

Shelter & Non-Food Items (NFIs)

The IASC Gender Marker (GM) is required in all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster Leads should support their partners in the use of the GM so that all cluster projects ensure that ALL segments of the affected population have equal access to emergency shelter and NFIs and that targeted support to advance gender equality is based on a gender analysis. This makes Shelter & NFI activities more effective.

By uploading gender codes onto the global Online Project System (OPS) and Financial Tracking System (FTS), donors are better placed to identify and to fund high quality, gender-informed projects.

The purpose of this Tip Sheet is to help Shelter and NFI Cluster Leads and their partners design quality projects that reflect the distinct needs of women, girls, boys and men. The aim is to:

1. Train users in GM coding skills and provide an opportunity to practise with the Vetting Form
2. Practice improving projects using practical examples and tips, by bringing gender dimensions into the needs analysis, the activities and the outcomes

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY SHELTER & NFI INTERVENTIONS?

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and, accordingly, are victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid delivered assist all segments of the population and do not put some at risk.

In an emergency where populations have been displaced or where houses have been destroyed, shelter is especially important for safety, protection and dignity and to sustain family and community life. The provision of shelter can strengthen protection in a physical sense and the basic survival needs of women, girls, boys and men. In situations of displacement, there is always loss of personal property; very often people flee with little more than the clothes they are wearing. In addition to food, people affected by crises need basic life-saving NFIs for their survival, including blankets, sleeping mats, plastic sheeting, clothes and shoes, kitchen and hygiene kits. However, providing shelter or shelter materials and NFIs will not automatically guarantee the optimal protection or a positive impact on individuals or on the affected population. A gender-sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for a shelter and/or NFI project to have a positive impact, women, girls, boys and men must be involved equally in the process.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives of affected populations.

GENDER EQUALITY IN THE PROJECT SHEET

The GM allows Cluster Vetting Teams to code projects 0, 1, 2a or 2b; each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements: **Gender Analysis in NEEDS ASSESSMENT → ACTIVITIES → OUTCOMES**

Designing and implementing a project that achieves a gender code 2a or 2b makes sense as it will enhance both the project performance and the funding potential.

The **Title, Objectives** and **Beneficiaries** sections of the project can also provide useful additional information in order to indicate how well the different needs of women, girls, boys and men are mainstreamed into shelter and NFI projects.

VETTING FORM

To code projects correctly and consistently, Cluster Vetting Teams are encouraged to use the GM Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GENDER MARKER	DESCRIPTION
GENDER CODE 0 <i>No visible potential to contribute to gender equality</i>	Gender is not reflected anywhere in the project sheet or only appears in the outcomes. There is risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm. These projects are considered gender-blind.
GENDER CODE 1 <i>Potential to contribute in some limited way to gender equality</i>	<i>There are gender dimensions in only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes*</i> . The project does not have all three: i.e. 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes <i>*Note: Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
GENDER CODE 2A – GENDER MAINSTREAMING <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	GENDER CODE 2B – TARGETED ACTION <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A gender analysis is included in the project's needs assessment and is reflected in one or more of the project's activities and one or more of the project outcomes.</p> <p>Gender mainstreaming in project design is about making the concerns and experiences of women, girls, boys and men an integral dimension of the core elements of the project: 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes. Gender mainstreaming in project design promotes the flow of gender equality into implementation, monitoring and evaluation.</p> <p><i>Most humanitarian projects should aim to code 2a.</i></p>	<p>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</p> <p>All targeted actions are based on gender analysis. Targeted actions are projects that assist women, girls, boys or men who have special needs or suffer discrimination. Most targeted actions are single-sex interventions responding to the disadvantage, discrimination or special needs of one sex or a sub-group of one sex. Other targeted actions can specifically aim to advance gender equality, such as projects that are designed exclusively to provide a gender assessment/baseline for the shelter and NFIs response or a project where all activities contribute to women having equal participation as men in shelter/NFI committees.</p> <p><i>A gender analysis will identify how many 2b projects are warranted. It is anticipated that 2b projects would make up approximately 10-15% of projects but, in some contexts, this could be more or less.</i></p>

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency shelter and NFI programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. Here are examples of questions that can enrich the design of emergency shelter and NFI projects:

1. What are the demographics of the target group? (# of households and household composition disaggregated by sex and age; # of single heads of household who are women, girls, boys and men; # of M/F unaccompanied children, elderly persons, persons with disabilities, the chronically ill; # of pregnant and lactating women)
2. What do women, girls, boys and men *do* in their home/shelter? (e.g. domestic chores, personal hygiene, income generation, care-giving) What space, privacy, design features and kitchen and hygiene items do they need to allow them to do these tasks with dignity and comfort?
3. How are the shelter materials being distributed and allocated? What system is in place for this and is it accessible to all?
4. What concerns do women, girls, boys and men have about their personal safety related to shelter?
5. Are there measures in place to ensure there is no sexual violence due to poor, inappropriate or cramped shelter conditions or that women, girls, boys and men with special shelter needs or vulnerabilities are prioritised and supported?
6. What are the different NFI needs of women and men by age (and, if appropriate, by ethnic background)?
7. Are there any specific clothing items essential to women/girls and men/boys for their daily needs?
8. What are the firewood collection practices and type of cooking stoves used?

See the IASC Gender Handbook (Dec. 2006) p 89 – 92 (NFI), p 97 – 104 (Emergency Shelter) and GBV Guidelines (Sept. 2005) p. 53 – 61.

Examples of ways to incorporate gender concerns in a shelter and an NFI project: The gender analysis in the needs assessment will identify gender gaps, such as unequal access to distributions of shelter materials and NFIs for women/girls and men/boys - that need to be addressed. These should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
Despite having primary responsibility for household chores, women have not been consulted on the design of the sites and shelters.	♦ Monitor women's participation in decision-making on site layout and shelter design and be sure that their needs are discussed and met.
Women/girls cannot leave the family compound without a headscarf, which many of them left behind as they fled.	♦ Distribute headscarves to women and girls over 12 years.

OUTCOMES should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally. Examples of gender outcomes include:

- Decision-making and responsibilities related to shelter are being shared more equally by beneficiary women and men.
- The safety of shelter facilities has been enhanced in response to protection concerns from male and female beneficiaries (e.g. lockable doors, partitions, lighting and water distribution points closer to site).
- There has been a decrease in sexual violence against women and girls due to wood/fuel distribution programmes.
- Surveys document that female participation in community activities has increased (e.g. women in committees and public meetings, girls attending school and youth clubs) due to the provision of a safe and accessible venue for meetings, counselling and skills training; and the regular distribution of hygiene kits to females of reproductive age.

THE ADAPT & ACT-C FRAMEWORK: A PRACTICAL TOOL TO DESIGN/REVIEW EMERGENCY SHELTER & NFI PROJECTS THROUGH A GENDER EQUALITY LENS:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary, as many as possible of the steps - ideally all nine - should be taken into account in the design of projects to ensure that the services and aid they provide meet the needs and concerns of women, girls, boys and men equally.

A	ANALYSE the impact of the crisis on women, girls, boys and men and what this entails in terms of division of tasks/labour, work load and access to shelter/shelter materials and NFI distributions. Ensure, for example, focus group discussions on shelter construction, allocation and design and on NFI needs are conducted with women, girl, boys and men of diverse backgrounds and results fed into programming.
D	DESIGN services to meet the needs of women and men equally. Shelter and NFI actors should review the way they work to ensure that girls and boys, women and men can benefit equally from their services, e.g. public spaces for social, cultural and informational needs of women, girls, boys and men are provided and used equitably; women, girls, boys and men have at least two sets of clothing in the correct size and appropriate to culture, season and climate.
A	Make sure that girls and boys of all age groups can ACCESS shelter and NFI distributions equally. For example, male and female heads of household and single women and men have equal access to shelter/shelter materials; the programme is routinely monitored to ensure women and men benefit equally if there is a payment for NFI distribution.
P	Ensure women, girls, boys and men PARTICIPATE equally in the design, implementation, monitoring and evaluation of shelter and NFI projects, programmes and strategies, and that women are in decision-making positions. For example, women represent 50% of participants of meetings to discuss and decide on the design, allocation and construction of shelter materials/composition and allocation of kitchen and hygiene kits.
T	Ensure that women and men benefit equally from TRAINING or other capacity-building initiatives offered by the project. For example, equal opportunities exist for women, girls, boys and men in construction skills training; an equal number of women and men are employed in NFI distribution programmes.
&	
A	Make sure that the project takes specific ACTIONS to prevent risks of GBV. The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings includes a chapter on 'Shelter, Site Planning and Non-Food Items', which should be used as a tool for planning and coordination.
C	COLLECT, analyse and report sex- and age-disaggregated data; analyse and develop profiles on the different needs and realities of males and females in at-risk populations and how and whether their needs are being met by the response. For example, sex- and age-disaggregated data on programme coverage are regularly collected, analysed and reported.
T	Based on the gender analysis, make sure that women, girls, boys and men are TARGETED with specific actions when appropriate. For example, where construction materials are supplied, female heads of households have direct access to materials and have construction skills training support.
C	Ensure COORDINATION and gender mainstreaming in all areas of work. For example, partners in the Shelter & NFIs sector liaise with actors in other sectors – including Protection, WASH, Health and CCCM – to coordinate on gender issues, including participating proactively in meetings of the gender network.

DESIGNING MINIMUM GENDER COMMITMENTS FOR EMERGENCY SHELTER and NFIs:

In order to translate the cluster and organisational commitments to gender-responsive education projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood clearly by all, both in terms of value added to current programming and in terms of the concrete actions which need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all partners in the cluster. They should be practical, realistic and

focus on improvement of current approaches rather than on drastic programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. *The commitments, activities and indicators below are provided as samples only:*

1. Consult women and girls as a priority at all steps in project design, implementation and monitoring; consult them separately from men and boys; and consult particularly on the times and place of distributions

Sample Activity	Sample Indicator
<i>Focus group discussions on shelter construction, allocation and design/NFI pack's composition and allocation conducted with women, girls, boys and men of diverse backgrounds and results fed into programming.</i>	<i>% of the affected population – disaggregated by sex and age – engaged in participatory consultations on shelter design and construction; and the composition and distribution of shelter and NFI kits.</i>

2. Register the adult woman in all households (except single-male headed households) as the primary recipient of NFI assistance in order to reinforce ownership and control of women as the primary target of NFI assistance; and avoid excluding second wives and their children in polygamous families.

Sample Activity	Sample Indicator
<i>Develop and disseminate a communication campaign – targeting both women and men - about this approach to ensure that communities understand why women are registered as the primary recipients of aid</i>	<i>Extent to which a communication strategy, in verbal, written and other illustrative formats – has been developed and disseminated prior to distribution.</i>

3. Establish confidential complaints mechanisms to receive and investigate allegations of sexual exploitation and abuse experienced by women, girls, boys and men in seeking or receiving assistance through shelter or NFI programmes.

Sample Activities	Sample Indicators
<i>Develop (in written, verbal and illustrative formats) and display the Code of Conduct on SEA and where and how people may make reports confidentially.</i>	<i>Extent to which the Code of Conduct is displayed, accessed and understood throughout the affected community (in varying written and illustrative formats); and a confidential and appropriate complaints mechanism has been established.</i>
<i>Ahead of planned distributions, a communication on distribution entitlements (written, verbal and illustrative formats) is disseminated widely.</i>	<i>[Representative %] of all distribution recipients fully informed of their entitlements ahead of the distribution.</i>

4. Equal numbers of female and male residents are involved in distributions and receive equal pay for the same work.

Sample Activity	Sample Indicator
<i>Consult women on what arrangements – childcare, transport, lodgings, etc. - would need to be in place for them to work on distribution campaigns.</i>	<i>[Representative %] of all distribution staff are women</i>

5. Address the menstrual hygiene needs of women and girls of reproductive age by providing access to appropriate hygiene supplies

Sample Activity	Sample Indicator
<i>Hold focus group discussions with women/girls to determine culturally-appropriate hygiene materials</i>	<i>Extent to which the results of the focus group discussions with the affected female beneficiaries has informed the composition and distributions of female hygiene materials.</i>

For more information on the **Gender Marker** go to www.onereponse.info

For more information on Emergency Shelter and NFIs, see **The Sphere Handbook 2011**

For the e-learning course on "**Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men**",
see www.iasc-elearning.org