EDUCATION	
Needs assessment and analysis	> Collect and analyze **sex, age and disability disaggregated data** (SADDD) and conduct a **child-sensitive participatory gender analysis** to understand different education needs, capacities, barriers, including protection risks, and aspirations, and identify populations with special education requirements in both Rohingya and host communities. ↳ Population demographics. E.g. existence of polygamous family structures; female-headed households; child-headed households; children of school age in and out of school; children with disabilities (physical, mental, intellectual) ↳ Gender roles and power dynamics. E.g. mother and father's role in child education, household roles of boys and girls which may interfere with their education; gender roles in female-headed households; decision-making power of women, men, adolescent girls and boys in education decisions; changes in power dynamics and roles since influx. ↳ Protection needs. E.g. prevalence of child marriage and adolescent pregnancy; exchange of sex for accessing education and/or grades; stigma from specific conflict experience that prohibit access to education (i.e. GBV survivors, child soldier); recruitment for forced/child labor especially of boys; how girls vs boys feel about their safety and security and why. ↳ Education needs and aspirations. E.g. literacy rate of women and men, boys and girls of the community; education trends of girl and boys (e.g. girls drop out after basic education while boys are more likely to complete higher education). ↳ Intersectional issues. E.g. what other gender-specific barriers do girl and boy children with disabilities face. > Conduct a child-sensitive participatory gender analysis to identify the gaps in the education response ↳ Learning environment and facilities. E.g. safe and accessible segregated latrines for girls, boys, and children with disabilities; availability of menstrual hygiene materials; learning environment are safe and well-lit; access to safe drinking water and health and hygiene kits. ↳ Access. E.g. distance and safety of traveling to school by girls and boys, accessible for children with disabilities; who has access, who doesn't and why. ↳ Learning. E.g. gender-sensitive learning materials (no gender-stereotyping representation, word, language, etc.), curriculum/ teaching-learning materials (TLM)* address specific needs of boys and girls (i.e. SRHR, GBV, trafficking). ↳ Educational staff. E.g. specific training needs, knowledge of gender issues and inclusive teaching methodologies, the existence of policies for teachers (i.e. Code of Conduct, Child Safeguarding and PSEA), recruit, train and support for female staff; availability of Child Safeguarding and PSEA focal points. > Education policy/plan. E.g. specific gender and inclusion considerations (e.g. gender and disability focus in targeting, review of curriculum/TLM for gender sensitivity and inclusion, etc.) in the education policy/plan, gender-responsive education budgeting. > Ensure a gender balance in the education assessment and analysis teams to enhance effective, safe and inclusive consultations with women, girls, men, and boys. ↳ Gender analysis should be 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, plan time/location/facilities that ensure participation from all (i.e. child-care facilities for women with young children, venues for assessment are perceived as safe for participating groups, etc.) *curriculum refers to host community students while teaching-learning materials refer to Rohingya community students.*
Strategic Planning	> Reflect gender analysis in the planning documents and situation reports, using SADDD. > Consult with women, men, girls, boys, and other at-risk groups (LGBTQI*, elderly, persons with disabilities, orphan, unaccompanied and separated children, etc.) to design these activities to ensure they meet their needs.

	> Ensure equal and inclusive access to education that addresses the specific needs of women, girls, men, boys and other marginalized populations (LGBTQI*, persons with disabilities, orphan children, etc.) as well as the socio-cultural context (Do No Harm). *Below are examples only, planning should come from the gender needs analysis.* ↳ Access to learning facilities. E.g. the acceptable distance of facilities from shelters, safe and well-lit roads, community-led escort/group transport for at-risk children, accessible to children with disabilities, timing of classes. ↳ Gender and disability-friendly learning facilities. E.g. gender-segregated latrines, functional for children with disabilities, provision of menstrual hygiene materials in latrines. ↳ Gender-responsive and inclusive training-learning materials/curriculum and pedagogy practices. E.g. gender-responsive teaching and learning materials that do not generate gender stereotypes; teachers understand gender equality and value learning capabilities of boys and girls; curriculum/TLM includes life-skills (i.e. gender equality, SRHR). ↳ Gender-balanced education staff/volunteers/committees. E.g. recruit, train/retrain and retain female staff, recruit and train both female and male parents in parents' teachers' associations including the parents of children with disabilities; provisions for equal participation of women and men in learning center management/school management committees. > Work with other sectors to holistically plan interventions that address the barriers to quality education for girls and boys. E.g. WASH, nutrition, child protection, PSEA, GBV, Health, gender-focused actors (e.g. GiHA and Gender Hub for CXB). ↳ 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. ↳ Address cultural barriers to women's, men's, boys' and girls' participation in education. E.g. activities to combat child labor, child marriage, and adolescent pregnancy, promote gender-equal parenting, support pregnant girls and adolescent mothers to continue education; community information and advocacy activity on the importance of girls' education. > Develop specific indicators to measure change for women, girls, men, and boys ↳ Use SADDD indicators so gaps between groups can be identified and assessed, referring to the Inter-Agency Network for Education in Emergencies (INEE) Guidance Note on Gender. > Use Gender with Age Marker (GAM) to assess program planning. *SAG reviewing projects should ensure the proposal and implementation plan reflects gender mainstreaming.* *The context and legal framework must be taken into account. Do No Harm and protection principles must be applied to not identify/expose LGBTQI persons to risks.*
Resource mobilization	> Provide SADDD, information and key messages on the specific needs of women, girls, men and boys in education to the sector so that priority areas are funded. > Engage in advocacy with donors and government and regularly report on the gender resource gaps in education. > Apply the GAM to education program design to assess and highlight its contribution to GEEWG.
Implementation and monitoring	> Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the education programs/projects. ↳ Ensure gender balance and responsiveness in the implementing and monitoring staff of the project. E.g. involve community groups such as women's rights, youth, and LGBTQI+ organizations in program implementation and monitoring, ensure equal participation of women and girl-mothers by providing childcare services, ensure boys' and fathers' active participation. ↳ Ensure the safety of staff and volunteers, especially female staff/volunteers. E.g. put measures in place to respond to the potential threat, intimidation and harassment of female staff, mechanism to report any unwanted incidents and SEA.

	↳ Ensure women, girls, men, and boys are aware of the available services, how to access those, the agency 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 hotline services, do gender and age-segregated FGD, strengthen learning center management committee/school management committees for child rights.
	> 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.
	> Contribute to the JRP's gender-specific outcome and all other gender-transformative outcomes through coordinating with other actors and other sectors about implementation efforts, achievements and lessons learned.
	> Apply the GAM to assess and improve gender equality programming.
Operational peer review and evaluation	> Share information, SADDD and key messages to others on the specific needs, capacities, and aspirations of women, girls, men and boys in education. Information should also be disseminated back to beneficiaries. ↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials.
	> Review projects in the education sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
	> Use the GAM to assess the program's contribution to GEEWG.
	> Assess the project against the INEE Minimum Standards, and Guidance Note on Gender.

More information can be found here:
- Gender profiles 1 (December 2017) and 2 (March 2019)
- Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018)
- Review of gender mainstreaming
- Definition of gender-related terms.
- Gender with Age Marker online tool.
- INEE Pocket Guide to Gender.

ACRONYMS			
FGD	Focus group discussions	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
GAM	Gender with Age Marker	PSEA	Prevention of sexual exploitation and abuse
GBV	Gender-based violence	SADDD	Sex, age and disability disaggregated data
GiHA	Gender in Humanitarian Action	SAG	Strategic Advisory Group
GEEWG	Gender equality and the empowerment of women and girls	SRHR	Sexual and reproductive health rights
JRP	Joint response plan	TLM	Teaching learning materials

Gender Tip Sheets – Food Security

Food Security	
Needs assessment and analysis	1. Conduct a **participatory gender analysis, using sex-, age- and disability-disaggregated data (SADDD),** to understand different food security needs, capacities, barriers and aspirations and identify populations with special food security support needs ↳ Gender roles and power dynamics. E.g. role and time spent of women, girls, men and boys in food production, procurement, preparation, and storage; decision-making over food expenditure; food sharing among household members. ↳ Cultural norms and practices. E.g. mobility and freedom of women and girls to engage in self-reliance activities; what food assistance do women and men prefer; type of cooking fuel used. ↳ Knowledge and skills. E.g. food hygiene knowledge of women and men. ↳ Intersectional issues. E.g. food security support needs of pregnant or lactating mothers, children or elderly. 2. Conduct a participatory gender analysis to identify the gaps in the food security response ↳ Distribution modalities. E.g. do targeting criteria take into account gender, age, disability and other vulnerability factors; who receives food aid on behalf of the household; are timings and location of distributions gender-, age- and disability-friendly; which distribution modalities (i.e. in-kind, transfers, e-vouchers) do women and men prefer. ↳ Food and assistance distributed. E.g. culturally appropriate food and materials; adequate amount of food and materials; gender-, age-, disability- friendly packages (weight and size). ↳ Self-reliance assistance modalities. E.g. culturally appropriate for both women and men; provisions for women to participate (breastfeeding corners, childcare); skill development support; equal pay for work of equal value. ↳ Food security staff. E.g. specific training needs; knowledge of gender issues; existence of code of conduct for food security staff/volunteers on PSEA; training and support for female staff. ↳ Food security policy/plan. E.g. specific gender considerations in the food security policy/plan 3. Ensure gender analysis is done by analyzing SADDD, and by consulting with women, girls, men and boys in an inclusive and participatory way. E.g. Sex-disaggregated focus groups, ensure time/location/facilities ensures participation from all (i.e. child-care facilities for women with young children)
Strategic Planning	1. Reflect gender analysis in the planning documents and situation reports, using SADDD. 2. Consult with women, men, girls, boys, including from at-risk groups (LGBTQI*, elderly, persons with disabilities, female-headed households, etc) to design these activities to ensure they meet their needs. 3. Ensure equal and inclusive access to food and livelihoods assistance that address the specific needs of women, girls, men, boys and other at-risk populations (LGBTQI*, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↳ Distribution is gender- and disability- responsive, conducive and safe. E.g. acceptable distance of distribution points from shelters; safe and well-lit roads; accessible to persons with disabilities; convenient and safe timing of distributions; women registered as primary household recipient of food assistance; provisions

	to ensure access to assistance by vulnerable groups; gender-segregated distribution lines monitored by same gender staff.
	↪ Food baskets, materials and other assistance distributed is appropriate. E.g. culturally appropriate; sufficient amounts; appropriate (i.e. water containers can be carried by main water collector); considers the needs of at-risk groups (pregnant or lactating women, children, elderly, etc).
	↪ Self-reliance assistance is gender responsive. E.g. flexible timing; provision of gender-specific and age-specific support (breastfeeding corners, childcare); skill development training for women and men.
	↪ Gender-balanced food security staff/volunteers/ committees. E.g. recruit, train and retain female staff; set up women-led food security committees; proper reference check for hiring new staff.
	4. Work with other sector to holistically plan interventions that address the barriers to quality food security for women, girls, men and boys. E.g. education, nutrition, health, PSEA, GBV SS, GiHA WG
	↪ Community awareness and social norm changes. E.g. community awareness raising on sharing food related household chores; gender sensitization of family members, community and other economic actors; awareness raising initiatives on the importance of women's economic empowerment; community awareness on the importance of women's participation in food security initiatives and its impact on family and society.
	↪ Address barriers to women's, girls', men's and boys' participation in food security. E.g. Equal participation of women and men in community food security committee or separate committees; provision to ensure women's participation (i.e. childcare).
	5. Develop indicators to measure change for women, girls, men and boys
	↪ Use SADD indicators so gaps between groups can be identified and assessed
	6. Use the IASC Gender with Age Marker (GAM) to assess program planning
	The context and legal framework must be taken into account. Do No Harm and protection principles must be applied to not identify/expose LGBTQI persons to risks.
Resource mobilization	1. Provide SADDD, information and key messages on the specific needs of women, girls, men and boys in food security to the sector so that priority areas are funded
	2. Engage in advocacy with donors and government, and regularly report on the gender resource gaps in food security
	3. Apply the GAM to food security program design to assess and highlight its contribution to GEEWG
Implementation and monitoring	1. Involve women and men equally and meaningfully in decision-making, implementation and monitoring of the food security programs/projects.
	↪ Ensure greater gender-balance in the implementation and monitoring of the project E.g. involve community groups such as women's rights, youth, and LGBTQI organizations in program implementation and monitoring; ensure equal participation of women and girl-mothers 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 the available services, how to access those, the agency 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 hotline services, do gender and age segregated FGD
	2. 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.
	3. Monitor access to food security services by women, girls, men and boys and their levels of satisfaction. E.g. lead satisfaction surveys by age and gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed.
	4. Contribute to the Joint Response Plan's gender-specific outcomes.
	5. Apply the GAM to assess and improve gender equality programming
Operational peer review and evaluation	1. Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in food security.
	↳ The Gender Hub can support in reviewing and disseminating information, reports, case studies, studies, and other.
	↳ Information should also be disseminated back to beneficiaries.
	2. Share good practices and lessons learned on using gender-responsive approaches in food security
	3. Review project in the food security sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
	4. Use the GAM to assess the program's contribution to GEEWG
More information can be found here: - Gender profiles 1 (December 2017) and 2 (March 2019). - Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018). - Review of gender mainstreaming. - Definition of gender-related terms. - Gender with Age Marker online tool.	

ACRONYMS			
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
GBV	Gender-based violence	PSEA	Prevention of sexual exploitation and abuse
GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls		

Gender Tip Sheets – Health

Health	
Needs assessment and analysis	> Collect and analyze **sex, age and disability disaggregated data (SADDD)** and conduct a **participatory gender analysis** to understand different health needs, capacities, barriers and aspirations and identify populations with special health requirements ↪ Population demographics. E.g. pregnant and lactating women, infants, elderly, unaccompanied children, persons with disabilities, chronically ill persons ↪ Gender roles and power dynamics. E.g. ability of women, girls, men and boys to make health decisions and access services; roles and responsibility of household members in health. ↪ Gender and cultural norms and practices. E.g. preference for mixed/segregated facilities and staff; socio-cultural and religious taboos and beliefs around health, practices and beliefs on menstruation, practices and expectations on pregnancy, childbirth and breastfeeding; traditional health care providers ↪ Intersectional issues. E.g. access to health care for LGBTIQ persons, for GBV survivors, for adolescent girls and boys > Conduct a participatory gender analysis to identify the gaps in the health response ↪ Health facilities. E.g. location, distance, safety; mixed or segregated; privacy and confidentiality ↪ Services. E.g. availability of GBV services, SRHR services, mental health services; linkages with other services (i.e. legal services for GBV survivors) ↪ Health staff. E.g. specific training needs, knowledge of gender and LGBTIQ issues, knowledge of GBV, existence and understanding of code of conduct for health staff on PSEA, training and support for female staff ↪ Health policy/plan. E.g. specific gender considerations in the health sector's JRP, health sector's and partners' program strategy and other strategic documents. > Ensure a gender balance in the health assessment and analysis teams to enhance effective, safe and inclusive consultations with women, girls, men and boys. ↪ Gender analysis should be done by analyzing the sex and age data, and by consulting with women, girls, men and boys in an inclusive and participatory way. E.g. Sex-disaggregated focus groups, ensure time/location/facilities ensures 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, and other at-risk groups (LGBTIQ, elderly, persons with disabilities, etc) to design these activities to ensure they meet their needs. > Ensure equal and inclusive access to health that address the specific needs of women, girls, men, boys and other marginalized populations (LGBTIQ, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↪ Access. 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; ↪ Staff knowledge and skills. E.g. training for staff to identify, monitor, refer and report GBV and child protection issues; sensitization on harmful traditional practices

	↳ Gender-balanced health staff/volunteers/committees. E.g. recruit, train and retain female staff, recruit and train both female and male in community health committees.
	> Work with other sectors to holistically plan interventions that address the barriers to quality health for girls and boys. E.g. WASH, nutrition, food security, education, child protection, GBV, PSEA, GiHA WG
	↳ Address cultural barriers to women's, girls', men's and boy's participation in health. E.g. Women effective participation in community health committee or segregated committees; provision to ensure women's participation (i.e. childcare);
	↳ Community awareness and social norm changes. E.g. messaging and community outreach on SRHR, messaging on GBV, gender sensitization of male household members, community members and other actors; messaging on adolescent health needs; community awareness on the importance of women's participation in health and health decision-making power.
	> Develop indicators to measure change for women, girls, men and boys
	↳ Use sex and age disaggregated indicators so gaps between groups can be identified and assessed
	> Use the IASC 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 health to the health sector so that priority areas are funded
	> Engage in advocacy with donors and regularly report on the gender resource gaps in health
	> Apply the GAM to health program design to assess and highlight its contribution to GEEWG
Implementation and monitoring	> Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the programs/projects.
	↳ Ensure gender balance and responsiveness in the implementing and monitoring staff of the project. E.g. involve community groups such as women's rights, youth, and LGBTIQ organizations in program implementation and monitoring, ensure equal participation of women and girl-mothers by providing childcare services.
	↳ 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; mechanism to report any unwanted incidents and SEA.
	↳ Ensure women, girls, men and boys are aware of the available services, how to access those, the agency 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 hotline services, do gender and age segregated FGD,
	> 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 health services by women, girls, men and boys
	> Contribute to the Joint Response Plan's gender-specific outcome and all other gender-transformative outcomes through coordinating with other actors and other sectors about implementation efforts, achievements and lessons learned
	> Apply the GAM to assess and improve gender equality programming

Operational peer review and evaluation	> Share information, SADDD, key messages and good practices to others on the specific needs, capacities and aspirations of women, girls, men and boys in health. Information should also be disseminated back to beneficiaries. ↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials > Review project in the health sector 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 GEEWG
More information can be found here: - Gender profiles 1 (December 2017) and 2 (March 2019) - Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018) - Review of gender mainstreaming - Definition of gender-related terms. - Gender with Age Marker online tool	

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GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls	SRHR	Sexual and reproductive health rights

Gender Tip Sheets – Nutrition

Nutrition	
Needs assessment and analysis	> Collect and analyze **sex-, age- and disability- disaggregated data (SADDD)** and conduct a **participatory gender analysis** to understand different nutrition needs, capacities, barriers and aspirations and identify populations with special nutrition support needs ↪ Population demographics. E.g. female, male, child headed household, pregnant or lactating women in household, infant in household, person with chronic disease in household; persons with disability in household; ↪ Gender roles and power dynamics. E.g. role and time spent of women, girls, men and boys in food collection, cooking and storage; decision-making over food expenditure, choice and use; decision-making around breastfeeding; food sharing among household members ↪ Cultural norms and practices. E.g. breastfeeding practices and differences between girl and boy infants, potential harmful food taboos and beliefs, ↪ Knowledge and skills. E.g. food hygiene knowledge of women, girls, men and men, knowledge of food preparation/cooking of women, girls, men and boys, knowledge of breastfeeding practices ↪ Intersectional issues. E.g. nutritional support needs of pregnant or lactating mothers, children or elderly. > Conduct a participatory gender analysis to identify the gaps in the nutrition response ↪ Services and distribution. E.g. location and distance of service and distribution points; safety and accessibility service and distribution points; breastfeeding corners; ↪ Targeting. E.g. priority criteria based on gender, age and disability; food and food baskets meet specific needs ↪ Nutrition staff. E.g. specific training needs, knowledge of gender issues, existence of code of conduct for nutrition staff/volunteers on PSEA, training and support for female staff ↪ Nutrition policy/plan. E.g. specific gender considerations in the nutrition policy/plan > Ensure a gender balance in the nutrition assessment and analysis teams to enhance effective, safe and inclusive consultations with women, girls, men and boys. ↪ Gender analysis should be done by analyzing the sex and age data, and by consulting with women, girls, men and boys in an inclusive and participatory way. E.g. Sex-disaggregated focus groups, ensure time/location/facilities ensures participation from all (i.e. child-care facilities for women with young children)
Strategic Planning	> Reflect gender analysis in planning documents and situation reports, using SADDD. > Consult with women, men, girls, boys, and other at-risk groups (LGBTIQ, elderly, persons with disabilities, etc) to design these activities to ensure they meet their needs. > Ensure equal and inclusive access to nutrition assistance that address the specific needs of women, girls, men, boys and other at-risk populations (LGBTIQ, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↪ Access to services and distribution points. E.g. provisions to ensure access to assistance/materials by vulnerable groups; timings, location and safety of accessing services and distribution points; ↪ Appropriateness of assistance. E.g. prioritization criteria based on gender, age and disability; culturally appropriate messaging/services

	↪ Gender-balanced nutrition staff/volunteers/ committees. E.g. recruit, train and retain female staff, set up women-led nutrition committees.
	> Work with other sectors to holistically plan interventions that address the barriers to quality nutrition for women, girls, men and boys. E.g. education, food security, health, PSEA, GBV, Child Protection
	↪ Community awareness and social norm changes. E.g. community awareness raising on sharing nutrition related household chores; gender sensitization of family members, community and other actors; awareness raising initiatives on the importance of breastfeeding
	↪ Address barriers to women's, girls', men's and boy's participation in nutrition. E.g. Equal participation of women and men in community nutrition committee or separate committees; provisions to ensure women's participation (i.e. childcare)
	> Develop indicators to measure change for women, girls, men and boys
	↪ Use sex and age disaggregated indicators so gaps between groups can be identified and assessed
	> Use the IASC 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 the nutrition sector so that priority areas are funded
	> Engage in advocacy with donors and regularly report on the gender resource gaps in nutrition
	> Apply the GAM to nutrition program design to assess and highlight its contribution to GEEWG
Implementation and monitoring	> Involve women and men equally and meaningfully in decision-making, implementation and monitoring of the nutrition programs/projects.
	↪ Involve relevant community members and groups from affected populations. E.g. involve community groups such as women's rights, youth, and LGBTIQ organizations in program implementation and monitoring, ensure equal participation of women and girl-mothers by providing childcare services.
	↪ Ensure gender balance and/or greater participation of women in the implementing and monitoring staff of the project. E.g. recruit, train and retain female staff; provide support to female staff (childcare, parental leave, etc)
	↪ 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 the available services, how to access those, the agency 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 hotline services, do gender and age segregated FGD
	> 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 nutrition assistance by women, girls, men and boys
	> Contribute to the Joint Response Plan's gender-specific outcome and all other gender-transformative outcomes through coordinating with other actors and other sectors about implementation efforts, achievements and lessons learned
	> Apply the GAM to assess and improve gender equality programming

Operational peer review and evaluation	> Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in nutrition.
	↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials
	> Share good practices and lessons learned on using gender-responsive approaches in nutrition
	> Review project in the nutrition sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
	> Use the GAM to assess the program's contribution to GEEWG

More information can be found here:
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GEEWG	Gender equality and the empowerment of women and girls	SRHR	Sexual and reproductive health rights

Gender Tip Sheets - Protection

Protection	

Needs assessment 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. E.g. household composition, pregnant and lactating women, female- and child-headed households, unaccompanied minors.
	
	  ↳ Gender and cultural norms and practices. E.g. subordinate position of women and girls in society; prevalence of child marriage and early pregnancy; stigma for GBV survivor; use of negative coping mechanisms
	
	  ↳ Protection risks and likelihood. E.g. GBV, human trafficking, forced labor, child labor, sex work, surrogacy, forced and child marriage.
	
	  ↳ Environmental and structural factors. E.g. overcrowding in camps, lack of lighting, lack of locks on shelters.
	
	> Conduct a participatory gender analysis to identify the gaps in the protection response
	
	  ↳ Services. E.g. accessible, safe, private, confidential; available information on PSEA; effective referrals, 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 equal and inclusive access to protection that address the specific needs of women, girls, men, and boys.
	
	  ↳ Access of 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 security and police personnel on these concepts and referral pathways;
	> Work with other sectors to holistically plan interventions that address the barriers to quality education for girls and boys. E.g. WASH, nutrition, food security, education, child protection, GBV, PSEA
	
	  ↳ 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 sex and age disaggregated indicators so gaps between groups can be identified and assessed
	> Use 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 protection sector so that priority areas are funded
	> Engage in advocacy with donors and regularly report on the gender resource gaps in protection
	> Apply the GAM to protection program design to assess and highlight its contribution to gender equality and the empowerment of women and girls (GEEWG).
Implementation and monitoring	> Involve women and men equally and meaningfully in decision-making, implementation and monitoring of the protection programs/projects. ↳ Involve relevant community members and groups from affected populations. E.g. involve community groups such as women's rights, youth, and LGBTI organizations in program implementation and monitoring, ensure equal participation of women and girl-mothers 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 the available services, how to access those, the agency 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 hotline services, do gender and age segregated FGD, 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 JRP's gender-specific outcomes > Apply the GAM to assess and improve gender equality programming
Operational peer review and evaluation	> Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in protection. ↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials > Share good practices and lessons learned on using gender-responsive approaches in protection > Review project in the protection sector 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 GEEWG > Assess the project against the Protection Principles outlined in the Sphere Handbook and the IASC GBV Protection Guidelines

More information can be found here:
- Gender profiles 1 (December 2017) and 2 (March 2019)

- Gender briefs [1] (March 2018), [2] (March 2018), [3] (April 2018), [4] (June 2018), and [5] (July 2018)
- [Review] of gender mainstreaming
- [Definition] of gender-related terms.
- [Gender with Age Marker] online tool

ACRONYMS			
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
GBV	Gender-based violence	PSEA	Prevention of sexual exploitation and abuse
GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls		

Gender tip sheets – Shelter

Shelter	
Needs assessment and analysis	> Collect and analyze **sex-, age- and disability- disaggregated data (SADDD)** and conduct a **participatory gender analysis** to understand different shelter needs, capacities, barriers and aspirations and identify populations with special shelter support needs. ↳ Population demographics. E.g. average number of household members; what constitutes a household/family; changes in family structures since the crisis (i.e. increase in female-headed households); existence of polygamous family structures. ↳ Gender roles and power dynamics. E.g. who is responsible for different household chores and what are their needs for shelter design/location and NFI; who makes shelter/NFI expenditure decisions. ↳ Gender and cultural norms and practices. E.g. privacy/segregation requirements between ages and sexes; culturally appropriate clothes and other NFIs. ↳ Protection. E.g. which groups may not be able to construct/improve shelter (female-headed household, child-headed household, elderly); particular safety needs of female or child headed households. ↳ Intersectional issues. E.g. additional barriers girl child-headed household have in accessing NFIs. > Conduct a participatory gender analysis to identify the gaps in the shelter response ↳ Shelter design, safety and location. E.g. Locks on door and windows; disability-friendly shelter design and location; distance from facilities/services; privacy between shelters. ↳ Gender-specific needs. Existence of child- and women- friendly spaces; support for vulnerable groups to construct/maintain shelters. ↳ NFI distribution and type. Timing and location of distribution is appropriate; culturally appropriate materials/NFIs; women/children can carry NFI distributed. ↳ Shelter staff. E.g. specific training needs, knowledge of gender issues; existence of code of conduct for staff/volunteers on PSEA; training and support for female staff; strong reference check upon hiring staff ↳ Shelter policy/plan. E.g. specific gender considerations in the shelter policy/plan > 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, and other at-risk groups (LGBTIQ, elderly, persons with disabilities, etc) to design these activities to ensure they meet their needs. > Ensure equal and inclusive access to shelter and NFI that addresses the specific needs of women, girls, men, boys and other at-risk populations (LGBTIQ, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↳ Shelter design and construction. E.g. construction and maintenance support to vulnerable groups (female, child, elderly-, persons with disabilities- headed households); design of shelter that meet the needs of women, men, boys and girls and the specific roles they take on (cooking, cleaning, etc) ↳ NFI allocation and distribution. E.g. content of NFI meets gender-specific needs and other vulnerability criteria; timing, location and safety of distribution points is

	appropriate for women and girls and accessible for persons with disabilities; distribution queues are gender segregated and monitored by same gender
	> Work with other sectors to holistically plan interventions that address the barriers to shelter and NFI for women, girls, men and boys. E.g. protection, GBV, site management, CWC ↳ Community awareness and social norm changes. E.g. community awareness raising on sharing shelter related household chores; gender sensitization of family members, community and other actors; ↳ Address barriers to women's, girls', men's and boys' participation in shelter. E.g. provisions to ensure women's participation (i.e. childcare); awareness raising initiatives on the importance of women's participation in shelter decisions; equal provision of shelter construction skill training to women and men > Develop indicators to measure change for women, girls, men and boys. ↳ Use sex and age disaggregated 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 to the shelter sector so that priority areas are funded. ↳ Gender Hub can support in preparing or reviewing SADD, information and key messages from a gender perspective. > Engage in advocacy with donors and regularly report on the gender resource gaps in shelter. > Apply the GAM to shelter programs' design to assess and highlight its contribution to GEEWG.
Implementation and monitoring	> Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the shelter programs/projects. ↳ Ensure greater gender-balance in the implementation and monitoring of the project. E.g. involve community groups such as women's rights, youth, and LGBTIQ organizations in program implementation and monitoring; ensure equal participation of women and girl-mothers by providing childcare services; support the recruitment, training and retention of female staff and volunteers. ↳ 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 the available services, how to access those, the agency providing them and ways to influence their design and delivery. E.g. provide information on shelter and NFI response to CWC's info hubs in all camps. ↳ 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 hotline services, do gender and age segregated FGDs. > 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. E.g. through monitoring own indicators, through shelter-led FGDs, through other gender assessments (from partners, GiHA WG, etc). > Monitor access to shelter and NFI by women, girls, men and boys (through own indicators) and their levels of satisfaction. E.g. lead satisfaction surveys by age and

	gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed.
	> Contribute to the Joint Response Plan's gender-specific outcomes.
	> Apply the GAM to assess and improve gender equality programming.
Operational peer review and evaluation	> Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in shelter.
	↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials.
	↳ Information should also be disseminated back to beneficiaries.
	> Share good practices and lessons learned on using gender-responsive approaches in shelter.
	> Review project in the shelter sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
	> Use the GAM to assess the program's contribution to GEEWG.

More information can be found here:
- Gender profiles 1 (December 2017) and 2 (March 2019)
- Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018)
- Review of gender mainstreaming
- Definition of gender-related terms
- Gender with Age Marker online tool

ACRONYMS			
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
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GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls		

Gender Tip Sheets – Site management and Site Development

SITE MANAGEMENT & SITE DEVELOPMENT	
Needs assessment and analysis	> Collect and analyze **sex, age and disability disaggregated data (SADDD)** and conduct a **participatory gender analysis** to understand different site management and site development (SMSD) needs, capacities, barriers and aspirations ↳ Gender roles and power dynamics. E.g. division of household chores; decision-making in household; access and control over resources. ↳ Cultural norms and practices. E.g. perceived leadership ability of women and girls; mobility of women and girls; ↳ Protection/Gender based violence (GBV) risks (all forms of GBV - including domestic violence, sexual exploitation, abuse, harassment, rape, trafficking, early/forced/child marriage, etc, as well as gendered risks from fire/disaster/weather related risks and hazards). E.g. how does site planning and site development increase risk for women, girls, men and boys; training for women, girls, men and boys on contingency and risk mitigation and prevention plans. ↳ Assess any intersectional issues. E.g. how does discrimination against LGBTQI persons affect representation in camp committees and governance structures > Conduct a participatory gender analysis to identify the gaps in the SMSD response ↳ Planning. E.g. design, infrastructure, spacing/layout, distance, location, safety, accessibility, and sufficient number of facilities; meets the needs of women, girls, men and boys; information available on facilities, services and how to access those. ↳ Gender-specific needs. E.g. women-, child-, elderly- friendly spaces; ratio of spaces dedicated to men vs women. ↳ Leadership and governance structures. E.g. membership of camp committees and governance structures; ability of men and women to benefit from and influence committees; representation of issues affecting women, girls, men and boys and at-risk populations (elderly, PWD, LGBTQI, etc) ↳ SMSD staff. E.g. specific training needs; knowledge of gender and LGBTQI issues; knowledge of GBV; existence of code of conduct for site management staff on PSEA; training and support for female staff. ↳ SMSD policy/plan. E.g. specific gender considerations in the site management and site development policy/plan > 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, ensure time/location/facilities ensures participation from all (i.e. child-care facilities for women with young children) > Ensure intersectional issues (age, disability, LGBTQI, education level etc) are taken into account
Strategic Planning	> Reflect gender analysis in the planning documents and situation reports, using SADDD. > Consult with women, men, girls, boys, and other at-risk groups (LGBTQI, elderly, persons with disabilities, etc) to design these activities to ensure they meet their needs. > Ensure equal and inclusive access to site management and site development that addresses the specific needs of women, girls, men, boys and other marginalized populations (LGBTQI, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↳ Accessibility. E.g. accessibility of services and facilities by women, girls, men and boys and other at-risk populations; women-, child-, elderly-, LGBTQI-, friendly spaces; ↳ Protection/GBV. E.g, adequate lighting; enough space between shelters/facilities for privacy; locks on doors and windows.

	↳ Leadership, representation and coordination: gender sensitization of male household members, community members and camp leaders; provide leadership and participation trainings; dissemination of information through channels accessible by all; quotas for women and other under-represented populations in governance systems. ↳ Gender-balanced site management and site development staff/volunteers/committees. E.g. recruit, train and retain female staff; recruit and train both female and male in community camp committees and in site development efforts as construction workers. > Work with other sector to holistically plan interventions that address the barriers to accessing site management by women, girls, men and boys. E.g. food security, education, child protection, GBV, PSEA, protection ↳ Address barriers to women's, girls', men's and boy's participation in site management and site development. E.g. provisions to ensure women's participation (i.e. childcare, gender-responsive WASH facilities, GBV measures, gender-segregated teams); community awareness on the importance of women's participation in site management and site development; ensure participation in site management and site development is appropriate given women's double time burden; ↳ Community awareness and social norm changes. E.g. messaging and community outreach on women's leadership and participation; messaging and outreach on division of household chores; messaging and outreach for more equal access and control over resources; messaging on GBV and PSEA prevention and response > Develop indicators to measure change for women, girls, men and boys ↳ Use sex and age disaggregated indicators so gaps between groups can be identified and assessed > Use the IASC 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 site management to the sector so that priority areas are funded > Engage in advocacy with donors and regularly report on the gender resource gaps in site management > Apply the GAM to site management program design to assess and highlight its contribution to Gender Equality and Empowerment of Women and Girls (GEEWG)
Implementation and monitoring	> Involve women and men equally and meaningfully in decision-making, implementation and monitoring of the site management and site development programs/projects. ↳ Involve relevant community members and groups in the implementation and monitoring. E.g. involve community groups such as women's rights, youth, and LGBTQI organizations/networks in program implementation and monitoring, ensure equal participation of women and girl-mothers by providing childcare services. ↳ Ensure greater gender balance in the implementing and monitoring teams of the project. E.g. support the recruitment, training and retention of female staff and volunteers. ↳ 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 the available services, how to access those, the agency 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 hotline services; do gender and age segregated FGD;

	> 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.
	> Contribute to the Joint Response Plan's gender-specific outcomes.
	> Apply the GAM to assess and improve gender equality programming
Operational peer review and evaluation	> Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in site management and site development. Information should also be disseminated back to beneficiaries.
	↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials
	> Share good practices and lessons learned on using gender-responsive approaches in site management and site development
	> Review project in the site management and site development sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
	> Use the GAM to assess the program's contribution to GEEWG
More information can be found here: - Gender profiles 1 (December 2017) and 2 (March 2019) - Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018) - Review of gender mainstreaming. - Definition of gender-related terms. - Gender with Age Marker online tool.	

ACRONYMS			
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
GBV	Gender-based violence	PSEA	Prevention of sexual exploitation and abuse
GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls	SMSD	Site Management, Site Development

Gender Tip Sheets – Transfers Working Group

Transfers	
Needs assessment and analysis	> Collect and analyze **sex, age and diversity disaggregated data (SADDD)** and conduct a **participatory gender analysis** to understand different cash and voucher assistance (CVA) needs, capacities, barriers and aspirations within the Rohingya and Host communities. ↪ Look at gender roles and power dynamics; knowledge, skills and access to resources for women, girls, men and boys; cultural norms and practices; protection risks; and intersectional issues. > Conduct a participatory gender analysis to identify the gaps in the CVA response ↪ Access to CVA. E.g. timings, location, distance and safety ↪ Mechanisms/types of CVA. E.g. culturally appropriate; do men and women have the skills/technology and other requirements (i.e. identification documents) to do these and receive transfers; are amounts and frequency of transfers putting women or men at risk. ↪ Transfer WG members, staff & volunteers. E.g. specific training needs, knowledge of gender and LGBTQI issues, knowledge of GBV, existence of code of conduct for CVA staff on PSEA, training and support for female staff; strong reference check for recruitment ↪ Transfer WG policy/plan. E.g. specific gender considerations in the transfers WG policy/plan > Ensure a gender balance in the CVA assessment and analysis teams to enhance effective, safe and inclusive consultations with women, girls, men and boys. ↪ Gender analysis should be done by analyzing the sex and age data, and by consulting with women, girls, men and boys in an inclusive and participatory way. E.g. Sex-disaggregated focus groups, plan time/location/facilities that ensure 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, and other at-risk groups (LGBTQI*, elderly, persons with disabilities, ethnic minorities, etc) to design these activities to ensure they meet their needs and address intersectional issues. *The context and legal framework must be taken into account. Do No Harm and protection principles must be applied to not identify/expose LGBTQI persons to risks.* > Ensure equal and inclusive access to CVA that address the specific needs of women, girls, men, boys and other marginalized populations (LGBTQI, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↪ Access. E.g. safe and accessible location of CVAs and distance to shelters; accessible for persons with disabilities; appropriate timings of services; safety. ↪ CVA and transfer mechanisms/types. E.g. gender and age specific CVA; culturally appropriate and safe CVA; amount/frequency/method of transfers limit protection risks; potential for home-based CVAs for at-risk population; CBI are based on the existing skills of men and women; diversified CBI options to meet the needs and constraints of different groups (pregnant/lactating mothers, LGBTI, elderly, PWD) ↪ Gender-balanced CVA staff/volunteers/committees. E.g. recruit, train and retain female staff, recruit and train both female and male in community CVA committees.

	> Work with other sector to holistically plan interventions that address the barriers to accessing CBIs by women, girls, men and boys. E.g. food security, education, child protection, GBV, PSEA, GiHA WG ↳ Address barriers to women's, girls', men's and boy's participation in CVA. E.g. provisions to ensure women's participation (i.e. childcare, home-based CVAs); ensure CVAs are appropriate given women's double time burden; ensure safety of women in markets and create women corner in markets; provide financial, business and marketing trainings; ↳ Community awareness and social norm changes. E.g. messaging and community outreach on women's economic empowerment; community awareness on the importance of women's participation in CBIs; gender sensitization of male household members, community members and other actors on women's mobility and access to markets; messaging and outreach on division of household chores; messaging and outreach for more equal access and control over resources > Develop indicators to measure change for women, girls, men and boys ↳ Use sex and age disaggregated indicators so gaps between groups can be identified and assessed > Use IASC 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 CBI to the sector so that priority areas are funded > Engage in advocacy with donors and regularly report on the gender resource gaps in CVA > Apply the GAM to CVA program design to assess and highlight its contribution to GEEWG
Implementation and monitoring	> Involve women and men equally and meaningfully in decision-making, implementation and monitoring of the CVA programs/projects. ↳ Ensure gender balance in and responsiveness of the implementing and monitoring staff of the project. E.g. involve community groups such as women's, youth, and LGBTI organizations (NGOs, CBOs, rights groups) in program implementation and monitoring, ensure equal participation of women and girl-mothers by providing childcare services. ↳ 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 the available services, how to access those, the agency 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 hotline services, do gender and age segregated FGD > 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 CVA by women, girls, men and boys ↳ Data protection methods and systems must be applied > Contribute to the Joint Response Plan's gender-specific outcome and all other gender-transformative outcomes through coordinating with other actors and other sectors about implementation efforts, achievements and lessons learned.

	> Apply the GAM to assess and improve gender equality programming
Operational peer review and evaluation	> Share information, SADDD, good practices and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in CVA ↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials > Review project in the CVA sector 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 GEEWG

More information can be found here:
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ACRONYMS			
CVA	Cash and vouchers assistance	GEEWG	Gender equality and the empowerment of women and girls
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
GBV	Gender-based violence	PSEA	Prevention of sexual exploitation and abuse
GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data

WASH Sector Gender tip-sheet

The tip-sheet is a summary of possible key-recommendations, organized by each area of the WASH programming. It can be used as practical guidance on how to implement gender-sensitive programs

Area	Key-recommendations for a gender-sensitive programming
Needs assessment and analysis	Collect and analyze **sex, age and disability disaggregated data** and conduct **participatory gender analysis** to understand different WASH needs, capacities, barriers and aspirations and identify populations with special WASH requirements. Possible aspects to analys: • Gender roles and power dynamics. E.g. different gender roles in WASH (water collection, cleaning clothes, etc) and time required, women and men's decision-making power in WASH decisions (managing WASH facilities, select and setting up water point etc), gender roles in children's hygiene. • Gender-related cultural practices. E.g. separate bathing facilities, culturally appropriate hygiene materials, changes in practices since the crisis (handwashing, cleaning of religious place and ablution, burial and cremation etc). • Gender-specific needs. E.g. women's and girls' menstruation needs, impact of menstruation needs in accessing other services (i.e. girls skipping school if no separate toilet with proper water supply and sanitary disposal systems). • Protection needs. E.g. Potential GBV risk when accessing WASH facilities. • WASH knowledge and skills. E.g. handwashing, safe cleaning and disposal of sanitary materials, any other effective indigenous knowledge that is widely practiced and by whom (men and women). • Intersectional issues. E.g. any barriers for LGBTI individuals to use facilities, accessible WASH facilities for people with disabilities, elderly persons and pregnant women and for different cast and religion. • Conduct a participatory gender analysis to identify the gaps in the WASH response • WASH facilities. E.g. facilities are safe and well-lit and accessible, facilities have locks and ensure privacy, types of facilities are culturally appropriate. • Access. E.g. distance and safety of travelling to WASH facilities by women, men, girls and boys, accessible for persons with disabilities, queues and time required. • WASH materials. E.g. culturally appropriate hygiene materials, adequate amount of materials, appropriate water collection container. • WASH staff. E.g. specific training needs, knowledge of gender issues, existence of code of conduct for WASH staff/volunteers on PSEA, training/support for female staff. • Assess WASH policy/plan. E.g. specific gender considerations in the WASH policy/plan. • 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, and other at-risk groups (LGBTQI, elderly, persons with disabilities, etc) to design activities to ensure those meet their needs. Ensure equal and inclusive access to WASH that address the specific needs of women, girls, men, boys and other at-risk populations (LGBTI, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm); possible points to consider: • Access to WASH facilities. E.g. acceptable distance of facilities from shelters, safe and well-lit roads, accessible to persons with disabilities, convenient and safe timing of water being pumped.

	• Gender and disability friendly WASH facilities. E.g. gender-segregated latrines and bathing facilities clearly distinguishable (i.e. color coded), functional for persons with disabilities, availability of menstrual hygiene materials disposal/cleaning systems, LGBTQI sensitive facilities, water hand-pumps are women and girl-friendly. • Safety of WASH facilities. E.g. Locks, location (shared family facilities, blocks or sub-blocks managed WASH facilities or women-only wash services including laundry and showers in the same block), lighting (in proximity of latrines of via portable solar lights distribution), presence of idle men and boys, length/time of queues, creation of "women-only" wash services zones. • Materials. E.g. culturally appropriate, enough amounts, appropriate (i.e. water containers can be carried by main water collector), provisions to ensure access to assistance/materials by vulnerable groups, retrofitting of existing facilities, use of cyclone resistant designs. • Gender-balanced WASH staff/volunteers/ committees. E.g. recruit, train and retain female staff, set up women-led WASH committees. Work with other sector to holistically plan interventions that address the barriers to quality WASH for women, girls, men and boys; possible points to consider: • Address barriers to women's, girls', men's and boys' participation in WASH. E.g. Equal participation of women and men in community WASH committee or separate committees; provisions to ensure women's participation (i.e. childcare). • Community awareness and social norm changes. E.g. community awareness raising on sharing WASH related household chores; messaging and outreach on good practices in WASH (i.e. culturally sensitive menstrual hygiene management awareness initiatives, handwashing messages). Develop indicators to measure change for women, girls, men and boys: • Use sex, age and diversity disaggregated indicators so gaps between groups can be identified and assessed. Develop qualitative indicators related to behavioral change related to WASH, for example: • % of men are sharing the responsibility of water collection 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 WASH to the sector so that priority areas are funded (Gender Hub can support in preparing or reviewing sex, age and disability disaggregated data (SADD), information and key messages from a gender perspective) • Advocate to donors and regularly report on the gender resource gaps in WASH. • Apply the GAM to WASH program design to assess and highlight its contribution to GEEWG.
Implementation and monitoring	Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the shelter programs/projects; possible points to consider: • Ensure greater gender-balance in the implementation and monitoring of the project. E.g. involve community groups such as women's rights, youth, and LGBTIQ organizations in program implementation and monitoring; ensure equal participation of women and girl-mothers by providing childcare services; support the recruitment, training and retention of female staff and volunteers. • Ensure the safety of staff and volunteers, especially female staff/volunteers. E.g. put measures in place to respond to potential threat/intimidation/harassment of female staff. • Ensure women, girls, men and boys are aware of the available services, how to access those, the agency providing them and ways to influence their design and delivery. E.g. provide information on WASH services to CWC's info hubs in all camps.

	• 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 hotline services, do gender and age segregated FGDs. • 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. E.g. through regular monitoring of indicators, through WASH sector led FGDs, through other gender assessments (from partners, GiHA WG, etc.). • Monitor access to WASH services by women, girls, men, and boys E.g. lead satisfaction surveys by age and gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed. Are there any unintended negative consequences due to project? Or any spill-over effect due to the intervention? • Design programs to contribute to the Joint Response Plan's gender-specific outcomes. • Apply the GAM to assess and improve gender equality programming.
Operational peer review and evaluation	• Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in WASH. • Share good practices on using gender-responsive approaches in WASH. • Review project in the WASH sector and assess if all women and girls, men and boys, persons with disabilities, non-binary gender and other from affected populations were reached and identify possible gaps and unintended consequences. • Use the GAM to assess the program's contribution to GEEWG. • Assess the project against the Minimum Standards in WASH Promotion outlined in the Sphere Handbook and IASC gender guideline.

1. List of acronyms

GAM Gender with Age Marker
GBV: Gender based violence
GiHA: Gender in humanitarian action
GEEWG: Gender equality and the empowerment of women and girls
LGBTQI: Lesbian, gay, bisexual, transgender, queer and intersex
MHM: Menstrual hygiene management
PSEA: Prevention of sexual exploitation and abuse
SADDD: sex, age and disability disaggregated data

2. Background information

Gender profiles and definitions

- Gender profiles 1 (December 2017) and 2 (March 2019)
- Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018)
- Review of gender mainstreaming
- Definition of gender-related terms
- March 2019, *Strengthening the humanity in humanitarian action in the work of the WASH sector in the Rohingya response - Gender, GBV and inclusion audit of the work of the WASH sector and capacity development assessment,* S. House, available here.
- 2019, *A new gender (AGD) focused hygiene and sanitation infrastructure policy. A policy for inclusion*, UNHCR WASH unit, Rohingya crisis response, Cox's Bazar, [draft], available here.

Key resource persons

Gender Focal Point for WASH (Sector) – Mariangela D'Adamo (mdadamo@unicef.org)
Gender Focal Point for WASH (Implementing partner) Iffat Fatema (ifatema@oxfam.org.uk)
Gender Hub – Sabila E Rabbi (sabila.rabbi@unwomen.org)

Gender tip sheets – Communicating with Communities Working Group

Communicating with Communities	
Needs assessment and analysis	> Collect and analyze **sex, age and disability disaggregated data** (SADDD) and conduct a **participatory gender analysis** to understand different CWC needs, capacities, barriers and aspirations and how the response has addressed these so far. ↳ Information provision: E.g. culturally appropriate channels of communications; accessible channels of communication; information provided for different languages and literacy levels ↳ Participation: E.g. decision-making power within household; mobility of women and girls; access to information by women, girls, men and boys; access and use of technology by women, girls, men and boys, and other at-risk populations (LGBTI, elderly, PWD, etc) ↳ Feedback mechanisms: E.g. are women, girls, men and boys accessing feedback mechanisms; levels of satisfaction of women, girls, men and boys; ↳ Rights & entitlements: E.g. knowledge of women, girls, men and boys on Accountability for Affected Populations (AAP); knowledge of women, girls, men and boys on PSEA and reporting systems; knowledge of women, girls, men and boys on their entitlements per sector; ↳ Intersectional issues. E.g. access to information for child-headed households ↳ CWC staff and plan. E.g. specific training needs, knowledge of gender and LGBTI issues, knowledge of GBV/protection, existence of code of conduct for CWC staff on PSEA, training and support for female staff; specific gender considerations in the CWC policy/plan > 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). > *Most assessments and data collection are done by CWC partners', not CWC directly. CWC therefore does not have direct control over gender inclusion, but can advocate for it*
Strategic Planning	> Reflect gender analysis in the planning documents and situation reports, using SADDD. > Consult with women, men, girls, boys, and other at-risk groups (LGBTI, elderly, persons with disabilities, etc) to design these activities to ensure they meet their needs. E.g. using needs analysis, feedback mechanisms and FGDs. > Ensure equal and inclusive access to CWC that address the specific needs of women, girls, men, boys and other marginalized populations (LGBTI, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm). ↳ Information provision. E.g. accessibility of information by women, girls, men and boys and other at-risk populations; accessibility of consultations and dialogues by women, girls, men and boys and other at-risk populations (timings, location, safety, etc); ↳ Participation. E.g. timings of consultations/dialogues; culturally appropriate and inclusive consultations for women, girls, men and boys; provisions to ensure women's participation (i.e. childcare); community awareness on the importance of women's participation in CWC; community awareness on the importance of adolescents' participation in CWC; ↳ Feedback and complaints mechanisms. E.g. ensure complaints can be lodged without literacy or access difficulties; establish appropriate and coordinated referral and reporting systems including follow-up systems of SEA incidents; use

	data from common feedback mechanism is used to see if women, men, girls and boys are using the mechanisms;
	
	  ↳ Rights and entitlements. E.g. ensure women, girls, men and boys know their rights and entitlements; information disseminated on PSEA and reporting systems; Explain the code of conduct of humanitarian workers
	
	  ↳ Gender-balanced CWC staff/volunteers/committees. E.g. recruit, train and retain female staff, use female staff to communicate with women and girls in situations where cultural factors inhibit male staff to address women and girls' needs; recruit and train both female and male in community camp committees.
	
	> Work with other sector to holistically plan interventions that address the needs of women, girls, men and boys. E.g. site management, child protection, GBV, PSEA
	
	  ↳ Community awareness and social norm changes. E.g. messaging and community outreach on women's participation; messaging and outreach on division of household chores; messaging and outreach for more equal access and control over information;
	
	> Develop indicators to measure change for women, girls, men and boys
	
	  ↳ Use sex and age disaggregated indicators so gaps between groups can be identified and assessed
	
	> Use the IASC 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 CWC to the sector so that priority areas are funded. ↳ Gender Hub can support in preparing or reviewing SADD, information and key messages from a gender perspective. > Engage in advocacy with donors and regularly report on the gender resource gaps in CWC > Apply the GAM to CWC program design to assess and highlight its contributions to gender equality and the empowerment of women and girls (GEEWG).

Implementation and monitoring	> Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the CWC programs/projects.
	
	  ↳ Ensure greater gender-balance in the implementation and monitoring of the project. E.g. involve community groups such as women's rights, youth, and LGBTIQ organizations in program implementation and monitoring; ensure equal participation of women and girl-mothers by providing childcare services; support the recruitment, training and retention of female staff and volunteers.
	
	  ↳ 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 the available services, how to access those, the agency 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 hotline services, do gender and age segregated FGDs.
	
	> 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 CWC by women, girls, men and boys
	
	> Contribute to the Joint Response Plan's gender-specific outcome.

	> Apply the GAM to assess and improve gender equality programming.

Operational peer review and evaluation	> Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in CWC
	  ↳ The Gender Hub can support in reviewing and disseminating information, reports and other materials
	  ↳ Information should also be disseminated back to beneficiaries.
	> Share good practices and lessons learned on using gender-responsive approaches in CWC
	> Review project in the CWC sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.
	> Use the GAM to assess the program's contribution to GEEWG.

More information can be found here:
  - Gender profiles 1 (December 2017) and 2 (March 2019)
  - Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018)
  - Review of gender mainstreaming
  - Definition of gender-related terms
  - Gender with Age Marker online tool	

ACRONYMS			
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LGBTQI	Lesbian, gay, bisexual, transgender, queer and intersex
GBV	Gender-based violence	PSEA	Prevention of sexual exploitation and abuse
GiHA	Gender in Humanitarian Action	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls		