



## Women, Girls Boys & Men

### Different Needs – Equal Opportunities A Gender Handbook for Humanitarian Action

Draft – 27 July 2006

#### CHECKLIST OF INDICATORS

Not all of these are relevant to the emergency phase.

Gender analysis	Status
<ol style="list-style-type: none"> <li>All needs assessments have included gender issues in the information gathering and analysis phases.</li> <li>Women, girls, boys and men are consulted (together and separately) about their concerns, protection risks, opinions and solutions to key issues.</li> <li>A mechanism for routine exchange of information with the population affected by the crisis is established and is functioning.</li> </ol>	
Gender balance	
<ol style="list-style-type: none"> <li>Sex breakdown of local and international staff working in the humanitarian situation by sector is routinely collected and analyzed.</li> <li>Sex breakdown of people in decision making/senior positions is monitored.</li> <li>Needs assessment teams have equal numbers of men and women.</li> </ol>	
Disaggregated data by sex and age	
<ol style="list-style-type: none"> <li>Data is being consistently collected and analysed by age and sex.</li> <li>Sex-disaggregated data is included routinely in reports and the implications for programming are addressed.</li> </ol>	

Indicators Checklist for Gender Coordination Efforts	Status
<ol style="list-style-type: none"> <li>A Gender Expert is appointed to the team.</li> <li>A gender network is established with representation from all clusters/sectors. It meets regularly and systematically assesses and reports on the gender dimensions of each area of work, as well as gaps and progress.</li> <li>Disaggregated data is collected, analyzed and used in planning, development and implementation.</li> <li>Each sector/cluster has a gender action plan and conforms to the guidance provided in this Handbook.</li> <li>The gender dimensions of each issue are integrated into the trainings provided to field actors in all sectors</li> </ol>	

<b>Indicators on Checklist on Participation</b>	<b>Status</b>
1. Women and men of all ages from the disaster-affected and wider local populations receive information on the programme and are given the opportunity to comment during all stages of the programme cycle:	
2. Balanced representation of men and women in all groups is achieved.	
3. Programmes are based on the willing cooperation of affected people.	
4. Special fora exist for the participation of women and youth.	
5. Written assistance programme objectives reflect the needs, concerns and values of all segments of the affected population and contribute to their protection:	
6. Assessment results are communicated to all concerned organizations and individuals.	
7. Mechanisms are established to allow all segments of the affected population to provide input and feedback on the programme.	
8. Specific outreach established for individuals who are marginalised for example the homebound, disabled or whose household demands preclude regular access.	
9. Programming is designed to maximise the use of local skills and capacities, including the skills and capacities of women and youth:	
10. Programmes are designed to build on local capacity and do not undermine peoples' own coping or other strategies.	
11. Programmes support, build on and/or complement existing services and local institutional structures.	
12. Local and national governmental organizations are consulted in the longer-term design of programmes.	
13. Trainings and workshops undertaken with the inclusion of representatives from the community and local groups and networks such as youth groups, women's organizations and other collectives.	

<b>Indicator Checklist on Human Rights</b>	<b>Status</b>
1. A comprehensive assessment of the situation of women and girls has been completed.	
2. References to human rights, and especially the human rights of women and girls, as the basis for the humanitarian response, are included in the CHAP.	
3. Community workshops or other communication techniques used to inform affected populations of their rights	
4. Women and girls included in consultative and decision-making mechanisms.	
5. A monitoring and reporting mechanism for human rights violations is in place.	
6. A complaints mechanism has been established which is easily accessible to the affected population and responds to the particular needs of women and girls.	
7. Analysis of complaints received and how they were addressed is routinely undertaken.	
8. Outcomes of complaints are seen as satisfactory by the complainant.	

Indicator Checklist for Camp Coordination and Camp Management	Status
<p><b>Camp Coordination</b></p> <ol style="list-style-type: none"> <li>1. Women, men, boys and girls are meaningfully involved in camp planning. Women, men, and girls and boys are consulted in the development of camp policy.</li> <li>2. Information and awareness raising about camp issues is provide equally to women, men, boys and girls.</li> <li>3. Mechanisms are established for routine dialogue with women, men, and girls and boys</li> </ol>	
<p><b>Camp Management</b></p> <ol style="list-style-type: none"> <li>1. Women and men are equally involved in negotiation of new camp sites with the host community.</li> <li>2. 50% representation of women in camp governance structures.</li> <li>3. 50% of camp management staff are women.</li> <li>4. Women and men are fully engaged in the management of camp facilities.</li> <li>5. Women, men, boys and girls equally access camp services and assistance.</li> <li>6. Camp managers collect and analyze data by age and sex to monitor and ensure that women and men are using camp facilities as needed.</li> <li>7. Inclusion of women in the decision making process for camp closures.</li> <li>8. Information on camp closure disseminated through most appropriate means so as to reach all sectors of the community.</li> <li>9. Special arrangements are in place to meet the needs of groups with special needs.</li> </ol>	

Indicator Checklist for NFIs	Status
1. Men and women are involved in planning and implementation of NFIs selection and distribution.	
2. Information is gathered on family structures and distribution system is set up accordingly.	
3. Information is gathered on special NFI needs based on age and sex.	
4. Displaced have knowledge of quantity and variety of items they should receive.	
5. Men and women benefit equally if there is payment for NFI distribution. (Gender balance in employment)	
6. Women, girls, men and boys have at least one full set of clothing in the correct size, appropriate to the culture season and climate.	
7. People have access to a combination of blankets, bedding or sleeping mats to provide thermal comfort and to enable separate sleeping arrangements as required.	
8. Women and girls have sanitary materials for menstruation.	
9. Training or guidance in the use of NFIs is provided where necessary (e.g. men to learn how to cook, women to build shelters).	

Indicator Checklist for Registration	Status
1. Percentage of population(s) of concern in country for whom age/sex breakdowns are available	
2. Percentage of population(s) of concern for whom the core registration data elements have been collected	
3. Frequency of reporting and sharing of aggregate population records with Headquarters, regional offices, country offices and partners	
4. Availability of information for individual members of the population(s) of concern	
5. Percentage of populations of concern issued with individual identity documents conforming to the standards	
6. Frequency with which existing data is updated to record births, new arrivals, deaths and departures, marriages, and other changes	
7. Percentage of population(s) of concern interviewed and registered individually	
8. Percentage of population(s) of concern issued with family entitlement cards in the name of the primary female and male household representatives	

Indicator Checklist for Education	Status
<b>Community Participation</b> <ol style="list-style-type: none"> <li>1. Number of women involved in community education committees on a regular basis</li> <li>2. Number of women involved in community education plans and their specific roles</li> <li>3. % of women trained in community capacity building</li> <li>4. % of girls involved in child/youth participation activities</li> <li>5. Number of community members provided with gender training</li> </ol>	
<b>Analysis</b> <ol style="list-style-type: none"> <li>6. % of relevant and available sex- and age-disaggregated data that is collected</li> <li>7. Number and type of references to gender specific issues in assessment planning, tools design and data analysis</li> <li>8. Number of women and girls consulted in assessment, monitoring and evaluation processes</li> </ol>	
<b>Access and Learning Environment</b> <ol style="list-style-type: none"> <li>9. Net Enrollment Ratio of girls and boys</li> <li>10. Sex-desegregated enrollment rates by grade level</li> <li>11. Sex-desegregated school attendance rates</li> <li>12. Sex- and grade level-desegregated drop out rates</li> <li>13. Number of reported incidents of sexual abuse and exploitation</li> <li>14. Existence of a "safe school" policy with clear implementation actions</li> </ol>	
<b>Teaching and Learning</b> <ol style="list-style-type: none"> <li>15. % of teachers' who demonstrate and/or articulate attempts to create girl-friendly classroom environments and to use teaching strategies to engage girls</li> <li>16. Number of gender specific lessons and topics in the school curriculum</li> <li>17. Sex-desegregated achievement measures (e.g., exam results)</li> <li>18. % of women and men teachers involved in in-service training</li> <li>19. % of teachers (male and female) provided with gender training</li> </ol>	
<b>Teachers and Other Education Personnel</b> <ol style="list-style-type: none"> <li>20. Sex breakdown of teachers and teacher trainers</li> <li>21. % of women teachers who feel safe and respected in school and in the community and fully involved in education decision-making</li> </ol>	

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22. Number of women involved in pre-service teacher programs	
23. % of teachers (male and female) who are trained on and have signed a code of conduct	
<b>Education Policy and Coordination</b>	
24. Number and type of references to gender specific issues in coordination meetings	
25. Number and type of references to gender specific issues in coordination statements/agreements	
26. Development of materials that address/debunk gender stereotypes and reflect new realities in society	

<b>Indicators Checklist for Food Security</b>	<b>Status</b>
1. Difference in the literacy level and employment rate of male- and female-headed households	
2. Difference in on- and off-farm labour opportunities of men and women	
3. After the disaster, have men and women's access to and control over land (amount owned, rented, sharecropped or accessed in other ways) or other critical productive resources (i.e. fishing equipment and credit) changed and in what way?	
4. Has there been any difference in how the livelihood and farming systems of male- and female- headed households have benefited from the food security programme or policy?	
5. Difference in the per capita calorie consumption, annual and seasonal variations of men and women, boys and girls	
6. Difference in the level of malnutrition of boys and girls in terms of stunting, wasting and underweight; and in micronutrient deficiencies	
7. Difference in the frequency and composition of meals and dietary diversity of different socio-economic groups	
8. In what way do men and women beneficiaries see their lives improving or changing as a result of the relief intervention? What was their level of participation in the activities?	
9. Difference in the number of men, women and youth attending training and skills development courses	
10. Extent of self-provisioning – Difference in the number of months consumption needs of men and women met from household production and receipts in kind	

<b>Indicator Checklist for Nutrition</b>	<b>Status</b>
1. Data is gathered through participatory assessments with women.	
2. Women and men are taking part meaningfully in decision-making.	
3. Data is analyzed by sex and age and any differences noted and plans put into place to address the problems related to: admissions to therapeutic feeding centers.	
4. % of women, men, girls and boys who are unable to meet their nutritional requirements.	
5. % of women, men, girls and boys with disabilities covered by supported nutrition surveillance.	
6. % of girls and boys aged 6-59 months who have received Vitamin A in affected areas.	
7. % of under fives (girls and boys), pregnant and lactating women who are receiving supplementary feeding programmes and treatment for moderate acute malnutrition.	
8. % of boys and girls under 5 who are covered by nutrition surveillance in affected areas.	

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9. Proportion of women and men trained workers from the community taking part in nutrition programmes.	
10. Number of training courses held including in schools on nutrition and gender issues.	
11. % of emergency nutrition preparedness programmes that include men and women in design and implementation.	

<b>Indicator Checklist for Food Distribution</b>	<b>Status</b>
1. Men and women take part equally in decision-making, planning, implementation and management of food aid programmes.	
2. Men and women benefit equally from the distribution of food and from the assets created through food-supported activities.	
3. Committees with equal representation of women and men are formed for targeting, monitoring, and distribution of food items and for determining the needs of vulnerable/marginalised groups.	
4. Women are designated as the initial point of contact for emergency food distribution.	
5. Women are the food entitlement holders.	
6. Efforts are made to reduce women's and children's time spent to, at, and from food distribution points.	
7. Efforts are made to reduce the burden that the receipt of food aid may pose on women beneficiaries (e.g. distance to distribution points, size and weight of bags, etc.).	
8. Efforts are made to prevent and respond to protection concerns of beneficiaries prior, during, and after distribution.	

<b>Indicator Checklist for Health</b>	
<b>Category</b>	<b>Indicator</b>
Assessments	<ol style="list-style-type: none"> <li>1. Proportion of women and men assessors</li> <li>2. Proportion of women and men translators.</li> <li>3. Proportion of women and girls, who independently without the presence of husband or other male member of the family, and men and boys who participate in the assessments</li> <li>4. Data analyzed by <ul style="list-style-type: none"> <li>▪ age-sex disaggregated cause- specific mortality rates</li> <li>▪ age-sex disaggregated case fatality rates</li> <li>▪ female/male and child headed households</li> <li>▪ social structures including positions of authority/influence and the roles of women and men.</li> <li>▪ groups with specific needs by age and sex.</li> </ul> </li> </ol>
Participation (ensure this is reflective of the population makeup)	<ol style="list-style-type: none"> <li>1. Proportion/ratio of women and men consulted about their health needs.</li> <li>2. Proportion/ratio of women, girls, boys and men to health services and health facilities</li> <li>3. Proportion/ratio of women and men participating in the design, implementation, monitoring and evaluation of humanitarian health responses (keeping in mind these are a few different indicators in one!).</li> <li>4. Proportion/ratio of women and men represented in decision making positions.</li> <li>5. Proportion/ratio of women and men hired/deployed.</li> </ol>
Programme Design	<ol style="list-style-type: none"> <li>1. Women, girls, boys and men are involved in programme design</li> <li>2. Health service delivery strategies and facilities address the health needs of women, girls, boys and men equally</li> </ol>

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Gap Filling - Provision of Health Services	<ol style="list-style-type: none"> <li>1. Utilization ratio for women and men and boys and girls.</li> <li>2. Number of women and girls that have access health services.</li> <li>3. Percentage of health facilities with basic infrastructure</li> <li>4. Percentage of qualified staff for reproductive health services including delivery and emergency obstetric care services (as indicated in the MISIP) and confidential care for survivors of sexual violence.</li> <li>5. Ratio of health care providers disaggregated by skill and sex.</li> <li>6. Proportion of women, girls, boys and men with access to sanitary materials (including household level sanitary disposal facilities for women), safe water supply, food aid.</li> <li>7. Ratio of community based psycho-social care disaggregated by sex and age</li> </ol>
Capacity Building/Training.	<ol style="list-style-type: none"> <li>1. Numbers of women and men from the community trained</li> <li>2. Numbers of women and men to providing health care.</li> <li>3. Numbers of women and men from the community given employment opportunities in the health sector after training.</li> </ol>
Monitoring, reporting, and evaluation	<ol style="list-style-type: none"> <li>1. Routinely collected data on demographics, mortality, and morbidity and health services is disaggregated by age and sex.</li> <li>2. Percentage of participatory assessment reports including/addressing the needs of women, girls, boys and men equally. .</li> <li>3. Formal monitoring and participatory evaluation mechanisms reporting the health impact of humanitarian crises on women, girls, boys and men.</li> </ol>

<b>Indicator Checklist for Livelihoods</b>	<b>Status</b>
1. Rehabilitative economic activities, including food production and income generating activities, enable women and girls, as well as men and boys, to achieve minimum food and income security	
2. Women and girls have equal access to livelihood programmes and livelihood support services as do men and boys.	
3. Women/men and girls/boys benefit equally from livelihood alternatives (e.g. receive equal compensation for equal labor)	
4. Vocational training and non-formal education programmes target the specific needs of adolescent girls and boys and provide them with practical skills that they can use, including non-traditional skills.	
5. Livelihood interventions are in place to address the specific needs of victims of gender-based violence.	
6. Livelihood programmes are tailored to the unique needs of the various segments of the affected community (e.g. female heads of household, adolescent girls/boys, displaced men/women, older persons, etc.) rather than requiring than beneficiaries "fit" the program.	
7. Livelihood programmes build on existing skills and meet local market needs.	
8. Livelihood programmes lead to improvements in self-reliance as well as beneficiary satisfaction for both men and women.	

<b>Indicator Checklist for Shelter</b>	<b>Status</b>
1. Focus group discussion on shelter construction, allocation and design conducted with different groups of men, women, boys and girls of diverse backgrounds and results fed into programming.	
2. Women and men are equally included in the design, allocation and construction of shelters and camp facilities.	

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3. Male and female heads of households and single men and women have the same access to housing and supplies.	
4. The specific needs of girl and boy headed households are met.	
5. Single people, young and old have access to dignified shelter.	
6. Public spaces for social, cultural and informational needs of women and men, boys and girls are provided and used equitably.	
7. Where construction materials are supplied ensure female headed households have direct access to materials.	
8. Men women, boys and girls who are able bodied have equal opportunities for involvement in all aspects of shelter construction receiving equal pay for equal work.	
9. Equal opportunities for training for men, women, boys and girls in construction related training.	
10. % of men and women trained in shelter construction	
11. % of men/women involved in shelter construction.	

<b>Indicator Checklist for Water, Sanitation and Hygiene</b>	<b>Status</b>
1. Gender and ethnic differences are considered in design and location of water and sanitation systems and equipment	
2. Information is gathered from women, men, girls and boys about: <ul style="list-style-type: none"> <li>• cultural beliefs and practices in water and sanitation use;</li> <li>• hygiene habits;</li> <li>• needs and roles in operation, maintenance and distribution;</li> <li>• methods and time spent in water collection</li> </ul>	
3. Data disaggregated by sex and age are used to develop a profile of at-risk populations with special water requirements	
4. Water sites, distribution mechanisms and maintenance procedures are accessible to women including those with limited mobility	
5. Communal latrine and bathing cubicles for women and children are sited in safe locations, are culturally appropriate, provide privacy, are adequately illuminated and are accessible for those with disabilities.	
6. Men and women are trained in use and maintenance of facilities	
7. Both men and women have access to or share control over resources for collecting/carrying water, containers and storage facilities	
8. Facilities and collection points are monitored to ensure they are safe and accessible (locks, lighting)	
9. Men and women are sensitised/trained to protect surface and ground water	
10. Men and women are involved with the safe disposal of solid waste	