

# Camp Coordination & Camp Management (CCCM)

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 routinely ensure that ALL segments of the affected population have equal access to protection and assistance in camps and collective centres and that targeted support to advance gender equality is based on a gender analysis. This makes CCCM 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 fund high quality, gender-informed projects.

**The purpose of this Tip Sheet is to help CCCM 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. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes.

## WHY DOES GENDER EQUALITY MATTER IN EMERGENCY CCCM INTERVENTIONS?

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and 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.

Crises often leave people homeless and in need of protection and assistance. Camp management provides coordination at camp-/communal settlement-level between the displaced population and the humanitarian assistance and protection programmes being delivered. Camp management actors' work must ensure that the camp/communal settlement population has access to assistance and services. It does so through the management of information about the settlement and the population; by developing coordination forums and advocating for adequate provision of assistance and protection services and facilities; by developing partnerships with all those involved; and by mobilizing communal settlement residents to participate in leadership structures, decision-making and the daily life of the camp.

However, providing communal settlement facilities and services will not automatically guarantee their optimal use or a positive impact on individuals or on the camp/communal settlement population; only 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 camp management project to have a positive impact, resident 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 can enhance both project performance and 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 the project.

## 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
<b>GENDER CODE 0</b> <i>No visible potential to contribute to gender equality</i>	<b>Gender is not reflected</b> 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.
<b>GENDER CODE 1</b> <i>Potential to contribute in some limited way to gender equality</i>	<i>There are gender dimensions in <b>only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes</b>*</i> . The project does <i>not</i> 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>*Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
<b>GENDER CODE 2A – GENDER MAINSTREAMING</b> <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	<b>GENDER CODE 2B – TARGETED ACTION</b> <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A <b>gender analysis</b> is included in the project's needs assessment and is <b>reflected in one or more of the project's activities and one or more of the project outcomes</b>.</p> <p><b>Gender mainstreaming</b> 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><b>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</b></p> <p>All <b>targeted actions</b> are based on gender analysis. Targeted actions are projects that assists 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 CCCM response or a project where all activities contribute to women having equal participation as men in camp/collective centre 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 CCCM 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 camp management projects:

1. What are the demographics within the camp population? (# and average size of households; household composition by sex and age; # of single heads of household who are women, girls, boys or men; # of pregnant/lactating women; # unaccompanied girls and boys, elderly women and men, women and men with disabilities or who are chronically ill).
2. What are the protection risks and needs of the displaced women, girls, boys and men?
3. Before the crisis, what were the roles and activities of women, girls, boys and men? (E.g. subsistence farming; collecting water and fuel; household and care-giving work; paid work based in or out of the home; cultural and other recreation) What roles have been changed by the emergency and the confines of the camp/communal settlement?
4. Is affirmative action needed so that women can participate meaningfully in camp governance, camp facility management and use of camp services?
5. Are male and female adolescents/older people able to voice their needs and contribute to their own self-reliance?
6. What arrangements are needed for females and males with special needs: youth, older persons, single heads of household, unaccompanied children, and those with disabilities or chronic illness? (E.g. protection, mobility, privacy).

*See the IASC Gender Handbook in Humanitarian Action: Women, Girls, Boys and Men – Different Needs/Equal Opportunities p 41-48.*

**Examples of ways to incorporate gender concerns in a CCCM project:** The gender analysis in the needs assessment will identify gender gaps, such as unequal access to camp/communal settlement facilities and services for women/girls and men/boys - that need to be addressed. These should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
A rapid needs assessment in [x] camp identifies that lone women, female single heads of households and unaccompanied and separated children are not being registered at the Reception Centre.	<ul style="list-style-type: none"> <li>✦ Reasons for registration are clearly explained to women and men in venues that are convenient for both and in verbal, written and illustrative formats;</li> <li>✦ Recruit and train equal numbers of women and men for registration team.</li> <li>✦ Interviewers (representative %M/F) are trained to understand the different needs of women, girls, boys and men and how to interview them appropriately.</li> </ul>

**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:

- The camp’s Reception Centre is equally accessible and responsive to women, girls, boys and men.
- Logistics gaps and bottlenecks affecting [number] camps were identified with input from focus groups of men and women [representative %M- %F] in each camp.
- Timely, safe and adequate transportation has been provided for conflict-displaced women, girls, boys and men to reduce their exposure to danger and facilitate their wellbeing in transit back to their communities of origin.
- [X]% of those who participated directly in decision-making on local security arrangements for the camp community are women.

### THE ADAPT & ACT-C FRAMEWORK: A PRACTIAL TOOL TO DESIGN/REVIEW CCCM 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.

<b>A</b>	<b>ANALYSE the impact of the crisis on women, girls, boys and men</b> and what this entails in terms of division of tasks/labour, work load and access to camp/communal settlement services and facilities. Ensure, for example, that a project’s targeted beneficiaries are disaggregated by sex and age and that women, girls, boys and men are consulted at the assessment, monitoring and evaluation stages.
<b>D</b>	<b>DESIGN services to meet the needs of women and men equally.</b> CCCM actors should review the way they work to ensure that girls and boys, women and men benefit equally from their services, e.g. the views and knowledge of women, girls, boys and men in the camp are sought and are then reflected in the camp/communal settlement design.
<b>A</b>	<b>Make sure that women, girls, boys and men can ACCESS camp services equally.</b> For example, information and awareness-raising about camp and security management are provided equally to women, girls, boys and men; women, girls, boys and men have equal access to camp services and assistance and this is confirmed by regular spot-checks, observation and by sex- and age-disaggregated data from the various services and assistance providers.
<b>P</b>	<b>Ensure women, girls, boys and men PARTICIPATE equally</b> in the design, implementation, monitoring and evaluation of CCCM projects, programmes and strategies, and that women are in decision-making positions. E.g. women represent 50% of camp governance structures; women and men are fully engaged in the management of camp facilities
<b>T</b>	<b>Ensure that women and men benefit equally from TRAINING or other capacity-building</b> initiatives offered by the project. Make certain that women and men have equal opportunities for work or employment. E.g. 50% of camp management staff are women.

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<b>A</b>	<b>Make sure that the project takes specific ACTIONS to prevent risks of GBV.</b> 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.
<b>C</b>	<b>COLLECT, analyse and report sex- and age-disaggregated data;</b> 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, Camp Managers routinely collect, analyse and report data by sex and age in order to monitor and ensure that women, girls, boys and men are using the camp facilities as needed.
<b>T</b>	<b>Based on the gender analysis, make sure that women, girls, boys and men are TARGETED with specific actions when appropriate.</b> Where one group is more at-risk than others, for example, to sexual violence or abduction when moving outside of the camp to collect water or firewood, special measures should be taken to protect that group.
<b>C</b>	<b>Ensure COORDINATION</b> and gender mainstreaming in all areas of work. Coordination is a core task of camp management agencies. It occurs at many levels but the focus here is on coordination between stakeholders inside a single camp; this is a multi-sectoral function, requiring camp management agencies to ensure that all of the constituent sectors are equally commitment to gender mainstreaming.

### DESIGNING MINIMUM GENDER COMMITMENTS FOR CCCM:

In order to translate the cluster and organisational commitments to gender-responsive CCCM 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 sample only:*

**1. The camp's Reception Centre is equally accessible and responsive to women, girls, boys and men**

Sample Activities	Sample Indicators
<i>Recruit and train equal numbers of women and men for the registration team.</i>	<i>By [date], the registration team comprises [representative %] women and [representative %] men.</i>
<i>Interviewers [representative % of M/F] are trained to understand the different needs of women, girls, boys and men and how to interview them appropriately.</i>	<i>By [date], registration team interviewers have undergone training on gender issues in registration and interview techniques when the interviewee is a woman, girl, boy or man.</i>

**2. Women and men are participating equally and meaningfully in camp governance structures.**

Sample Activity	Sample Indicators
<i>Through single-sex focus group discussions, the optimum structure and format for the camp committee has been identified, which may require affirmative action to involve groups normally marginalised in decision-making</i>	<ul style="list-style-type: none"> <li>✦ <i>By [date], [number] of single-sex focus group discussions have been held;</i></li> <li>✦ <i>Ideas from women and men on format and structure of the committees have been identified and documented.</i></li> </ul>

**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 goods or services in the camp.**

Sample Activity	Sample Indicator
<i>A focus group within the Camp Committee, involving equal representation of women, girls, boys and men develops a Code of Conduct (CofC).</i>	<i>By [date], the CofC Focus Group has developed a CofC that will be translated in local languages and illustrations and posted widely throughout the camp.</i>

**4. Equal numbers of female and male residents are involved in paid labour 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 in camp management.</i>	<i>[%] of all camp management staff members are women</i>

**5. There is a comprehensive understanding of the specific risk factors faced by women, girls, boys and men in x camp and this analysis is incorporated in security provisions, e.g. appropriate lighting in areas frequently used by women and girls, patrols of firewood collection routes, monitoring of school routes.**

Sample Activities	Sample Indicators
<i>Hold single-sex focus group discussions with women/girls and men/boys to discuss their perceptions of risks and threats to their security</i>	<i>By [date], focus group discussions have been held and the results of the discussions documented.</i>
<i>Women participate directly in decision-making on local security arrangements for the camp community</i>	<i>Women make up at least [representative %] of all forums for discussing and making decisions on local security arrangements.</i>

For more information on the **Gender Marker** go to [www.onereponse.info](http://www.onereponse.info)

For more information on camp management, see **The Camp Management Toolkit** (IRC, UNOCHA, NRC, UNHCR, IOM, DRC, May 2008) and the 'Shelter, Settlement and Non-Food Items' chapter in **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](http://www.iasc-elearning.org)

