### 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.
| **Resource mobilization** | > 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

<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FGD</td>
<td>Focus group discussions</td>
<td>JRP</td>
</tr>
<tr>
<td>GAM</td>
<td>Gender with Age Marker</td>
<td>LGBTQI</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender-based violence</td>
<td>PSEA</td>
</tr>
<tr>
<td>GIHA</td>
<td>Gender in Humanitarian Action</td>
<td>SADDD</td>
</tr>
<tr>
<td>GEEWG</td>
<td>Gender equality and the empowerment of women and girls</td>
<td></td>
</tr>
</tbody>
</table>