge International (2012), *Protecting Older People in Emergencies: Good Practice Guide*

This short publication contains concrete examples of humanitarian organisations improving the assistance they provide by focusing more on the special needs and capacities of older people.

Available at www.helpage.org/download/4f2bcb851f1b4/

IASC (2008), *Humanitarian Action and Older Persons. An Essential Brief*

This brief advocacy paper has been written by a broad alliance of organisations to highlight the importance of integrating special considerations relating to older persons into humanitarian programming.

Available in various languages at http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-products-products&productcatid=24

Jo Wells (2005), *Protecting and Assisting Older People in Emergencies,* Network Paper Nr. 53, December 2005, ODI Humanitarian Practice Network

This brief offers a basic introduction to the rights, needs and capacities of older people in emergencies.

Available at http://www.odihpn.org/documents/networkpaper053.pdf

UNICEF (2010), *Core Commitments for Children in Humanitarian Action*

The Core Commitments for Children in Humanitarian Action are a global framework for protecting children affected by humanitarian crises, developed by UNICEF and its partners. It outlines relevant principles for protecting children, as well as their concrete programmatic implications.

Available in various languages at http://www.unicef.org/publications/files/CCC_042010.pdf

Child Protection Working Group (2012), *Minimum Standards for Child Protection in Humanitarian Action*

These minimum standards have been elaborated by the Child Protection Working Group of the Global Protection Cluster and represent a common, inter-agency standard.

Available at http://cpwg.net/wp-content/uploads/2012/10/Minimum-standards-for-child-protection-in-humanitarian-action.pdf

Child Protection Working Group of the Global Protection Cluster, *Tools & Resources*

The global Child Protection Working Group offers a collection of tools and resources for child protection

Accessible at http://cpwg.net/resource/

World Vision International (2006), *Children in Emergencies Manual*

This manual provides a comprehensive introduction to the rights and special needs of children in emergencies.

Available at http://childprotection.wikischolars.columbia.edu/file/view/Children+in+Emergencies+Manual_World+Vision.pdf

PARTICIPATION

Groupe URD (2009), *Participation Handbook for Humanitarian Field Workers*

This handbook guides humanitarian workers in developing and implementing a participatory approach, drawing on practical examples.

Available in various languages at http://www.urd.org/Participation-Handbook

UNICEF (2007), *The Participation of Children and Young People in Emergencies*

This guide for relief agencies builds on the experiences of UNICEF and other relief agencies in facilitating children's participation in emergency response following the 2004 Indian Ocean Tsunami.

Available at http://www.unicef.org/eapro/the_participation_of_children_and_young_people_in_emergencies.pdf

References

[1] Source: DG ECHO Staff Working Document *"Gender in Humanitarian Aid: Different Needs, Adapted Assistance" (SWD(2013) 290 final)*

[2] Source: HelpAge (2012), *Protecting Older People in Emergencies: Good Practice Guide*

[3] Source: Commission Staff Working Document on Gender in Humanitarian Aid: *Different Needs, Adapted Assistance, (SWD(2013) 290 final)*

[4] Source: Mazurana, Benelli, Gupta and Walker (2011), *Sex and Age Matter: Improving Humanitarian Response in Emergencies*

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[6] IASC (September 2005), *Guidelines for Gender-based Violence Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergencies*

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[10] Adapted from Groupe URD (2009), *Participation Handbook for Humanitarian Field Workers: Involving Crisis-Affected People in a Humanitarian Response*

[11] IASC (2006), *Women, Girls, Boys and Men – Different Needs, Equal Opportunities: The Gender Handbook in Humanitarian Action*

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Gender-Age Marker Assessment Card

STEP 1 Assess whether the action fulfils the four Gender-Age Marker criteria to a sufficient degree.

1. GENDER AND AGE ANALYSIS / SADD

Does the proposal contain an adequate and brief Gender-Age Analysis and does the final report contain sex- and age-disaggregated data for beneficiaries (SADD)?

☐ Yes ☐ Not sufficiently

Key elements:

Gender and age analysis (at the proposal stage)

- Roles and control over resources of different gender and age groups
- Discrimination, lack of access to assistance
- Effects of the humanitarian situation
- Capacities of affected people
- Specific needs of different gender and age groups

SADD (at the final report stage)

- Beneficiary data disaggregated by sex and age

Justification of target group (for targeted actions only)

- Selection criteria
- Consideration of other groups

Please provide relevant information in the Single Form sections "problem, needs and risk analysis" and "beneficiaries"

2. ADAPTED ASSISTANCE

Is the assistance adapted to the specific needs and capacities of different gender and age groups?

☐ Yes ☐ Not sufficiently

Key elements:

Systematic adaptation of assistance

Systematic and coherent adaptation of assistance to the different needs of relevant gender and age groups *(e.g. the nutritional requirements of young children, pregnant and lactating women and older persons, the sanitary needs of women and girls, the protection needs of young men or the mobility restrictions of older people)*, with concrete examples *(e.g. secluded spaces for breastfeeding, distribution of non-food items including culturally appropriate sanitary items, livelihood opportunities and messages on recruitment by armed groups for young men, latrines accessible for people with mobility restrictions)* and no important adaptations missing.

Equitable access to humanitarian assistance

- Actions addressing communities as a whole: All gender and age groups benefit from the assistance *(e.g. food rations are distributed in such a way that women can receive and transport them, emergency health posts are able to address the main health care needs of older persons)*
- Targeted actions: Target groups chosen on the basis of need

Please provide relevant information in the Single Form section "logic of intervention"

3. NEGATIVE EFFECTS

Does the action prevent or mitigate negative effects?	Yes	Not sufficiently

Key elements:

Potential negative effects of the action prevented

- Identification of potential negative effects the action could have on different gender and age groups *(e.g. stigmatising beneficiaries, creating tensions, reinforcing traditional power relations and gender roles or sexual exploitation and abuse of recipients)*
- Effective measures for preventing such negative effects

Gender- or age-related risks created by the context mitigated

- Identification of potential risks the context could create for different gender and age groups *(e.g. discrimination, forced recruitment or sexual- and gender-based violence)*
- Effective measures for mitigating these risks

Please provide relevant information in the Single Form sections "problem, needs and risk analysis" and "logic of intervention" or "Gender-Age Marker"

4. ADEQUATE PARTICIPATION

Do relevant gender and age groups adequately participate in the design, implementation and evaluation of the action?	Yes	Not sufficiently

Key elements:

Participatory approach

- Active participation of affected populations in design, implementation, monitoring and evaluation, with methods adapted to the situation to minimise response delays, especially in acute emergency situations
- Adequate representation of children, women and older people; for targeted actions: engagement with other critical stakeholders
- Adequate formats, timing, locations, facilitation techniques and contents to enable the effective participation of all relevant gender and age groups *(e.g. child-friendly techniques)*

Adequate team composition

- Mixed humanitarian teams including male and female members of different ages, able to reach all relevant affected gender and age groups
- Team members with experience in integrating gender and age concerns into humanitarian aid

Please provide relevant information in the Single Form section "involvement of beneficiaries"

STEP 2 Give an overall gender-age mark to the action, using the following scale: *(only tick one box)*

The marker is not applicable	→	N/A
The action meets none or only one criterion	→	0
The action meets two or three criteria	→	1
The action meets all four criteria	→	2

Imprint

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