



Guideline for Gender Integration in the Displacement and Protection Clusters



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FOREWORD

Around the world, natural disasters are taking a toll on the lives of millions of people. We all know that such humanitarian crises, including the COVID-19 pandemic, impact women, girls, boys, and men differently. Therefore, it is our responsibility as humanitarian actors to understand and address the specific needs and priorities of each group we serve, and mainstream the approach throughout the humanitarian programming cycle. Moreover, we should be cognisant of the capacities and resilience of the affected individuals and communities, and promote empowerment.

UN agencies, including UNFPA and UN Women, have been continuously working with the Government of Indonesia to integrate gender-responsive approaches into humanitarian actions. To promote the cause, we are delighted to share the Guideline for Gender Integration into Displacement and Protection Cluster. Developed based on global standards and through extensive consultations with frontline workers and stakeholders on needs unique to each population and the Indonesian landscape, it covers a step-by-step guide for humanitarian workers to integrate gender in every aspect of disaster management, including needs assessment, strategic planning, resource mobilization, implementation, and monitoring. To ensure practicality and usability, the document includes a set of recommended actions and gender checklists for each sub-cluster under the Protection cluster at pre-disaster, emergency response, and recovery phases.

We would like to extend our deepest gratitude to UNFPA Consultant Dr. Theresia Wirastri who tirelessly contributed to the development of this guideline. We would also like to especially thank our colleagues at the Ministry of Women's Empowerment and Child Protection, our critical partners in the Protection cluster and GBV sub-cluster, and everyone who has provided valuable guidance in preparing this document.

We are hopeful that these guidelines will help improve the gender responsiveness of humanitarian action and disaster management in Indonesia, so that no one is left behind being taken into account during the response to COVID-19 pandemic and beyond.

Jakarta, October 2021



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TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF FIGURES	i
LIST OF TABLES.....	i
LIST OF ACRONYMS AND ABBREVIATIONS	ii
LIST OF TERMS.....	iii
I. INTRODUCTION	1
a. On Gender.....	2
b. Purpose of the Guideline.....	4
c. Target Users	4
II. GENDER INTEGRATION IN DISASTER MANAGEMENT	6
a. Needs Assessment and Analysis.....	6
b. Strategic Planning.....	9
c. Resource Mobilization	15
d. Implementation and Monitoring	16
e. Key Approaches.....	18
i. Coordination	18
ii. Participation	21
III. EVALUATION	26
a. Level of Satisfaction	27
b. Achieving the Expected Positive Results	28
c. Continuity of Intervention	30
d. Effectiveness of Budget Usage	32
ANNEX: RECOMMENDED ACTIONS AND GENDER CHECKLISTS	v
ENDNOTES	ix

LIST OF FIGURES

Figure 1. The Urgency of Gender Mainstreaming in Humanitarian Crisis Management	5
Figure 2. Gender Mainstreaming in the Displacement and Protection Cluster	6

LIST OF TABLES

Table 1.	Differences between Gender and Sex	2
Table 2.	Examples of Gender-Blind and Gender-Sensitive Indicators	10
Table 3.	Example I - Indicator Development in Strategic Planning	11
Table 4.	Example II - Indicator Development in Strategic Planning	13
Table 5.	National- and Regional-Level Coordination	18
Table 6.	Methods for Actively Involving Women, Men, and Vulnerable Groups	21
Table 7.	Example of Indicator-Setting for Level of Satisfaction	26
Table 8.	Example of Indicator-Setting for Positive Outcomes	27
Table 9.	Example of Indicator-Setting for Negative Outcomes	29
Table 10.	Example of Indicator-Setting for Sustainability	31

LIST OF ACRONYMS AND ABBREVIATIONS

Babinsa	(Bintara Pembina Desa) Noncommissioned Officer for the Village Leadership
Babinkamtibmas	(Bhayangkara Pembina Keamanan dan Ketertiban Masyarakat) Community Police Officer
BPBD	(Badan Penanggulangan Bencana Daerah) Regional Agency for Disaster Management
BNPB	(Badan Nasional Penanggulangan Bencana) National Agency for Disaster Management
GBV	Gender-Based Violence
IASC	Inter-Agency Standing Committee
IFRC	International Federation of Red Cross and Red Crescent Societies
Kemensos	(Kementerian Sosial) Ministry of Social Affairs
LBH	(Lembaga Bantuan Hukum) Legal Aid Services
MDMC	Muhammadiyah Disaster Management Center
NGO	Non-Governmental Organization
P2TP2A	(Pusat Pelayanan Terpadu Pemberdayaan Perempuan dan Anak) Integrated Service Center for the Empowerment of Women and Children
PLWHA	People Living with HIV/AIDS
PMI	(Palang Merah Indonesia) Indonesian Red Cross
POLDA	(Kepolisian Daerah) Regional Police
POLRI	(Kepolisian Republik Indonesia) Indonesian National Police
PSEA	Protection against Sexual Exploitation and Abuse
PSKBA	(Direktorat Perlindungan Sosial Korban Bencana Alam) Directorate of Social Protection for Natural Disaster Victims
PSKBS	(Direktorat Perlindungan Sosial Korban Bencana Sosial) Directorate of Social Protection for Social Disaster Victims
Puskesmas	(Pusat Kesehatan Masyarakat) Community Health Center
UPTD PPA	(Unit Pelaksana Teknis Daerah Perlindungan Perempuan dan Anak) Regional Technical Implementation Unit for the Protection of Women and Children
UNCRC	United Nations Convention on the Rights of the Child
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
WHO	World Health Organization

LIST OF TERMS

Humanitarian actors include all workers for humanitarian agencies, whether recruited internationally or nationally, employed formally or informally to carry out the activities of the agency in the community.

A child is a person under 18 years of age, including a fetus still in the womb. This definition is in accordance with the UN Convention on the Rights of the Child. Minors are deemed incapable of judging and understanding the consequences of their choices and giving consent, especially regarding sexual acts.

GBV focal points refer to staff who work part-time or full-time representing their organization and/or sector and who participate in the GBV prevention working group.

Gender refers to the configuration of the roles and responsibilities of men and women, which occur from, and can be changed by, social conditions and culture.

Humanitarian Interventions are programs and assistance provided in the context of helping and upholding the human rights of victims of natural disasters and/or pandemics, especially amongst vulnerable groups.

Vulnerable groups are groups of individuals who are more vulnerable in disaster situations, which are:

- a. Babies, toddlers, and children;
- b. Mothers who are pregnant or breastfeeding;
- c. Persons with disabilities;
- d. Older persons;
- e. People living in poverty;
- f. People who are ethnic and religious minorities;
- g. People with diverse sexual orientations, gender identity and expression, or sexual characteristics.

Community is used here to refer to a population experiencing an emergency. In an individual context, 'community' can be defined as evacuees, displaced persons, victims of natural disasters, etc.

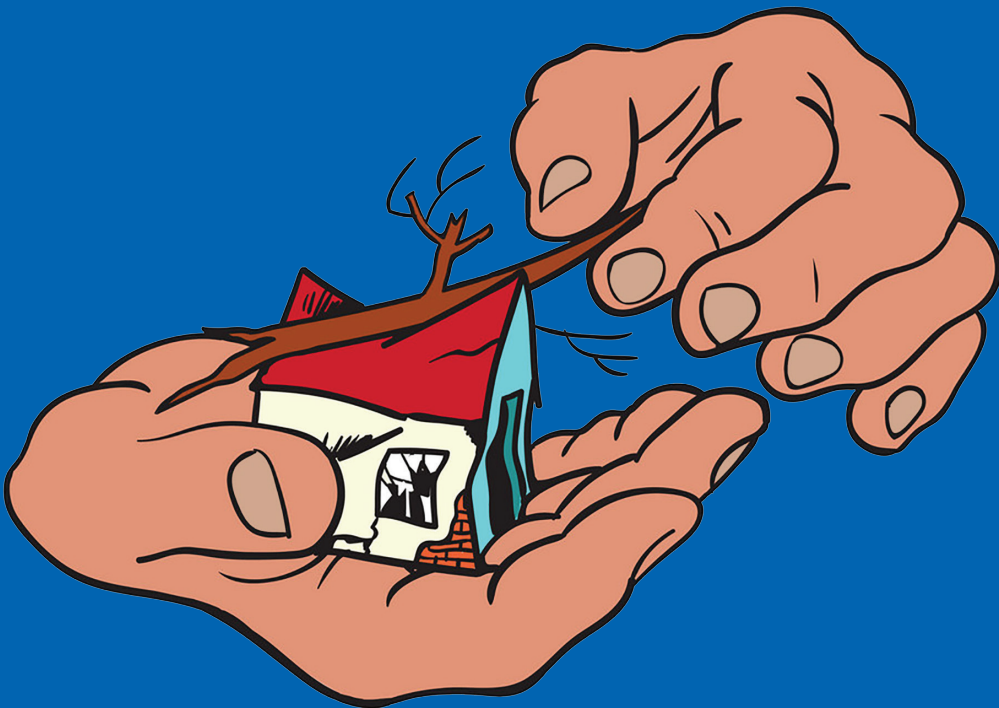
Vulnerability is the disruption of environmental conditions, communities, structures, services caused by certain hazards, to the extent that it causes loss. According to the Regulation of the Head of the National Disaster Management Agency No. 2 of 2012, vulnerability falls into several categories: social, economic, physical, and ecological/environmental.

Paralegals are people who, having obtained knowledge through training or education in the field of substantive and procedural law, work under the supervision of lawyers or legal aid organizations to help a community seek justice.

Introduction



PHOTO: LUCKY PUTRA/UNFPA



In humanitarian crises, such as natural disasters or pandemics, women, children, and other vulnerable groups (such as the older persons, persons with disabilities, persons living in poverty, and persons with diverse sexual orientations, gender identity/expression, or sexual characteristics) become increasingly vulnerable. These vulnerable groups often lack access to evacuation plans and are more likely to experience violence. BNPB describes "vulnerability" as a condition that is caused whether by natural and/or non-natural factors (including human factors) that leads to, or causes, a person, community, or society to be unable to face the threat of disaster. During crises, the rights of women and minorities are often compromised.¹ Combined with a lack of access to information, this leads them to be more likely to experience hardship. At the same time, the participation of women, children and vulnerable groups in the planning, drafting, and monitoring of disaster management processes is lacking. The participation of vulnerable groups at the grassroots level is vital, as it may save many lives and transform representatives into agents of change in their communities.

A study by the London School of Economics, conducted in 141 countries and published in 2007, found that, between 1981 and 2002, more women were victims of natural disasters than men, and this impacted women's life expectancy.² A survey conducted by Oxfam in 2005 showed that four times more women died in the 2004 tsunami than men.³ WHO also established that, following the tsunami, two-thirds of people reported missing were women. Gender constructs within communities limit women's access to resources, social networks, and information, as well as their control of natural and economic resources.⁴ This disadvantaged position makes women, especially women who have lost their main sources of income, more vulnerable to humanitarian crises. Likewise, during humanitarian crises women are at greater risk of falling victim to gender-based violence. Where shelters are overcrowded, and the composition of men and women is uneven, women often experience sexual exploitation.

In fact, women have a strategic role in disaster management. They have a very important role in transferring knowledge and insights about disaster preparedness to their children, families, and surrounding community. This holds true as well for other vulnerable groups, each of which has an important role in cultivating disaster preparedness within their group. It is therefore



necessary to strengthen such groups' capacity, ability, and understanding of disaster preparedness. The social inclusion of all vulnerable and marginalized groups is important, and requires more attention to be paid to their needs during disaster management. This may be realized (for example), by installing toilets that are friendly for older persons/persons with disabilities, or by providing Child-Friendly Spaces (RRA) and Women-Friendly Spaces (RRP).

In Indonesia, a number of gender issues have been reported in the context of natural disasters:⁵

- As the primary caregivers and housekeepers, women tend to face a further increase in their workload as a result of crises and disasters (e.g. with the destruction of WASH facilities, children no longer being in school, and increased family morbidity);
- Women's double burden tends to be increased during disasters
- Owing to damage to gardens/food sources, women are no longer be able to sell their surplus crops or earn an income;
- The poorest members of the community, especially widows and single mothers, will face more difficulty purchasing essential needs (such as food and water) or guaranteeing a safe living environment. Women also face the risk of sexual

1. BNPB, *Kajian Risiko Bencana Kabupaten Donggala, Sulawesi Tengah*, 2016–2020, p. 3.

2. Eric Neumayer and Thomas Plümper, *The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981–2002*, 2007.

3. Oxfam, *The Tsunami's Impact on Women*, 2005. Accessible at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1160583/pdf/pmed.0020178.pdf>.

4. WHO, *Tsunami Mortality in Aceh Province, Indonesia*, *Bulletin of WHO*, Volume 85:2007, pp. 245–324. Accessible at: <https://www.who.int/bulletin/volumes/85/4/06-033308/en/>.

5. CARE Indonesia, *Rapid Gender Analysis Sulawesi Earthquake and Tsunami Indonesia Version 2*, 2018.

exploitation in exchange for such resources. For example, three rape cases were found in refugee camps following the earthquake in Padang, West Sumatra (UNFPA Indonesia's Final Report on Earthquake Response in Padang, 2010);

- Persons with disabilities risk neglect and abuse, including sexual violence (against women with disabilities);
- Food scarcity makes it difficult for women and girls to access nutritious foods, which is also a risk for pregnant and breastfeeding women.

a. On Gender

"Gender is a concept which is configured to the roles and responsibilities of men and woman, which occurred from, and can be changed by the social conditions and culture".

(Referring to Presidential Instruction No. 9 of 2000 on Gender Mainstreaming in National Development)

Gender constructs and inequality contribute significantly to the vulnerability of women and other minority groups. Often, however, the concept of gender is equated with the biological concept of sex, and it is frequently associated solely with women. Gender is a social construct developed through cultural, political, and social practices that define the roles of women, girls,

men and boys, as well as the social definitions of what it means to be masculine and feminine.⁶ The biological concept of sex, meanwhile, relates to the physical traits of men and women that are given (not taught).

From a young age, children are taught what gender roles are deemed appropriate. Children internalize these roles, meaning that they identify with the appropriate behaviors of boys and girls. Still, ideas about appropriate gender roles for men and women may vary over time, as well as between cultures and between different social groups. Dominant ideas about gender often form barriers for women and men to access rights and opportunities. Gender, as well as age, sexual orientation, and gender identity, can be key factors that determine men and women's (lack of) access and control over a range of resources. While Indonesia's legal framework contains many guarantees for gender equality between men and women, the social disparity between them persists in everyday life. Almost everywhere, men dominate the social, economic and political spheres. As a result, men are more involved in decision-making processes and have greater autonomy over their own lives than women, and more authority within the family and their community. Conversely, women often are ascribed an inferior position within their community and, therefore, lack decision-making powers - including over their own bodies, marital affairs, and social economic and political resources.

The concept of social inclusion is generally included in gender discourses. Social inclusion has the purpose of reducing existing social disparities and ensuring that all individuals enjoy equal rights, opportunities, and access, regardless of their identity. While the main focus is on gender mainstreaming, these guidelines also recognize the social inclusion of children, older persons, persons with disabilities, and other minorities that are most vulnerable at times of disaster.

Table 1. Differences between Gender and Sex

SEX	GENDER
1. Physical traits (concerning reproductive organs) of men and women	1. Attitudes/behaviors, roles, responsibilities of men and women
2. Biological traits	2. Socio-cultural traits
3. Given through birth	3. Taught within society
4. Does not change over time	4. May change over time
5. Universal	5. Different ideas of gender in different places
	6. Women can take male roles and vice versa

6 UN Women, IASC Gender in Humanitarian Action Handbook, 2018, hlm. 17. Dapat diakses pada: <https://www.gijahandbook.org/#en/Section-A/Topic-1>.

Principles of gender equality also regulated in the following legal frameworks

INTERNASIONAL

Convention on the elimination of All Forms of Discrimination Against Women (CEDAW)

NASIONAL

- Law No. 7 of 1984 on CEDAW Ratification
- Presidential Instruction No. 9 of 2000 on Gender Mainstreaming in National Development

Two principles lie at the basis of gender-mainstreaming: i) the principle of substantive equality, and ii) the principle of non-discrimination. **Substantive equality** does not merely entail the principle of equality before the law (formal equality), but also demands the recognition of the differences, distinct treatments, and disadvantages experienced by women and other disadvantaged and marginal groups. A substantive gender approach recognizes the biological differences between men and women as well as the unequal gender divisions within society.⁷ A substantive approach looks into the real impact of society's gender constructs, as adopted and integrated into regulations.

Non-discrimination, meanwhile, is a basic principle that guarantees that human rights apply to all people without consideration of race, color, gender, language, religion, politics or other opinions, national or social origin, property, birth, or other status (such as disability, age, marital status, sexual orientation, gender identity, health status, residence, and economic/social status).⁸ This basic principle is also found in all international conventions ratified by Indonesia in relation to the fulfilment of human rights – including the rights of women, children, and other vulnerable groups. Within the concept of non-discrimination, the special treatment of certain groups (also known as affirmative action) is allowed or even encouraged:⁹

- Positive discrimination is the effort to decrease or level social disparities that have their basis in gender differences. An example in the context of disaster management is prioritizing the evacuation of women with children as they stay at home, without any means of escape, more often than men. Positive

discrimination is needed in disaster management so long as such gender differences exist.

- Special measures that are related to women's distinctive biological needs, such as premenstrual syndrome, menstruation, pregnancy, birth care, and breastfeeding, which may be particularly essential for women from marginalized and vulnerable groups. Such services should be provided without looking at women's marital or social status.
- Special protections for children, including children with special needs; juvenile offenders; children from racial, ethnic, and religious minorities; and other children who need special protection.
- Special treatment for older persons, aimed at providing them with access to facilities and opportunities that will enable them to enjoy their legal rights and the fruits of economic development.
- Special protection for vulnerable and marginalized groups that are disadvantaged because of unfair treatment, limited services, exclusion, and other discriminatory treatment.
- Temporary special measures and special treatment are implemented not only in the public sphere (among state agencies, institutions, and [private and state-owned] corporations), but also in the private sphere (the family and the individual).

b. Purpose of the Guideline

Gender inequality exists even before humanitarian crises and natural disasters occur. Women and children are especially vulnerable to becoming the main victims of natural disasters such as pandemics due to a number of factors, including:

- Cultural norms in society that impinge on women's mobility, such as the norm that women cannot leave the house without permission, the norm that women are expected to stay at home and care for children, the norm that women are expected to make sacrifices for other family members, and, cultural norms concerning proper dress that may make it more difficult to run or swim in emergency situations.
- Lack of physical skills; the ability to swim, climb trees, and other physical skills that are useful in emergency situations are traditionally taught more often to boys. At home, girls are mainly prepared for their future domestic role. Women often are absent from disaster training activities (as households are usually represented by a male family member), thereby limiting their knowledge of how to act in case of a natural disaster.

Gender sensitivity in emergency responses will help identify the different needs of men and women, as

7 UN Women, IASC Gender in Humanitarian Action Handbook, 2018, hlm. 17. Dapat diakses pada: <https://www.gihahandbook.org/#en/Section-A/Topic-1>.

8 Committee on Economic, Social and Cultural Rights, General Comment No. 20, Non-Discrimination in Economic, Social and Cultural Rights; 2009.

9 PKWG UI and KPP-PA, Ibid., p. 37.

well as other vulnerable groups, and therefore should be integrated into each stage of disaster management planning. Gender mainstreaming will ensure that disaster response is inclusive, effective, and efficient, and will strengthen disaster management during each phase of the disaster response.

The main purpose of this guideline is to facilitate the process of gender integration and social inclusion in all aspects of disaster response management and planning in Indonesia. It builds on the coordination mechanism developed by the IASC Gender in Humanitarian Action Handbook. The five main elements used in this gender mainstreaming model are: i) Needs assessment and analysis, ii) Strategic planning, iii) Resource mobilization, iv) Implementation and monitoring, and v) Key approaches. The guidelines are tailored to the eight sub-clusters relevant to disaster management under the main cluster of "Displacement and Protection" (Pengungsian dan Perlindungan), and are in accordance with Regulation of the Ministry of Social Affairs No. 26 of 2015 concerning Coordinating Guidelines for the Displacement and Protection Cluster in Disaster Management:

*Figure 1. The Urgency of Gender Mainstreaming in Humanitarian Crisis Management*¹⁰

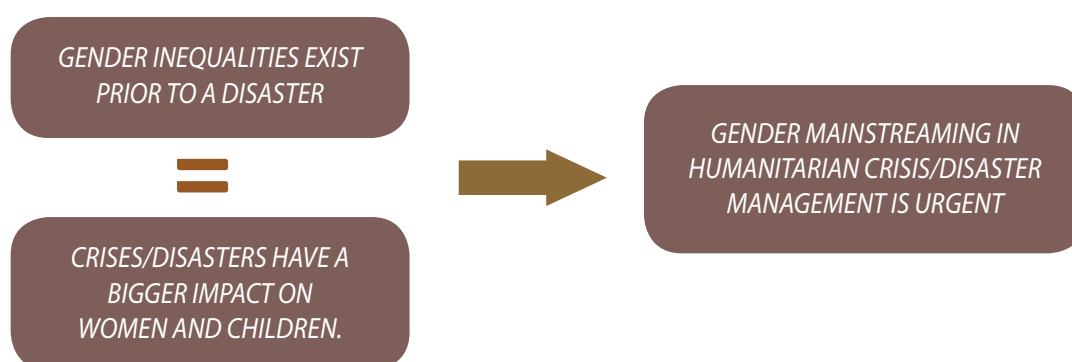
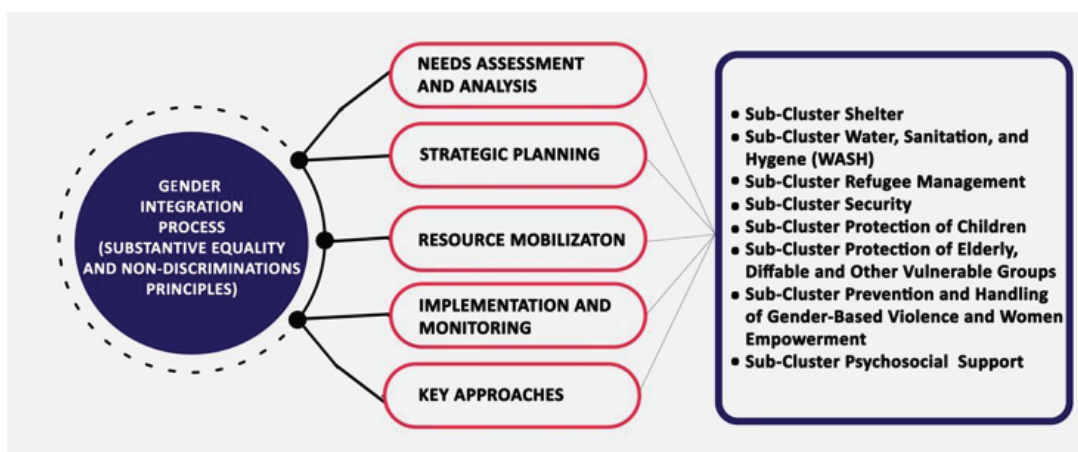


Figure 2. Gender Mainstreaming in the Displacement and Protection Cluster



c. Target users

This guideline is intended for humanitarian actors involved in the prevention of and response to gender-based violence (GBV) in humanitarian emergencies, i.e. ministries/agencies, local government, and NGOs involved in disaster response, including paralegals and caseworkers, to inform them of the best practices for handling GBV.

¹⁰ UN Women, IASC, *ibid.*, p. 21.

Gender Integration in Disaster Management



PHOTO: LUCKY PUTRA/UNFPA



a. Needs assessment and analysis

When disaster strikes, the needs of the affected communities must be analyzed. Such needs assessment and analysis requires partner organizations to work in sync with all stakeholders involved. During humanitarian crises, a gender-mainstreaming approach will help identify the disaster's different impact on specific groups (women, men, children, and vulnerable and marginalized groups) and enable the mapping of their different needs and priorities. National and local authorities, along with civil society and the affected community, must be stimulated to participate in the needs assessment and analysis.

Disaggregated data (by gender, age, vulnerable groups) is a core component of gender analysis during the planning, monitoring, and evaluation stages. The collection and analysis of relevant disaggregated data are essential, as it is the foundation upon which an effective disaster management plan can be built. To develop a tailored disaster response, it is first vital to know the composition of the community. Population data must be disaggregated by gender, age and other variables such as ethnicity and religion (if necessary/relevant, i.e. during handling or counseling, where Christian/Hindu survivors might prefer a spiritual counselor of their respective reli-

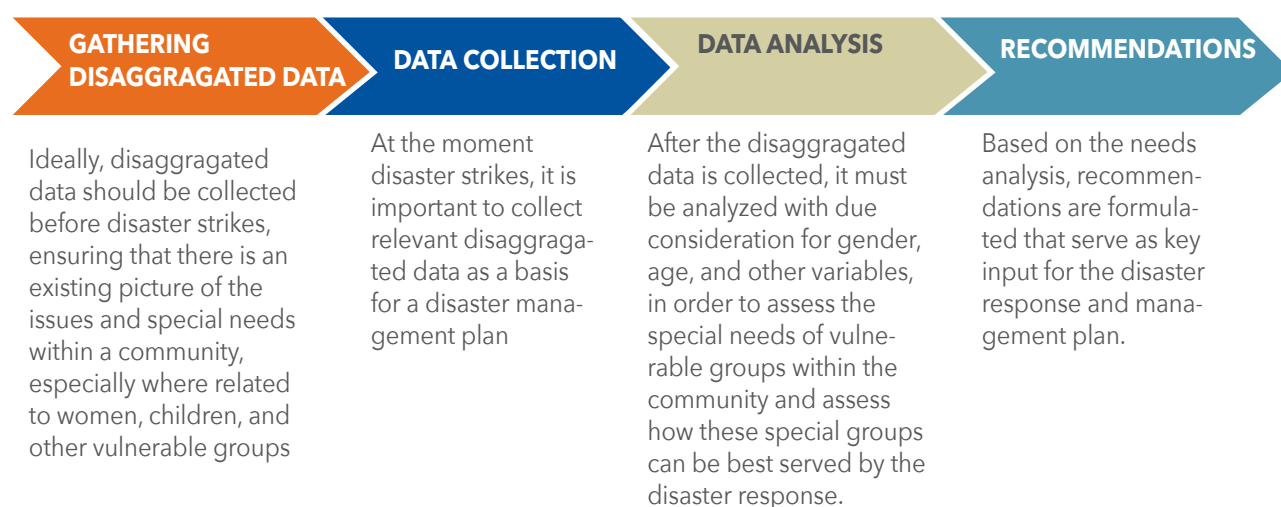
gions; or if someone who understands the language of certain ethnic groups is needed to handle survivors). If disaggregated data is not already available, estimates can be made based on government data, based on data gathered by national and international humanitarian and/or development organizations, or a small survey conducted on-site.

Throughout the disaster response process, disaggregated data is collected routinely to map the affected population based on gender and age. Special attention needs to be paid to vulnerable groups such as single-parent households, persons with disabilities, older persons, orphans, minority groups, and victims of gender-based violence, in order to monitor whether their (special) needs are being fulfilled. The disaggregation of data must become a standard in all activities. For instance, training activity reports must always include relevant disaggregated data regarding participants (age, gender, membership in an identified vulnerable group¹¹). Without such up-to-date disaggregated data, it will be difficult to establish what groups have been served by the response and determine whether the response has served the most vulnerable. The collection of disaggregated data is not only essential for making a comprehensive needs assessment, but also guarantees that every person within the community is recognized and that individuals' rights are respected. The collection and analysis of data are key in identifying groups that remain ill-served by the emergency response and in ascertaining why they have not been served well.



PHOTO: LUCKY PUTRA/UNFPA

The role of disaggregated data in needs assessment and analysis is as follows:



KEY SKILLS IN CONDUCTING A GENDER ANALYSIS FOR A NEEDS ASSESSMENT

ASK THE RIGHT QUESTIONS. When conducting a needs assessment, you must prepare questions that will be able to capture the different experiences and needs of women and men. It is not enough to ask women respondents the same questions as men; a gender analysis requires you to ask questions that give you insight into the participation of women in public life, their access to public services, and their special needs. Some examples of key questions include:¹²

- What are the main differences in your roles and responsibilities now, compared to before the crisis?
- How are food items and non-food items accessed and controlled by women, men, boys, and girls?
- Within this community, is there a place where women and girls/men and boys feel unsafe or try to avoid?
- Is there sufficient representation of women and vulnerable groups in the disaster response team throughout the entire process (from the planning to the disaster response stage)?

UNDERSTAND LOCAL STRUCTURES. Gender analysis also has the purpose of obtaining a better understanding of cultural norms regarding the gender roles ascribed to women and men within the family and the local community. Local norms, values, customs, attitudes, and behaviors shape the roles that women are expected to play (and not play) within their community. In some communities, men have full control over household resources and have the status of single breadwinner; in such situations, the involvement and roles of women in

public life are limited. A disaster response activity must take such local gender norms into account. For example, aid can be distributed through the registered household heads (kepala rumah tangga) within a community. However, local communities may only recognize male household heads, which means that widows, female divorcees, and female single parents will not have access to emergency aid and services. An in-depth analysis of gender roles in a community will help identify any access barriers and potential tensions that may be generated by a disaster response that especially targets women, and thus enable aid providers to find solutions to overcome such barriers and tensions.

AVOID FALSE ASSUMPTIONS. A gender analysis will help explain the different ways in which women and men participate in, and are impacted by, decisions in the political, economic, social, and cultural spheres. Evidence-based data about women's and other vulnerable groups' participation in decision-making processes will increase understanding of their special circumstances and inform plans to reach them to serve their special needs.

DON'T REINVENT THE WHEEL. Learn from available sources and references when designing a gender analysis. There are plenty of examples from within and outside the humanitarian aid sector that can help you to design a gender analysis suitable to the specific circumstances that you encounter in the field. Check if your source or reference is reliable, and, if possible, discuss your plan with a gender expert. It is important to design the gender-mainstreaming of your disaster management program well, so it is feasible and can be

11 With regard to the collection of sensitive data on vulnerable groups, data security and privacy must be considered more carefully. For example, the collection of data related to sexual orientation or gender identity and expression should be carried out in consultation with relevant NGOs.

implemented in practice.

CONSULT ALL AFFECTED GROUPS: WOMEN, MEN, AND VULNERABLE/MINORITY GROUPS. Any humanitarian program should plan systematic dialogues and focus group discussions with women, men, and vulnerable/minority groups, combining individual and group approaches. Cultural norms may make it difficult for men to talk about certain problems in the presence of women and vice versa. Some issues can be discussed in groups, while others are best discussed in private. Be aware of such sensitivities.

When the priorities of the disaster program are discussed in public, women may remain silent about their priorities. In a women-only focus group discussion, women may feel more comfortable mentioning their own priorities or showing dissent about priorities set by men. Girls and boys may have specific priorities that are overlooked in dialogues with adults. Separate dialogues need to be conducted with members of other vulnerable groups, such as persons with disabilities and older persons, as they usually are excluded from decision-making, and may not feel comfortable discussing their specific needs with the decision-makers in their

community.

FOLLOW-UP THE ANALYSIS. Use the information you have gathered to revise your disaster management programs. It is possible that the data you gathered indicates that significant revisions of existing programs or budget allocation are necessary. Always remember that such extra effort will make the disaster response more effective. If the implementation of gender mainstreaming is done comprehensively, at all stages of the disaster management plan, the needs of vulnerable groups such as widows, female divorcees, children, persons with disabilities, older persons, and minority groups will likely be better served.

MONITOR AND REVISE. The situation in the field changes continuously, and so do the needs and needs for the protection of persons and groups. Regular consultation with women, men, and vulnerable groups affected by the humanitarian crisis will indicate whether the disaster management plan works effectively or not. Evaluation and revision of the program must be carried out continuously so that the needs of all members of the community are fulfilled without discrimination.

THE USE OF GENDER MARKER¹³

In the needs assessment stage, the use of IASC Gender Marker is important. Gender Marker is a tool that codes, on a 2-0 scale, whether or not a humanitarian project is designed to ensure that women, men, and boys girls of all ages will benefit equally from it, and that it will contribute to increasing gender equality. Gender Marker also helps donors identify and fund gender-sensitized programs that ensure that all segments of the affected population have access to an equal quality of services.

A gender code is assigned based on three critical components: (i) there is gender analysis in the needs assessment that provides relevant sex- and age-disaggregated data and gives insights into local gender issues; (ii) this needs assessment is used to identify activities; and (iii) gender-related outcomes. References that can be used as samples include the Gender Marker Vetting Form by CARE and the Gender-Age Marker Toolkit by the European Commission.

b. Strategic Planning

Needs assessment and analysis provides the basis of strategic planning. During strategic planning, needs are translated into clear steps that will be taken, including measurable steps to increase social inclusivity and fulfill the specific needs of women and vulnerable groups. During the strategic planning phase, specific consultation might be needed to inform the specific planning within the sub-clusters. Such strategic planning entails:

- program objectives,
- division of tasks and coordination,

¹² CARE Indonesia, Ibid.

¹³ UN Women, IASC, ibid., p. 50.

- time lines,
- performance indicators,
- persons in charge of certain activities, contact persons,
- budget.

Gender and social inclusion should be incorporated into all aspects of strategic planning.

Indicators that assess the extent to which needs and priorities have been served, or the extent to which the principle of gender equality has been implemented, are developed in this phase. If you have made a thorough gender analysis during the needs assessment and analysis phase, this will help you to set priorities and identify potential barriers. The following factors should be considered during strategic planning:

- Establish the results/outputs and impacts as clear targets that the intervention aims to achieve.
- Identify existing barriers and incentives – internal and external – that may potentially hinder or facilitate the intervention.
- Use applicable national indicators when available and adapt them when needed; avoid overlap with national

indicators and avoid reinventing the wheel.

- Assess the existing policies, systems and supporting materials (e.g. needs assessment forms) that are being used, in relation to gender-mainstreaming and social inclusion. This will help you to develop appropriate gender and social inclusion indicators and enable you to ensure that these indicators are made part of the decision-making and planning processes.
- Identify the managerial, technical, financial support that is needed for you to collect, process, and analyze the data needed to monitor the intervention and its results for women and vulnerable groups (using the established indicators).
- Recognize the possibility that the indicators will be influenced by external factors.
- Establish how the collected data will be analyzed and disseminated; make sure that the output is clear for those that must use the data.
- Integrate gender-mainstreaming and social inclusion objectives into the indicators. The following examples juxtapose gender-blind indicators with gender-sensitive ones:

Table 2. Examples of Gender-Blind and Gender-Sensitive Indicators

GENDER-BLIND INDICATORS	GENDER-SENSITIVE INDICATORS
At least 80% of household heads receive humanitarian aid In communities in which it is the norm that the head of household is male, the problem may arise that widows, female divorcees, female-headed households, and children who lost their parents will not receive much-needed aid	At least 80% of household heads receive humanitarian aid, AND At least 90% of households within each of the vulnerable groups receive humanitarian aid
Representatives of the local community participate in the disaster planning committee In communities where most public affairs are handled by men, the interests of women and vulnerable groups are likely to be underrepresented and overlooked	Representatives of the local community participate in the disaster planning committee, AND All vulnerable groups (female-headed households, children who lost their parents, older persons, persons with disabilities) are represented in the committee, and their representation is at least 50%

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In the next section, we will show examples of gender-sensitive indicators for a number of policy objectives:

Table 3. Example I – Indicator Development in Strategic Planning

OBJECTIVES	INDICATORS
Increase awareness about gender equality and women's rights	<p>A higher percentage of the local population has knowledge of gender equality and women's rights, and average awareness of gender equality and women's rights within the local community is higher</p> <p>Knowledge and awareness increase continually during the implementation of the program</p>
Promoting gender equality in aid delivery and decision-making processes	<p>DECISION MAKING</p> <ul style="list-style-type: none"> ● The percentage and female-male ratio of partakers within the humanitarian aid committee, distribution, and management divisions ● The percentage and female-male ratio of persons in leadership positions within the humanitarian aid committee, distribution, and management divisions
	<p>PARTICIPATION (in humanitarian aid programs)</p> <ul style="list-style-type: none"> ● The percentage of households within each vulnerable group (female-headed households, children who lost their parents, older persons, persons with disabilities) that receive humanitarian aid ● The number/percentage of programs that are gender-sensitive or gender-specific (only aimed at the special needs of women) ● The percentage of women that are consulted and have reported that their participation in the program has at least improved two gender-related aspects in their life (involved in decision-making regarding resources, more comfortable voicing opinions in public, taking management functions, having their own income, etc.) ● Success stories of women who received humanitarian aid
MEANS OF VERIFICATION	RATIONALE
Surveys conducted before, during and after the program that assess awareness about gender equality and women's rights	<p>Higher awareness about gender equality and women's rights is the first step towards women's empowerment and promoting gender-equality</p> <p>Example survey question: "In your opinion, is there any differentiation in responsibilities for women and men in a family?"</p>
Follow-up questionnaires (filled in through individual interviews or during group discussion activities) to assess progress in gender equality and women's rights	<p>Awareness alone does not indicate a real change for women. It is essential to regularly assess the progress made in terms of concrete changes in women's lives.</p> <p>Example of survey question: "In your opinion, do women need to be involved in various development planning meetings in the village? Has there been any gender sensitivity training? Is women's involvement being supported?"</p>
Data of female participants and participants from vulnerable groups, including their roles and responsibilities in the program	<p>Participation of women and vulnerable groups is an important vehicle to promote gender equality and social inclusion. By regularly assessing participation ratios, progress and trends can be monitored.</p>

OBJECTIVES	INDICATORS
Number of humanitarian aid recipients, disaggregated by gender, age and membership in a vulnerable group	Because women and vulnerable groups run the risk of being discounted in the implementation stage, it is important to establish hard targets in the strategic planning phase. Hard targets will ensure that steps to safeguard vulnerable groups' participation will be taken in the program's implementation stage.
Gender mainstreaming activities included in budget lines and narrative reports	The objectives of narrowing the gender gap and social inclusion require that gender inequalities and social exclusion be recognized as problems that must be specifically and thoroughly regulated (at all stages of the program) in strategic planning, including in budget lines.
Follow up interviews with women (2/6/12 months)	Enables the monitoring of the effectiveness of the aid and services provided to women and vulnerable groups, and can be the basis for adjustments to the program

Table 4. Example II - Indicator Development in Strategic Planning

OBJECTIVES	INDICATORS
Equality and justice in access to resources	<ul style="list-style-type: none"> ● Percentage and ratio of women as recipients of humanitarian aid ● Ratio of humanitarian aid items (goods, food, financial support, vouchers, etc.) received by men, women, and vulnerable groups ● Number of gender-sensitive programs in humanitarian emergency response that specifically target women (sanitarian protection, mother's care, women's reproductive health, protection against GBV, etc.) ● Percentage of women, children, and other vulnerable groups that report that they feel that they were treated equitably and safely when they received services from the humanitarian response program. Specify for each service (e.g. information sessions, training activities, aid deliveries, other services) and each facility.
Promotion of gender equality for girls in secondary education	<ul style="list-style-type: none"> ● The number of initiatives that promote girls' access to secondary education (separate sanitation facilities, reach-out programs, safe transport, etc.) ● Percentage and ratio of girls and boys registered at secondary schools ● Percentage of girls and boys that continue secondary education after a long school absence ● Percentage of boys and girls that complete secondary school without delay ● Ratio of girls and boys that receive school subsidies ● Percentage of girls and boys that are absent from school, and their reasons for being absent ● Prevalence of child marriages for girls and boys ● Prevalence of child labor for girls and boys

MEANS OF VERIFICATION	RATIONALE
Data distribution	To monitor access and control of women and vulnerable groups over resources
Gender mainstreaming activities included in budget lines and narrative reports	The objectives of narrowing the gender gap and social inclusion require that gender inequalities and social exclusion are recognized as problems to be specifically and thoroughly regulated (at all stages of the program) in the strategic planning, including in the budget lines.
Follow up interviews with women (2/6/12 months)	Enables the monitoring of the effectiveness of the aid and services provided to women and vulnerable groups, and can be the basis for adjustments to the program
Gender targeted activities aimed at secondary education are specifically included in budget lines and narrative reports	Because adolescent girls experience more barriers to access education (domestic work, child marriage, GBV, etc.), programs promoting girls' access to secondary education have higher priority.
Registration of girls and boys at secondary schools	Secondary school can be a life-changer for boys and girls, as it increases employment opportunities, prevents child marriages, has a positive effect on children's health, and may them out of poverty,
Absence data FGDs among boys and girls to identify reasons why they are regularly absent or drop out of secondary school	Frequent and long periods of absence negatively affect children's learning process and may result in girls and boys dropping out of school. Assessing the prevalence and reasons for school absence is therefore essential for strategic planning.
FGDs with mothers, fathers, girls, and boys	Girls and boys that discontinue their education often end up in the labor market (usually taking low-skilled jobs) to support their families. Adolescent girls who discontinue school have a higher likelihood of becoming child brides.

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c. Resource Mobilization

Humanitarian actors need to engage in advocacy and partnerships with donors to mobilize resources to serve the special needs, priorities, and capacities of women and vulnerable groups. To be successful, a gender-mainstreaming program requires the participation of all stakeholders at all stages of implementation. It also needs flexibility in the allocation of budgets and resources so that planned activities can be adapted when program revision is needed (for instance, when a program is ineffective or when there are changes on the ground that impact the program).

After the needs of men, women, girls, boys, and other vulnerable groups have been identified, and the strategic plan has been drawn up, resources must be mobilized to carry out the priorities. All partners, both donors and implementers, must assess the extent to which special needs are integrated into the program, not only to assess whether the program promotes gender equality and social inclusion, but also to ascertain whether vulnerable groups in the local community are involved in activities and whether they are empowered through their participation.

d. Implementation and Monitoring

Commitment to serving the special needs of women and vulnerable groups must be supported by an implementation plan that clearly describes the steps that will be taken to serve their needs. The recommendations produced during the needs assessment and analysis must be incorporated into the implementation plan and be reflected in the type of humanitarian aid delivered to women and vulnerable groups, with full consideration of the barriers and incentives that already exist within the local community.

HOW TO CONDUCT PARTICIPATORY MONITORING AND EVALUATION

To ensure a participatory monitoring and evaluation process, several things must be done:

- During the implementation and monitoring phase, quantitative and qualitative data (disaggregated by gender, age, etc.) is again collected and analyzed, and completed with feedback, complaints, and other inputs. The objective is to increase response effectiveness by considering the special conditions, needs, and priorities of women and vulnerable groups. The extent to which the targets are reached is monitored. A midterm evaluation is helpful for assessing whether the program reaches its planned objectives and targets.
- As humanitarian actors, it is important to realize that not all persons will consider aid and services to be equally useful. If it appears that women and men have different ideas about whether the program fulfils their needs and roles, the humanitarian actor must adapt the activity so that the needs of both men and women are satisfied and both men and women are satisfied with their roles. This is what participatory monitoring and evaluation are about: the voices, concerns, and actions of women and men must be taken up by the program in an equal way.
- Humanitarian actors also must take an active stance against discrimination and try to remove the barriers that prevent women and vulnerable groups from accessing humanitarian aid and services or actively contributing to the program. Where such barriers exist, monitoring – however thoroughly planned – cannot produce the data needed. It is therefore essential to first consult with representatives of community groups (leaders, women, vulnerable groups) to determine what approach can best be used to reach targeted groups.
- Monitoring is a continuous activity that will make you aware of developments on the ground and their implications for the aid that is delivered to the local community. It is an essential step that will provide humanitarian actors with the evidence they need to take decisions about whether or not the program's short-term or long-term strategy must be adapted. Progress is measured through the targets that have been set. Those targets must make it possible for humanitarian actors to monitor whether women and vulnerable groups received the expected benefits of aid and services, whether they are satisfied with the aid and services received and the processes concerned, and whether the program has impacted these groups positively (resulted in empowerment).

HOW TO MAKE HUMANITARIAN AID AND SERVICES ACCESSIBLE TO WOMEN AND VULNERABLE GROUPS

A gender-sensitive and socially inclusive needs assessment and analysis, combined with participatory monitoring and evaluation, will inform you how humanitarian aid and service delivery can best serve the needs of the aid recipients. Rather than implementing a uniform disaster management program across the country, responses to humanitarian crises should consider the specific needs, gender roles and dynamics of local communities, as this makes aid delivery much more effective.

One form of accountability is the commitment to actively engage and consider the feedback of aid and service recipients, as to respect the rights, dignity, and protection of all groups within the community. Engaging the community does not only encompass identifying the needs and risks of community members, but also getting to know and utilizing their capacities, knowledge, and aspirations. The following indicators can be used to assess the extent to which women and vulnerable groups have equitable access to resources:

- Women and vulnerable groups receive information about the program on time, and this information is relevant, accessible, and easy to understand, and considers the needs and preferences of these groups, irrespective of age, gender, social, or ethnic background. For instance, consider posting information in accessible public spaces, recognize gender gaps in technology usage, use plain language or illustrations, etc.
- Accessible two-way communication lines, providing the possibility for feedback, complaints, and damage claims.
- Procedures must be in place to handle accusations of violence, GBV, human rights violations, and other legal and psychological issues. Those procedures must respect the rights of claimants, offer legal and psychological support, and include the possibility of claiming damages.
- Men, women, and vulnerable groups within the local community should have the opportunity to participate in decision-making matters that concern them, and a clear and equitable standard of representation must be in place;
- Active participation in the planning, monitoring, and evaluation stages related to the program's objectives and targets.

Applicable measures that safeguard the equitable and participative implementation of a program must contain the following three characteristics:

1. All groups in the community must have equal access to humanitarian aid and services. Access for women and vulnerable groups must be ensured, and the program must be adapted to their special circumstances and needs if needed. No group may be excluded from access to humanitarian aid and services.
2. Women and men must have equal participation and play similar roles during program implementation, and have an equal voice in its assessment.
3. The program is monitored using the following criteria: i) access to resources, ii) ability of women and vulnerable groups to influence program implementation; and iii) recipients satisfaction with humanitarian aid and services, based on data disaggregated by gender, age, and membership in a vulnerable group.

e. Key Approaches

Each institution has the responsibility to ensure that its programs fulfil the specific needs of men, women, and vulnerable groups. In so doing, institutions can make use of certain key approaches that apply to the humanitarian aid community as a whole, and are developed to ensure that effective gender-mainstreaming measures are in place during a response to humanitarian crises. We have identified the following key approaches:

i. Coordination

The Indonesian Displacement and Protection Cluster involves several ministries and agencies, as well as NGOs/CSOs, regional governments, international organizations (including the UN), businesses, academics and society. Coordination takes place at three levels: i) the national level (ministries/agencies), ii) the regional level (districts/cities), and iii) the local level. Table 5 captures the coordination at the national and regional levels:

Table 5. National- and Regional-Level Coordination

SUB-CLUSTER	COORDINATION AT THE NATIONAL LEVEL	SUPPORTING TEAM AT THE NATIONAL LEVEL	REGIONAL COORDINATION AT THE PROVINCIAL, DISTRICT AND CITY LEVELS
SHELTER	Directorate of Social Protection for Natural Disaster Victims (PSKBA), Ministry of Social Affairs Directorate of Social Protection for Social Disaster Victims (PSKBS), Ministry of Social Affairs	IFRC/PMI UNICEF	BPBD and Provincial Social Affairs Office
DISPLACEMENT MANAGEMENT	Directorate of Displacement Management, National Disaster Management Authority	IOM Dompet Dhuafa	
WASH	PSKBA, Ministry of Social Affairs PSKBS, Ministry of Social Affairs		
SECURITY	Indonesian National Police (POLRI)	Indonesian Local Police (POLDA)	
PROTECTION OF CHILDREN	Directorate of Child Social Welfare, Ministry of Social Affairs	MDMC	Provincial Social Affairs Office and Provincial Office of Women's Empowerment and Child Protection
PROTECTION OF VULNERABLE GROUPS, WHICH INCLUDES:			
PROTECTION OF PERSONS WITH DISABILITIES	Directorate of Social Rehabilitation, Ministry of Social Affairs Directorate of Special Needs Education and Special Educational Support, Ministry of Education and Culture	Handicap International	Provincial Social Affairs Office
PROTECTION OF OLDER PERSONS	Directorate of Social Rehabilitation for the Elderly, Ministry of Social Affairs	Yayasan Emong Lansia	Provincial Social Affairs Office
PROTECTION OF OTHER VULNERABLE GROUPS (INCLU-	Directorate of Isolated Community Empowerment, Ministry of Social Affairs	Yakkum Emergency Unit	Provincial Social Affairs Office

DING PLWHA AND DIFFERENT GENDER PERFORMATIVITY)	Directorate of Social Rehabilitation for Victims of Substance Abuse, Ministry of Social Affairs	Komisi Penanggulangan AIDS Nasional (KPAN)	Provincial Social Affairs Office
WOMEN'S EMPOWERMENT AND THE PREVENTION AND HANDLING OF GENDER-BASED VIOLENCE	Ministry of Women's Empowerment and Child Protection	UNFPA	Provincial Office of Women's Empowerment and Child Protection or the Integrated Service Center for Victims of Violence (P2TP2A)
PSYCHOSOCIAL SUPPORT	PSKBA, Ministry of Social Affairs PSKBS, Ministry of Social Affairs	PUSKRIS UI MDMC	Provincial Social Affairs Office

At the local level, coordination takes place with community leaders/members who are knowledgeable, caring, and committed. Of these, 50% should be women. For instance:

- Coordinators and representatives of humanitarian actors
- Representatives of survivors and their families
- Village officials/shelter managers
- Customary leaders/institutions
- Babinsa/Babinkamtibmas
- NGOs (in the fields of children's rights, women's rights, vulnerable groups)
- Reproductive Health Office
- Religious leaders
- Community leaders
- Community Health Centers (Puskesmas)
- P2TP2A/UPTD PPA

When responding to larger humanitarian crises, a cross-organizations working group of gender advisors needs to be set up with the task of providing technical support and supervision to the staff on the ground, and to adjust/improve programs that need to better coordinate or implement gender components. Other experts can consult gender advisors about implementing gender mainstreaming in their work. Gender experts will facilitate gender-

mainstreaming as long as the program runs. They can help you to discuss, plan, and draft assessments and interventions, so that the program's gender components will be realized. The following forms of support and advice can be provided by the gender working group: i) sensitizing you to gender gaps in the data, ii) helping you reach out to local women's organizations that can improve response efficiency, and iii) helping you ensure that gender-mainstreaming is coordinated and taken up by all organizations involved in the humanitarian crisis response.

While coordinating with a group of gender advisors, it is necessary for each sub-cluster to designate its gender focal points. Gender focal points play important roles in coordinating, assessing, prioritizing, and implementing programs in conjunction with other humanitarian actors (health workers, food distributors, human rights experts, sanitary hygiene experts, etc.). Some basic questions have to be regularly asked, including: Does the program already serve the specific needs of women, men, children, and vulnerable groups? Are women and vulnerable groups involved in the decision-making and capacity-building efforts of which they are the recipients?

EFFECTIVE GENDER-MAINSTREAMING COORDINATION

The specific needs of women, men and vulnerable groups cannot be effectively fulfilled when done through the uncoordinated ad-hoc interventions of individuals and individual organizations, especially when they lack the ability to implement a gender-sensitive approach. A cross-organizational working group of gender advisors will facilitate the implementation of coordinated gender-mainstreaming during responses to hu

The specific needs of women, men and vulnerable groups cannot be effectively fulfilled when done through the uncoordinated ad-hoc interventions of individuals and individual organizations, especially when they lack the ability to implement a gender-sensitive approach. A cross-organizational working group of gender advisors will facilitate the implementation of coordinated gender-mainstreaming during responses to humanitarian crises, as follows:

- Making sure that all stakeholders work together to implement gender-mainstreaming throughout the program. Gender issues and social inclusion are all-encompassing in the sense that they concern all stages and aspects of the response to humanitarian crises. It is therefore recommended to establish a cross-organizational working group to analyze social, political, and economic conditions (as well as the local security situation) that may influence the program accessibility for women and vulnerable groups. This will increase understanding of local dynamics and the impact of emergency situations/crises on specific groups, and enable them to identify practical ways to cooperate in a joint effort to overcome access and participation barriers. The working group will also assist in involving local actors and increasing local capacity to facilitate this effort.
- Develop a common strategy. When humanitarian actors and partners have common objectives and agree on a common strategy, this will greatly facilitate the delivery of humanitarian aid and services to a community. Conversely, when actors and partners are unable to agree on a common strategy, separate programs will likely have only a short-term impact and it will be difficult to increase their scale. Together with a common strategy, a common framework of criteria and targets is needed to analyze and assess the implementation of gender-mainstreaming and social inclusion throughout the program.
- Organize a coordination forum. Meetings involving all actors (including donors, local governments, and humanitarian workers) are important to map the integration of gender-mainstreaming and social inclusion into all activities. Such meetings will increase stakeholders' awareness of the benefits of gender-mainstreaming and social inclusion.
- Allocate funds for coordination efforts. Each organization that participates in the working group should allocate funding for the coordination of gender-mainstreaming and social inclusion activities. For instance, budget lines should include a staff member who is involved in the working group and also has the specific task of supervising the implementation of their program's gender-mainstreaming and social inclusion components within their organization.

ii. Participation

Women and men have the same right to be involved in the decision-making processes that have a direct influence on their lives, their families, or their community. Different groups within a community have different needs and capabilities, depending on their gender, age, or membership in a vulnerable group (disability, membership in an ethnic or religious minority, membership in another vulnerable group). It is important to create conditions in which women and men feel free to participate in the program and to voice their special needs and concerns, in which they can participate in decision-making, and in which they can make a tangible contribution. A response to humanitarian crises that accommodates the needs and priorities of women, men, and vulnerable groups, and makes use of and improves their capacities, will truly empower the community and make it more effective and sustainable.

The role of men is vital in the gender-mainstreaming and social inclusion processes. They are not passive participants in those processes, and therefore men from all social groups should be actively involved, starting from program planning and continuing into the implementation and monitoring stages. This involvement will increase men's awareness of the special needs that women and vulnerable groups have. Such awareness will help empower community members who have been especially hard hit by the humanitarian crises and who experience barriers to accessing humanitarian aid and services.

The active involvement of women, men, and vulnerable groups at each stage of the humanitarian crisis response can be realized through the following methods:

Tabel 6. Metode Perwujudan Pelibatan Perempuan secara Aktif ¹⁴

METHODS	GUIDELINES
Carry out a participatory assessment	<ul style="list-style-type: none"> ● Participative assessments and reach-out efforts have to be conducted from the start of the program until its conclusion. The assessment is carried out to ascertain and understand the barriers that victims experience in accessing the program. Organize separate discussions for men, women, and vulnerable groups so that you can adapt program activities to accommodate these groups' special circumstances and needs. Think of the actions that must be taken to enable the full participation of men, women, and members of vulnerable groups (for example, child care for the duration of the discussion, reimbursement of travel expenses, a location that ensures privacy, etc.). ● Do not conduct an assessment based on assumptions, stereotypes, or prejudices. General guidelines for humanitarian crisis response must be in place that enable activities to be adjusted when deemed necessary by analysis and assessment. The more varied the participation in the program (men; women; children; older persons; persons with disabilities; ethnic, religious and sexual minorities), the more effective the humanitarian aid response will be. ● See the section "Needs Assessment and Analysis".
Adopt a community-based approach	<ul style="list-style-type: none"> ● Always follow ethics guidelines when collecting data or information from others; guarantee the secrecy and safety of the participants. ● Always explain to the women, men, and vulnerable groups that participate in an assessment what their rights are and how the data will be used. ● Conduct consultations to motivate the entire community to collaborate in disaster response. Provide advocacy so that their participation can provide added value, including during the decision-making process. This can create a sense of ownership of the solution that they help to identify, and also increase their self-efficacy. ● Prioritize existing community structures, relationships, and systems. ● Assist in the formation of groups of women, girls, and youths in the community, and provide opportunities for them to take on leadership roles. ● Provide collective opportunities for women, girls, and other vulnerable groups to benefit the community as a whole.
Identify existing groups, networks, or local groups	<ul style="list-style-type: none"> ● From the outset of humanitarian action planning, identify existing local groups, particularly informal networks of women and youths, organizations for persons with disabilities, and LGBTI groups. It is also important for men's groups to be involved in this matter. ● Understand the urgent needs of local groups and consider ways to encourage their participation in program planning, implementation, and monitoring. ● Carry out capacity-building, such as by providing training and small grants.

14 UN Women, IASC, *ibid.*, p. 85-86.

METHODS	GUIDELINES
	<ul style="list-style-type: none"> ● Encourage the expansion of local groups by linking them to other networks or groups. Facilitate them by, for example, providing transportation or an information exchange forum. ● Promote the active and equal representation of women and men of different age groups and backgrounds on the committee, including decision-making positions. ● Ensure that local groups have a voice and a role in the coordination process. ● Give local groups recognition through information dissemination, community advocacy, meeting arrangements, conflict resolution, and general resources. ● Establish a coordination mechanism by identifying local actors and networks for sustainable participation.
Facilitate training and information exchange	<ul style="list-style-type: none"> ● Inform all groups of their right to access, participate, and take lead in planning and implementing humanitarian action. ● Include representatives of local groups – especially women and vulnerable groups – in training sessions and information exchange networks. ● Provide training sessions on topics such as community mobilization, as well as vocational training in skills that allow group members to participate in all humanitarian programs.
Implement a representative and participatory planning process	<ul style="list-style-type: none"> ● Ensure that meeting schedules are disseminated in advance through media that can be accessed by women and vulnerable groups, including those with disabilities, with low literacy rates, and from language minorities. ● If it is necessary to combine these groups, anticipate various obstacles that may arise due to gender disparities (such as the tendency that men's voices may be heard more than women's, such that women become reluctant to speak). Attention should also be given to the safe and accessible participation of affected groups of children. ● Identify and provide solutions for things that may hinder groups' participation in the meeting. For example, provide free childcare facilities during the day so that women with caring responsibilities can use them. ● It is important to involve men in issues of gender equality. However, for certain problems such as health, reproduction, hygiene, and violence experienced by women, dialogue is made separately between men and women. ● Ensure that meetings and discussions for women and girl groups are conducted by a woman who is understanding and culturally appropriate. In case a translator is needed, also provide a male and female translator (according to the forum) so that the service can be used.

METHODS	GUIDELINES
	<ul style="list-style-type: none"> ● The participation model is designed in such a way so as to not overwhelm the group of participants. For example, greater involvement may result in increased responsibility for women, and this can overwhelm them. Matters like this should be discussed in order to find solutions together. ● Choose a meeting place/room that is safe and accessible to all groups. You can use existing meeting places such as schools, health facilities, or other places where vulnerable groups feel comfortable.
<p>Demonstrate accountability to affected populations through two-way communication, as well as feedback and complaint reception mechanisms</p>	<ul style="list-style-type: none"> ● Some special actions need to be taken so that every member of the community knows that a complaint and feedback mechanism in place, and (most importantly) understand how to use it. ● Respond to complaints and feedback promptly and in a timely manner. ● Build community trust. Inform each group about your agency/program and how it works. Keep each group informed about program implementation progress reports, and always explain how their input and participation contributed to the results. ● Identify and address the barriers to the complaint mechanism that women and vulnerable groups may face. ● Possible feedback mechanisms include: i) gender- and age-disaggregated group dialogue, ii) create a community of men and women who act as focal points; iii) provide an accessible suggestion/feedback box. When confidentiality is required, you can follow up with affected individuals/groups in other safe sessions and locations of their choice. ● If possible, set up a hotlines or text message system that can make it easier to receive reports. However, it is important to first have a clear picture of how often affected groups access the telephone and the internet. Use technology that is appropriate and easy to access. ● Provide adequate oversight of complaint and feedback mechanisms to keep information safe, accessible, and confidential, and provide prompt and adequate responses when needed.

Evaluation



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Each structured program must have an end goal. These objectives must be reduced to planning, targeted steps/activities to be carried out within a certain period of time, as well as outputs. From these outputs, you can evaluate whether a program has had the expected impact on the target population, and this will ultimately provide the outcome. Results can be short- or

long-term, depending on the length of time it will take to see them manifest in beneficiaries. In short, the intervention is carried out to realize an outcome, which (if met) will produce results that will support the achievement of the program's final goals. This is illustrated in the following chart:



Potential points of evaluation include the level of satisfaction, the achievement of the expected results, the sustainability of interventions, and the effectiveness of budget use.

a. Level of Satisfaction

The concept of 'satisfaction' is usually associated with the direct delivery of goods or services to affected victims through intervention programs, namely the extent to which beneficiaries feel that intervention meets their needs, improves their current situation, and is delivered appropriately. During and upon completion of the program, the level of satisfaction will indicate the degree to which different groups (sex and age) believe that their needs and priorities have been met. Attention needs to be paid to the following aspects:

- Use a variety of qualitative and quantitative methods for data collection – surveys (written and oral, with individuals and groups), focus groups discussions, and narratives – to measure satisfaction with the intervention and ascertain the issues that need to be addressed.
- If possible, seek information from direct beneficiaries, namely women and other vulnerable groups with various existing variations. If this is not possible, you can use key informants (community leaders, medical agencies, teachers, law enforcement officials, etc.) who can provide insight into what is going on.
- Ensure that targets are set in consultation with different stakeholders, especially women and the most affected vulnerable groups.
- Prepare staff and selected partners to interact with and gather information from the diverse groups you will survey. Ensure that staff receive training on ethical guidelines for social research and are aware of how gender, age, and other diversity factors (culture, dialect, sensitivity to topics covered) influence interactions, and how to make appropriate references if needed.

An example of indicator-setting is provided below:

Table 7. Example of Indicator-Setting for Level of Satisfaction ¹⁵

1. Program Objective	To promote welfare and improve dignity through cash grants to affected women and men, both to buy staple foods and to pay rent for housing, within 6 months.
2. Activity	Distribution of cash grants to women and men to ensure the survival of their families.
3. Example indicators (disaggregated by sex and age)	<ul style="list-style-type: none"> ● Percentage of women and vulnerable groups who received assistance and reported that they were satisfied with the process ● Percentage of women and vulnerable groups who reported that they were satisfied with the nature of the assistance provided, i.e., that it achieved gender mainstreaming and fulfilled the special needs of women and vulnerable groups
4. Verification tool	Periodic program reports (monthly, mid-year, or end-of-program review). The report summarizes the results of a survey of beneficiaries that was carried out after distribution occurred, or after recipients had access to a requested service.

b. Achieving the Expected Positive Results

Specific and different benefits are received by men, women, and other vulnerable groups, and thus it is necessary to establish a benchmark that takes into account the same gender analysis as when the program was established. For example, is access to assistance equitable, does it meet groups' special needs, and does it make a significant difference in women's lives? To what extent do these results correlate with gender or age? Does one group receive more benefits than another? If so, is there any need for changes or adjustments? It is important to remember, again, to always disaggregate data by sex and age, and if possible, also based on disability and other diversity factors.

An example of indicator-setting is provided below:

Table 8. Example of Indicator-Setting for Positive Outcomes¹⁶

1. Program Objective	To promote welfare and improve dignity through cash grants to affected women and men, both to buy staple foods and to pay rent for housing, within 6 months.
2. Activity	Distribution of cash grants to women and men to ensure the survival of their families.
3. Examples of indicators (disaggregated by sex and age)	<ul style="list-style-type: none"> ● Percentage of women and vulnerable groups who have access to cash grants ● Percentage of women and vulnerable groups who report that their basic household needs are met through the cash grants provided ● Percentage of women and vulnerable groups who report reduced household tensions as a result of meeting their basic needs ● Percentage of women and vulnerable groups who report an improvement in their health because their food needs were met after receiving access to cash grants
4. Verification tool	Surveys conducted of direct beneficiaries (women and vulnerable groups), which may be followed with focus group discussions if the results require further investigation or justification.

The example above shows that, even when a program has the same objectives, it can be evaluated from various aspects and using different indicators – for example, by considering its direct impact and its impact on the lives of affected participants.



What if negative or unexpected results are received?

All programs, even those designed with the best of intentions, can produce unexpected negative results. For example, when a cash assistance program is intended to meet the basic daily needs of disaster victims, many family heads may use funds, for example, for buying cigarettes, liquor, or other things that negatively affect the welfare of the family (especially women and children). Although the data appears on the 'surface' to show that the targeted number of households have received assistance, the main goals of the program have not been achieved.

Therefore, it is important to always investigate the various incoming data (be it positive or negative) to improve programming in the future phase. Steps that can be taken include:

- Analyze any problems, access barriers, or negative effects on women and vulnerable group, including gender-based violence;
- Carry out ongoing consultations, spot checks, and regular monitoring to identify potential problems early on;
- Conduct dialogue with women and other vulnerable groups in society;
- In some socio-cultural contexts, it is necessary to conduct negotiations with community leaders before engaging in dialogue with women or members of other marginalized groups; in this manner, we can reduce misunderstan-

¹⁵ UN Women, IASC, Ibid., hlm. 65.

¹⁶ UN Women, IASC, Ibid., hlm. 67.

- things that hinder discussion and/or even lead to violence.
- The selection of female staff is also key to ensuring that women can speak more comfortably.
 - Once a problem has been identified, try to address it (directly with the affected people, ideally) and provide input/advice in a transparent manner.

The prevention and mitigation of gender-based violence is an important component of any humanitarian

program, and all humanitarian actors must work to protect the rights of women and other vulnerable groups, and to ensure they are free from various forms of violence and harassment. Ensure that every humanitarian actor is trained in protection issues and follows a standard code of conduct to combat sexual harassment and exploitation.

Monitoring and evaluation results will be used as materials during the planning stage of future programs.

Below are examples of threat indicators designed to ensure that identified objectives are met:

Table 9. Example of Indicator-Setting for Negative Results ¹⁷

1. Program Objective	To promote welfare and improve dignity through cash grants to affected women and men, both to buy staple foods and to pay rent for housing, within 6 months.
2. Activity	Men or heads of families who received assistance did not use the assistance as intended, instead buying cigarettes, consuming alcohol, gambling, etc. As such, the desired impact on family welfare was not achieved.
3. Example indicators (disaggregated by sex and age)	<ul style="list-style-type: none">● Family consumption patterns do not prioritize family welfare (cigarettes, alcohol, etc. took priority over food, medicines, etc.)● Increased eviction rate due to late payment of rent
4. Verification tool	<ul style="list-style-type: none">● Follow-up surveys in target communities on spending patterns and rental status● Focus group discussions on spending patterns with women and men from target communities

c. Continuity of Intervention

Effective humanitarian action requires ongoing analysis of the extent to which a disaster response program assists affected communities and works to reduce vulnerability, the root causes of crises, and inequality for women and vulnerable groups. As the crisis/disaster continues, humanitarian actors must adapt to new roles that promote preparedness and seek to end reliance on long-term humanitarian intervention. Sustainability indicators that are gender-responsive and provide space for empowering women, girls, and vulnerable groups can include the following:

- Strengthening local capacity by targeting various existing groups: women's groups, vulnerable groups, as well as other local groups (youth groups, religious groups, etc.). For example: local government offices can be encouraged to provide educational services that facilitate non-formal education, hold life skills training in affected areas, and improve vocational skills for women and girls. For this local capacity-building to be sustainable, collaboration must be undertaken with various stakeholders: community leaders, religious leaders, traditional leaders, schools, NGOs, government actors.
- Conducting careful strategic planning, in which women and vulnerable groups are actively involved, and accompanied by humanitarian actors with a good gender perspective. For example:
 - ensure that women and men have equal opportunities to be involved in clean water management, through training in the construction, operation, and maintenance of WASH facilities;

17 UN Women, IASC, *ibid.*, p. 69.

- o convince women and girls to participate in addressing the problem of clean water, food, and other needs, because women and girls are more responsible in the family.
- Taking into account the benefits and added value obtained from each intervention program, for example, through routine evaluations involving women, adolescent women, and vulnerable groups.
- Prioritizing programs that provide recovery for women and vulnerable groups. In the field of education, for example:
 - o establishing a makeshift school located close to the survivors' camp,
 - o providing psychosocial support to teachers affected by the disaster, and
 - o not requiring children to wear school uniforms;
 In the health sector, for example:
 - o ensuring the availability of clean water, as well as adequate toilet facilities in easily accessible and safe locations,
 - o arranging toilets carefully: separate toilets for men and women, with more and larger toilets for women than for men; ensuring toilets have proper lighting and ventilation, can be locked from the inside; providing cleaning equipment; ensuring that there is water storage in the bathroom; and providing a wash area that is separate from the bathroom.
- Providing socio-economic empowerment so that survivors can continue their lives after a disaster, for example:
 - o psychosocial support to encourage survivor independence,
 - o open space to increase survivors' potential, such as by opening markets for women's products, and
 - o business credit facilities for female heads of household.

Below are examples of sustainability indicators for interventions, designed to ensure that program objectives are met:

Table 10. Example of Indicator-Setting for Sustainability ¹⁸

1. Program Objective	To strengthen the organizational and technical capacities of a number of women's groups and organizations, as leaders in humanitarian work.
2. Activity	Build the capacity of women's organizations, as the main partners in providing leadership training, and carry out advocacy and campaigns.
3. Example indicators (disaggregated by sex and age)	<ul style="list-style-type: none"> ● The number of leaders of local women's groups who received leadership, campaigns, and advocacy training. ● The number of local women's groups/beneficiaries invited to national-level discussion meetings. ● The number of women leaders supported by various local groups, who influence local and national government policies to invest in disaster preparedness.
4. Verification tool	<ul style="list-style-type: none"> ● Training reports, including attendance records and an outline of the material covered. ● Minutes of national discussion meetings. ● Summary of policies and changes in disaster response programs.

¹⁸ UN Women, IASC, *ibid.*, p. 71.

d. Effectiveness of Budget Usage

In addition, it is also necessary to evaluate budget usage. Humanitarian resources are limited, and thus they need to be used with care to maximize their sustainable impact at every phase of humanitarian action. To ensure that they have a maximal impact on women and vulnerable groups affected by the crisis, every agency needs to ensure that resources and funds are properly managed.

When humanitarian emergencies occur, time constraints often result in pressure to spend large sums of money quickly as evidence of adequate response. To be compatible with institutional programs and procedures, it is necessary to monitor the usage of resources

and their impact on women and other vulnerable groups. Evaluating cost-effectiveness is very complex. However, the easiest approach is calculating the cost per unit (dividing the cost by the number of beneficiaries), and donors usually have benchmarks for per-unit costs that cannot be exceeded. The lower the per-unit cost (while ensuring that the desired results are achieved), the better.

Using a gender-sensitive approach to humanitarian response increases cost-effectiveness. By identifying the specific needs of women, men, and other groups, programmers can focus their efforts on serving the populations most in need.

PHOTO: LUCKY PUTRA/UNFPA



ANNEX: RECOMMENDED ACTIONS AND GENDER CHECKLISTS

Recommended actions and gender checklists may be prepared through a process of gender integration, as illustrated in the below chart:



This guideline is adapted from several existing guidelines, namely Guidelines: Inclusion of Persons with Disabilities in Humanitarian Action, compiled by IASC, and Gender Checklist for Cross-Sectoral Disaster Response in Central Sulawesi, developed by UNFPA in collaboration with the Indonesian Ministry of Health, KPPPA RI, Regional Government of Central Sulawesi, UNDP, IOM-OIM, International Red Cross Federation, and PLAN International.

A. SHELTER SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS	X	X	X
Ensure that every human resource is sufficiently equipped with a gender perspective (gender focal point) at every stage.	X	X	X
Map the stakeholders. Involve organizations and government agencies that have a background dealing with women and vulnerable groups (camps/temporary shelters/permanent shelters, social services, public works, etc.).	X	X	X
Analyze gaps in technical expertise with regard to universal design and accessibility. Recruit stakeholders who can fill these gaps. Be sure to extend recruitment to include women and vulnerable groups (such as groups with disabilities).	X	X	
Evaluate the existing camp/temporary shelter/permanent shelter to determine whether it meets accessibility requirements.	X		

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
STRATEGIC PLANNING			
Involve organizations and stakeholders in conducting vulnerability and capacity assessments, as well as visits to the camp/temporary shelter/permanent shelter.	X		
Conduct accessibility audits of the camp/temporary shelter/permanent shelter, and plan adaptations to remove barriers for women and vulnerable groups.	X	X	
Consider the needs of women and vulnerable groups from the outset, and mainstream these needs' inclusion into all aspects of the camp/temporary shelter/permanent shelter.	X	X	X
Review the assessment tools for the camp/temporary shelter/permanent shelter; adapt questionnaires to be inclusive of women and vulnerable groups and to reflect a gender and age perspective.	X		
RESOURCE MOBILIZATION			
Identify your team members, or recruit staff with knowledge and experience with inclusion and gender perspectives.	X	X	X
Establish an inclusive budget that allocates resources to promote accessibility and inclusion, and that covers the cost of adapting the camp/temporary shelter/permanent shelter to meet the needs of women and vulnerable groups.	X	X	
IMPLEMENTATION AND MONITORING			
Involve stakeholders, women, and vulnerable groups in consultation regarding a suitable camp/temporary shelter/permanent shelter for women and vulnerable groups.	X	X	
Identify and establish safe spaces in the camp/temporary shelter/permanent shelter to mitigate the protection risks that women and vulnerable groups face. Consider the psychosocial conditions of women, adolescents, children, and other vulnerable groups.		X	X
Identify the best distribution modalities for shelter kits. Options include accessible distribution sites, door-to-door delivery, sponsored transportation, priority lines, etc.	X	X	X
Consult women and vulnerable groups to understand their individual accessibility requirements for the camp/temporary shelter/permanent.		X	
Ensure that the 'build back better' strategies and plans consider accessibility, adopt universal design principles, and prioritize the safety of women and vulnerable groups.			X
KEY APPROACHES			
If possible, coordinate distribution with other sectors to minimize the burden on beneficiaries (such as female heads of household and persons with disabilities).		X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
Use coordination mechanisms to identify host families that can accommodate vulnerable groups, such as children without care or women with disabilities.		X	
In collaboration with stakeholders, design and build the camp/temporary shelter/permanent shelter using universal design principles.		X	X
Ensure that the camp/temporary shelter/permanent shelter for women and vulnerable groups has sanitary facilities, water points, and services; make them accessible in other ways.			X
When repairs and retrofitting are required, conduct an accessibility audit along with the damage assessment.			X
EVALUATION			
Involve women, vulnerable groups, and other relevant stakeholders in the monitoring process. Prioritize women and vulnerable groups who are in the camp/temporary shelter/permanent shelter.		X	X
Establish a reporting and feedback mechanism that is accessible to women and vulnerable groups.	X	X	
Monitor the accessibility of the camp/temporary shelter/permanent shelter (through audits, through a consultation process with NGOs or vulnerable groups).		X	
Appoint representatives of women and other vulnerable groups to monitoring teams and involve them in monitoring processes.		X	
Perform regular monitoring of the protection risks experienced by women and vulnerable groups in various locations.		X	

GENDER CHECKLIST

NO.	PROGRAM/SERVICE	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Is support offered for independent shelter recovery for female heads of household, women with disabilities, and adolescent heads of household?			
2.	Are special facilities given to vulnerable groups that do not possess identity cards or land certificates, and to female heads of household?			
3.	Are women, children, and adolescents involved in the design and construction of the camp/temporary shelter/permanent shelter?			
4.	Does the camp/temporary shelter/permanent shelter have a special shelter for women and vulnerable groups, with specific consideration of location and proximity to water/food distribution points, other assistance (such as setting up tents), and protection from potential GBV?			
5.	Are cooking areas and stoves provided? If yes, is it safe from any kind of hazard?			
6.	Does the camp/temporary shelter/permanent shelter have sufficient lighting, especially on the paths to the bathrooms or toilets?			
7.	Is the privacy of each family protected? For instance, by having a divider/curtain for each family area, etc.			
8.	Has the design and layout of the camp/temporary shelter/permanent shelter been developed with the participation of women and vulnerable groups?			
9.	Does the camp/temporary shelter/permanent shelter have space for children and adolescents to play where family members can watch them?			
	(Note: This is important due to the risk of GBV and PSEA, so said space should not be in a remote/desolate location.)			

B. WATER, SANITATION, AND HYGIENE (WASH) AND MENSTRUAL HYGIENE MANAGEMENT (HMM) SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Map related stakeholders, institutions, and service providers. Gather WASH and HMM data relevant to women and vulnerable groups.	X	X	X
Identify and analyze risks and barriers that women and vulnerable groups may face when they access WASH services, facilities, and information. Plan measures to mitigate and remove them.	X	X	X
Collect and make available national and international standards regarding WASH and HMM practices and accessibility. Examples may include those set by UNICEF (for children), or by WHO.	X	X	
Design or adapt WASH/HMM infrastructure according to universal standards to ensure that they are accessible. Locate facilities an appropriate distance from each other, and from residences. Provide hand washing facilities near the latrine; position the communal garbage disposal area some distance from residences.	X		X
Review WASH and HMM rapid assessment tools; make sure they include questions and indicators that take into account women and vulnerable groups.	X		
Ensure that educational materials (for example, on hygiene promotion) are disseminated in multiple accessible formats and with different delivery options.	X		
Train WASH and HMM staff in gender and disability inclusion. Consider practices, standards, tools, and program designs.	X		
Map the location of women and vulnerable groups before the WASH and HMM facilities are constructed, especially if some locations are inaccessible.	X	X	X
Ensure that intersectoral assessment uses WASH and HMM data that is disaggregated by sex, age, and other physical conditions/disabilities/special needs.		X	
Ensure that the WASH and HMM technical assessment evaluates the accessibility of the infrastructure.		X	
STRATEGIC PLANNING			
Before siting water facilities, consult women and vulnerable groups to take account of their specific needs. Engage with organizations that understand and have expertise in this matter.	X	X	
In consultation with women and vulnerable groups, develop guidelines in the WASH and HMM sub-cluster.		X	
Forge partnerships with NGOs or other organizations that work on issues related to vulnerable groups and WASH/HMM.	X		X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
RESOURCE MOBILIZATION			
Involve women and vulnerable groups when preparing and budgeting WASH and HMM-related humanitarian response plans or flash appeal projects.		X	
Budget for making services and programs accessible.		X	
IMPLEMENTATION AND MONITORING			
When standardizing hygiene kits and dignity kits, take into account the specific requirements of women and vulnerable groups.	X		
Disseminate WASH and HMM guides and tools. If necessary, organize specific training for implementing staff.	X	X	
Build WASH and HMM facilities that are accessible to women and vulnerable groups and that consider their special needs.		X	X
Consult and involve women and vulnerable groups when water and sanitation facilities are sited, designed, constructed and maintained. When promoting hygiene, consult similarly.	X	X	X
KEY APPROACHES			
Invite NGOs and related organizations to participate in WASH and HMM coordination and technical/working groups.	X	X	X
In consultation with the camp/temporary shelter/permanent shelter management team, design accessible WASH and HMM facilities. Follow a similar procedure to place families that have particular accessibility requirements close to communal facilities.		X	
Work closely with local governments and related agencies/organizations to develop WASH and HMM standards in schools, hospitals, and public buildings. In the designs, take into account the special needs of women and vulnerable groups.	X	X	X
To identify good practices and implement recommendations for future programs, invite women and vulnerable groups to participate in WASH and HMM monitoring programs.			X
Involve women and vulnerable groups in the WASH committee. Encourage them to highlight their needs, and make sure they have access to sufficient water and water points.		X	
Involve NGOs and related organizations in monitoring teams.	X	X	
EVALUATION			
Ensure that standard monitoring tools are used when reporting/evaluating the accessibility of WASH and HMM infrastructure.		X	

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
Include indicators that consider women and vulnerable groups in routine quantitative and qualitative monitoring.		X	

GENDER CHECKLIST

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW
1.	Are water distribution points easily accessible to women and other vulnerable groups? (Note: As a standard guide, it is recommended to have the distribution points be located 500 meters from residences.)			
2.	Do women and vulnerable groups have access to water sources? How do they collect the water?			
3.	Is the supply provided adequate, especially for women and vulnerable groups? For example, are appropriate sanitary tools, underwear, soap, sanitary napkins, and other cleaning products for women and girls of reproductive age regularly distributed?			
4.	Is the water collection site safe from any kind of GBV risk? For example, is the area well-lit and located somewhere quiet or difficult to access, and does it meet the special needs of groups with disabilities, older persons, and other diverse identities and gender? (Note: Failure to address the potential threat of sexual abuse when collecting water can reduce women's ability to access these important resources. In situations where water is rationed or pumped, the comfort and safety of women must be taken into account.)			
5.	Are there separate latrines/toilets and bathrooms for women, girls, and other vulnerable groups?			
6.	Are women, men, and other vulnerable groups involved in cleaning and waste management activities?			

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW)
7.	Is there a system or mechanism that enables women and other vulnerable groups to report any incidents of abuse to the camp coordinator?			
8.	Is there a system to deliver sanctions to perpetrators of violence in the camp? (Note: If any GBV occurs, it is important to connect the camp coordinator with an NGO or related organization that provides health protection. Hence, it is important to have a referral system.)			

C. CAMP MANAGEMENT SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Review policies, guidelines, tools, and standards on gender mainstreaming and social inclusion.	X	X	X
Identify and audit collective/evacuation center accessibility, including site arrangement.	X	X	
Identify and analyze risks and constraints during planning. Design mitigation measures to overcome them.	X	X	
STRATEGIC PLANNING			
Map stakeholders, include NGOs, national/international organizations, and government agencies with a background in disaster management and gender inclusion. Strengthen existing networks.	X	X	X
Form partnerships with gender institutions/organizations. Invite them to explore areas of collaboration, including the training of shelter management staff and other involved stakeholders.	X		
Involve, consult, and seek feedback from women and vulnerable groups on access to services, assistance, and protection. Identify barriers and actions to remove them, as well as measures that will facilitate access.		X	X
Use trained staff, organize and implement inclusive registration processes and systems that identify women and vulnerable groups through data matrices that are disaggregated by sex, age, and disability.		X	X
Include women and vulnerable groups in program		X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
assessment, operational planning, strategic design, implementation, and monitoring activities.			
Ensure that plans incorporate exit and solution strategies, and that these are accessible and can accommodate the needs of women and vulnerable groups.		X	X
Ensure that the collection, storage, and processing of sensitive personal data is carried out with appropriate data protection.		X	X
RESOURCE MOBILIZATION			
Consider the needs of women and vulnerable groups from the outset, and mainstream inclusion in all aspects of disaster response, including access to the camp/temporary shelter/permanent shelter, access to services, identification of durable solutions, etc. For example, provide access ramps for wheelchair users, child-friendly places, and a special nursing room.	X	X	X
Identify the skills and experience required by the team. Consider recruitment to secure sufficient technical expertise. Recruit female staff or persons with disabilities who understand how vulnerable groups are handled, for example, people who can use sign language or understand local languages. If possible, involve women's organizations, persons with disabilities, and other related organizations that usually work with the vulnerable groups concerned.		X	
Ensure funding is flexible. Carry out site improvements to remove obstacles. Make necessary accommodations to ensure that women and vulnerable groups have direct access to services and can participate in governance structures and other activities.		X	
IMPLEMENTATION AND MONITORING			
Involve women, vulnerable groups, and related NGOs in meetings, site planning, and improvement plans. Seek their advice on how to remove barriers and reduce protection risks.		X	X
Support or establish governance mechanisms that ensure women and vulnerable groups can participate in formal and informal processes for consultation and decision-making.		X	X
Ensure information, campaign, complaint, and feedback mechanisms are disseminated in various accessible formats (oral, print, sign language, easy-to-read/plain language, etc.), and in languages spoken by the affected community.		X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
Monitor the extent to which women and vulnerable groups can obtain access to general services and services targeted at them.		X	X
Establish or encourage the formation of committees, interest groups, or peer-support groups among women and other vulnerable groups in the shelter. Take steps to ensure that shelter groups adequately represent the diversity of vulnerable groups.	X	X	X
Ensure that camp infrastructure (latrines, water, shelter) is available and maintained. Make changes and identify resources to always improve accessibility.		X	X
KEY APPROACHES			
Coordinate and promote the implementation of international standards in camps. Agree on standards, then monitor and evaluate their application.	X	X	X
Ensure that meeting spaces are accessible to women and vulnerable groups. Take steps to provide reasonable accommodation for them (provide a sign language interpreter, easy-to-read material, additional lighting, etc.).	X	X	X
Support government efforts to address the barriers to access and inclusion faced by women and vulnerable groups. Discuss solutions and offer appropriate support (for example, training and capacity-building).	X		
Advocate for the rights of women and vulnerable groups; for the removal of barriers that impede their inclusion and access to services and protection; and for the integration of targeted services for women and vulnerable groups in sectoral responses and programs.	X	X	X
EVALUATION			
Create complaint and feedback mechanisms that are accessible to women and vulnerable groups, including those who live in shelters or homes.		X	X
Involve women, men, girls, and boys with a representative range of vulnerabilities to participate in monitoring activities and teams.		X	X
Through regular audits, monitor site and service accessibility, as well as protection risks (including GBV) that might affect women and vulnerable groups.		X	X
Evaluate and use findings to adjust programming and ensure better inclusion processes. Share lessons learned and integrate good practices into preparedness plans.	X	X	X

GENDER CHECKLIST

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Do women or female heads of household (widows /divorcees) depend on men to establish their shelters, or to access non-food items such as beds, warm clothing, and sanitation items? (Note: if this is the case, this can be overcome by involving women officers and conducting regular monitoring because this has the potential to cause exploitation.)			
2.	Does the camp/temporary shelter/permanent shelter have policies that consider the limitations experienced by women and vulnerable groups when accessing services and resources, especially among those who do not have an identity card (KTP)/family card (Kartu Keluarga)?			
3.	Does the layout and location of the camp/temporary shelter/permanent shelter consider the safety and security of the community, especially women and vulnerable groups?			
4.	Does the camp/shelter layout have space for children and adolescents to play where family members can watch them? (Note: This is important because children and adolescents often play in remote locations, increasing the risk of GBV and PSEA).			
5.	Does the camp/temporary shelter/permanent shelter layout have a space for community activities, space for gathering activities, and also private spaces for women, children and adolescents (including for psycho-social support)?			
6.	If yes, are women and vulnerable groups involved in the management of those spaces?			
7.	Do camps/temporary shelters/permanent shelters have access to a safe house (rumah aman) for GBV survivors who cannot return to their own homes/tents? (Note: If a safe house is unavailable, a safe and private space in the camp/temporary shelter/permanent shelter can be used as a short-term facility. However, if safety cannot be guaranteed, there must be a referral to a government facility.)			
8.	Are protection and security mechanisms provided for victims of violence?			

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
9.	Has the availability of medical, legal, psychological, police, and security assistance for women survivors of GBV and PSEA been ascertained?			
10.	(Note: Camp management/community committee should develop a network with protection and health service providers.) Have all service providers received PSEA and GBV training?			
11.	Does the management structure of the camp/temporary shelter/permanent shelter include a security and protection system to prevent the occurrence of sexual exploitation by humanitarian actors?			

D. SECURITY SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Conduct gender analysis and identify the risks that women and vulnerable groups face at each stage of disaster response	X	X	X
Collect disaggregated data on men and women, recognizing age, disability and other forms of diversity.	X	X	X
STRATEGIC PLANNING			
<ul style="list-style-type: none"> Ensure that protection assessments are consulted with women and vulnerable groups. Involve women and vulnerable groups in focus group discussions and as key informants in interviews. Assessment should identify women and vulnerable groups as being at high risk of protection violations and discrimination, as well as potentially facing obstacles in accessing protection services. Also involve persons with disabilities who may be isolated or confined to their homes or communities. 	X	X	X
Ensure that planning takes into account the risks faced by women and vulnerable groups, the barriers that prevent them from accessing protection services, and the special actions that may be needed to eliminate such barriers. Involve women and vulnerable groups to help define priority protection sectors.	X	X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
RESOURCE MOBILIZATION			
Ensure that all proposals and concept notes identify and analyze the protection risks and capacities of women and vulnerable groups. Ensure that interventions promote the protection and participation of said groups.	X	X	
Establish an inclusive budgeting process. Allocate resources to improve accessibility and inclusion.		X	X
IMPLEMENTATION AND MONITORING			
Develop outreach activities, including community-based outreach, to reach isolated individuals in their homes or institutions.	X	X	X
Include case studies and discussions of women and vulnerable groups in core training for protection staff, community outreach staff, focal points, and protection committees.	X	X	
Communicate information on safeguards, as well as complaint and feedback mechanisms, in a variety of accessible formats. Take steps to include individuals who are isolated in their homes or institutions, or who rely on support people for communication.	X	X	X
Take steps to assist women and vulnerable groups with their identification documents. Publicize the importance of marriage and birth registration; organize mobile registration mechanisms for displaced persons and other populations in camps, including women and vulnerable groups; ensure that legal case management is accessible to women and vulnerable groups.	X	X	X
Ensure that family tracing and reunification services identify and respect the wishes of women and vulnerable groups who have been separated.		X	X
Involve the whole community in protection-related activities and ensure that they have access to all information provided by other members of the affected population.	X	X	X
Monitor and report violations of the rights of women and/or vulnerable groups, including acts of violence, forced medical care, discrimination related to disabilities, and barriers to accessing protection services. Follow up on cases and eliminate obstacles that hinder or prevent women and vulnerable groups from accessing protection services.	X	X	X
Design and implement appropriate protection interventions for women and vulnerable groups, according to risk assessments. (Said assessments must be gender- and age-sensitive.)	X	X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
Work with local NGOs and organizations, as well as influential community members (such as traditional/religious leaders, educators, and local media) to challenge norms and attitudes that perpetuate discrimination and human rights violations against women and vulnerable groups.	X	X	X
Provide technical assistance to related ministries/agencies to strengthen the legal framework and national policies. Ensure that everyone, especially women and vulnerable groups, is protected from violence.	X	X	X
KEY APPROACHES			
Include the issues of women and vulnerable groups as a permanent agenda in protection coordination meetings.		X	X
Involve women, vulnerable groups, NGOs, and related organizations in protection coordination meetings. Provide facilities and proper accommodations that allow and encourage them to contribute more.		X	X
EVALUATION			
Document and report progress on the results of protection efforts that have successfully reduced the risks faced by affected parties.		X	X

GENDER CHECKLIST

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Are security and protection accessible to all persons, especially women and other vulnerable groups?			
2.	Have vulnerable groups been identified? Are vulnerable groups registered quickly and accurately through the costless publication of documents?			
3.	Is support available for the reunification of separated family members?			
4.	Are there accessible, transparent, and efficient mechanisms for reporting and investigating complaints, especially those related to gender-based violence, and for preventing kidnapping and trafficking in persons? (Note: This requires that society, especially women, girls, and children, have a clear awareness and understanding of how to report abuse.			

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
	It is important to ensure that their safety is guaranteed).			
5.	Is there a clear understanding among camp officials, as well as health, security and protection workers, of such principles as confidentiality, security, non-discrimination, suffrage, and survivors' right to make decisions?			
6.	<p>Have locations at risk of gender-based violence or kidnapping (trafficking in persons) been identified? (Note: For example, the location of latrines/toilets and/or children's play areas in remote areas.)</p> <p>Have actions been taken to reduce these risks? Examples may include a 'hot spots' program; community watch; educating women, men, and vulnerable communities on the prevention of gender-based violence, kidnapping, and sexual violence, as well as their risks and potential consequences; providing information on reporting mechanisms and the closest service mechanism (village-, sub-district- or district-level protection task forces; district-/city-level protection task forces; village-, sub-district-, and district-/city-level integrated protection service centers)?</p>			
7.	Are systems in place to ensure the anonymous and confidential collection of data, incidents, and victims, so that any protection issues can be promptly identified and addressed?			
8.	Have the relevant laws and policies to protect women, children, and young people from exploitation and enforcement been reviewed for necessary adjustments to support victims and survivors?			
9.	Does the community have its own conflict resolution mechanism for cases of gender-based violence, and how are influential women and community leaders involved in supporting women's safety?			
10.	<p>Have available medical, legal, psychosocial, police, and security resources been identified for women reporting cases of gender-based violence?</p> <p>(Note: If a woman wants to report violence that she has experienced, are capable medical personnel available to record forensic evidence? Are health workers sensitive to gender-based violence?).</p>			

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
11.	Are safe houses available for women who report violence and are unable to return to their own homes/tents? (Note: If camps are not considered safe, then safe houses for women may be an option)			
12.	Are psychosocial support services available for the community, especially for women, adolescents, and children? (Note: Includes woman-, child-, and youth-friendly spaces, trauma support groups, social reintegration for survivors, and parenting skills [i.e. understanding and helping children deal with loss and trauma]).			
13.	Do women have the influence to support and maintain such safe spaces?			
14.	Are psychosocial services available for men to relieve frustration and tension, as well as to accommodate behavioral changes in gender roles and overcome perceptions of masculinity after a disaster? (Note: Specific groups of men who find themselves primary caregivers after the death of a partner could also be explored. Sports, educational sessions, support services, and vocational skills training can help with this.)			

PHOTO: LUCKY PUTRA/UNFPA



E. CHILD PROTECTION SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Disaggregate data by disability in the Child Protection Information Management System and all data collection tools.	X	X	
Involve girls and boys in age-appropriate assessments and consultations.	X	X	
Ensure that boys and girls, including children with disabilities, participate in child protection decisions that concern them; and protect the confidentiality of such procedures.	X	X	
Involve boys and girls, and their families, in identifying barriers that impede access to child protection interventions and child-friendly spaces. Invite them to suggest how barriers could be removed and access increased.	X	X	X
STRATEGIC PLANNING			
Ensure that the team designated to carry out the assessment and planning of child protection programs is gender-sensitive; ensure that representatives of children, as well as other vulnerable groups on the team, also take gender balance into account.	X	X	
Ensure that the humanitarian team and actors involved understand child protection principles, such as: <ul style="list-style-type: none"> • Internationally protected children's rights, for example, as set out in the UNCRC; • The ability to interact with the children with the full awareness that all children have the right to be protected from various forms of violence and exploitation; • Knowledge of best practices for preventing and minimizing the risks of violence or exploitation against children; • And so on. Examples of these principles can be found in the Save the Children's Child Safeguarding Policy .	X	X	
Ensure that planning addresses the special requirements and risks of children as a vulnerable group.	X	X	X
RESOURCE MOBILIZATION			
Ensure that all proposals and concept notes consider and analyze the protection risks and capacities of boys and girls. Ensure that interventions can provide protection and promote children's participation.	X	X	
Allocate financing. Build an inclusive budgeting system that allocates resources to promote accessibility and children's inclusion.		X	X
IMPLEMENTATION AND MONITORING			
Increase staff and volunteers' capacity to understand and apply	X	X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
a rights-based approach to children.			
Train all child protection staff. Integrate case studies and discussions of violence against children, as well as the exploitation and abuse of children, in core training. Include social workers, community outreach officers, education staff, health workers, protection focal points, and committees.	X	X	
Select locations for child protection activities that are physically accessible; if this is not possible, make the necessary adjustments by providing adequate accommodation.	X	X	X
Raise awareness about children's rights. Discuss these rights with children (with and without disabilities), their families, and with community leaders, religious leaders, education and health personnel, and the wider community.	X	X	X
Identify child safety concerns, such as bullying, risk of injury, and physical/sexual abuse. Take steps to eliminate or reduce this risk.		X	X
Involve children and youths in activities that build their resilience, cultivate leadership, and strengthen peer networks. Consider organizing recreational, sports, cultural, educational, and life skills activities.	X	X	X
Identify youths who can become mentors. Encourage mentors to use their leadership skills and capacities to motivate others.	X	X	
Promote access to birth registration for all children, including children with disabilities.		X	X
Identify children living in camps/temporary shelters/permanent shelters, including children who became separated/were abandoned when the community fled/evacuated. If it is in their best interest, include them in family tracing and reunification.		X	X
Consider the needs of unaccompanied and separated children who are sick or need alternative care.		X	
Ensure the implementation of programs for the prevention and eradication of all forms of child labor.		X	X
Implement an inclusive case management system. Map accessibility. Train parties involved in case handling on how to interact and work with children. (For example, give them practical skills related to child-friendly communication, awareness of children's rights, etc.)		X	X
Use mobile outreach teams to reach children (with disabilities) who are unable to travel to registration sites or child-friendly spaces. Ensure that they visit children in residential facilities, including detention centers.		X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
Work with the community to include children and their parents in community-based child protection mechanisms. Provide support so that families and caregivers can access assistance.	X	X	X
KEY APPROACHES			
Include the issues of children (as a vulnerable group) <i>as a permanent agenda in protection coordination meetings.</i>		X	X
EVALUATION			
Establish a monitoring and reporting mechanism, including a mechanism for monitoring and reporting gross violations, reporting children's rights violations, etc.		X	X
Integrate child protection data in household-level monitoring tools; disaggregate data according to gender, age, and disability status. Encourage monitoring teams to adopt data collection tools that have been tested in a humanitarian context, such as the question module developed by UNICEF and Washington Group Child .		X	

GENDER CHECKLIST

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Are safe houses accessible to children who report abuse and are unable to return to their own homes/tents?			
2.	Are psychosocial support services available for children and youth? (Note: Includes child- and youth-friendly spaces, trauma support groups, social reintegration programs for survivors, and parenting skills [understanding and helping children deal with loss and trauma]).			
3.	Are sufficient health care services available for children, girls, and boys?			
4.	Are there any educational programs that reach children/adolescents affected by the disaster?			
5.	Are there special education programs for vulnerable groups such as young girls, minority children, and children and youths with disabilities (especially women)?			

NO.	PROGRAM/SERVICES	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
6.	<p>Do health workers have the knowledge and forensic recording tools for cases of gender-based violence, sexual exploitation, and abuse? Are adequate referral services available?</p> <p>(Note: It is very important to link the protection cluster with the camp/temporary shelter/permanent shelter management/committee).</p>			

F. PROTECTION OF OLDER PERSONS, PERSONS WITH DISABILITIES, AND OTHER VULNERABLE GROUPS SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Ensure that older persons, persons with disabilities, and other vulnerable groups are involved in various consultations. Consultation should be carried out according to age and gender. Use participatory methods to identify barriers to protection and empowerment.	X	X	
Assess the attitudes and assumptions of staff working in the field on the inclusion of older persons, persons with disabilities, and vulnerable groups.	X	X	
Ensure that planning addresses the special needs of older persons, persons with disabilities, and vulnerable groups, as well as the risks and human rights violations they experience. Invite older persons, persons with disabilities, and vulnerable groups to help determine sector priorities.	X	X	X
STRATEGIC PLANNING			
Map local NGOs and related organizations. Identify who they represent and the extent to which they can carry out safe identification and referral services to provide adequate protection for older persons, persons with disabilities, and vulnerable groups.	X	X	
RESOURCE MOBILIZATION			
Develop proposals that address various barriers and risks to accessibility among or violence against older persons, persons with disabilities, and vulnerable groups.	X	X	X
Prepare inclusive budgets that allocate finances and resources to improving accessibility and inclusion.		X	X
IMPLEMENTATION AND MONITORING			
Recruit older persons, persons with disabilities, and vulne-	X	X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
able groups as staff, volunteers, and community mobilizers. Take steps to achieve gender balance in the activities and programs organized.			
Integrate and mainstream materials on older persons, persons with disabilities, and vulnerable groups into the core training package. Add case studies and discussions on older persons, persons with disabilities, and vulnerable groups to materials for training practitioners and raising public awareness.	X	X	
Train NGOs and local organizations, especially those led by women or members of vulnerable groups, on how to safely identify and refer survivors of gender-based violence.	X	X	X
Strengthen national policies and protocols, including standard operating procedures, case management systems, and referral systems. Ensure that they adopt an approach that is centered on older persons, persons with disabilities, and vulnerable groups, and are responsible for providing care if someone is a victim of violence.	X	X	X
Establish a complaint mechanism that is safe, accessible, and confidential, following universally applicable protection standards.	X	X	X
Ensure that facility builders adopt universal women-centered design principles with regard to their specific needs, such as health clinics, safe houses, and transportation systems.	X	X	X
In line with international commitments, facilitate the participation of older persons, persons with disabilities, and vulnerable groups in negotiations and peacebuilding.			X
KEY APPROACHES			
Include the issues of older persons, persons with disabilities, and other vulnerable groups as a permanent agenda in protection coordination meetings against gender-based violence.	X	X	
EVALUATION			
Monitor disaggregated data related to older persons, persons with disabilities, and other vulnerable groups who participate in programs, as well as the handling of gender-based violence.		X	
The entire data information management system should be disaggregated by sex, age, as well as other forms of vulnerabilities, in line with safe and ethical data collection and dissemination practices. This will make it possible to determine whether certain genders and age groups are excluded.	X	X	

GENDER CHECKLIST

NO.	PROGRAM/SERVICE	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Are security and protection accessible for older persons, persons with disabilities, and other vulnerable groups?			
2.	Are psychosocial support services available for older persons, persons with disabilities and other vulnerable groups?			
3.	Do available disaster response services and protections accommodate the needs of older persons and persons with disabilities, in accordance with the universal design?			
4.	Are staff, partners, and involved communities trained and sensitive towards the inclusiveness of older persons, persons with disabilities, and other vulnerable groups?			
5.	Are there laws and policies that are relevant to protecting older persons, persons with disabilities, and other vulnerable groups? Has enforcement been evaluated and adjusted to ensure support for victims and survivors?			
6.	Are resources available for the provision of medical, legal, and psychosocial assistance, as well as police and security services for older persons, persons with disabilities, and other vulnerable groups reporting cases of gender-based violence? (Note: In the case that older persons, persons with disabilities, or members of other vulnerable groups wish to report violence that they have experienced, are capable medical personnel available to record forensic evidence? Are health workers sensitive to gender-based violence?).			
7.	Are safe houses accessible to older persons, persons with disabilities, and other vulnerable groups who report violence and are unable to return to their own homes/tents?			

G. PREVENTION & HANDLING OF GENDER-BASED VIOLENCE AND WOMEN EMPOWERMENT SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Ensure the inclusion of women in consultations on gender-based violence. Consultation should be carried out according to age and gender. Use participatory methods to identify barriers to accessing protection and empowerment.	X	X	
Assess the attitudes and assumptions of staff working on gender-based violence towards the inclusion of women.	X	X	
Ensure that planning addresses the specific needs of women and girls, as well as the risks and human rights violations they experience. Invite women to help determine sector priorities.	X	X	X
STRATEGIC PLANNING			
Map local NGOs and organizations. Identify who they represent and the extent to which they can safely identify and refer survivors of gender-based violence to appropriate services.	X	X	
RESOURCE MOBILIZATION			
Develop proposals that address the risk of gender-based violence against women, children, and women with disabilities.	X	X	X
Allocate funding and prepare inclusive budgets that provide resources for improving accessibility and inclusion.		X	X
IMPLEMENTATION AND MONITORING			
Recruit women as staff, volunteers, and community mobilizers. Take steps to achieve gender balance in activities and programs related to gender-based violence.	X	X	X
Integrate and mainstream material on women within the core training package on gender-based violence. Add case studies and discussions on women (as a vulnerable group) in materials for training practitioners and raising public awareness.	X	X	
Train NGOs and local organizations, especially those led by women, on how to safely identify and refer survivors of gender-based violence.	X	X	X
Strengthen national policies and protocols, including standard operating procedures, case management systems, and referral systems. Make sure they adopt a survivor-centered, responsible approach to care for victims of violence.	X	X	X
Establish a complaint mechanism that is safe, accessible, and confidential, in accordance with universally applicable	X	X	X

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
protection standards.			
Ensure that facility builders adopt universal design principles that center on women with regard to their specific needs, such as health clinics, safe houses, and transportation systems.	X	X	X
In line with international commitments, facilitate the participation of women and girls in negotiations and peacebuilding.			X
KEY APPROACHES			
Include the issues of women (as a vulnerable group) as a permanent agenda in protection coordination meetings against gender-based violence.	X	X	
EVALUATION			
Monitor disaggregated data regarding women and other vulnerable groups who participate in programs for preventing and handling gender-based violence.		X	
All data management systems, such as the Gender-Based Violence Information Management System, should be disaggregated by sex, age, and other forms of vulnerabilities, in line with safe and ethical data collection and dissemination practices. This will make it possible to determine whether certain genders and age groups have been excluded.	X	X	

GENDER CHECKLIST

NO.	PROGRAM/SERVICE	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Is there a balance between the number of women and men involved in the activities and programs organized?			
2.	Has gender been integrated into existing training materials in various sectors and clusters?			
3.	Are security and protection accessible for everyone, especially women?			
4.	Are health services accessible to all women, children, adolescents, older persons, and persons with disabilities?			
5.	Does the inability of women to access population documents (National Identity Card, Family Card, etc.) restrict their access to health care in any way?			
6.	Have existing community resources such as village			

NO.	PROGRAM/SERVICE	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
	<p>midwives, female health workers, women's groups, and older women been involved in providing reproductive health services to women and girls?</p> <p>(Note: They must be involved in the promotion of positive practices and prevention of harmful practices. The Midwife Kit is available for use by village midwives).</p>			
7.	<p>Do pregnant women and their families have knowledge of and access to the nearest health services in case of childbirth emergencies and other health problems?</p> <p>(Note: It is important that village midwives can identify the closest referral service).</p>			
8.	<p>Are consultation and examination rooms that guarantee privacy available for women, girls, and adolescent women?</p>			
9.	<p>Are materials available to provide an understanding of puberty, including menstruation for young girls and sexuality for boys and girls?</p>			
10.	<p>Are health workers sensitive to the various needs of women?</p>			
11.	<p>Does food assistance ensure adequate nutrition for families, including pregnant and lactating women? Are sufficient services available for women's health care?</p>			
12.	<p>Do health workers have the knowledge and forensic recording tools for cases of gender-based violence as well as sexual exploitation and abuse? Are adequate referral services available?</p> <p>(Note: It is very important to link the protection cluster with the camp/temporary shelter/permanent shelter management/committee).</p>			
13.	<p>Are women facilitated in cooking their own food and provided the resources to do so?</p>			

H. PSYCHOSOCIAL SUPPORT SUB-CLUSTER

	PRE-DISASTER (Mitigation)	DURING DISASTER (Emergency Response)	POST-DISASTER (Recovery)
NEEDS ASSESSMENT AND ANALYSIS			
Assess the accessibility of skills training, apprenticeship, and financial services, as well as markets and market-related information, for women and vulnerable groups.		X	X
Identify whether there are organizations that can assist in identifying, accessing, and supporting women's communities and vulnerable groups within the relevant environment.	X	X	X
Identify and analyze livelihood-related risks to women and other vulnerable groups, and plan risk mitigation measures.	X	X	X
Carry out an assessment of the psychosocial conditions, literacy, and numeracy of women and vulnerable groups, to support those without livelihoods or access to education.		X	X
Identify the referral services available for psychosocial support, such as consultation services, women's empowerment centers, physical rehabilitation places (for persons with disabilities), etc. in target areas.		X	X
STRATEGIC PLANNING			
Ensure that the criteria for livelihood targeting and psychosocial support adequately address the diversity of vulnerable groups.		X	X
Provide training on inclusive livelihoods and education to stakeholders (such as the staff of involved government ministries/agencies or NGOs). Also involve communities that may be involved such as vocational trainers, farmer associations, women's groups, entrepreneurs, local councils, supervisory agencies, etc.	X		X
RESOURCE MOBILIZATION			
Employ vulnerable groups such as women and persons with disabilities in the project team, making them role models for other vulnerable groups participating in the program.	X	X	X
Prepare other resources, such as additional training (for example on literacy and numeracy), adaptive tools, and accessible infrastructure (for persons with disabilities). Provide any transportation and technical support that may be needed.	X	X	X
IMPLEMENTATION AND MONITORING			
To counter possible negative perceptions, raise public awareness on the capacities of the vulnerable groups involved and the contributions they make.			X

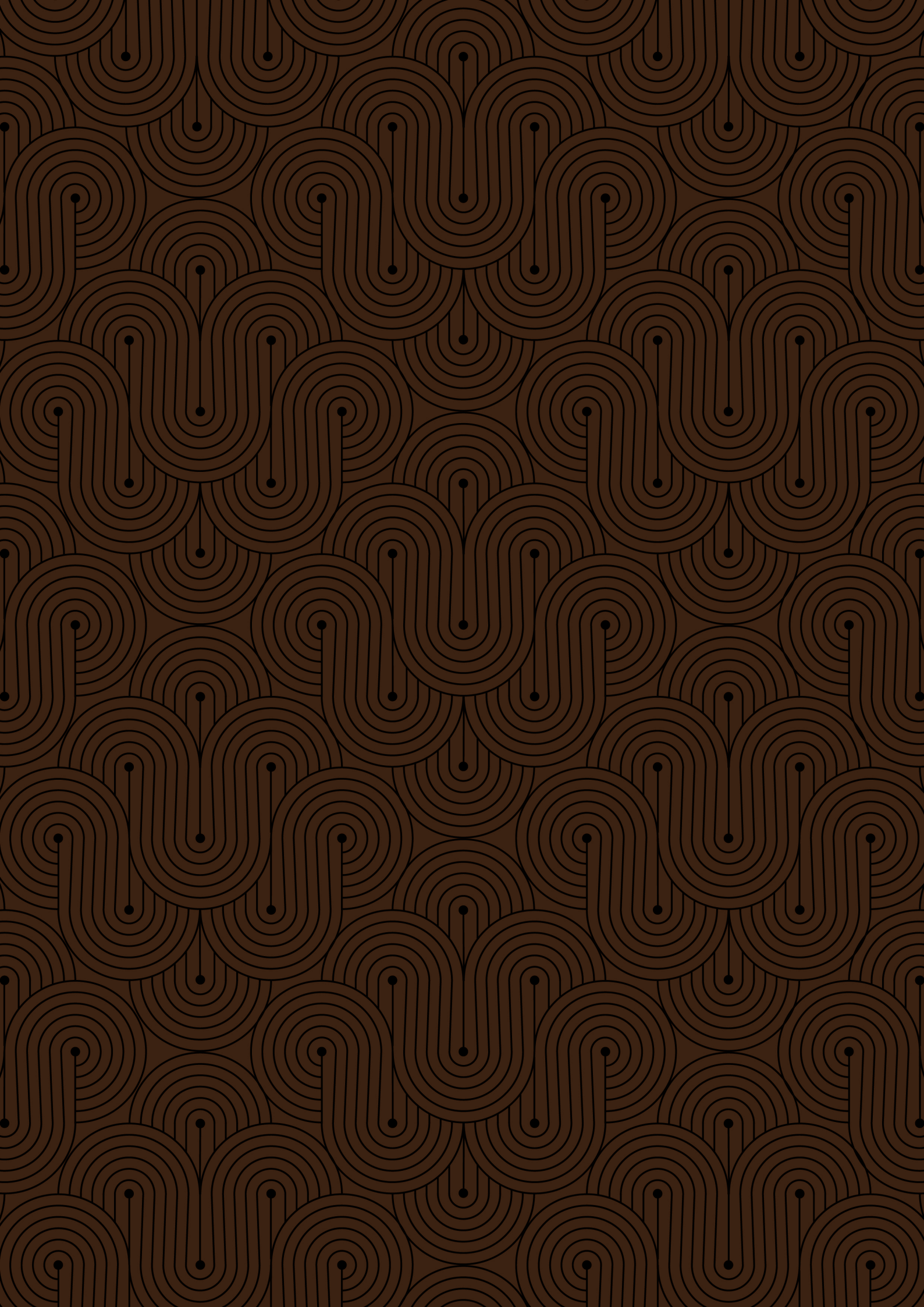
	PRA BENCANA (Mitigasi)	SAAT BENCANA (Tanggap Darurat)	PASCA BENCANA (Pemulihan)
Inform families from vulnerable groups about their rights and obligations, including their rights and capacities as workers.	X		
Encourage entrepreneurs, local leaders, and government agencies to respect the rights of women and vulnerable groups, including their right to have full access to livelihood sources.	X		X
Ensure that humanitarian actors understand that women and vulnerable groups are individuals with various experiences, knowledge, and capacities. Make sure they are not stereotyped or placed in stereotypical roles. Example: it is possible for a deaf woman to do physically demanding work.	X	X	X
Work with financial service providers, and help them adapt their products to the needs of vulnerable groups. For example: digital financial facilities for persons with disabilities.		X	X
Support the creation of inclusive curricula and courses for vulnerable groups in vocational skill training or business training centers.		X	X
In the workplace, provide tools and facilities that have been adapted for use by the working group. For example, a nursing room for women, or a talking computer for blind people.	X		X
Adjust general community infrastructure (such as markets, training institutions, etc.) to make it more accessible.		X	X
Train project staff on how to interact and support women and vulnerable groups.		X	X
Develop outreach and community-based processes that can identify and connect women and vulnerable groups.	X		
Work with organizations of vulnerable groups and other humanitarian actors to design and conduct assessments of inclusive livelihoods and economic security.	X	X	
KEY APPROACHES			
Assign an expert with a well-developed gender perspective to participate in the sub-cluster. The expert will assist sectoral partners in carrying out the gender mainstreaming process, promote inclusionary processes, and support referrals in all relevant sectors.	X	X	
EVALUATION			
Involve all stakeholders and vulnerable groups in the process of monitoring humanitarian and protection indicators.		X	
Ensure that beneficiary feedback mechanisms are accessible and involve women and vulnerable groups.		X	

	PRA BENCANA (Mitigasi)	SAAT BENCANA (Tanggap Darurat)	PASCA BENCANA (Pemulihan)
Systematically ensure that psychosocial and livelihood programs are accountable. Information and grievance mechanisms must be accessible, and the vulnerable groups involved must be able to participate in decision-making and planning processes.		X	X
Identify, document, and disseminate successful practices and initiatives that promote inclusion and the recovery of affected women and vulnerable groups.			X

GENDER CHECKLIST

NO.	PROGRAM/SERVICE	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
1.	Do credit assistance, cash/labor/livelihood programs target female heads of household (widows/divorcees)?			
2.	Do economic resources (seeds, fertilizers, tools, aid commodities, and credit), skills, and vocational training reach women and vulnerable groups?			
3.	Is available support/intervention built on the knowledge, capacities, and local resources of women and vulnerable groups?			
4.	Are these programs reaching persons with disabilities (men and women)?			
5.	Have specific skills or areas been identified in which vulnerable groups can participate in economic activities?			
6.	Are child care and social support services available for women to help them access education/training programs?			
7.	Are non-formal education and skills training programs offered in a good and dignified manner? (Note: In some cases, it may be necessary to run these programs separately for men and women.)			
8.	Have specific non-cash assistance and skills programs for women been prepared?			
9.	Is there protection for vulnerable groups from discrimination and exploitation in the labor market? (Note: e.g. children as unpaid labor that are involved in hazardous work, sexual harassment in the workplace, lower wages for women, etc.).			
10.	Is it possible to integrate psychosocial intervention within school education materials for children and adoles-			

NO.	PROGRAM/SERVICE	YES	NO	DESCRIPTION (CURRENT STATUS/ FOLLOW-UP)
	cents, for example, psychosocial support in dealing with the impact of disasters on life and relationships in their communities?			
11.	Is psychosocial training available for teachers so they can support students and their environment in dealing with the impact of natural disasters?			
12.	Are there facilities for recreation, play areas, sports for children and youth?			
13.	Are there adult literacy classes or vocational training in the community, especially for women from other vulnerable groups?			
14.	Does school management have a system for dealing with reports of children and adolescents experiencing sexual violence and/or human trafficking? a. Is there a special counseling room for adolescents that can be accessed by girls and boys? b. Have teachers been given training on gender-based violence? c. Is special protection available for students who are victims of violence and experience consequences (pregnancy or serious injuries) that require a specialized learning process for those involved?			
15.	Are adequate study spaces available for children and youth?			
16.	Does the community have psychosocial support initiatives for survivors of gender-based violence, as well as sexual exploitation and abuse?			
17.	Are psychiatric and psychological support services available for men, women, children, adolescents, older persons, and groups experiencing post-traumatic stress disorder or depression?			





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