



Gender in OCHA Coordination Projects **5**

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This tool provides practical tips on how to ensure OCHA coordination projects mainstream gender and achieve a 2a Gender Marker code. The tool is for OCHA regional and country offices, CRD desk officers and the OCHA CAP section.

The IASC Gender Marker codes humanitarian projects based on how well they ensure that women, girls, boys and men will benefit equally. The code is on a scale from 0 to 2. Applying the IASC Gender Marker ensures that gender considerations are integrated into all phases of project design, from needs analysis and activities to outcomes.

Applying the IASC Gender Marker is mandatory for all CAPs and pooled funds in 2012. The overarching objective of the IASC Gender Marker is to improve project design, not to simply add gender-sensitive words to a document. The tool strengthens programming and analysis based on the different needs, concerns, capacities and contributions of women, men, girls and boys. It ensures more-effective humanitarian action by appropriately designing and targeting the response to meet the distinct needs of all segments of a population.

IASC Gender Marker Codes

Gender Marker	Description	
Gender Code 0	No visible potential to contribute to gender equality	Gender is not reflected in the project sheet or only appears in the outcomes. There is a risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm. These projects are considered "gender blind".
Gender Code 1	Potential to contribute in some limited way to gender equality.	Gender dimensions appear in only one or two components of the project sheet, i.e. in the needs assessment, activities or outcomes.
Gender Code 2a: Gender Mainstreaming	Potential to contribute significantly to gender equality.	A gender analysis is included in the project's needs assessment. It is reflected in one or more of the project activities and one or more of the project outcomes.
Gender Code 2b: Targeted Action	The project's principal purpose is to advance gender equality.	The gender analysis in the needs assessment justifies this project, in which all activities and outcomes advance gender equality.
Gender Code: Not Applicable N/A		This project does not have direct contact with affected people, and it does not directly affect or determine the selection or use of resources, goods or services accessed by affected people.
Gender Code: Not Specified		This code can be used temporarily while the project is not yet finalized.



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Ensuring a 2a code for OCHA coordination projects

To achieve a 2a code, gender concerns must be addressed in the OPS project sheet's three main sections: Needs Analysis, Activities and Outputs.

This tool will provide guidance on how to include gender concerns in each section.

Addressing gender in the Needs Analysis

Describe different dimensions of the crisis faced by women, men, girls and boys, such as:

- Who is affected (women, men, boys, girls, elderly women and elderly men)?
- How are they affected?
- Who needs protection and how?
- Who has access to what and are there barriers to accessing services?
- What skills/capacities does each group have? Do women and men participate equally in decision-making?



Example 1:

OCHA Yemen Coordination Project 2012

"Yemen ranks lowest on the global gender index, translating into social exclusion and discrimination, especially for women and girls. The current humanitarian situation increases the level of vulnerability. However, the capacity of agencies to effectively mainstream gender into needs assessments and overall project activities in order to ensure positive gender equality outcomes is still weak."

Provide data disaggregated by sex and age for the target population, such as gender ratios, percentage of children and numbers of single-headed households. Address armed elements, women and children in armed groups, or women and child ex-combatants.



Example 2:

Kenya Emergency Humanitarian Response Plan 2012

"It is estimated that 3.75 million drought-affected people, including 2.4 million children under 18 and more than 900,000 women of reproductive age, will continue to require assistance into the early months of 2012, despite an anticipated improvement in drought conditions as a result of the short rains season."

Identify gaps in the humanitarian response.

- Vulnerabilities: Who is vulnerable? How are they vulnerable? Make sure you mention who the vulnerable people are (e.g. vulnerable women, men, boys, girls, elderly women and men).
- Capacities/coping mechanisms: Ensure women's capacities are taken into account. What different coping mechanisms are used by women, men, boys and girls? What resources and support are they using to survive? Are these sustainable? Why or why not?
- Access: Do women, men, girls and boys have adequate access to resources, return and reconstruction (human, technical, financial)? What would help increase their access?
- Participation/consultation process: Who has been consulted and how? Have men and women contributed to/participated in the assessment, assistance and reconstruction?



Example 3:

Afghanistan CAP 2012

"Population displacements are expected to escalate in 2012, causing widespread humanitarian needs and affecting the most vulnerable, for example women and child-headed households, the sick, the disabled and elderly, whose experiences of displacement, needs and priorities are quite distinct. This provides a broad appreciation of vulnerabilities, which could be supported by more specific examples of how the humanitarian situation is worsening it."



Addressing gender in the Activities

- The IASC Gender Marker is applied and partners trained on its use.
- Coordination mechanisms on gender in humanitarian action are supported.
- A task force on the prevention of sexual exploitation and abuse (PSEA) is created.
- PSEA training conducted.
- Gender is integrated into contingency plans.
- Inter-cluster coordination forum/HCT adopts gender as a priority cross-cutting issue.
- Cluster strategies are gender mainstreamed, adopting the ADAPT & ACT C Framework.

Example 1:

oPt, Afghanistan and Yemen ERF projects all prioritize the application of the IASC Gender Marker to all ERF projects.

- Sex- and age-disaggregated data are collected and used to inform programming.
- Advocacy efforts are informed by qualitative information on the different experiences, voices and views of women, men, boys and girls in needs assessments.

Example 2:

Afghanistan, Somalia, Yemen and Kenya coordination projects in the CAP 2012 highlight the need for the collection of timely and reliable sex- and age-disaggregated data throughout humanitarian processes.



Example 1:

The Afghanistan ERF and coordination project lists the following outcomes, flowing from needs analysis and activities:

- Ensuring that ERF projects address critical gender-equity issues that ensure vulnerable women, girls, boys and men have equitable access to humanitarian assistance.
- Increased advocacy for gender equity within the humanitarian response.
- Improved information management, including a focus on the routine collection and analysis of sex- and age-disaggregated data.



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>
<http://gendermarker.humanitarianresponse.info>

Addressing gender in the Outcomes

The outcomes section should flow from the needs analysis through activities to ensure a consistent approach. Outcomes should reflect a project's impact on women, men, boys and girls. They should be measurable and preferably broken down by sex and age.