## 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
| 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.  
|                        |   - 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.  

| Implementation and monitoring | > Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the CWC programs/projects.  
|                              |   - 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. |
> 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.

> 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**

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