

Gender Tip Sheets

Protection Sector with GBV and Child Protection sub-sectors



Protection actors work closely with line Ministries and local authorities to support the identification and referral of men, women, boys, and girls who may not yet have registered, as well as to support access to protection services and community mobilization.

Monitoring and advocacy efforts identify and address protection risks and gaps. Studies are carried out to identify refugees' intentions and inclusion perspectives, informing the development of relevant programming. There is a particular focus on complementing the government response to the needs of the most vulnerable refugees, including addressing mental health and psychosocial needs.

Multi-purpose cash assistance is provided to persons at risk, older persons, persons with disabilities, female-headed households, households with children and other vulnerable groups to support resilience and mitigate potential protection risks.

A community outreach approach is adopted to identify needs, vulnerabilities, and community-based protection opportunities. Response actors organize regular community events and fund refugee-led initiatives. Small grants are available to allow refugees to design and prioritize needed interventions, shifting ownership of these elements of the response to the refugee community.

The Protection Working Group contains:

- Child Protection Sub-Sector
- Gender-Based Violence (GBV) Sub Sector



Needs Assessments and Analysis

> Collect and analyze sex, age and disability disaggregated data (SADDD) and conduct a participatory gender analysis to understand different protection needs, capacities, barriers, and aspirations and identify populations with special protection requirements.

- Population demographics. Household composition, pregnant and lactating women, female- and child-headed households, older persons (Particularly women, living alone). For Child Protection, child-headed households; unaccompanied minors, children of school age in and out of school; children with disabilities (physical, mental, intellectual)
- Gender and cultural norms and practices. Subordinate position of women and girls in society; prevalence of child marriage and early pregnancy; stigma for GBV survivors; use of negative coping mechanisms, changes in power dynamics and roles since influx.
- Protection risks and likelihood. GBV, human trafficking, forced labor, child labor, sex work, surrogacy, prevalence of child marriage and adolescent pregnancy; For education: exchange of sex for accessing education and/or grades; recruitment for forced/child labor especially of boys; how girls vs boys feel about their safety and security and why.
- Intersectional issues. e.g. what other gender-specific barriers do girl and boy children with disabilities face.
- Environmental and structural factors. Overcrowding in shared shelters, lack of locks on shelters and new housing.

> Conduct a participatory gender analysis to identify the gaps in the protection response services. e.g. accessible, safe, private, confidential; available information on Protection from Sexual Exploitation and Abuse (PSEA); effective referrals for Child protection, GBV, and Protection Concerns, reporting and follow up systems.

> Ensure gender analysis is done by analyzing the SADDD, and by consulting with women, girls, men and boys in an inclusive and participatory way. e.g. Sex-disaggregated focus groups; time/location/facilities that allows participation from all (i.e. child-care facilities for women with young children).



Strategic Planning

> Reflect gender analysis in the planning documents and situation reports, using SADDD.

- Consult with women, men, girls, boys to design these activities to ensure they meet their needs. Ensure children with disabilities are included in Education assessments. Older men and women, persons with disabilities, and other minority groups should also be included in protection activities planning.

> Ensure equal and inclusive access to protection that address the specific needs of women, girls, men, and boys.

- Access to services and facilities. e.g. location of facilities and distance to shelters; accessible for persons with disabilities; safely accessible; appropriate timings of services; privacy.
- Services. e.g. gender and age-specific services; culturally appropriate service and service delivery; confidentiality; ensure women, girls, men and boys are aware of these services and how to access those.
- Staff and service providers. e.g. trained on child protection, protection, GBV and PSEA concepts; training for police personnel on these concepts and quality referral pathways.

> Work with other sectors to holistically plan interventions that address the barriers to quality education for girls and boys. e.g. Resilience, Health, food security and nutrition, Shelter/NFI/WASH; PSEA Network; Gender Taskforce.

- Child safeguarding. e.g. Code of conduct for teachers, training for education staff on child safeguarding and PSEA, training on identification, monitoring, referral, confidential reporting of GBV and child protection issues; functional, safe and ethical referral pathways.

> Participation of women, girls, men and boys in protection. e.g. Women effective participation in community protection/child protection committee or segregated committees; provision to ensure women's participation (i.e. childcare); engagement of adolescent girls and boys in protection.

> Community awareness and social norm changes. e.g. messaging and community outreach on child protection, messaging and outreach on GBV, messaging and outreach on human trafficking, gender sensitization of male household members, community members and other actors; messaging on adolescent engagement.

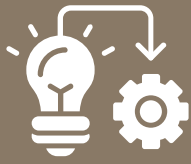
> Develop indicators to measure change for women, girls, men and boys.

- Use SADDD indicators so gaps between groups can be identified and assessed.
- Use the Gender with Age Marker (GAM) to assess program planning.



Resource Mobilization

- > **Provide SADDD, information and key messages on the specific needs of women, girls, men and boys in protection to the education and protection sector so that priority areas are funded.**
- > **Engage in advocacy with donors and regularly report on the gender resource gaps in protection and education.**
 - Apply the GAM to protection and education program design to assess and highlight its contribution to gender equality and the empowerment of women and girls.



Implementation and Monitoring

- > **Involve women and men equally and meaningfully in decision-making, implementation and monitoring of programs/projects.**
 - Involve relevant community members and groups from affected populations. e.g. involve community groups such as women's rights, youth, and other marginalized identity organizations in program implementation and monitoring, ensure equal participation of women by providing childcare services.
 - Ensure gender balance in the implementing and monitoring staff of the project.
 - Ensure the safety of staff and volunteers, especially female staff/volunteers. e.g. put measures in place to respond to potential threat, intimidation and harassment of female staff.
 - Ensure women, girls, men and boys are aware of available child protection, GBV, and protection services, how to access those, the organization providing them and ways to influence their design and delivery.
 - Develop and maintain feedback and complaint mechanisms that are child- and adolescent-friendly, gender-responsive, inclusive and confidential (including for SEA reporting). e.g provide feedback and complaint boxes, provide UNHCR hotline services, do gender and age segregated FGDs, establishing child rights committees in schools.
- > **Regularly monitor for any changes, including in risks, access or social norms and roles, that may limit the participation of women, girls, men and boys in the program.**
- > **Monitor access to protection assistance by women, girls, men and boys.**
- > **Contribute to the RRP's gender-specific outcomes.**
 - Apply the Gender with Age Marker (GAM) to assess and improve gender equality programming.



Operational Peer Review and Evaluations

- > Share information, SADD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in protection, gender-based violence, child protection, and education.
- > Share good practices and lessons learned on using gender-responsive approaches in protection and education.
- > Review project in the protection and education sectors and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
- > Use GAM to assess the program's contribution to Gender Equality and Empowerment of Women and Girls.
- > Assess the project against the Protection Principles outlined in the Sphere Handbook and the IASC GBV Protection Guidelines.

Key Resources	Protection Working Group Key Actors
<p>Education Specific:</p> <ul style="list-style-type: none">○ The Gender Handbook for Humanitarian Action, P. 298	<ul style="list-style-type: none">> Protection Sector Lead: Nagwan Soliman; soliman@unhcr.org> GBV Sub Sector Working Group Lead: Mia Kistic; kistic@unfpa.org> Child Protection Sector Working Group Lead: Hayk Khemchyan; hkhemchyan@unicef.org