

EARLY RECOVERY

WHY DOES GENDER EQUALITY MATTER IN EARLY RECOVERY?

Early recovery is a vital element of an effective humanitarian crisis response, where early recovery addresses recovery needs during the humanitarian phase, using humanitarian mechanisms in accordance with development principles. Early recovery is an integrated and inclusive coordinated approach to gradually turn the dividends of humanitarian action into sustainable crisis recovery, resilience building and development opportunities, and shaping social change. As such, the approach presents important opportunities to promote gender equality. However, these opportunities are often lost because gender issues tend to be given low priority during the emergency and are also not prioritized when recovery begins. Failure to include gender perspectives early in decision-making processes can have long-lasting impacts on women, men, boys, and girls— particularly in the context of governance structures, policies and practices, which can reinforce existing socio-economic disparities between men and women.

Projects implemented in an early recovery approach that analyse and take into consideration the needs, priorities and capacities of both the female and male population of all ages are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2 -0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in an early recovery approach in providing programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to services for women/girls and men/boys that need to be addressed. These should be integrated into **ACTIVITIES** (e.g. emergency employment; urban livelihoods; rubble removal; community infrastructure; local governance; ...). The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN PROJECT NEEDS ASSESSMENTS IN AN EARLY RECOVERY APPROACH	
✓	Sex and age disaggregated demographic information on the affected population is collected (# of households and family members; # of single heads of households who are women, men, boys, or girls; # of unaccompanied children, elderly persons, persons with disabilities, and chronically ill; # of pregnant and lactating women).
✓	What was the situation for women, men, boys, and girls before the crisis in terms of access to water, food and fuel; access to paid work; education and skills training; activity and leadership in cultural community networks; participation in local governance; access to land and markets? What is the situation now? What changes/improvements do the community expect?
✓	Do cultural norms allow women and men to participate in decision-making in their communities? If not, what action is needed to ensure both men and women can participate meaningfully in local governance and sustainable recovery efforts?
✓	What is the government's capacity and commitment to advance gender equality? Indicators: # of M/F at middle and senior levels; existence of a gender equality policy; existence of women's or gender equality ministry and its level of influence; presence of gender technical expertise.
GENDER IN PROJECT ACTIVITIES IN AN EARLY RECOVERY APPROACH	
✓	Based on needs assessment findings, build the capacity of women and women's organisations to ensure their active and equal participation in all aspects and sectors of early recovery and development.
✓	Target both women and men in the promotion of micro and small business recovery through short-cycle business management training, cash grants, access to microfinance schemes, and coaching.
✓	Based on needs assessment findings, ensure basic rehabilitation of primary social services (health care, education, WASH, community centers), making sure they meet the different needs of women, men, boys, and girls.
✓	Support the development of housing policy that integrates risk reduction and takes into account the different needs of women, men, boys, and girls, the elderly, and the disabled within the affected population.
✓	Establish a participatory mechanism for mediating land disputes, ensuring women and men have equal access to land and to land inheritance.
GENDER IN PROJECT OUTCOMES IN AN EARLY RECOVERY APPROACH	
✓	Male and female headed households improved and diversified household food production for consumption and sale contribute to sustainable income and resilience building.
✓	Project development that is informed by an established database on early recovery that includes regularly updated data disaggregated by sex and age.
✓	Emergency cash grants provided to 200 IDP households (% headed by women; % headed by men) not able to participate in cash for work and with no other source of income due to the crisis contribute to reducing dependency to hand-outs.
✓	Five urgent community infrastructure rehabilitation projects constructed by women and men (% M, %F), will improve the agriculture conditions for female and male farmers and protect against floods.

DESIGNING MINIMUM GENDER COMMITMENTS FOR EARLY RECOVERY PROJECTS

In order to translate the cluster and organizational commitments to gender-responsive projects into reality, minimum gender commitments can be developed and applied systematically to the field response in an early recovery approach. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework, and are provided as samples only:*

1. Ensure that women, men, boys, and girls **PARTICIPATE** equally in all steps of project design, implementation, and monitoring; consult women and girls separately from men and boys.

Sample Activities	Sample Outcomes
Establish child care provisions to ensure women have opportunities to access programmes, trainings and meetings.	Women with children have access to child care that enables them to participate in early recovery programming.
Hold community consultation meetings with women and men at times and in locations that facilitate meaningful participation.	Women and men are participating in consultative meetings in equal numbers and with regular frequency.

2. **DESIGN** services to meet the needs of women, men, boys, and girls equally, ensuring equal numbers of men and women are involved in and benefit equally from initiatives including social protection, cash for work, and sustainable livelihoods.

Sample Activities	Sample Outcomes
Identify livelihoods activities usually conducted by women and by men that provide economic self-reliance in order to design income generating programmes that offer equal social and economic benefits to women and men.	Women, men, boys, and girls benefit equally from livelihoods initiatives.

3. Based on the gender analysis, make sure that women, men, boys, and girls are **TARGETED** with specific actions when appropriate, such as providing the establishment of a women's micro-credit initiative.

Sample Activities	Sample Outcomes
Establish a cooperative project targeting the needs of female-headed households, taking into consideration all relevant obstacles to participation and access.	Members of female-headed households establish a sustainable livelihood through participation in a cooperative.

4. **ANALYSE** the impact of the crisis on women, men, boys, and girls, including the gendered division of labour and the needs and capacities of women and men.

Sample Activities	Sample Outcomes
Conduct consultations (single-sex with same-sex facilitator, if required) to identify obstacles women, men, boys, and girls face in accessing or devoting time to income-generating activities.	Obstacles facing women, men, boys and girls in accessing income-generating activities are identified and programmes are adjusted to facilitate access.

5. Ensure that vocational **TRAINING** and non-formal education programs are accessible to and address the needs of women, men, and adolescent boys and girls equally.

Sample Activities	Sample Outcomes
Routinely collect, analyse, and report sex and age-disaggregated data on all vocational and non-formal education programmes	All data on vocational and non-formal education programmes is disaggregated by sex and age and the analysis informs necessary adjustments to facilitate more equal access
Hire and train representative numbers of male and female agriculture extension workers.	Women and men benefit from access to trained agriculture extension workers.

For more information on the **Gender Marker** go to www.onereponse.info

For the e-learning course on "**Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men**" see www.iasc-elearning.org

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