



# Gender programming in the Dutch Relief Alliance

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Quality Working Group

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# Introduction

For the strategic period 2022-2026, the Dutch Relief Alliance aims to increase effectiveness, efficiency and impact of Joint Responses through a 'People-centred and gender responsive approach' to guide all responses. **The Dutch Relief Alliance has committed to programming that is minimally gender responsive and, where possible, aim for gender transformative programming by 2026.** This document outlines definitions for gender and gender programming as well as good practices and inspirational examples from the Dutch Relief Alliance Joint Responses where gender transformative elements are being implemented. The aim of this document is to support and inspire Dutch Relief Alliance partners to implement the gender ambition into their joint responses.

## Definition of gender

The Dutch Relief Alliance Multi-Annual Plan 2022-2026 outlines the following outcome: All Joint Responses and initiatives apply gender-sensitive and responsive approaches, and when possible, invest in gender transformative programming. In order to achieve this, we first need a common understanding of gender-sensitive, responsive, and transformative programming. The following definitions are largely based on the CARE Gender Continuum (also referenced by IASC) and cross-referenced with available definitions from Plan NL Gender Equality Criteria, IASC Gender Handbook, as well as War Child definitions.

Gender is a social construct built through cultural, political and social practices that defines the roles of women, girls, men and boys, as well as the social definitions of what it means to be masculine and feminine. Importantly, gender is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female (non-binary) (IASC). Thus, not to be confused with sex, referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions.

Gender roles are taught, learned and absorbed and vary between and even within cultures. Gender often defines the duties and responsibilities expected of women, girls, men and boys at any given time of their lives and sets some of the barriers they may face or opportunities and privileges they may enjoy throughout their lives (IASC Gender Handbook, 2018).

## Programming along the gender continuum

There are different levels of gender programming along the continuum as illustrated below. As Dutch Relief Alliance, we can say our programmes are gender sensitive, responsive, or transformative when the gender lens is used throughout the entire project cycle, including the way the activities are designed, the type of activities selected and the way the activities are implemented (gender mainstreaming). In addition, for a programme to be gender transformative it should also incorporate gender stand-alone activities addressing structural gender inequality concerns.

Furthermore, there is often a tendency to confuse gender programming with protection programming, specifically SGBV programming. SGBV programming is considered gender mainstreaming in protection programming and is not considered gender stand-alone programming.

Gender Negative/ Unequal/ Harmful/Unaware	Gender Neutral/ Blind	Gender Sensitive/ Aware	Gender Responsive/ Specific	Gender Transformative
<p><b>Perpetuates and reinforces</b> inequitable gender norms, roles and relations.</p> <p>Often leads to one gender enjoying more rights or opportunities than the other.</p>	<p><b>Ignores</b> gender norms, roles and relations.</p> <p>Ignores differences in opportunities and resource allocation, often reinforcing gender-based discrimination.</p> <p>Does not consider how these roles can impede the achievement of programming outcomes.</p>	<p><b>Identifies, acknowledges and adapts</b> to the existing gender norms, roles and relations.</p> <p>Aims to ensure equitable allocation/ services/ support aligned with the pre-existing gender differences, structures, systems, and power divisions in society.</p>	<p><b>Challenges</b> inequitable gender norms, roles and relations.</p> <p>Not only identifies and acknowledges the existing differences, but also articulates policies and initiatives to address the different needs, capacities and contributions of women and men. Provides the opportunity for participants to question, experiment and challenge gender inequities.</p>	<p><b>Challenges</b> existing discriminatory policies and/or practices and <b>changes</b> inequitable gender norms.</p> <p>Not only has the ambition to transform gender roles and relations, but also has the resources, willingness and capacity to institutionalize transformative programming.</p>

Figure 1: Gender continuum

## Is gender transformative action lifesaving?

Yes, it is lifesaving! Gender inequality causes harm, including gender-based violence, high maternal and infant mortality as well as barring access to services. Whilst we know that there are certain barriers to norm change in emergencies – amongst others the short duration of many humanitarian projects – there also exist an abundance of opportunities to Gender Transformative work in humanitarian crises that may not exist in non-emergency contexts. Research shows that both positive and negative norm change, such as change to gender roles and responsibilities, organically occurs in situations of displacement. Individuals who may have been traditionally excluded are able to occupy roles they couldn't necessarily access pre-crisis. For example, in many countries in Europe, changing societal expectations about gender roles occurred during World War I while women took up positions previously held by men away at war. This is widely attributed by historians to women gaining voting rights. Similarly in today's crisis contexts, communities affected by crises are already experiencing transformative change through rapid norm change with or without humanitarian intervention. It is therefore incumbent upon us to ensure that this change is a positive one and can be sustained (Plan International FAQ Gender Transformative Change in Emergencies. July 2022).

## Lasting social change takes time.

The majority of humanitarian crises are protracted, and the Dutch Relief Alliance is implementing multi-year Protracted Crisis Joint Responses. In these cases, we can and should raise our ambition and explore the potential for gender transformative change. In Acute Crisis Joint Responses, we should at least aim to be gender responsive and when possible, include some transformative elements as long as they are based on a thorough gender and contextual analysis and have good risk mitigations in place.

# Unpacking gender transformative programming

## Building blocks of gender transformative action

Gender equality cannot be achieved by one intervention, project or programme alone. However, individual projects can tackle the specific root causes that negatively affect gender equality. Gender-transformative change is the combined result of several interventions. Such a process is complex, highly context-specific and takes time, resources and intent (policies). Gender transformative change is the last step in the gender-programming continuum<sup>1</sup>. Gender Transformative change means:

- Critical examination and understanding gender roles<sup>2</sup>, norms<sup>3</sup> and dynamics<sup>4</sup>; consider all women and men and boys and girls in all their diversity<sup>5</sup> when identifying and responding to their needs and interests.
- Recognizing and strengthening positive norms that support equality and an enabling environment
- Promoting the position of women, girls and marginalized groups (by improving the conditions (daily needs) and social position (value or status) and empowering them (by building their knowledge, confidence, skills and access to and control over resources) to lead in emergencies.
- Transforming underlying social structures, policies and social norms that perpetuate gender inequalities.

The following building blocks (“the how”) in programming are essential to support the above Gender Transformative approach:

1. Gender mainstreaming throughout all sectors
2. Equal participation and decision making
3. Engagement of Men and Boys in gender equality
4. Prevention and Mitigation and Responding to GBV during and after a crisis

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<sup>1</sup> The gender continuum includes: gender-unaware > gender-neutral > gender-sensitive > gender-responsive > gender transformative

<sup>2</sup> Gender roles describe how we're expected to act, speak, dress and conduct ourselves based upon our assigned sex (male or female). For example in some societies men are strictly seen as providers and women as home-makers. This results in that girls are not prioritized for school (as they will be home-makers anyway) and men do not have space to become active caregivers (as they are expected to earn the household income). Roles are more external/perceived.

<sup>3</sup> Gender norms are social principles that govern the behaviour of girls, boys, women, and men. For example, in some cultures men have the responsibility (norms) to lead, provide, protect and take charge. Women have the responsibility (norms) to nurture, be polite and accommodating. Norms are more internal/principled.

<sup>4</sup> How people of different genders are expected to interact with each other

<sup>5</sup> For example: race, indigeneity, socioeconomic status, gender identity, sexual orientation, age, (dis)ability, spirituality, immigration/refugee status, language, and education



## I. Gender mainstreaming

Ensuring a gender perspective in programming is key in delivering principled humanitarian action and ensuring accountability to affected populations. Gender mainstreaming refers to a strategy for making women's, men's, girls' and boys' concerns and experiences an integral dimension of the programme cycle so that women and girls can benefit equally, and inequality is not perpetuated. This starts with gender specific data collection and analysis to inform decisions around project activities. Transformative programming requires a combination of gender mainstreaming across sectors and standalone gender action. Dedicated gender capacity (and resources) to examine and understand gender roles, norms and dynamic and successfully promote gender equality and women and girl's empowerment is key in humanitarian settings.

In **Sudan**, the Income Generating Activities and VSLA approach was based on competencies and capacities of affected populations, instead of only looking at their vulnerabilities and dependencies. In this way, the intervention brought financial benefits for the women involved while providing a boost for the local economy (snowball effect). Moreover, gender equity, youth empowerment and social cohesion were crosscutting themes. Partners established Women and Girls Safe Space (WGSS) for GBV survivors or at-risk persons to access multi-sectoral services including health promotion information, psychosocial support, medical and legal referrals as well as linkage with security related services (police). After GBV survivors have received appropriate services, they are enrolled in the other JR activities such as the MPC and/or livelihood opportunities.

In **Syria Non-Government Controlled Areas**, training about gender, protection mainstreaming, and prevention of sexual exploitation and abuse took place which enhanced the integration of protection principles across the different sectors, covered gender and its basic concepts, gender roles and stereotypes, gender equality and incorporating gender mainstreaming in the project life cycle. Also, a gender consultant was hired to work with consortium members to improve gender mainstreaming in the project, which included training on the tools such as gender analysis, and participatory accountability. Importantly, as a result of the consultancy, Dutch Relief Alliance local partners have changed their internal practices: recruiting women in senior management positions (IDA), updating HR policies especially with regards to parental leave and breastfeeding hours, assigned a gender focal point, in addition to creating a gender mainstreaming policy which were non-existent. IYD has a women's committee within their organisation that is composed of female staff from the field that report directly to the CEO. IYD was part of a multi-sectoral gender analysis with CARE and is therefore on track comparatively, during this consultancy they updated their data collection tools to be more gender sensitive and increased the number of female staff within the organisation. For GAN, a gender focal point was assigned and developed a TOR for the position for it to remain a permanent component within their organisational profile. They updated their gender and HR policies and provided a training on gender that was provided to all GAN staff in Turkey and in Syria. Comparatively, in **Syria Government Controlled Areas**, a gender analysis is done at the start of the project so that community centres integrate gender aspects in their programme in WASH, FSL and other sectors.

In **Syria Government Controlled Areas**, women were engaged in PSS and life skill sessions. Also, sessions about expressing emotions, learning positive coping mechanisms, awareness of their well-being and emotional state, learning what drives them and how to control themselves when needed but also how to be assertive, have more self-esteem, understand their stressors, and communicate in a non-violent and positive way to reach what they want. In **Nigeria**, the creation of Women Friendly Spaces enabled women and girls to come together, share experiences and learn from each other on how to cope with challenging situations. This peer support improved their resilience.

In **Nigeria**, activities that are explicitly focused on gender or women emancipation/protection can invite unwanted scrutiny or interference from extremist armed opposition groups. Partners have adapted their language and protocols for communicating about gender inclusion projects and associated services within the communities to safeguard staff and beneficiaries

## 2. Equal participation

Active participation of local women and women's organization is a critical step for facilitating transformative change. By promoting the agency of women, girls and marginalized groups and their relative position, they are both *socially* empowered (leadership positions) and *economically* empowered (trainings and livelihood support). Once they have more agency and become less economically dependent, they can develop their craft and make it lucrative and have more decision making at household level (and not only), while also contributing to boosting local economies.

In **CAR** and **Sudan**, partners encouraged participation of women in accountability to affected population mechanisms (project steering committees, community feedback mechanisms). Similarly, in **DRC**, **Sudan** and **Nigeria**, women were included or led community committees (for example in the operation and maintenance of WASH facilities), while ensuring community structures are gender balanced. **Somalia** and **Syria Government Controlled Areas Joint Responses** have equally engaged women during all the phases of the project cycle (need assessments, input to criteria, selection methods, assistance and preferred communication channels). Likewise, in **Yemen**, members worked with existing or established *Community Committees* with whom they engaged communities in needs assessment, planning and implementation. Moreover, women informed decision-making to ensure demand-driven assistance.

In **Sudan**, it has been indicated by an Accountability to Affected Populations assessment that girls and women are not able to fully participate in project design and implementation as they feel excluded by the patriarchal structures in their communities. Thus, the JR partners proposed establishing a women's committee that is consulted throughout the design and implementation and combined with a sensitization approach of men and boys.

Recognizing the work of Women lead Organisation and Women's Rights Organisations (WLO/WRO) and supporting their access to funding advances gender equality and the empowerment of women. Even though some JRs work with WLO/WRO, there is no clear overview of the impact of the partnership and whether it meaningfully empowers them or advances gender ambitions. However, ensuring predictable funding and building equitable partnerships with them is one essential step in advancing gender transformative action.

In **DRC**, World Vision's long-time local partner FEPSI (Femmes Engagées Pour la Promotion de la Santé Intégrale) is managed by a group of women specializing in child protection (including psycho-social support and reintegration of young people and vulnerable children), health, nutrition, education, and protection against gender-based violence. Also, Union des Femmes pour la Paix (UFP) is another example of local partner in DRC. In **Ethiopia**, partners work with Mothers and Children Multi-Sectoral Development Organisation (MCMDO), in **South Sudan** with Women Development Group WDG, Widows and Orphans Charitable Organisation, in **Future Dutch Relief Alliance 2.0 pilot**, Save Somali Women and Children (SSWC) was the lead in leadership and advocacy, including women's leadership.

In **Somalia JR**, partners were intentional in creating opportunities for women in leadership roles within community committees (VSLA groups, WASH and Protection Committees, Care Group model, mostly female Community Health Volunteers). Similarly, in **DRC JR**, partners ensured women are equally represented in decision making roles. In the **Future Dutch Relief Alliance 2.0 pilot** (NEXUS consortium of Somali local partners mentored by Oxfam Novib and Save the Children), 16% of the community structures that organize or lead the response are women groups. The NEXUS member Save Somali Women and Children SSWC (SSWC) led the consortium' efforts in leadership and advocacy (including localization and women's leadership).

In **Sudan JR**, the project builds on successes from previous JRs of building women's financial assets, strengthening their financial knowledge and saving habits, as well as improving agency and organizational skills, providing safe spaces to exercise leadership and eventually improve their decision making and negotiation at household level. The JR had a specific focus on women, with an emphasis on *gender responsive livelihood interventions*. Village Saving and Loan Associations (VSLA's) groups were proven a very successful approach. The training helped VSLA members to improve saving culture, as well as reduce the domination of men in the ownership of assets and

key decision-making regarding resource use. After being trained on steps and principles of VSLA, groups were formed and equipped with saving boxes to run the savings and loan groups. Each of the members was supported with cash to initiate the group savings and loan as it would take a very long time for them to enlarge their funds to start borrowing. The groups were closely followed up and monitored by a VSLA expert. Women were also trained on small business management, then were provided conditional cash to encourage them to re-enter the market. A similar approach was taken in the **Nigeria JR**. In **South Sudan**, women lead VSLAs and they make up to 98% of vegetable producers.

Likewise, in the **DRC JR**, the intervention improved access to markets through the setup of demonstration farms and school gardens for market gardening training. Vegetable harvests enabled beneficiaries to generate income by selling the surplus, which was used to buy breeding stock then set into a savings account of the Self-Help Groups (SHG), enabling beneficiaries to access loans and to carry out income-generating activities (IGA). It was observed that women-headed households were economically empowered through these activities. Similarly, findings from the **Future Dutch Relief Alliance 2.0 pilot** in Somalia indicate that the project has increased the agency of women through business and skills development training and start-up kits. The project has also started income generating activities for women and helped establish and support a number of VSLA groups.

### 3. Engagement of men and boys

For transformative change to take place, interventions must address the structural causes of gender inequality. Responses that tackle harmful social and cultural norms systematically by working with and supporting boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. This work could further be supported by engaging with community leaders (faith leaders, elders).

In Sudan, Plan International implements the **Positive Parenting in Crisis Settings** module (PALS), where fathers and male caregivers are activated to become positive parents and address harmful gender norms in their families and communities. In **South Sudan**, CARE introduced the *Engage Men through Accountable Practice (EMAP)* approach engaging men in transformative behaviour change guided by the voices of women. The goal of EMAP is to reduce harmful behaviours and increase gender equality in the homes, provide program staff with the tools and skills to successfully model accountability to women and girls and promote transformational change. It was found that the approach contributed with giving male participants the tools and knowledge to rethink belief systems and prevent violence against women and girls. Furthermore, the introduction of EMAP encouraged men to take accountability of their female counterparts' safety through action aimed at identifying and reducing threats to women in the community.

In **DRC**, exploitation by sub-village chiefs formed a barrier to the enrolment of women in the programme, which was mitigated by a participatory vulnerability analysis and awareness raising on free aid. Where attendance of women head of households was compromised due to the responsibilities on household chores, specific attention was given to this in planning and timing of activities.

A good example of addressing harmful social norms is the **Dutch Relief Alliance Innovation Fund (DIF)** project **Engaging Faith Leaders And Communities: Addressing Harmful Social Norms in Humanitarian Settings Through a Faith and Community Approach (EFLC)** innovation was designed to prevent sexual and gender-based violence (SGBV) in humanitarian settings where violence against women is a pervasive protection concern. EFLC is an adapted form of the **Transforming Masculinities approach**, developed by Tearfund and targets social and gender norms as the root causes of SGBV through a **faith-based**, transformational, and community-driven model. Socio-religious gender norms often legitimate violence against women and girls; hence, working with faith leaders and communities to challenge such harmful norms offers a key and underexplored avenue for preventing violence against women through community dialogue, training of gender champions, and participatory podcasting.



Importantly, in **CAR JR**, men, especially with influential positions such as community leaders were targeted in sensitization during trainings and open sessions for a change of behaviour, attitudes and practices vis-à-vis women and girls. Similarly, in **Sudan JR**, key leaders, including men, women, girls and boys were sensitized and mobilized through open participatory sessions as girls were found to not voice out their concerns in the presence of elders.

#### 4. Prevention, Mitigation and Responding to GBV

Gender is a cross cutting issue that should be integrated into every aspect of protection/GBV programming; because gender equality and GBV programming are complementary and not interchangeable. Some GBV activities in Joint Responses are worth mentioning as best practices.

In **Syria GCA**, as part of a GBV awareness raising, men have been encouraged to talk about their mental health and how it could be affected from the conflict and the daily stressors, how to deal with their own issues and respond to stressors in a better way. They talked about violence that could happen to anyone, types of violence, consequences and how to stop it or deal with it, with assessments of the team of men who started to be more self-conscious, proving to be a sustainable approach to GBV prevention.

In **Sudan JR**, a *GBV pilot* was designed on the clinical management of GBV in combination with cash for protection. The pilot has been delayed due to COVID-19, but preliminary results show this collaboration and integration of different disciplines is beneficial for holistic service provision. The pilot is extended to 2021 to allow SDNJR members to extract lessons learned and gather best practices. In **DRC**, *GBV prevention plans* are guiding GBV survivors in the necessary self-care, reporting and access to legal support and encouraging the most vulnerable survivors to make use of these. In the future, these plans will be evaluated, and conclusions considered in further programming. A *Girls Shine curriculum* was set up targeting both girls and their parents to train them to respond to and prevent (threats of) GBV and to show responsible behaviour during adolescence.

Sexual Exploitation, Abuse and Harassment is rooted in unequal power dynamics, particular gender equality. Particularly in conflict and humanitarian setting there is more risk of SEAH. Therefore, the programme design and implementation of JRs consider prevention and response to Sexual Exploitation, Abuse and Harassment. The Dutch Relief Alliance has adopted an Integrity guidance note (Feb 2019) that formulates a set of minimum standards for the protection against sexual exploitation and abuse and harassment, reflecting Core Humanitarian Standards as well reporting guidelines.

# How to get started with gender transformative action?

We hope that by reading this document you are enthusiastic to explore Gender Transformative Humanitarian Action within your Joint Response. In order to do so, you can take the following steps:

## Joint rapid gender analysis

As indicated above social change takes time and depends highly on the context you operate in. Therefore, it is very important as a Joint Response you have a clear understanding of gender roles, norms and dynamics. A gender analysis helps you to structurally assess relationships between men, women, girls and boys, their access to resources, their activities, and the constraints they face relative to each other. It is important during the gender analysis to consider women and men and boys and girls in all their diversity. The gender analysis helps to identify positive and/or harmful norms, opportunities to promote the position of women, girls and marginalized groups as well as underlying social structures and policies that cause gender inequalities. This is vital information for programming.

## Consider the gender transformative building blocks in program design

Base the design of your program on the findings of the Gender Analysis and other needs-assessments done. When designing your program consider the 4 Gender Transformative Building Blocks (Gender mainstreaming throughout all sectors, Equal participation and decision making, Engagement of Men and Boys in gender equality, Prevention and Mitigation and Responding to Gender-Based Violence during and after a crisis). In this insight piece you find examples and toolkits for program models and activities to address the different building blocks. But keep in mind that it is critical that activities and interventions are tailored to the specific context. Ideally the Joint Response sets a joint gender ambition (refer to the gender continuum), so that organizational specific JR projects compliment and strengthen each other. In the future the Dutch Relief Alliance will propose indicators which will help Joint Responses to jointly set a gender ambition and track progress. At the moment individual organizations can do this through the Gender Marker (see step 3), but the Gender Marker will not support a consortium/Joint Response set-up as of yet.

## Assess and track how well gender has been integrated in the program through a Gender Marker

Organizations can use a Gender Marker as an accountability and learning tool that monitors how well gender has been integrated into the program. The Gender marker is a self-assessment exercise, it helps to ensure that gender is integrated in programming, and lets you see where

improvement is necessary. It is important that the Gender Marker is not a tick-the-box exercise that is only used at proposal stage but that it is used as a learning tool throughout the program cycle to track progress and identify opportunities for improvement. In section V you find different Gender Markers for reference.

## Continuous do-no-harm review: preventing and mitigating unintended effects

A consistent and legitimate concern when talking about gender transformative humanitarian action is the importance of doing no harm. Working on social change sometimes gives resistance as power holders become scared of losing a dominant position. Power holders can try to reassert control through reverting to strict gender norms & roles, hampering the advance and position of women, girls and marginalized groups and imposing restrictive social rules and policies. As well it is important to note that progress on one building block — such as women's participation and decision making — doesn't automatically mean progress in another area, such as addressing Gender-Based Violence. It is therefore important when working on Gender Transformation we continuously examine and respond to how progress on gender equality in one area affects can generate risks or causes unintended effects in other areas. Robust monitoring, consultation and feedback mechanisms - explicitly focusing on unintended effects – are therefore essential to ensure a do-no-harm approach.

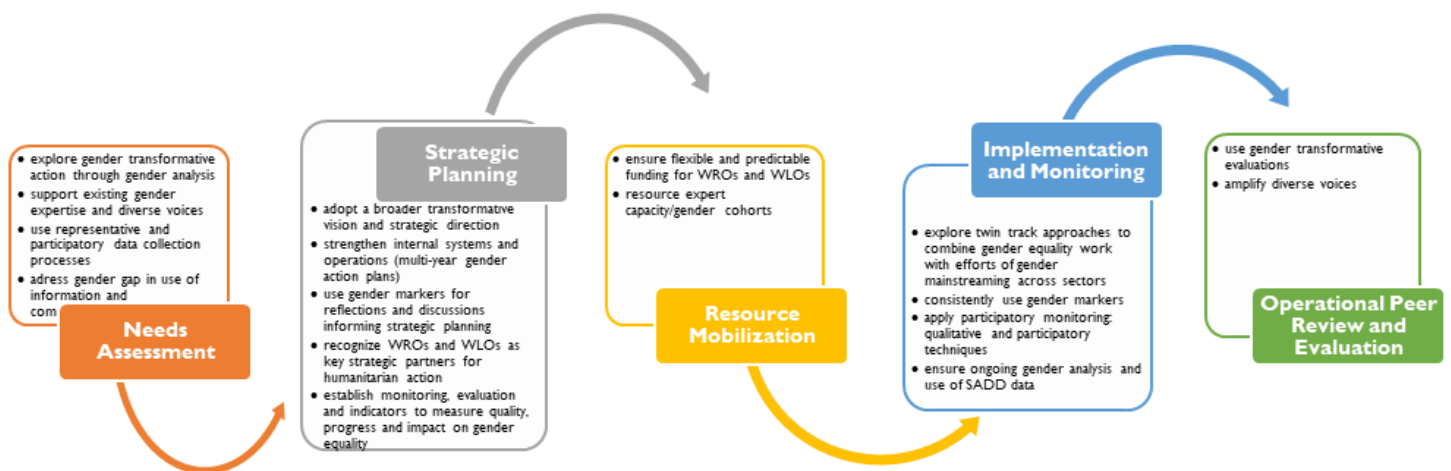


Figure 2: Gender transformative action throughout the project cycle – summary of the Gender Think Piece from WO=MEN

# Tools, guidelines and trainings

This chapter provides a list of tools, guidelines and resources on gender. This is not a comprehensive list but rather an initial selection of useful sources found during the desk review.

## Tools

- **CARE's Rapid Gender Analysis** is a tool to quickly conduct a gender analysis in an emergency response when time and resources are scarce. It identifies key issues contributing to gender inequalities and can be updated as the context evolves. The Rapid Gender Analysis can be incorporated in needs assessment tools to strengthen accuracy and comprehensiveness of findings and recommendations. The Rapid Gender Analysis can also inform the Gender Analysis. The gender analysis is more in-depth research into gender power relations and social norms and explores the different gendered roles and relationships within the project or programme's target area and identifies how these specific needs, risks and inequities for different population groups.
- The **Gender Marker** is another key tool to support the Gender Equality approach. The Gender marker is a self-assessment program quality and learning tool. It helps ensure that gender is integrated in programming, and lets you see where improvement is necessary. There are a variety of gender markers used by different actors, such as the **IASC Gender Marker**, the **ECHO Gender and Age Marker**, the **CARE Gender Marker** and **PLAN International's Gender Transformative Marker**.
- **Sex and Age disaggregated data** is a vital tool for understanding vulnerabilities, needs and barriers to access humanitarian services. Collection and analysis and use of Sex and Age disaggregated data to inform programming is a minimum standard.
- Indicators to measure quality, progress and impacts on gender equality and the empowerment of women, girls and other marginalized groups are used to build evidence and report systematically on what works and identify possible risks or negative outcomes. With qualitative investigations, changes in intangible gender attitudes, relationships and norms can be captured. There is a need for the humanitarian sector to increase use of change indicators already applied in development sector programming (example from **CARE: Gender Equality and Women's Voice indicators**).
- **A Gender/Diversity Audit** is helpful to self-assess as organisation how gender is addressed in internal organizational structures and activities. Commitment to gender equality touches on how an organization recruits, trains and assesses staff, what gender sensitive policies and practices across budgeting, partnerships and organizational priorities. **Interaction** has a Gender Audit tool that can support organisation with such an audit and CARE has a webpage with **several resources** dedicated to the Gender/diversity audit.

## Guidelines

### General

- [The IASC Gender handbook \(PDF or weblink\)](#)
- [Core Humanitarian Standards](#)
- [OCHA Policy Instruction on Gender Equality 2021-2025](#)

- [IASC Reference Group on Gender and Humanitarian Action](#)
- [IASC Gender Equality and the empowerment of women and girls in humanitarian action](#)
- [WO=MEN think piece Raise the Ambition for Gender Transformative Action](#)
- [CARE's Women Lead in Emergencies approach](#)
- [Plan International - Adolescent programming and girls' empowerment in crisis setting](#)
- [Promoting Men's Engagement in Early Childhood Development | Plan International](#)

### Indicators and toolkits

- [Gender Equality Women's Voice \(GEWV\) indicators](#)
- [CARE Gender Toolkit- comprehensive online resource to support gender analysis in programming](#)
- [Plan International Girls Get Equal Toolkit - toolkit for young activists, human rights defenders and change makers for a gender just world](#)
- [WEIMI Guide \(Women's Empowerment Impact Measurement Initiative\) helps teams to link project-level monitoring and evaluation to impact measurement systems at program level](#)

### Gender Based Violence interventions

- [GBV Area of Responsibility](#): for all guidelines and tools on Gender-Based Violence practices and implementation of Gender-Based Violence interventions across all sectors.

## Examples from JRs – application of tools / guidelines

In **South Sudan**, national and international partners had a joint training to properly and confidently use the **GAM tool** throughout the project cycle. All partners have completed a Gender and Age Marker (IASC or CARE) to reflect on how gender and age concerns are taken into account at design phase. On average, the JR partners use a gender sensitive or gender transformative approaches. During the kick-off meeting, partners will jointly agree on a *centralized peer-to-peer approach* to use the GAM marker during project monitoring to reflect on what is working well and what can be adapted in the program.

In **DRC**, partners had consultations with CARE to explore possibilities on training on the CARE gender marker. In the design workshop, all JR partners did a *peer review of the gender marker* in order to evaluate best practice in the DRCJR 2019 and Dutch Relief Alliance lessons that should be applied in the DRCJR 2021.

In **Nigeria**, the partners have identified the need for *peer-learning* on how to improve on gender and age sensitivity and disability inclusion by proposing the establishment of an inclusion Community of Practice; however, this did not follow through.

In **Syria GCA**, a *gender action plan* is in place for partners, updated to fit with the covid19 developments.

## Trainings

### Gender programming and mainstreaming

- [I Know Gender 1-2-3: Gender Concepts to get Started; International Frameworks for Gender Equality; and Promoting Gender Equality throughout the UN System - Portal - UN Women Training Centre - Portal](#)
- [Session - Addressing Sexual Violence in Conflict and Emergency Settings - Centre pour la formation continue et à distance - UNIGE](#)
- [UN Women 'Getting to Know Gender' online training](#)



- [IASC Training | IASC \(interagencystandingcommittee.org\)](https://www.interagencystandingcommittee.org/)
- [Summary of Gender Justice: An Introduction \(kayaconnect.org\)](https://www.kayaconnect.org/)

## Gender-Based Violence in Emergencies

- [Managing Gender-based Violence Programmes in Emergencies - Updated for 2017 \(unfpa.org\)](https://www.unfpa.org/)
- [ABAAD GBV CMiE Online Course \(abaadmena.org\)](https://www.abaadmena.org/)
- [CP & GBV proGres v4 How to Video Series \[UNHCR\] - YouTube](https://www.unhcr.org/)
- [Online Certificate Course in Gender-based Violence Training | EuroGender \(europa.eu\)](https://www.eurogender.eu/)



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MORE INFORMATION?

For more information on gender programming, please contact the DRA Quality Working Group  
For more information on the Dutch Relief Alliance, please visit: [www.dutchrelief.org](http://www.dutchrelief.org)