

# CCCM

## WHY DOES GENDER EQUALITY MATTER IN EMERGENCY CCCM INTERVENTIONS?

Crises often leave people homeless and in need of protection and assistance. Camp management provides coordination at camp-/communal settlement-level between the displaced population and the humanitarian assistance and protection programmes being delivered. Camp management actors' work must ensure that the camp/communal settlement population has access to assistance and services. It does so through the management of information about the settlement and the population; by developing coordination forums and advocating for adequate provision of assistance and protection services and facilities; by developing partnerships with all those involved; and by mobilizing communal settlement residents to participate in leadership structures, decision-making and the daily life of the camp.

However, providing communal settlement facilities and services will not automatically guarantee their optimal use or a positive impact on individuals or on the camp/communal settlement population; only a gender and age sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for a camp management project to have a positive impact, resident women, girls, boys and men must be involved equally in the process. Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population of all ages are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2 -0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

### NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency CCCM programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to CCCM services for women/girls and men/boys, that need to be addressed. These should be integrated into **ACTIVITIES**. The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN CCCM PROJECT NEEDS ASSESSMENTS	
✓	What are the demographics within the camp population? (# and average size of households; household composition by sex and age; # of single heads of household who are women, girls, boys or men; # of pregnant/lactating women by age; # unaccompanied girls and boys by age, elderly women and men, women and men with disabilities or who are chronically ill).
✓	What are the protection risks and needs of the displaced women, girls, boys and men?
✓	Is affirmative action needed so that women and girls can participate meaningfully in camp governance, camp facility management and use of camp services?
✓	Are male and female adolescents/older people able to voice their needs and contribute to their own self-reliance?
✓	What arrangements are needed for females and males with special needs: youth, older persons, single heads of household, unaccompanied children, and those with disabilities or chronic illness? (E.g. protection, mobility, privacy).
GENDER IN CCCM PROJECT ACTIVITIES	
✓	Reasons for registration are clearly explained to women and men in venues that are convenient for both and in verbal, written and illustrative formats;
✓	Recruit and train equal numbers of women and men for registration team.
✓	Interviewers (representative % of M/F) are trained to understand the different needs of women, girls, boys and men and how to interview them appropriately.
✓	Establish information dissemination arrangements that ensure that all women, men, boys and girls have access to information on the camp.
GENDER IN CCCM PROJECT OUTCOMES	
✓	The camp's Reception Centre is equally accessible and responsive to women, girls, boys and men.
✓	Logistics gaps and bottlenecks affecting [number] camps were identified with input from focus groups of men and women [representative % of M- % of F] in each camp.
✓	Timely, safe and adequate transportation has been provided for conflict-displaced women, girls, boys and men to reduce their exposure to danger and facilitate their wellbeing in transit back to their communities of origin.
✓	[X]% of those who participated directly in decision-making on local security arrangements for the camp community are women.

## DESIGNING MINIMUM GENDER COMMITMENTS FOR CCCM:

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

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework, and are provided as samples only:*

### 1. Women, men, boys and girls can **ACCESS** camp services equally

Sample Activities	Sample Indicators
<i>Recruit and train equal numbers of women and men for the registration team.</i>	<i>By [date], the registration team comprises [representative %] women and [representative %] men.</i>
<i>Interviewers [representative % of M/F] are trained to understand the different needs of women, girls, boys and men and how to interview them appropriately.</i>	<i>By [date], registration team interviewers have undergone training on gender issues in registration and interview techniques when the interviewee is a woman, girl, boy or man.</i>

### 2. Women and men of different age groups **PARTICIPATE** equally and meaningfully in camp governance structures.

Sample Activity	Sample Indicators
<i>Through single-sex, age-segmented focus group discussions, the optimum structure and format for the camp committee has been identified, which may require affirmative action to involve groups normally marginalised in decision-making</i>	<i>By [date], [number] of single-sex, age-segmented focus group discussions have been held; Ideas from women and men of different age groups on format and structure of the committees have been identified and documented.</i>

### 3. Ensure **COORDINATION** and gender mainstreaming in all areas of work, including establishing confidential complaints mechanisms to receive and investigate allegations of sexual exploitation and abuse experienced by women, girls, boys and men in seeking or receiving assistance goods or services in the camp.

Sample Activity	Sample Indicator
<i>A focus group within the Camp Committee, involving equal representation of women, girls, boys and men develops a Code of Conduct (CofC).</i>	<i>By [date], the CofC Focus Group has developed a CofC that will be translated in local languages and illustrations and posted widely throughout the camp.</i>

### 4. **DESIGN** paid labour projects to ensure equal numbers of female and male residents are involved and receive equal pay for the same work.

Sample Activity	Sample Indicator
<i>Consult women on what arrangements – childcare, transport, lodgings, etc. - would need to be in place for them to work in camp management.</i>	<i>[%] of all camp management staff members are women</i>

### 5. Take specific **ACTIONS** to prevent risks of GBV, such as establishing a comprehensive understanding of the specific risk factors faced by women, girls, boys and men in x camp and incorporating this analysis in security provisions, e.g. appropriate lighting in areas frequently used by women and girls, patrols of firewood collection routes, monitoring of school routes.

Sample Activities	Sample Indicators
<i>Hold single-sex, age-segmented focus group discussions with women/girls and men/boys to discuss their perceptions of risks and threats to their security</i>	<i>By [date], focus group discussions have been held and the results of the discussions documented.</i>
<i>Women and young girls participate directly in decision-making on local security arrangements for the camp community</i>	<i>Women and young girls make up at least [representative %] of all forums for discussing and making decisions on local security arrangements.</i>

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

For more information on camp management, see **The Camp Management Toolkit** (IRC, UNOCHA, NRC, UNHCR, IOM, DRC, May 2008 and the 'Shelter, Settlement and Non-Food Items' chapter in **The Sphere Handbook**, 2011

For the e-learning course on **"Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men"**,

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