Gender tip sheets – Shelter

| Needs assessment and analysis | > Collect and analyze **sex-, age- and disability- disaggregated data (SADDD)** and conduct a **participatory gender analysis** to understand different shelter needs, capacities, barriers and aspirations and identify populations with special shelter support needs.  
  > Population demographics. E.g. average number of household members; what constitutes a household/family; changes in family structures since the crisis (i.e. increase in female-headed households); existence of polygamous family structures.  
  > Gender roles and power dynamics. E.g. who is responsible for different household chores and what are their needs for shelter design/location and NFI; who makes shelter/NFI expenditure decisions.  
  > Gender and cultural norms and practices. E.g. privacy/segregation requirements between ages and sexes; culturally appropriate clothes and other NFIs.  
  > Protection. E.g. which groups may not be able to construct/improve shelter (female-headed household, child-headed household, elderly); particular safety needs of female or child headed households.  
  > Intersectional issues. E.g. additional barriers girl child-headed households have in accessing NFIs.  
  > Conduct a participatory gender analysis to identify the gaps in the shelter response.  
  > Shelter design, safety and location. E.g. Locks on door and windows; disability-friendly shelter design and location; distance from facilities/services; privacy between shelters.  
  > Gender-specific needs. Existence of child- and women- friendly spaces; support for vulnerable groups to construct/maintain shelters.  
  > NFI distribution and type. Timing and location of distribution is appropriate; culturally appropriate materials/NFIs; women/children can carry NFI distributed.  
  > Shelter staff. E.g. specific training needs, knowledge of gender issues; existence of code of conduct for staff/volunteers on PSEA; training and support for female staff; strong reference check upon hiring staff.  
  > Shelter policy/plan. E.g. specific gender considerations in the shelter 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). |}

| 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 (LGBTIQ, elderly, persons with disabilities, etc) to design these activities to ensure they meet their needs.  
  > Ensure equal and inclusive access to shelter and NFI that addresses the specific needs of women, girls, men, boys and other at-risk populations (LGBTIQ, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm).  
  > Shelter design and construction. E.g. construction and maintenance support to vulnerable groups (female, child, elderly-, persons with disabilities- headed households); design of shelter that meet the needs of women, men, boys and girls and the specific roles they take on (cooking, cleaning, etc).  
  > NFI allocation and distribution. E.g. content of NFI meets gender-specific needs and other vulnerability criteria; timing, location and safety of distribution points is |
| Resource mobilization | > Provide SADDD, information and key messages on the specific needs of women, girls, men and boys to the shelter sector so that priority areas are funded.  
  ↓ Gender Hub can support in preparing or reviewing SADDD, information and key messages from a gender perspective.  
> Engage in advocacy with donors and regularly report on the gender resource gaps in shelter.  
> Apply the GAM to shelter programs’ design to assess and highlight its contribution to GEEWG. |
| Implementation and monitoring | > Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the shelter programs/projects.  
  ↓ 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. E.g. provide information on shelter and NFI response to CWC’s info hubs in all camps.  
  ↓ 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. E.g. through monitoring own indicators, through shelter-led FGDs, through other gender assessments (from partners, GiHA WG, etc).  
> Monitor access to shelter and NFI by women, girls, men and boys (through own indicators) and their levels of satisfaction. E.g. lead satisfaction surveys by age and gender and social norm changes. E.g. community awareness raising on sharing shelter related household chores; gender sensitization of family members, community and other actors;  
  ↓ Address barriers to women’s, girls’, men’s and boys’ participation in shelter. E.g. provisions to ensure women’s participation (i.e. childcare); awareness raising initiatives on the importance of women’s participation in shelter decisions; equal provision of shelter construction skill training to women and men |

| | appropriate for women and girls and accessible for persons with disabilities; distribution queues are gender segregated and monitored by same gender |

> Work with other sectors to holistically plan interventions that address the barriers to shelter and NFI for women, girls, men and boys. E.g. protection, GBV, site management, CWC

> 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 Gender with Age Marker (GAM) to assess program planning.
gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed.

> Contribute to the Joint Response Plan’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 shelter. |
| The Gender Hub can support in reviewing and disseminating information, reports and other materials. |
| Information should also be disseminated back to beneficiaries. |
| > Share good practices and lessons learned on using gender-responsive approaches in shelter. |
| > Review project in the shelter 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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