



ADAPT and ACT C Framework

1

ADAPT and ACT C Framework

The ADAPT & ACT C Framework is a simple tool to help project staff review their projects or actions with a gender equality lens. All nine steps should be used to validate that the actions address the equal needs of women, girls, boys and men in the humanitarian response.

The framework captures the key principles that underpin gender mainstreaming in humanitarian action:

- Gender equality is a fundamental human right and a matter of social justice, hence humani-

tarian assistance should be grounded and guided by respect for the rights of all women, girls, boys and men.

- Gender equality programming promotes the active involvement of women and men in all aspects of humanitarian action.
- Humanitarian assistance should be shaped by an understanding of the different needs and priorities of women, men, boys and girls.
- Gender equality programming promotes the recognition of the multiple roles of women and men in post-crisis situations.

Analyse gender roles and responsibilities

Why is gender analysis important in humanitarian action?

- Natural disasters and armed conflict do not affect all people evenly; they are deeply discriminatory. Pre-existing structures and conditions determine that some members will be more affected.
- Humanitarian actors often respond based on assumptions about what they believe has happened, which includes misconception, for example, about who died, who survived, whose livelihoods were affected and how, and who needs what now.

Gender analysis examines the relationships among males and females of different ages: what are their different roles, who has power and who makes decisions. In a humanitarian setting, gender analysis provides the opportunity to analyse the impact of a humanitarian crisis on women, girls, boys and men.

Consider the following when undertaking gender analysis:

- Who is affected (women, men, boys, girls, elderly people and disabled people)?
- How are they affected?
- Who has access to what and are there barriers to accessing services?
- What skills/capacities does each group have?
- Who owns what assets?



Example:

Cholera crisis in Haiti (2010)

In Haiti, it was generally assumed that cholera affected women more than men, as women have the primary role of caregivers, putting them at greater exposure to possible infection. Therefore, women are more often targeted for information. However, following a survey at the end of the cholera epidemic in Haiti, it was found that of the 87 recorded cholera deaths, 67 per cent were men.

If the programme staff had analysed their data during the epidemic, they could have reached out to the community to better understand why more men were affected.



Design services that meet everyone's needs

The design of services can influence how women, girls, boys and men use the services or benefit from them. Project staff should be aware of the possible physical and human barriers that can affect service delivery.

Examples include:

- Girls may not go to school because there are no separate latrines.
- Separated young boys may not understand how to cook.
- Women may not participate in training because the location is far from their homes.

Access to services for women, girls, boys and men is ensured

There are many barriers that can influence affected people's access to a service. This is similar to how services are designed. Service providers should understand who is benefiting and routinely monitor who uses the service.

- Take into account the impact of cultural practices, such as restriction on mobility for women and girls.
- Consider the composition of service-delivery teams (in terms of male and female) to address barriers in accessing assistance. For example, women may not be able to access reproductive health services from an all-male health team.
- Ensure that registration for humanitarian assistance does not exclude some groups such as women single heads of households, women in polygamous marriages and widows.

Participation of women and men is ensured

Ensure women, girls, boys and men participate in the design, implementation, monitoring and evaluation of humanitarian response, and that women are in decision-making positions. The following could be helpful:

- Where the cultural context permits, promote the active participation of women alongside men on an equal or fairly even basis. Camp-coordination committees should have equal representation of women and men.
- Where the context is culturally restrictive, design creative means to ensure women's voices are heard, for instance through women's groups, female leaders and female humanitarian workers with interface to the affected women.

Training should benefit men and women equally

Ensure that women and men benefit equally from training and other capacity-building activities. Take note of the following:

- Avoid stereotypes that reinforce inequality, e.g. activities regarded as "male only" work, such as food for work or cash for work.
- Provide opportunities for women to attend meetings or trainings, taking into account their other commitments as mothers, caregivers and providers. For example, allow women to attend meetings with children, and tailor the events around a convenient time for women after they have completed their commitments at home.

Address gender-based violence

Make sure that all sectors take specific actions to prevent and/or respond to gender based violence (GBV). Sector actors should ensure that the services they deliver do not put people at risk. Everyone should use the "IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings" for planning and coordination. Some examples of points to consider to ensure GBV concerns include:

- The presence of lighting around camps/settlements, but specifically around sanitation facilities.
- The distance between common facilities such as toilets, water points and dwelling places to reduce risks of sexual violence.
- The timing for distributing food or non-food items so that people can reach home safely.



Collect, analyse and report sex-/age-disaggregated data (SADD)

What is SADD?

This is data broken down by a person's sex and age group.

- The collection of sex-disaggregated data is straightforward, but the collection of age-disaggregated data requires a creation of age categories. The Sphere Handbook suggests the following groups: children: ages 0-5, 6-12 13-17; adults: broken down in 10-year brackets, e.g. ages 50-59 and 60-69.
- SADD is collected through (i) Quantitative methods such as surveys, registration lists, distribution lists, clinic records and census samples; and (ii) Qualitative methods such as key informant interviews, focus group discussions and one-on-one in-depth interviews.

Why is the collection and use of SADD important?

- Conflicts and natural disasters have different impacts on women, girls, boys and men, children, adults and older people.
- To know the specific needs of these people, and if they have not been met, it is necessary to collect data about/from each group.
- To understand coverage and gaps, service providers need to collect and analyse the sex and age of who is receiving the service.

In 2010, IOM carried out a WASH assessment in the camps in Haiti. The data revealed that 33 per cent of all latrines were not being used and 57 per cent were occasionally used. The reasons were as follows: women complained that latrines were not separated by sex; there was no privacy; the latrines were too far from their living areas; they were not lit; and they had no locks. Alarming, instances of sexual violence were reported. The initial assessment largely overlooked gender concerns. In this case, failure to collect and analyse SADD hampered the effectiveness and cost efficiency of this effort.

Examples on the added value of SADD in humanitarian programming:

- Improves the effectiveness and cost efficiency of a relief effort. A case study on WASH and protection in Haiti highlighted above demonstrates this.
- Facilitates effective, practical, context-specific planning and response. A case study below on gender and shelter in Uganda is a good example.

A study by World Vision reported that construction is traditionally a male responsibility. In this context, (is this in Uganda...?) women lacked the skills to build shelters. This meant that women living in single female-headed households had to trade unwanted sex in exchange for the required male construction skills. Therefore, it is crucial to know how many single female heads of household are present in a population and the gender dynamics involving shelter construction in order to accurately plan practical and effective shelter assistance, carefully allocate resources and ensure protection.

Target actions based on gender analysis

Based on a gender analysis, make sure that women, girls, boys and men are targeted with specific actions when appropriate.

Ensure that targeting criteria are context specific and that terminology such as "single women" "married women", "head of household" and "polygamous families" is clearly defined. Ensure that targeting effectively addresses distinct needs of shared households and polygamous households.

Where one group is more at risk than others, special measures should be taken to protect that group. Examples would be:

- Safe spaces for women to provide an opportunity for psychosocial support and air their views.
- Protection of boys from forced recruitment.



Coordinate actions with all partners

Set up humanitarian gender working groups to ensure coordination and mainstreaming in all sectors. ADAPT and ACT collectively to ensure gender equality programming.

Resources

- FAQ on the IASC Gender Marker
- IASC Gender Marker website: www.onereponse.org
- UNHCR Age Gender Diversity and Disability surveys (AGDD) incorporate good gender elements
- IASC Gender Handbook



To find out more about gender equality work in OCHA and additional gender tools, go to:

<http://ochanet.unocha.org/TI/Gender/>
<http://gender.humanitarianresponse.info>