



# THE EFFECT OF GENDER EQUALITY PROGRAMMING ON HUMANITARIAN OUTCOMES



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ACADEMIC PAPER

**THE EFFECT OF  
GENDER EQUALITY  
PROGRAMMING ON  
HUMANITARIAN  
OUTCOMES**



**HUMANITARIAN UNIT  
UN WOMEN**

New York, April 2015



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# FOREWORD



Integrating gender equality and women's empowerment into humanitarian action is a human rights imperative. Women's positive role in identifying and addressing their specific needs, challenges and strengths is still

insufficiently incorporated into humanitarian intervention. Despite a global framework and individual agency policies that support gender equality in humanitarian action, the systematic application of this on the ground remains inconsistent.

One key to changing this is better data. But so far, robust empirical evidence demonstrating the intrinsic value of gender equality programming in positive humanitarian outcomes has been conspicuously absent. Without reliable data, it is difficult to establish the impact of gender equality programming in generating effective and inclusive humanitarian outcomes, and so more difficult to promote it.

To bridge this gap, UN Women - on behalf of the Inter-Agency Standing Committee Reference Group on Gender in Humanitarian Action (IASC GRG) and with the support of the Government of Canada - commissioned this critical research study. It specifically examines how gender equality programming can improve humanitarian outcomes through a unique new methodology. This prototype Gender Intensity Measure assesses the degree to which gender

equality and women's empowerment has been integrated into humanitarian programmes – by using inputs from the beneficiaries themselves. This is an exciting new development that UN Women hopes will be further refined into a practical monitoring tool for field application.

UN Women and its partners in the IASC GRG will continue to advocate for the further integration of gender equality and women's empowerment into humanitarian action. I am convinced that this study will prove a powerful and practical addition to the advocacy tools at our disposal towards that end. It will show us where and how gender equality programming is working and give women a greater voice, both as providers and as beneficiaries of humanitarian action.

A handwritten signature in black ink, consisting of several loops and a trailing line, representing Phumzile Mlambo-Ngcuka.

**Phumzile Mlambo-Ngcuka**  
*Executive Director, UN Women*

# ACKNOWLEDGEMENTS

Despite a number of developments in policy and practice towards the integration of gender equality and women's empowerment into humanitarian action, what remains missing is a strong evidence base that demonstrates gender equality programming (GEP) is essential to ensuring an effective, inclusive, rights based humanitarian system. To address this gap, UN Women—on behalf of the Inter-Agency Standing Committee (IASC) Reference Group on Gender in Humanitarian Action and with co-funding from the Department of Foreign Affairs, Trade and Development of Canada—in 2013 commissioned the Institute of Development Studies (IDS) at the University of Sussex to undertake a research study, “The Effect of Gender Equality Programming on Humanitarian Outcomes.” It aimed to assess whether or not GEP has made a positive contribution to improving humanitarian outcomes, and if so, why.

The report contains four case studies that summarize findings from Kenya (the Dadaab camps and the county of Turkana), Nepal and the Philippines. This synthesis report summarizes overall findings, draws comparative conclusions across the four case studies, and discusses practical recommendations for integrating GEP in future humanitarian interventions in ways that strengthen effectiveness and inclusiveness.

The research project was directed by Professor Patricia Justino of IDS. The research team included Jean-Pierre Tranchant (IDS), Paola Salardi (University of Toronto) and Caroline Poeschl (a PhD student at the London School of Economics). The research team was assisted by Rebecca Mitchell (IDS) and Catherine Müller (IDS) during the final writing stages of the reports.

The consolidation of the research finding and development of the report was managed by Blerta Aliko and David Coffey of UN Women's Humanitarian Unit. In addition, they were supported with substantive feedback, inputs and editing by a Steering Group consisting of Vicky Singmin of the Department of Foreign Affairs, Trade and Development of Canada; Kariane Peek Cabrera and Sibi Marriott Lawson of the United

Nations Children's Fund; and Elizabeth Cafferty of the Women's Refugee Commission.

UN Women would like to thank all of the organization and individuals who supported the IDS research team during their research field missions. These include the UN Women offices in Kenya, Nepal and the Philippines for their warm welcome, encouragement and invaluable support. We are particularly grateful to the Country Directors, Zebib Kavuma (Kenya), Ziad Sheikh (Nepal) and Jeannie Manipon (Philippines), as well as to Mary Ondiek and Margaret Kariuki (Kenya), Sunita Baskota-Silwal and Pratima Ale Magar (Nepal), and Anusanthee Pillay and Trisha Mendoza (Philippines) for facilitating logistics and help in setting up interviews.

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The report benefited also from valuable comments from members of the IASC Reference Group on Gender in Humanitarian Action, and participants in the conference organized by the Humanitarian Affairs Segment of the Economic and Social Council of the United Nations on “The Future of Humanitarian Affairs” in New York on 23-25 June 2014.

Most importantly, we are extremely grateful to all the women and men who took time from their daily activities to speak to us about their experiences. This project would never have been completed without them.

— *UN Women*



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OUTCOMES:  
SYNTHESIS REPORT

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# LIST OF ACRONYMS

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<b>GBV:</b>	Gender-based violence
<b>GEP:</b>	Gender equality programming
<b>IASC:</b>	Inter-agency Standing Committee
<b>I/NGOS:</b>	International/non-governmental organizations
<b>SADD:</b>	Sex- and age-disaggregated data
<b>WASH:</b>	Water, sanitation and hygiene

# INTRODUCTION

Major humanitarian emergencies over the past decade, such as the Indian Ocean Tsunami, Hurricane Katrina and the Kashmir Earthquake, continue to highlight the importance of gender equality in emergency interventions. Response and recovery programmes have been subject to criticisms about gender-insensitive and gender-blind practices that have worsened the situations of women and girls. As a result, gender equality programming (GEP) has become more central to discussions about humanitarian intervention.

Despite general agreement among humanitarian actors that gender perspectives should be integrated into humanitarian preparedness, response and recovery activities, however, GEP implementation remains inconsistent and unsystematic. It is unclear if substantial progress has been made in mobilizing resources for mainstreaming gender perspectives into improving humanitarian outcomes. Rigorous evidence and analysis of the impact of GEP on humanitarian outcomes has been largely absent.

The purpose of this research study, “The Effect of Gender Equality Programming on Humanitarian Outcomes,” summarized in the following synthesis report, was to systematically collect and analyse evidence on the effects of GEP on humanitarian outcomes in Kenya (Dadaab and Turkana), Nepal and the Philippines.

## 1.1.

### Key concepts: What is GEP and how is it implemented?

GEP recognizes that the needs and vulnerabilities of women, men, girls and boys in any given crisis-affected population will be specific and different. Key to being able to identify and address these disparate needs is a contextual *gender analysis*. It examines gender relationships in the beneficiary population, including roles, access to and control of resources, and the constraints different groups face relative to each other. It is through this understanding that a gender-mainstreamed humanitarian programme can

help ensure equal benefits to all people and avoid placing some at risk.

It is also essential that men and women have equal opportunities to actively participate in humanitarian action, including at the strategic planning and decision-making level. Women and men need to be able to provide their own inputs into the programmes developed to improve the conditions of their households and communities.

Most humanitarian agencies have devised policies and guidelines, either standalone or in conjunction with other organizations, that prescribe GEP components in their humanitarian interventions. All UN agencies have incorporated gender policies and strategies for mainstreaming gender into their development or humanitarian mandates. For example, the United Nations Development Programme’s *Eight Point Agenda for Women’s Empowerment and Gender Equality in Crisis Prevention and Recovery* emphasizes the need to promote gender equality in disaster risk reduction, and to support women and men to improve crisis recovery. The 2010 United Nations Children’s Fund *Policy on Gender Equality and the Empowerment of Girls and Women* mandates designing all regular programmes as well as humanitarian preparedness, response, and recovery efforts to contribute to gender equality in clearly defined, measurable ways. It is, however, unclear if GEP policies are being put into practice in a way that leads to meaningful outcomes for men and women, and how GEP affects the effectiveness and inclusiveness of humanitarian interventions.

## 1.2.

### Purpose and scope of the study

The study addresses two main questions:

- What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?
- What elements of GEP have proven more (or less) effective in improving humanitarian outcomes, and under which conditions?

These questions required detailed analysis of the effect of GEP on four elements of humanitarian interventions: access to and use of services by different beneficiaries, the effectiveness of outcomes across different population groups, the ability to address the needs and capacities of beneficiaries, and levels of gender equality in access to and outcomes of humanitarian interventions.

This was a challenging study. Sex- and age-disaggregated data (SADD) on humanitarian interventions are rarely available. Interventions incorporate gender-focused baseline surveys only infrequently. The main tool for assessing integration of gender in a given programme—the Inter-agency Standing Committee

(IASC) Gender Marker—only measures GEP at the design stage and not during implementation. The absence of baseline data and monitoring tools restricts the use of experimental evaluation methods to assess the impact of GEP on humanitarian outcomes because control groups cannot be properly constructed.

In order to overcome these challenges, this study made use of a combination of qualitative and quantitative research methods to collect detailed information on the beneficiaries of different humanitarian programmes in four case studies, namely Turkana and Dadaab in Kenya, Nepal and the Philippines. Qualitative methods included in-depth interviews of key informants, focus group discussions with beneficiaries and non-beneficiaries of humanitarian aid, and interviews with members of user committees and local leaders. The study also conducted large quantitative surveys in two case studies: Turkana and the Philippines. In each, we interviewed representative samples of around 1,000 households in about 80 communities. The surveys were designed to capture information about how households access and experience a range of humanitarian interventions characterized by different levels of GEP intensity. The resulting data were analysed using quasi-experimental models, complemented with detailed qualitative information collected through interviews and focus group discussions.

TABLE 1:

Case study	Methodology	Type of emergency	Population
Nepal (Far Western Region)	Qualitative	Complex (post-conflict) and slow onset crisis	Rural population (farmers)
Kenya (Dadaab)	Qualitative	Refugee camp	Mostly Somali refugees
Kenya (Turkana)	Qualitative and quantitative	Slow onset crisis	Pastoralists and agro-pastoralists
Philippines (Mindanao)	Qualitative and quantitative	Rapid onset crisis	Rural population

### Overview of case studies

The study also developed a new tool to measure GEP intensity post-intervention—the **GEP Index**. It is based on survey modules designed to capture information about GEP during programme implementation. This

tool allowed an assessment of the causal impact of GEP on the effectiveness and inclusiveness of humanitarian interventions, as well as determine which elements of GEP may be more effective.

# METHODOLOGY

## 2.1.

### Developing a Measure for Gender Equality Programming

The study employed a mix of methods. The first of these was a desk-based extensive literature review: The literature review identified questions and gaps used to initiate key informant interview questions, prior to the fieldwork, in order to better understand how GEP was implemented locally, as well as its main challenges and effects from the perspective of major stakeholders.

All four case studies used qualitative methods. Further key informant interviews were conducted at the start of each fieldwork mission to help gauge and map locally specific humanitarian and programming dynamics with respect to GEP, to inform our research strategy, and to gather inside knowledge on the working methodology and effectiveness of programmes.

During community visits, we held additional key informant interviews with local agency staff, facilitated focus group discussions with beneficiaries and non-beneficiaries of humanitarian programmes, and conducted interviews with members of user committees and local leaders. Focus group discussions were held with men and women separately. The women's focus group discussions were also separated by age groups to capture differences in the experiences and effects of GEP among younger and older women. In total, we conducted focus group discussions in five villages in Nepal, three villages in Turkana, two camps in Dadaab and three villages in the Philippines.

Quantitative methods were used in Turkana (Kenya) and Mindanao (the Philippines): The qualitative data was complemented with two large surveys in Turkana and Mindanao. Two separate surveys were designed

specifically for the rural populations in each place.<sup>1</sup> The surveys collected information on exposure to natural disasters and conflict; household demographics; dwelling; water, sanitation and hygiene (WASH); migration; food security; access to humanitarian programmes; community groups; and access to public services and markets. They included a specific module on female autonomy, mobility and empowerment.

In both case studies, we surveyed people in communities with and without access to programmes, and with exposure to different levels of GEP intensity across programmes. In total, we interviewed 1,016 households (12 households on average in 83 sub-locations) in Turkana and 1,079 (13 households on average in 83 *barangays*) in Mindanao.

**Development of a GEP Index:** Measuring the intensity and effective implementation of GEP posed considerable challenges in all case studies. During preparation for the fieldwork missions, it became clear that we would not be able to directly measure the GEP components of programmes in a way that reflected how the different components are implemented on the ground. This was due to a variety of reasons, but in particular, the absence of gender-focused baseline data for any of the interventions we surveyed or the use of a reliable assessment tool to monitor levels of GEP in programme implementation. While the IASC Gender Marker provided some evidence, this was limited to the design of interventions, and could not indicate how or if GEP was consistently maintained.

It became apparent that assessing the impact of GEP on humanitarian outcomes would require a new means of measuring its intensity in each intervention (see box 2.1)

<sup>1</sup> For detailed descriptions of the sampling strategy, please consult the respective case study reports.

## BOX 2.1

### The GEP Intensity Measure

To assess the importance of GEP for humanitarian outcomes—and in the absence of baseline data for any of the interventions surveyed—a measure of the magnitude of the GEP component of each intervention had to be created.

The research team used the household survey questionnaires in Turkana and Mindanao to gather information on four dimensions of GEP, namely:

- Women’s satisfaction with the quantity of the service provided;
- Women’s satisfaction with the quality of the service provided;
- Self-assessment by female respondents of their perceived power to influence the delivery of the service; and
- Self-assessment by female respondents on whether or not they thought that the intervention met women’s needs (which indicates the capacity of the service to address gender-specific needs).

Individuals were asked to answer the questions using the following scale: “fully agree,” “somewhat agree,” “somewhat disagree” and “fully disagree.” This information was then used to compute for each question the ratio of female respondents who answered “fully agree,” over the total number of female participants in the programme. In addition to these four ratios, a fifth was also computed on the ratio of female-headed households among the participants of each programme.

From these, four indices were developed and analysed: the **Satisfaction Index**, which measures

women’s overall satisfaction with humanitarian aid; the **Influence Index**, which measures women’s perceived ability to influence programmes; the **Sensitivity Index**, which measures women’s perception of the level of gender equality in the programmes and the **GEP Index** measures the proportion of programmes accessed by women that they perceived met their needs.

This process provided the means to assess the GEP intensity of each programme, where programme A is more GEP intensive than programme B if programme A has higher values on the ratios. To use these measures as an indication of GEP intensity, the assumption was made that there was a direct link between actual GEP implementation and the five ratios.

This assumption was triangulated against qualitative evidence collected in Turkana and Mindanao by asking detailed questions about how programmes were implemented in focus group discussions and interviews with beneficiaries and programme staff. In this, opinions were solicited on how programmes were rolled out in terms of, for instance, gender needs assessment, selection of beneficiaries, levels of encouraging women to participate, support of women in decision-making roles, etc. This evidence supported the assumption that the five ratios correlated very closely with how GEP was implemented in the various programmes.

*For more detailed, technical information, please refer to annexes B and C, respectively, in the Turkana and Mindanao case study reports.*

In Nepal and Dadaab, where we relied on qualitative methods only, we assessed the extent and type of GEP by looking at project documentation and retrieving information from project staff, key informants and beneficiaries. In Turkana and Mindanao, we developed new indices to measure GEP intensity by making use of a set of questions

included in the household survey about the rate of women’s satisfaction with the quantity and quality of each humanitarian service, their reported ability to influence the delivery of the service, and their own assessment as to whether or not the intervention met gender-specific needs (see box 2.1 above).

# MAIN FINDINGS

## 3.1.

### The impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes

The study showed that, overall, GEP contributes to improving access to and use of services, increasing the effectiveness of humanitarian outcomes and reducing gender inequalities.

#### 3.1.1. The impact of GEP on access to and use of humanitarian services, and the effectiveness of humanitarian outcomes.

##### Education outcomes

The study suggested that GEP was strongly associated with improvements in access to education, and with positive education outcomes for boys and girls. The most significant interventions included:

- **Dadaab:** The provision of incentives, such as free sugar to households if girls attended school; the distribution of free school uniforms; the supply of scholarships for girls; the provision of school meals; and awareness campaigns about the value of girls' education. These were successful in mitigating the sharp gender divide in terms of primary school enrollment. In the older camps where refugees have been exposed to girls education awareness raising for longer, girls made up to 47 percent of all pupils aged 6-13, compared to 37 percent in the newer Ifo 2 camp.
- **Turkana:** Awareness raising campaigns, provision of school meals and the supply of sanitation facilities in schools. These steps ensured that more children, particularly girls, made more use of school facilities. Women told us that educated girls can provide more support to them. Thus they try to keep them in (at least primary) school because they "learned to see the benefit of it" (Focus Group Turkana).

#### BOX 2.2

#### Examples of Improved Humanitarian Outcomes Caused by Gender Equality Programming:

##### Turkana:

- Increasing GEP intensity from low to high will raise the proportion of literate children per household by 4.8 per cent, which is the equivalent of 59 children per 1,000 households.
- A 10 per cent increase in GEP intensity is associated with 21.7 per cent (9 minute) reduction in walking distance to water points.
- Raising GEP intensity from low to high will decrease women's likelihood of being threatened by their husband with abandonment by 73 per cent.

##### Philippines:

- One standard deviation increase in the GEP intensity measure led to a 44 per cent reduction in the likelihood of a man making the decision for a woman in the same household whether she would participate in a training or other NGO provided service.
- The prevalence of hunger was 37 per cent lower in households where the women respondents reported high levels in the Satisfaction Index.
- In households benefiting from programmes with high GEP intensity, both boys and girls were 60-75 per cent less likely to drop out of school than children in households assisted by low-intensity programmes.

Increasing the GEP index from low to high intensity will raise the proportion of literate children per household by 4.8 per cent which is the equivalent of 59 children per 1,000 households. GEP measures also resulted in significant improvements in literacy rates among boys, but we found no evidence that GEP affected literacy rates among girls. This may be due to the prevalence of early pregnancies that cause girls to stop school, as well as to deep-seated gender inequalities in Turkana.

- **Nepal:** Provision of school buildings, and income-earning opportunities for women in cash/food-for-work programmes. These measures enabled women to afford school fees and stationery materials for their children, especially for girls. This effect was particularly strong for single mothers. A women's focus group participant in Baglek said: "The days are over when children were neglected and weren't sent to school, especially girls."
- **Mindanao:** Support for school enrolment. Boys and girls alike in households benefiting from programmes with high GEP intensity were 60-75 per cent less likely to drop out of school than children in households assisted with low-intensity programmes.

In Turkana, Dadaab and Nepal, the study found evidence that GEP contributed to increased access to education, especially for girls. This was the result of direct interventions (e.g., the supply of necessary inputs for children's schooling and other incentives), as well as more indirect actions, such as improving women's control over household resources and their involvement in decision-making processes within the household. In Mindanao, school enrolment was higher than in the other case studies. The typhoon prompted some teenage boys and girls to leave school, however, in order to look for jobs or to support the family with domestic tasks. Gender-focused education programming has attempted to minimize the impact of these coping strategies, and supports the return of boys and girls to school.

### WASH outcomes

The results indicated a causal effect of GEP on improved access to WASH, particularly among women and girls. Relevant GEP-intensive interventions included:

- **Dadaab:** Improved access to running water and washing areas, and location of latrines and washing

areas in safer places were evident at the newer Ifo 2 camp. Running water provided during the day, and safely located latrines and washing areas that meet Sphere standards in the Ifo 2 camp contributed to safer access to WASH facilities and better health outcomes, particularly among women and girls. In older camps, inadequate water and toilet facilities posed substantial security threats to women and girls, as well as higher risks of water-related disease outbreaks. This was due to poorer infrastructure and larger levels of camp congestion. The link between toilets and safety was explicitly mentioned in group interviews "Some are safe, such as in school. But some are not. It is very hard as a woman to help yourself. Toilets are far apart. Mine is about 10 minutes. It is insecure to go at night" [Dagahaley, young women, group interview].

- **Turkana:** Inclusion of women in water and infrastructure committees. This resulted in women being able to influence the location, maintenance and design of water points more suitable to their needs. Women who benefited from programmes with high levels of GEP intensity were 44 per cent less likely to walk more than 60 minutes each way to access drinking water.
- **Nepal:** Improved water supply, expansion of irrigation systems, and the construction of private and school toilets in cash/food-for-work programmes. The high intensity of GEP in these interventions contributed to improving life in villages, particularly for women, who are responsible for fetching water, and suffer most from lack of privacy when latrines and washing places are not available. A women's focus group participant in Pokhari stated: "There is enough water supply now. This saved us a lot of time. Before we had to walk for two hours to fetch water. Now we have a tap in front of the house."

We were unable to obtain significant empirical results on access to and the effectiveness of WASH interventions in Mindanao due to the extensive damage caused by the typhoon.

### Health outcomes

The study uncovered GEP's strong impact on health outcomes, particularly for women and girls, but extending to all household members. Significant effects were seen in:

- **Dadaab:** GEP-intensive health service provision. These interventions have been especially successful in encouraging the safer delivery of pregnancies in health centres, and have resulted in better health outcomes for mothers and their children. In female targeted health interventions, 90 per cent and 70 per cent of deliveries were attended by skilled personnel in Dagahely and Ifo 2, respectively. However, access to non-natal health services specifically for girls and women was detrimental for their health outcomes. Such health facilities were limited by the lack of facilities and staff, and by security challenges faced by staff, particularly at night. The lack of female doctors and nurses was also an important constraint.
- **Turkana:** GEP-intensive health service provision. Participation in programmes with high levels of GEP has made a significant impact on the health status of girls and women. Those in households reached by programmes with high GEP intensity were less likely to be sick with the ratio of sick children decreased by 11.2 percent.
- **Nepal:** GEP in the provision of health-related infrastructure, awareness raising campaigns about health and hygiene, and encouragement to access health facilities. These measures greatly improved maternal and child health, and decreased prenatal and natal mortality. A key informant interview in Ladagada revealed: “Maternal health is generally improved in the village, now there are C-sections. Recently, only two children died by pneumonia. Before many children would die from diarrhoea and other things.”
- **Mindanao:** Provision of gender-sensitive non-food items, particularly hygiene kits, and a medical focus on pregnant and lactating women. The participation in GEP-intensive programmes had sizable effects on the health outcomes of adults in general, and that of women in particular, who were less likely to report being sick. An increase of one standard deviation in the GEP Index would lead to a decrease of 5.8 percentage points in the proportion of ill adults (equivalent to 189 fewer ill adults per 1,000 households).

### Food security and livelihoods outcomes

The evidence suggested that greater GEP intensity improved food access and food security, particularly

among women and children. Some of the most significant effects included:

- **Dadaab:** We found less compelling evidence that targeting women in food distribution systems in Dadaab affected nutrition rates. There were also significant tensions around food distribution in the camps; women often risked losing their rations to men. “....at the exit, the men stop you and take your food from you” [Dagahaley, young women group interview]
- **Turkana:** Food-for-assets programmes that prioritized women as the main household member registered for working and collecting food. This policy has had long-lasting effects on food security for women and their children, and resulted in better food diversity among all household members. We found increasing the GEP Index from low to high would improve the Food Diversity Index (a measure of how many food groups the household has access to during the relevant reference period) by 15 per cent.
- **Nepal:** Ensuring women’s participation in economic activities. Notably, the income earned by women in cash-for-work programmes was considered critical in enabling families to buy sufficient and healthy food. Women in Ladagada focus group stated: “We get money, building our own community. We have work opportunity, are able to buy food for daily consumption. We used to struggle even to buy a five-rupees item.” Women also received seeds to grow vegetables, leading to a more varied diet.
- **Mindanao:** The capacity of general food distribution programmes to address gender-specific needs. These interventions meant hunger was 37 per cent less frequently reported by households where women reported high levels of satisfaction with the ability of food aid assistance to address gender-specific needs.

### GBV outcomes

We found evidence that GEP influences the probability of women experiencing gender-based violence (GBV). Significant effects were observed in:

- **Dadaab:** Sensitization programmes around GBV, and improved access to medical attention, police and justice for survivors. The magnitude of violence

against women and girls is, however, still very large in the camps. Most women and girls are at severe risk of rape, particularly at night. The provision of GBV services has helped bring the issue into the open. One young woman in a group interview stated: “Families used to hide it but now they tell the GBV unit. They are doing a good thing.”

- **Turkana:** GEP was significantly associated with lower proportions of women reporting emotional abuse from their husbands. Raising the GEP index from low to high decreases women’s likelihood of being threatened with abandonment by 73 per cent. We found no effects of GEP on physical abuse.
- **Mindanao:** Creation of women and child friendly spaces in evacuation centres, psycho-social support for women and children, awareness raising around GBV, child protection measures, provision of lighting and lock kits, and the separation of latrines and washing spaces. These interventions have successfully increased security among women and girls, reduced GBV and cut the prevalence of verbal abuse of women. Increasing the GEP Index by one standard deviation would halve the extent of verbal abuse, whereas an increase from low to high intensity of GEP would be associated with reductions of verbal abuse by 75 percent and 44 percent when measured by the Satisfaction and Sensitivity indices, respectively.

**3.1.2. The impact of GEP on gender equality.** We found significant evidence across all four case studies that GEP is critical to improving gender equality in humanitarian settings, mostly through changes in women’s social and economic empowerment.

In **Dadaab**, where awareness campaigns promoted gender equality, the school attendance of girls and the presence of women in leadership positions contributed to the empowerment of women and girls, and raised the aspirations of young women. These interventions also improved the understanding of boys and young men about the value of gender equality. A female sector leader in Dagahaley was asked since when there have been female sector leaders, her response was: “This arrangement has been in place since 6 months. Before that, only men were appointed.”

In **Turkana**, we found a strong association between GEP intensity and women’s feelings of agency and confidence in their abilities. Women who reported benefitting from programmes that they perceived to have strong GEP components were twice as likely to express feelings of agency, and 60 per cent more likely to be optimistic about their life plans.

In **Nepal**, interviews showed a significant link between women receiving income from cash-for-work programmes and having more decision-making power within the household. Women also cited training related to women’s empowerment as highly influential, boosting their confidence, empowerment and awareness of gender inequalities. A focus group participant stated: “we think the WFP [programme] has improved our lives. We are empowered [...] And now we can also organize ourselves and create committees.”

In **Mindanao**, higher levels of GEP were very strongly associated with women’s greater decision-making power related to attending trainings or the activities of non-governmental organizations (NGOs), and spending on consumer durables, health care, education, livestock and farming. One standard deviation increase in the GEP index led to a 44 per cent reduction in the likelihood of a man making that decision for a woman. GEP intensity was also associated with heightened feelings of agency and optimism.

## 3.2. What elements of GEP have proven more (or less) effective in improving humanitarian outcomes, and under which conditions?

The case studies revealed four main GEP components critical to improving the inclusiveness and effectiveness of humanitarian aid.

**3.2.1. Provision of work opportunities for women.** Women’s involvement in cash/food-for-work programmes was very successful in Nepal and Turkana in increasing women’s financial autonomy and independence, control over household resources, and social status and decision-making capacity in the household and community.

Results in **Turkana** showed women with access to independent sources of income were considerably less dependent on and thus less vulnerable to men's decisions about household resource distribution. These women exhibited a stronger sense of agency, confidence and control over their own affairs. Access to independent income resulted in women having better control over some key household decisions about food, schooling and health-care spending.

This proved beneficial not only for the women themselves, but also for their children. In patriarchal societies, the welfare of children depends upon their mother's welfare, and as such, reductions in gender inequalities within the household benefit other household members. For instance, in **Nepal**, women's earned income had direct positive effects on household outcomes such as increased school attendance for children (particularly for girls); better hygiene and health for women, boys and girls; and greater food security and access to a more varied diet for all members of the household. Financially empowered women also gained confidence and ability to take on more substantial roles in the management of community affairs.

### 3.2.2. Deliberate targeting of women and girls.

Humanitarian actors in Dadaab, Nepal and Turkana made deliberate efforts to ensure that the needs of women and girls were addressed in the delivery of humanitarian aid. This was done in order to tackle acute and widespread gender inequalities in terms of food security, health and education outcomes.

In **Nepal**, facilities built as part of cash/food-for work programmes specifically addressed the needs of women and girls. For instance, easier access to water saved numerous hours of daily chores for women and girls, while the ongoing construction of a women's centre will provide a social space for women to meet. The centre will have a water tap for washing and private latrines, facilities considered central to improving women's standard of living.

In **Dadaab**, WASH services were directed by guidelines focused on gender equality and protection against GBV. Humanitarian actors also encouraged girls' school enrolment by providing free uniforms and dedicated scholarships. In **Turkana**, building latrines in schools

helped to keep girls enrolled as they transitioned to upper primary levels. In **Mindanao**, the assistance to typhoon-affected populations, especially in evacuation centres, took into consideration the specific needs of women and girls through the provision of health kits, lighting, radios, locks, and supplementary feeding to those who were pregnant or lactating.

The specific needs of women and girls were not always identified and assessed, however. This was especially true in **Mindanao** and **Turkana**, where the lack of SADD made it difficult for aid actors to document and measure gender-specific needs. The implementation of targeted actions was also subject to some gaps. In **Dadaab**, the distance between humanitarian actors and the refugees, created by stringent security protocols, undermined the capacity of the former to assess and adapt their policies. In **Turkana** and **Nepal**, physical distance due to scattered populations and rough terrain was an important challenge. In **Mindanao**, the capacity of humanitarian actors on the ground to implement GEP guidelines was limited.

Boys and men have specific needs that at times remain unaddressed. This gap in some GEP interventions may limit uptake and effectiveness. Men not included in GEP tended to report unease and resentment towards the targeting of women and girls. Further inclusion of men and boys in GEP interventions may encourage and facilitate positive changes in attitudes and perceptions about gender roles.

### 3.2.3. Including women in committees and leadership positions.

Nearly all of the programmes reviewed as part of this study included a baseline portion of women in user and management committees. This is an important tool to ensure that women's voices are heard, and that the design of programmes suits their needs. The inclusion of women in committees and leadership positions also generates wider benefits. In **Turkana**, women's participation in decision-making bodies and the cultivation of leadership skills were responsible for raising aspirations among women and girls, and reducing disadvantages women face in accessing power. In **Nepal**, women reported an increase in self-confidence, self-esteem and pride when working to build their communities, and when

taking leadership positions in their villages. They demonstrated self-confidence and a new capacity to collectively organize by implementing campaigns to ban alcohol, which was associated with GBV and poverty.

There were a number of barriers to widening women's participation in decision-making processes and leadership positions. First, programme managers reported that, in contexts of acute gender inequalities, it was difficult to find women with the required skills and self-confidence to participate in committees. Second, the presence of women in committees did not automatically lead to women voicing their opinions. Changes in social attitudes are long-term processes that require immediate action, as well as interventions that raise aspirations among women and girls, and encourage wider acceptance of gender equality in society. Third, in rapid-onset crisis contexts, the immediate relief phase does not last long. It is important that continuity exists between immediate humanitarian interventions and recovery programmes. Fourth, as discussed above, GEP requires further inclusion of men in the design and implementation of interventions in order to ensure acceptance.

**3.2.4. Training activities and awareness raising campaigns.** Another component that proved important in all case studies entailed training activities and awareness raising campaigns. In *Nepal*, training and awareness activities around gender equality and

women's empowerment resulted in significant changes in the status of women within households and communities, and increases in women's reported sense of self-worth, confidence and leadership skills. In *Turkana*, girls' education and sensitization campaigns about gender relations and female empowerment helped change perceptions about gender roles and increased respect for women. In *Dadaab*, awareness campaigns that promoted gender equality improved the school attendance of girls and encouraged the presence of women in leadership positions. These contributed to the empowerment of women and girls, heightened the aspirations of young women, and increased understanding among boys and young men about the value of gender equality.

Trainings and campaigns were particularly useful in extremely patriarchal settings. Much of their value came from the interaction with the other GEP components mentioned above. Our observations showed that the combination of training and campaigns, women's economic empowerment, and targeted actions towards women and girls' specific needs over a number of years produced successful results in terms of the inclusiveness and effectiveness of humanitarian aid.

# RECOMMENDATIONS AND CONCLUSIONS

## 4.1

### Recommendations

This study allowed us to reflect on recommendations to further enhance the positive impact of GEP on the effectiveness and inclusiveness of humanitarian interventions.

#### 4.1.1. Use GEP to facilitate the economic empowerment of women and girls, and to multiply the impact of humanitarian action.

The effectiveness of humanitarian aid is particularly enhanced when specific provision is made for the economic empowerment of women. In the study, programming that provided women with a degree of financial or resource contribution to their household led to their improved control over household spending decisions, and better outcomes for all within. This was particularly true for interventions intended to address food security and livelihoods. In Nepal, women in the cash/food-for-work programmes reported improved food security and nutrition outcomes for their households, and educational opportunities for their girls by being able to prioritize their household spending as they saw fit. They attributed this to food and money they had been able to earn and control themselves. In Turkana, there was evidence of increased women's empowerment among households participating in the food-for-assets programme. They were 62 percent less likely to report that men alone make decisions on health-care spending, and the men reported that they were happy to leave women in charge of the food. In interviews, women reported receiving greater respect from men due to their prominent role in food-for-assets committees. In the long run, such improved autonomy for women could be reflected in their greater collective self-confidence, enlarged capacity to take on more substantial roles in the management of community affairs, and the broadened aspirations of young girls.

#### 4.1.2. Use awareness campaigns to ensure that the entire beneficiary population understands the purpose and benefits of GEP.

Increased awareness around the importance and merits of gender equality improves social relations between men and women, and humanitarian outcomes for all programming sectors. In Dadaab, by working through influential religious leaders as voices of authority, humanitarian actors were able to enhance the weight of their messages on GBV, particularly: trafficking, early marriage and female genital mutilation. Awareness raising on gender equality and women's empowerment in Nepal led to an increase in women's reported self-worth and confidence, and improved leadership skills. To effectively create social change and address structural issues through training and education campaigns, however, requires the long-term engagement of humanitarian and development actors, especially in more patriarchal societies. This was clearly evident in observed differences between Dadaab's newer camp, Ifo 2, and the older and more established camps, such as Dagahaley. In the latter, it was reported as easier, for instance, to create a gender-balanced beneficiary committee. The inhabitants were more used to such a concept and had been more exposed to longer term gender equality awareness raising than those newly arrived from Somalia in Ifo 2.

#### 4.1.3. Do not neglect men and boys as participants and beneficiaries of GEP strategies.

The stronger involvement of men and boys in GEP humanitarian interventions—including those that specifically target women and girls—greatly increases their likelihood of success and improved outcomes for the wider community. Inclusion of men as agents of change—such as the religious leaders in Dadaab, who voiced their support for a number of interventions, including the prevention of GBV—leads to less resistance to GEP. It is also important to remember that the detrimental effect of gender assumptions

can cut both ways, as demonstrated by the reported lack of psychological support to men in Mindanao traumatized by the Typhoon Bopha disaster. Such perceived exclusion can lead to resentment and potential resistance and adverse reactions. In Dadaab, interventions that aimed to increase school enrolment among girls were perceived by some men as being made at the expense of the education of boys. Taking care to ensure the support and cooperation of men in an entrenched patriarchal society is essential to achieving desired GEP outcomes. In the long run, the value of these outcomes will be affirmed as benefits accrue to the whole community.

**4.1.4. Collect and analyse SADD as key to adequately identifying and addressing the gender-specific needs of a beneficiary population.** Effective humanitarian interventions require a rigorous evidence base. Identifying and addressing gender-differentiated humanitarian needs is only possible if supported by adequate, context-specific gender analysis based on the collection of relevant, geographically specific, and sex- and age-disaggregated data during the programme needs assessment phase. Ideally, data should also be triangulated with similar data and information systematically collected in advance of disasters, wherever feasible. In particular, for countries prone to natural disasters, advance baseline SADD collection and the establishment of monitoring and evaluation systems should be an essential facet of all disaster preparedness strategies.

In all of the case studies, there was little evidence of this as a standard practice, other than gender ratios in user committees and workforce participation in cash and food transfer programmes in Nepal and Turkana, respectively.

Suitably relevant and robust SADD will allow for enhanced monitoring, assessment and evaluation of GEP by providing appropriate baselines, indicators and targets, such as number of hours worked, regularity of committee meeting attendance, participation in decision-making and so forth. In the long run, more effective programme monitoring during crises, using disaggregated data, will lead to even greater improvements in the effectiveness and inclusiveness of GEP by contributing to a comprehensive body of evidence-based best practices. At present, the IASC Gender Marker is the primary system-wide gauge of

GEP in humanitarian action. But this is applied only to the project design stage, and consequently has limited ability to monitor GEP commitments during and after programme implementation.

In order for UN and NGO humanitarian agencies and governments alike to hold themselves accountable to the commitments they have made to gender equality in humanitarian action in various policies and resolutions, it is essential that they work together to build the capacity of available statistical apparatuses to compile SADD and make it available at all administrative levels.

**4.1.5. Create viable and pragmatic monitoring and assessment tools out of the IASC Gender Marker and the gender intensity measure prototype.** For the Gender Marker to be a really useful tool, it needs to be adapted so that it can monitor ongoing progress beyond programme design, and keep humanitarian interventions on track with GEP commitments throughout implementation.

The gender intensity measure designed for this study has the potential to be developed into a practical assessment tool that uses inputs from beneficiaries and implementing agencies to assess the gender equality outcomes of interventions incorporating elements of GEP. Such a tool is currently unavailable. Enhancing the gender intensity measure to a point where it is cross-sectorally and cross-culturally applicable will require further refinement. This will include developing the means to establish relevant baseline data, apply the tool across the life of a programme, and triangulate data provided by the beneficiaries and implementing agencies as well as secondary data.

**4.1.6. Use GEP as an opportunity to foster longer term gender equality gains, throughout preparedness, response and recovery cycles.** GEP interventions in humanitarian action have the potential to embed the foundations of longer term gender equality gains. This requires a complimentary approach incorporated into follow-up transitional recovery and development programmes once crises are over. The immediate response to natural and man-made disasters is usually short-lived, and focused on the provision of the most basic needs. Positive long-term effects on gender inequality can only be achieved if there is some degree of continuity in gender approaches in service

delivery before, during and after a crisis. Long-term impact could be enhanced if more continuity was established between emergency interventions, and recovery, livelihood and development programmes—which may be able to shift socio-economic variables and reduce structural blockages through laws and policies as well as improved access to services and opportunities. Preparedness measures may be more effective at ensuring stronger gender equality outcomes if GEP is coherently transferred from development and past emergency relief efforts into preparedness and relief efforts once new crises emerge.

## 4.2. Conclusions

Most, if not all, humanitarian agencies have developed their own policies on gender equality in humanitarian action. This demonstrates recognition that crises affect women, men, girls and boys differently, and as a consequence their needs, vulnerabilities, capacities and access to resources are distinct and specific.

Yet prior to this study, there was no empirical evidence that the integration of gender equality into the design and implementation of humanitarian programming actually makes a significant difference to humanitarian outcomes. This study, therefore, makes a key contribution by demonstrating the direct, measurable and positive impact of GEP on a wide range of humanitarian interventions in a variety of humanitarian contexts.

In addition to providing this evidence base, this study has also contributed to the field by developing tools to measure gender intensity, or the extent to which gender equality has been successfully integrated into humanitarian programmes, through a set of statistical indices: the **Satisfaction Index**, which measures overall satisfaction with humanitarian aid; the **Influence Index**, which evaluates the ability of households to influence programmes; the **Sensitivity Index**, which measures the ability of programmes to address gender specific needs; and the **GEP Index**, which measures the proportion of programmes that women feel address their specific needs.

These tools provide a means for assessing the extent to which a programme has successfully implemented gender equality principles, and whether or not it is leading to gender equality outcomes. The tools build on, and take forward, the work of the IASC Gender Marker, which is applied only in programme design and has no input from beneficiaries. As such, this new methodology has the potential to make a significant contribution to monitoring levels of gender equality integration into humanitarian programmes.

By triangulating data yielded from the GEP Index with detailed qualitative information collected through a literature review, key informant interviews and focus group discussions, this study has been able to demonstrate that GEP does indeed have a positive discernible bearing on the effectiveness of humanitarian outcomes for a beneficiary population in a variety of humanitarian settings—slow onset, rapid onset, refugee camp and post-conflict. These positive effects include:

- Improved access to and use of humanitarian services;
- Improved effectiveness of specific intervention sectors (i.e., WASH, education, health, protection and food security);
- Better identification of the needs and vulnerabilities of the members of the beneficiary population;
- Enhanced women's empowerment and higher aspirations among young women; and
- Improved relations between men and women through greater understanding of gender equality advantages among boys and young men.

The study has also provided evidence that GEP can improve the quality of life for all community members and decrease gender inequalities in even extremely patriarchal societies, under certain conditions—namely, if the programming is implemented over time, encourages women to become decision makers, and works with community and religious leaders to promote its value.

Therefore, the integration of gender equality principles and approaches should be adopted as a central tenet in all strategic policy and programming developments intended to make humanitarian action more effective for all members of affected communities.

As most humanitarian agencies have gender equality policies already in place, the gap is in implementation. It is up to the global humanitarian system to hold itself accountable to its own commitments and make gender equality a core, systematic element of humanitarian action, rather than an afterthought or “optional extra.” This approach requires investment in systemic reforms, the provision of necessary resources, and the integration of a gender equality focus across all aspects of the humanitarian programme cycle, including assessment, planning, implementation, monitoring and evaluation.

We hope that this study, through its evidence-based recommendations and conclusions, can, in some small part, contribute to furthering the gathering momentum behind achieving this aim.



THE EFFECT OF  
GENDER EQUALITY  
PROGRAMMING ON  
HUMANITARIAN  
OUTCOMES:  
DADAAB, KENYA

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# LIST OF ACRONYMS

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<b>FGM/C:</b>	Female genital mutilation/cutting
<b>GBV:</b>	Gender-based violence
<b>GEP:</b>	Gender equality programming
<b>IED:</b>	Improvised explosive device
<b>I/NGOs:</b>	International/non-governmental organizations
<b>KRC:</b>	Kenya Red Cross
<b>LWF:</b>	Lutheran World Federation
<b>MSF:</b>	Médecins Sans Frontières
<b>PTA:</b>	Parent-teacher association
<b>SADD:</b>	Sex- and age-disaggregated data
<b>UNHCR:</b>	United Nations High Commissioner for Refugees
<b>UNICEF:</b>	United Nations Children’s Fund
<b>UNOCHA:</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>WASH:</b>	Water, sanitation and hygiene
<b>WFP:</b>	World Food Programme

# EXECUTIVE SUMMARY

The main objective of this research study, “The Effect of Gender Equality Programming on Humanitarian Outcomes,” is to provide rigorous evidence on the effects of gender equality programming (GEP) on humanitarian outcomes. The project addresses the following questions:

**1. What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?**

More specifically:

- a. What is the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women’s empowerment?
- b. What is the impact of GEP on gender equality in humanitarian interventions, and on power relations between women and men?

**2. What elements of GEP have proven more (or less) effective in improving humanitarian outcomes and under what conditions? Did GEP have any unintended consequences, positive or negative?**

## Context

This case study summarizes findings from Dadaab, Kenya, the world’s largest refugee camp complex. It was established in 1991-1992 in the wake of the collapse of the Siad Barre regime in Somalia and the resulting massive population displacement into neighbouring countries, including Kenya. The camp was initially built to service 90,000 people. Today, Dadaab hosts more than 340,000 refugees, of which approximately 50 per cent are women and girls. The complex consists of five camps, two of which recently opened in response to increasing inflows of refugees. In the 12 months following the drought in the Horn of Africa and the famine in Somalia in 2011, 145,000 Somalis arrived in Dadaab.

Dadaab is one of the most prominent protracted refugee situations in the world. The Government of Kenya is adverse to the integration of the refugees within local communities, and repatriation to Somalia is not a viable solution for most refugees. The population

of Dadaab faces an uncertain future. Some refugees have been in Dadaab for as long as 22 years, and all refugees are highly dependent on humanitarian aid.

The three older Dadaab camps, which opened in 1991-1992 (Hagadera, Ifo and Dagahaley), are dynamic economic centres, characterized by dense social and economic networks. Populations in the two newly built camps (Ifo 2 and Kambioos) are more dependent on humanitarian aid. Congestion in the camps is high, resulting in the exposure of residents to diseases, poor access to services and security risks. Women and girls are particularly vulnerable to GBV, which has been highly prevalent since the opening of the camps (RCK 2012).

Within the Dadaab population, gender relations are deeply unequal. Girls are typically not sent to school and remain at home helping out with household chores. The prevalence of early marriage is high. Women tend to be mostly confined to child-rearing and household chores, while men dominate decision-making processes at home and in the community. Harmful cultural practices towards women and girls (such as infibulation) are common. Women victims of rape are usually marginalized within their families and their communities due to the loss of their “sexual purity” (Fitzgerald 1998).

In this context, GEP is central to ensuring both the inclusiveness and effectiveness of humanitarian aid. Agencies target women and girls in the delivery of aid, encourage more women representatives in user and management committees, organize awareness and sensitization programmes, and provide training on how to address gender inequalities. GEP in Dadaab mainly takes the form of promoting the rights of women and girls. Summarized below is the evidence this report gathered and analysed on GEP’s effect on humanitarian outcomes.

## Summary of findings

### What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?

Results were mixed. GEP has had a positive effect on access to and use of humanitarian services, but it was not clear whether or not this translates into better outcomes for households and communities. There were examples of positive impacts of GEP, however, in terms of addressing gender needs and reducing gender inequalities.

### Education outcomes

- The study found some positive effects for GEP in education outcomes. According to UNHCR's education monitoring data (UNHCR 2013), in November 2013, girls made up 37 per cent of all pupils aged 6-13 years in the Ifo 2 camp, while in the three older camps, where refugees have been exposed to awareness campaigns for up to 20 years, the proportion of girls among all pupils was above 40 per cent, reaching 47 per cent in Dagahaley. A number of barriers to equal participation in education remain, however, including entrenched resistance to girls in schools, the lack of teachers and non-segregated classrooms.

### WASH outcomes

- The study found that where the capacity and resources are available to install and implement a WASH programme based on standards that incorporate a gender focus, clear benefits could be seen in WASH outcomes for women and girls. In Ifo 2, where there is space and new facilities, women and girls enjoyed the health and protection benefits of the provision of running water during the day, and separate latrines and washing areas. In the older and much more crowded Dagahaley camp, congestion prevents the installation of separate facilities, and women and girls on their way to water points, latrines and washing places are more exposed to the risk of harassment and even attack.

### Health outcomes

- Significant differences were observed in health outcomes between women and men accessing health interventions in the camps. This was reported as

being related to a lack of adequate sanitation for women and girls in the more crowded camps, and with poor levels of nutrition. There were some positive findings, though, in female-targeted health interventions, with 90 per cent and 70 per cent of deliveries attended by skilled personnel in health facilities in Dagahaley and Ifo 2, respectively.

### Food security and livelihood outcomes

- The study found mixed results for food security outcomes. In Dadaab, women are prioritized as the main recipients of humanitarian food rations, as they are more likely to use these to feed their children and dependents. They are also more likely to remain in the camps while the men are in transit between Kenya and Somalia. The study found that women can be denied their food ration or have it forcibly removed from them by men if they do not have access to protection. Access to independent livelihoods is extremely limited, particularly for women: Opportunities in the camps are inadequate, even in the most economically active ones, due to traditional gender roles. Opportunities outside the camp depend on work permits that are hard to obtain.

### GBV outcomes

- The study found that Dadaab has numerous inter-agency efforts to reduce gender-based violence against women and girls, with many sensitization programmes, and access to medical attention, police and justice. Dadaab is the only place in Kenya where a robust GBV information management system is in place. There is also an anti-female genital mutilation/cutting (FGM/C) programme, notably through cooperation with religious leaders. GBV rates remain very high, however; women and girls are at severe risk of rape and attack, particularly at night. While the referral system does little to alleviate the high level of risk, women and girls attested to the value of the services that the camp GBV programmes provide.

### Gender equality, empowerment and participation outcomes

Awareness campaigns that promote gender equality, improve the school attendance of girls and increase

the presence of women in leadership positions have contributed to the empowerment of women and girls, and raised the aspirations of young women. They also have increased the understanding of boys and young men about the value of gender equality. Targeted actions in food security, education, WASH and protection against GBV; the enhanced participation of women in user committees and camp management structures; and awareness campaigns have resulted in significant reductions in gender inequalities. Practitioners have expressed hope that the new generations, born and educated in the camps, will benefit the most from the progress achieved so far, and will further contribute towards improving gender relations. The positive effects of humanitarian interventions on gender equality were particularly visible in the older camps, where awareness campaigns have been running longer. Practitioners and refugees alike, however, feel that at present, women remain largely disadvantaged.

It was generally felt that gender power relations could be improved if incentives to participate in trainings, activities and committees were more gender inclusive. This would enhance the participation rates of men, as well as women, and contribute to changing men's perceptions about women's abilities and contributions.

**What elements of GEP have proven more or less effective in improving humanitarian outcomes in Dadaab, and under which conditions? Did GEP result in any unintended (positive or negative) consequences?**

The study revealed that GEP in humanitarian aid in a context such as Dadaab is central to increasing women's and girls' access to services, and to reducing gender inequalities. The effectiveness of GEP is limited by high population congestion in the camps, entrenched gender inequalities, and strict security protocols that limit access to employment opportunities, and impose a great distance between programme beneficiaries and providers. Nonetheless, the case study allowed us to learn important lessons about the use of GEP in humanitarian interventions in a highly unequal society such as Dadaab's. Notably, the results emphasized the following points:

- Targeting women and girls is central to increasing inclusiveness in access to humanitarian services in contexts of prevalent and acute gender disparities.
- Promoting women in positions of leadership, alongside long-running awareness campaigns, has been successful in changing attitudes towards gender roles. Much more needs to be done given the initial levels of gender inequalities, but clear progress has been made.
- Working with local leaders, especially religious leaders, is seen as a key strategy by humanitarian agencies to successfully implement interventions that affect gender equality.
- Further inclusion of men and boys in GEP interventions may encourage positive changes in attitudes and perceptions about gender roles.

# INTRODUCTION

The main objective of this case study is to provide rigorous evidence of the effects of gender equality programming (GEP) on humanitarian outcomes in Dadaab, Kenya. It addresses two main questions. First, what is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes? And second, which elements of GEP have proven more (or less) effective in improving humanitarian outcomes, and under which conditions?

Within the first question, we analysed in detail the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women's empowerment. We also considered the effect of GEP on gender equality in humanitarian interventions, and on power relations between women and men.

The questions were addressed empirically using qualitative research methods that included key informant interviews, in-depth semi-structured interviews and focus group discussions. These were designed to understand the mechanisms whereby GEP may alter the effectiveness and inclusiveness of humanitarian programmes.

The empirical analyses reported in other three case studies—on Turkana in Kenya, Nepal and the Philippines—were based on a comparison of beneficiaries of programmes with a high intensity of

GEP and beneficiaries of other programmes. This could not be done in Dadaab, because all residents of the refugee camp complex benefit from similar humanitarian interventions. Therefore, we attempted to understand the effects of incorporating GEP elements into humanitarian interventions in terms of their outcomes by comparing a newly established camp, Ifo 2, with an older camp, Dagahaley. Using this strategy, we were able to examine short-term and long-term impacts of GEP elements in humanitarian interventions, and the ways in which different camp settings may influence their effectiveness.

The Dadaab case study is structured as follows. Section two describes the case study, as well as the main features of humanitarian action in Dadaab. Section three discusses in detail the methodology used in the study. Section four analyses the main findings. Conclusions and lessons learned are provided in section five.

# REGIONAL CONTEXT

Dadaab is a refugee camp complex located approximately 100 kilometres from the Somali border (map 1). Established in 1991, it was originally built to temporarily house refugees from Somalia's civil war. Yet 20 years of conflict and a series of droughts in the region have resulted in a steady inflow of refugees. Today, the complex includes five camps and officially provides shelter to more than 340,000 refugees, 96 per cent of whom are of Somali origin (UNHCR 2014d); 50 per cent are women and girls. These numbers represent a serious challenge to the camp authorities, as the maximum official capacity is 190,000 people. Unregistered refugees have taken abode in the outskirts of the camps. The President of Kenya estimated the total number of inhabitants in the complex to be 630,000 in 2012 (Garvelink and Tahir 2012). Unregistered refugees are not eligible for aid assistance, but add considerable strain to the food security and health situation of camp residents.

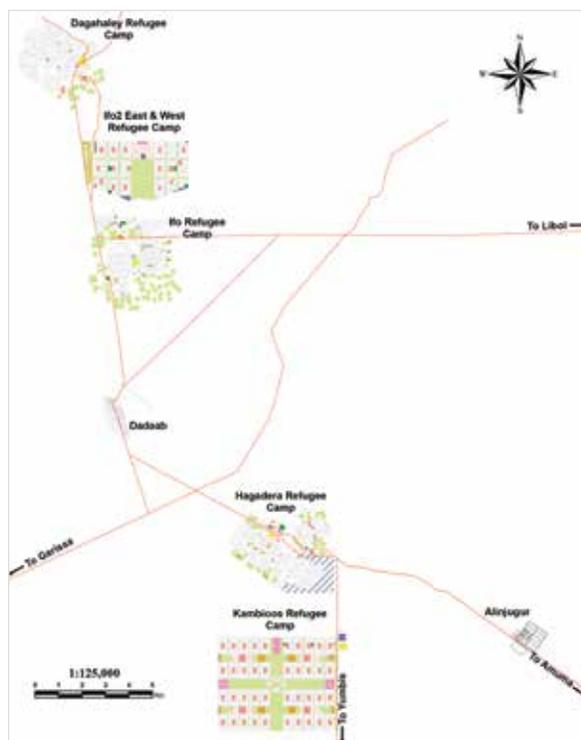
The security situation represents a challenge to the lives of camp residents and the work of humanitarian actors. It has become particularly tense since the Kenyan and Ethiopian armies started fighting Al-Shabaab (a Somalia-based armed group) in 2011. At times, security challenges have forced humanitarian organizations to reduce operations to the bare emergency minimum (ibid.). While banditry and criminal activities have always been part of life in the camp, more recently, there have been incidents of kidnapping of aid workers and of killings and injuries through improvised explosive devices (IEDs) targeting the police. There are also persistent conflicts over contraband routes between Dadaab and Somalia, over water outside the camp (during dry spells) between different clans, and over food supplies. Many camp residents are caught in the crossfire between Al-Shabaab partisans and the Kenyan police, as perceived or real cooperation with police forces can result in threats, assaults and killings of refugees. On the other hand, suspicion and lack of cooperation from refugees is met with police brutality. The approach of the Government of Kenya to the refugee situation has focused largely on designing a repatriation strategy. Strict restrictions on movement (refugees are not allowed to leave the camps) and employment opportunities make refugees dependent on humanitarian aid (UNHCR 2014d, Kamau and Fox 2013).

The Dadaab complex includes five camps. Each is divided into nine sectors further divided into 196 blocks. Each sector and block has one male and one female leader who have been democratically elected since 2013. The elected leaders organize the camps' daily life, in conjunction with the United Nations High Commissions for Refugees (UNHCR) and other agencies. For the purpose of this study, we visited two of the five camps: Ifo 2, one of two new camps, which opened in August 2011; and Dagahaley, one of three original camps, which opened in 1991-1992 (see map 1). Both camps benefit from several humanitarian services, including for education, WASH, health, nutrition, child protection, agriculture, livelihoods, food distribution and shelter.

Ifo 2 mainly contains temporary shelters. Most of its residents are farmers and pastoralists who arrived from rural southern Somalia during the 2011 famine. The camp is divided into different sectors; each has a GBV committee and a food committee. Ten primary schools and one secondary school are managed by parent-teacher associations (PTAs). Ifo 2 experiences very high rates of insecurity, with frequent rapes, shootings, assaults and murders (Kamau and Fox 2013). Dagahaley is one of the oldest camps, and hosts a dense network of shops and markets. Most of its residents arrived in the 1990s during the 1991-1992 civil war in Somalia. Like Ifo and Hagadera, the other older camps, it resembles a naturally grown

**MAP 1:**

**Location of Dadaab in Kenya and map of the Dadaab complex**



Source: <http://refugeereseach.net/ms/bher/about-bher/dadaab-camps/> and <http://humanrightshouse.org/articles/16704.html>.

town, and includes significant trade and banking routes connecting north-eastern Kenya and southern Somalia (UNHCR 2014d). Residents of Dagahaley tend to originate mostly from pastoralist areas, though some also come from Mogadishu and other urban centres, and are more educated and wealthy than refugees in Ifo 2.

## 2.1.

### Gender relations in Dadaab

Traditionally, men in Somalia are responsible for live-stock herding and providing for the family. Women are responsible for the household; small-scale trading; water, firewood and fodder collection; cooking; cleaning and looking after the children (Sandars 2011). Many former pastoralist households have resorted to

a more sedentary lifestyle with women increasingly responsible for taking over agricultural activities, or engaging in employment opportunities, such as trading of goods and sales of natural resources (Flintan 2011). In 2010, 45.9 per cent of all Somalis working in agriculture were women (FSNAU 2012).

In recent years, due to protracted drought and conflict, Somalia has experienced significant changes in livelihoods and gender roles regarding domestic decision-making and working patterns. Men still control the political domain, however, and “values attached to gender identities remain unchanged. Women and girls continue to be considered legal minors (in customary law) and generally inferior to men and boys” (Gardner 2007). Having a larger role in agricultural diversification and becoming sometimes the primary household provider has increased women’s self-esteem and standing in households and communities (Flintan 2011). But men do not always react positively to those changes. Flintan (ibid.) observed that men’s self-esteem and confidence across the greater Horn of Africa and East Africa have been negatively affected by the increase in women’s control over income. These attitudes are reflected in camp life.

## 2.2.

### Humanitarian aid in Dadaab

Dadaab is one of the most significant protracted refugee situations in the world. Refugees have been in exile “for five years or more after their initial displacement, without immediate prospects for implementation of durable solutions” (UNHCR 2009). Refugees in Dadaab are not locally integrated as they are prevented from accessing paid employment and are confined to low-paid jobs (Teff 2012). The Government of Kenya is unwilling to integrate the Somali population, and repatriation to Somalia is not a viable solution for most refugees for security reasons (Human Rights Watch 2012) and due to the lack of capacity of Somali authorities (Kamau and Fox 2013). Given the paucity of third-country resettlement possibilities, refugees have remained in the camps, some for over two decades. Their refugee status makes them highly dependent on humanitarian aid for every aspect of their lives.

Humanitarian aid in Dadaab is coordinated by UNHCR and spans all clusters, including but not limited to

food and nutrition, agriculture and livelihoods, shelter, WASH, health, protection and education. A multitude of partner agencies operate in Dagahaley, providing services to the nearly 92,000 inhabitants (see annex A). Humanitarian interventions in Dagahaley offer a foster home programme and child friendly spaces; support 96 youth groups active in promoting sports; encourage female empowerment; offer GBV prevention services; manage conflict resolution and provide skills training in a vocational training centre run by the Norwegian Refugee Council. Dagahaley is home to seven primary schools and two secondary schools, one adult literacy centre, four primary health posts and one hospital run by Médecins Sans Frontières (MSF). Children receive supplementary and therapeutic feeding programmes. Regarding water and sanitation, seven boreholes inside and two outside the camp are available. Waste collection is organized by the WASH committee (UNHCR 2014a).

Similar efforts are being made to serve Ifo 2's 54,200 inhabitants. The camp includes two child education and welfare centres that provide learning and foster home facilities to young children, as well as 10 primary schools and one secondary school, which host school feeding programmes. Medical services are provided in three health posts and one level five hospital. The provision of water and sanitation services is slightly better in Ifo 2 than in Dagahaley, given the relatively new facilities available in the camp. The number of persons per drop hole in communal latrines was 20 in August 2011 in Ifo 2, and 28 in Dagahaley. The average quantity of water available per person per day was 19 litres in Dagahaley in August 2011, and 25 in Ifo 2 in 2014. A list of partner agencies and their responsibilities in Ifo 2 is provided in annex B.

# METHODOLOGY

## 3.1.

### Literature review

At the start of the project, we conducted an extensive literature search to gather a comprehensive list of references on humanitarian interventions in Kenya. This literature survey allowed us to build an overall picture of the level of interventions in Dadaab, and of how GEP is incorporated into various policy documents and implemented on the ground. As with the other three case studies, this background analysis indicated that there was very limited data on how GEP is operationalized and implemented within humanitarian interventions in the Dadaab camp complex. As such, we looked at the humanitarian response as a whole, with a view to understanding the impacts of the GEP elements. We discuss below how we conducted our own data collection and analysis.

## 3.2.

### In-depth interviews and focus group discussions

This research study was conducted through a mix of interviews and informal discussions with implementing practitioners; case studies, including a visit to two camps; and semi-structured interviews and focus group discussions with programme beneficiaries. Evidence was further triangulated through a review of existing project documentation and reports. Questionnaires are provided in annex C.

Key informant interviews were held with UN staff and practitioners in Nairobi and Dadaab in order to obtain a general overview of gender equality patterns in Dadaab, information on GEP in different humanitarian interventions, and details about specific aid projects and programmes. A full list of key informant interviews is provided in annex D. The interviews were also intended to give informants the opportunity to share their impressions and judgements about the implementation and impact of the interventions, particularly in terms of gender equality, including potential unintended consequences.

Focus group discussions, semi-structured interviews and individual in-depth interviews were held with programme beneficiaries in Ifo 2 and Dagahaley. The two camps offer different perspectives on the Dadaab refugee situation, since Dagahaley is a well-established camp, whereas Ifo 2 was only formally opened in 2011. Because it is easier for refugees who have stayed some time in a camp to access services (Internews 2011), we expected to see important differences between the experiences of newly arrived refugees in Ifo 2 and longer term refugees in Dagahaley. In addition, Ifo 2, as a new camp, has not yet developed autonomous trade centres and is relatively isolated from the other camps. Therefore, refugees in Ifo 2 are more dependent on external actors for essential services. Refugees in Ifo 2 tend to be pastoralists from southern Somalia (economic refugees), whereas Dagahaley exhibits a more diverse range of profiles, including pastoralists and city dwellers, such as former residents of Mogadishu.

Security concerns were high at the time of our visit to Dadaab, as has been the case since 2011, when Kenyan military operations escalated against Al-Shabaab in Somalia. One month prior to our visit, an IED was detonated on the road between Dadaab and Dagahaley. It targeted a police vehicle escorting humanitarian workers, but resulted in no casualties. This kind of insecurity has made it impossible for practitioners, journalists or researchers to visit the camps themselves. Instead, interaction with refugees takes place at camp sub-offices, each under the responsibility of a different agency. Camp staff and aid workers have to travel to the camp in tightly secured convoys with armed police cars. We used such convoys to reach the sub-offices, and conducted our interviews and focus group discussions there. The interviews with programme staff took place in the Dadaab UNHCR complex, which hosts most non-governmental organizations (NGOs) and UN agencies,<sup>1</sup> as well as in the Ifo 2 and Dagahaley camp sub-offices.

In each camp, we organized focus group discussions with younger women, older women and men of all

<sup>1</sup> We also visited the Kenya Red Cross (KRC); its headquarters are outside the UNHCR complex.

ages. It was very difficult to gather men for any extended period of time; hence, the findings from the focus group discussions were mostly from those conducted with women.<sup>2</sup> We also carried out in-depth interviews with beneficiaries in various management committees, as well as with section leaders. In the new governance structure of Dadaab, refugees vote for block, section and camp leaders. In Dagahaley, we spoke to one female and one male section leader, a female member of a PTA, a male education committee leader and a male representative of the Sudanese community. In Ifo 2, we spoke to two women and one man from the WASH committee, two women from the food advisory committee, and three male members of the health committee. In Dagahaley, separate group interviews were conducted with four young women (ages 17-19) and five older women (who have been residing in the camp from 9 to 23 years). In Ifo 2, we spoke to groups of five young women and five older women of similar age ranges. Translators were refugees who completed secondary education and were usually employed by agencies and NGOs in their interactions with the refugee population.

### 3.3. GEP intensity in Dadaab

All of the agencies interviewed in Dadaab have adopted some GEP elements in their humanitarian programming—especially by targeting women and encouraging them to participate in user committees. In the following sections, we assess how the different GEP elements used by agencies to address gender inequalities have influenced the effectiveness of humanitarian interventions in Dadaab across different aid clusters.

One of the key components of GEP identified in Dadaab was to specifically target women as recipients of humanitarian aid. This is because women are often responsible for food management within the household, and for the health and nutrition of children. There is also greater trust among humanitarian agencies that women will distribute cash, food and other items more equitably among family members than men. In a context where polygamy is practiced, it is unclear

<sup>2</sup> Men have to go through extensive security protocols at camp offices, where the discussions took place. They tend to expect compensation in return for answering questions and showed little interest in participating in a study that was not directly linked to specific interventions by the humanitarian agencies.

whether or not a male household head will provide for all women in the household and her children. Specifically targeting women in short helps assure that programmes reach a greater number of beneficiaries.

Some projects also specifically reach out to women due to the nature of the intervention. For instance, the World Food Programme's (WFP) supplementary feeding programme provides fresh food vouchers to pregnant and lactating women. Although agencies recognize that gender equality does not equate to promoting women, we found that in practice, targeted actions in Dadaab take the form of prioritizing women. This echoes the results of Grabzka (2012) in Kakuma, a camp in Kenya hosting Sudanese refugees.

All agencies make deliberate efforts to have an equal mix of male and female staff throughout their organizations. In Dadaab, however, more men work in the refugee camps. Agencies also reported that for cultural reasons, it was more difficult to find local Somali women from the refugee camps to work with them.

Humanitarian agencies promote women's involvement in decision-making in project implementation. They engage with local communities to organize committees—such as on WASH and food, and PTAs—as well as to help decide on and administer project activities. It is common policy to ensure a minimal participation of women in committees, usually 30 or 50 per cent. There is also pressure for committees to elect women in leadership positions, and all executive positions are taken by one man and one woman. It is difficult to find enough women to fill leadership positions, however.

In addition to targeting women and ensuring that leadership positions are divided equally between men and women, humanitarian agencies also routinely conduct sensitization campaigns and training about GBV, safe migration and human trafficking, discouragement of early marriage and encouragement of girls' education. Agencies largely work through community religious leaders, who are particularly influential. They have played an especially important role in discouraging female genital mutilation/cutting (FGM/C), assuring the community that it is not a religious practice. Agencies also rely substantially on the camp chairman and chairwoman, as well as on committee leaders, to mobilize and sensitize people about, for instance, sending both boys and girls to school.

# RESEARCH FINDINGS

## 4.1. What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes in Dadaab?

We found evidence of GEP's positive impact on the effectiveness and inclusiveness of humanitarian interventions in a number of clusters (food security, health, WASH and education). GEP implementation within humanitarian interventions, however, in general faces serious challenges related to camp congestion and lack of funding. The scope of GEP is further restricted by cultural practices that entrench gender inequalities, and by security concerns that constrain interactions between agencies and programme beneficiaries.

**4.1.1. Access, use and effectiveness of humanitarian interventions.** We analysed the effect of incorporating elements of GEP in humanitarian interventions in terms of access, use and effectiveness of the following services: education, WASH, health, food provision and GBV. We found evidence for positive effects on WASH, food security outcomes and protection from GBV.

### Education outcomes

For education outcomes, our surveys and research focused on segregated results on school attendance, dropout rates, and perceptions on the value of education for girls and boys.

#### i. Access and use

In traditional Somali culture, girls tend not to attend school as they are expected to help with household chores and marry at an early age (see, for instance, UNICEF 2004). Several humanitarian interventions in Dadaab have attempted to address this situation by encouraging parents to send their girls to school. Incentives include the provision of free sugar to the household if girls attend school, the distribution of free uniforms and scholarships for girls. In addition,

school meals are provided in most schools, benefiting both boys and girls. Agencies also conduct frequent awareness campaigns about the value of girls' education (every three months according to information provided to us in the Ifo 2 women's focus group discussion). Key informants and focus group discussants said that these incentives have worked. A female sector leader in Dagahaley told us: *"There are more boys than girls. But now there are also a few girls in high school. Some agencies have been encouraging girls to go to school."* According to the same source, *"People like that their children and especially also girls should go to school. [...] They now understand that education is good for children. They were not aware of this 10 years ago."*

According to UNHCR's education monitoring data (UNHCR 2013),<sup>3</sup> in November 2013, girls made up 37 per cent of all pupils aged 6-13 years in Ifo 2. In the three older camps, where refugees have been exposed to awareness campaigns for up to 20 years, the proportion of girls among all pupils was above 40 per cent, reaching 47 per cent in Dagahaley.<sup>4</sup> This pattern is consistent with the feelings expressed by key informants and focus group participants. The older group of women in Ifo 2—none of them or their daughters had received a formal education—told us that their grandchildren: *"all go to school, including the girls;"* *"there have been training and adult schools which some of their children have attended"* [Ifo 2, older women, group interview].

Refugees and agencies also described how perceptions about girls attending school are changing, and how parents express an increased awareness of the value of girls' education: *"In the past, a girl who went to school was seen as a prostitute-to-be because she was exposing herself to attention and contact with boys. These old beliefs have become irrelevant"* [KRC,

<sup>3</sup> We are grateful to Suleyman Hassan Yarrow for providing us with the data.

<sup>4</sup> We did not include the Kambioos camp as we had data on only two primary schools there for the period of the analysis.

key informant interview]. Also, “Boys have better results in school, girls suffer from pastoralist lifestyle as they need to do plenty of chores. It is now getting better thanks to awareness raising campaigns and training/workshops” [Dagahaley, male education committee leader]. Women in the focus group discussions in Ifo 2 argued further that, “Education is key to surviving and taking care of yourself [as a woman] and your children,” and that, “Men understand campaigns promoting girls education and see it as positive.”

Yet the number of girls in schools is still much lower than that of boys. Across all camps, dropout rates in 2013 were particularly high for girls after primary school; they only make up 23 per cent of all students in secondary school (UNHCR 2013). This was due partly to low parental support, despite progress having been made, and to low school achievements among girls (discussed further in the next section). Another commonly cited barrier to access to education and improvement in the quality of education was the “shortage of schools as well as qualified teachers” [CARE, key informant interview], female teachers in particular.

## ii. Effectiveness

Despite substantial efforts to encourage the enrolment of girls in school, girls’ attendance rates in 2013 across all camps were below those of boys: 27 per cent of all girls were in primary school, compared to 41 per cent of all boys (UNHCR 2013). Disparities were particularly significant during the transition between lower and upper primary school. Dropout rates for girls were very high: At the end of primary school (equivalent to the Kenya Certificate of Primary Education), girls constituted only 27 per cent of all pupils (ibid.). Moreover, girls attending schools performed far worse than their male peers. In 2013, 59 per cent of girls received a mark below 150 on the certificate, and less than six per cent had a score above 250 (the Kenya average). Corresponding figures for boys were 44 per cent and 11 per cent (ibid.).

Poor performance is in part due to the overall lack of quality of the teachers (only 20 per cent are certified) and a very low teacher-pupil ratio of 1:85 (UNOCHA 2013). “We always say we need more teachers and they need to be trained and get further studies. When

*the teachers are better, the students become better*” [Dagahaley, female PTA member]. Girls’ academic achievements are especially hampered by cultural factors. Parental support, in particular, seems to increase only very slowly: “The majority of the schoolchildren are boys, especially in secondary school. After standard 8, most girls drop out and get married” [Ifo 2, older women, group interview]. In Dagahaley, the female PTA member told us that, “Most girls have family problems. They need to stay at home. In one week, they usually only go to school about two times. The boys are encouraged to go every day.” This view was shared by the young women we talked to in the group interview in Dagahaley: “Parents don’t encourage girls to go to school.” The same male education committee member we interviewed in Dagahaley also raised the point that girls suffer from the absence of sex-separated classrooms: Girls sit at the back while boys occupy the front rows, which discourages girls from speaking and freely participating in class.

## WASH outcomes

For WASH outcomes, our surveys and research focused on ease of access to facilities, decision-making opportunities and considerations for security.

### i. Access and use

GEP in the provision of WASH mostly consists of respecting GEP provisions in the Sphere standards,<sup>5</sup> and supporting women to have a say in the design and maintenance of water points through female representation in user committees. The aim of the Sphere standards is to ensure that “people have adequate, appropriate and acceptable toilet facilities, sufficiently close to their dwellings, to allow rapid, safe and secure access at all times, day and night.” The burden associated with a failure to meet the standards disproportionately falls on women and girls, who are responsible for fetching water.

Access to water and sanitation facilities was very different across the two camps we visited. The provision of latrines in the recently built Ifo 2 exceeds one of the Sphere standards, with one latrine per 13 households. But congestion in the older Dagahaley poses a

5 See, for example, [www.spherehandbook.org/ten/excreta-disposal-standard-2-appropriate-and-adequate-toilet-facilities/](http://www.spherehandbook.org/ten/excreta-disposal-standard-2-appropriate-and-adequate-toilet-facilities/).

significant challenge to meeting the standards [CARE, key informant interview] and limits the effectiveness of GEP in WASH interventions. *“Ifo 2 is well designed because we learned from experience in the meantime”* [CARE, key informant interview]. In Ifo 2, for example, it was agreed that water taps would run during times when it was not too hot, but still during daylight hours in order to increase security for women fetching water. Further, the involvement of women in WASH committees has resulted in the design of water and toilet facilities that address specific gender needs. This has led to more secure access to washing and latrine facilities, and to further improvements in health outcomes.

## ii. Effectiveness

Outcomes for WASH services in Ifo 2 were more positive than in Dagahaley because infrastructure is newer and in better condition, and less congestion means a better proportion of latrines and water points per person. The involvement of women in WASH committees has resulted in the design of water and toilet facilities that address gender-specific needs, leading to more secure access and further improvements in health outcomes.

In Dagahaley, inadequate water and toilet facilities pose security threats for women and girls. They also severely threaten health, as poor water and sanitation lead to increased risk of water-related disease outbreaks. In recent years, due to bad water and sanitation, Dagahaley has experienced regular outbreaks of water-related diseases such as hepatitis E and cholera. At least two cases of cholera were confirmed in Dadaab in December 2013 (MSF 2014).

The link between toilets and safety was explicitly mentioned in the group interviews we conducted in both camps: *“There are separate places for washing and latrines for men and women. Some are safe, such as in school. But some are not. It is very hard as a woman to help yourself. Toilets are far apart. Mine is about 10 minutes. It is insecure to go at night”* [Dagahaley, young women, group interview]. A survey of 1,009 Dagahaley residents in August 2013 showed that 11.3 per cent of respondents had no access to latrines and “are forced to go to the scrubland around the camps. Among women interviewed, 26 per cent of those who

have no access to latrines said they felt unsafe when they had to go to the scrubland” (MSF 2014).

The situation in Ifo 2 is better. In an interview with female WASH committee members, we were told that there is one tap per block, taking a maximum of 20 minutes to reach. KRC monitors water access among the camp inhabitants and ensures security. In addition, each family has a latrine. This results in more privacy and security, particularly for women and girls.

## Health outcomes

For health outcomes, our surveys and research focused on ease of access, suitability of services and the health of camp residents.

### i. Access and use

Health facilities are available in the camps, but key informant interviews revealed that the security situation poses a major threat to access and use, particularly at night. First, ambulance and health staffs do not work at night due to security concerns related to the high levels of nocturnal criminal activities. The health staff is not able to reach patients when many need help. Second, due to a general lack of emergency health staff, patients not seen during the day are sent home at night without transport, which places them at risk. Although we were not provided with accurate numbers, we were told by a health committee member in Ifo 2 that the lack of female staffing in health centres poses additional challenges to how women access health care. There have been, nonetheless, important improvements in the number of deliveries that take place in health centres. In Dagahaley and Ifo 2 in 2013, 90 per cent and 70 per cent of deliveries, respectively, were attended by skilled personnel in health facilities (UNHCR 2014a, 2014b). This was quite a significant result as in Kenya overall, only about 20 per cent of all births in households in the poorest income quintile in 2013 were attended by a skilled professional. Eighty per cent of all births in households in the top income quintile benefited from skilled assistance (Van Malderen et al. 2013), a figure similar to that in Dadaab.

### ii. Effectiveness

We found significant differences in health outcomes between women and men benefitting from health interventions in the camps. When asked about the

distribution of health problems between men and women, group interview participants told us that, “Women generally have more problems because of menstruation” [Ifo 2, older women, group interview]. Furthermore, “Girl teenagers are more unhealthy because they have menstruation problems. They sit around and get infections and are more sick than boys” [Dagahaley, older women, group interview]. A connection was made between health and hygiene and sanitation issues: “There are hygiene problems because we don’t have spray to clean the toilets. No cleaning materials. We need more WASH to be women because we want to share our women’s problems with someone” [Dagahaley, older women, group interview]. Discussion participants also hinted that weak health was partly due to malnutrition: “Children under five are most at risk of dying. Fifty per cent die because of disease or malnutrition. [...] Here we are very poor and vulnerable. Last week another boy fainted because he was hungry” [Ifo 2, older women, group interview].

### Food security and livelihood outcomes

For food security and livelihood outcomes, our surveys and research focused on segregated results for recipients of food, ease of distribution and household levels of food security.

#### i. Access and use

According to WFP, 80 per cent of all people collecting food rations are women. In fact, many agencies prefer to work with women, as they are trusted to “put children first and directly improve outcomes” [WFP, Hanspeter Vikoler, key informant interview]. Women are encouraged to pick up the food because men may deny their wives their rations. Men also tend to travel back and forth between Kenya and Somalia, which makes women easier to reach [KRC, key informant interview; Dagahaley, young women, group interview]. There are separate queues for men and women when food distribution takes place, and elderly people and pregnant women are given priority. Furthermore, “70 per cent in the queues are women. Queues take about 1-2 hours. Elderly and pregnant are brought to the front. CARE has a policy where women are given food first, then men” [Ifo 2, older women, group interview].

But targeting women in food distribution systems does not always guarantee them full access to or

control over the food: “Men get more rations. Men acquire resources more than women because they have an attitude that sees women as vulnerable, like children. There are more boys in schools, more men in employment. They think women can’t do things. And they take advantage in the things like distribution of food and materials” [Dagahaley, young women, group interview]. Furthermore, “The people who distribute the food are men and women but it is coordinated by men. Men are more powerful to argue. They always take food away from women and often women end up with nothing” [Dagahaley, young women, group interview]. When asked whether that means that some women do not come home with the same amount of food, the answer was: “For sure not. My mother goes and first you present your card at entrance. Then at the exit, the men stop you and take your food from you” [Dagahaley, young women, group interview].

#### ii. Effectiveness

Although food distribution systems target women specifically, we did not find evidence of gender-differentiated food security outcomes in Dadaab. Generally, according to the people we interviewed, food rations were insufficient, and their composition was not satisfactory. Women mentioned that the food distribution systems were fraught with corruption and that men take advantage of their physical standing to get more rations. Camp residents, particularly women responsible for preparing food in the household, try to help one another. This is extremely difficult in new camps that do not have well-established trade links and markets, however: “We women sometimes put together our sorghum and sell it and then give the money first to one, the next time to the other, etc. With this money that person then buys beans, clothes, food for the children, etc. Some have started a small business. We help each other. We have lots of groups: one for buying vegetables, one for eggs” [Dagahaley, older women, group interview]. Moreover, “Most food ends up at the market: they sell it to buy what they want” [CARE, key informant interview]. It was also unclear whether or not women constitute the majority of food collectors. Estimates of the proportion of female collectors differ widely between sources: from 50 per cent according to some refugees to up to 80 per cent according to the WFP [WFP, Hanspeter Vikoler, key informant interview].

One particularly important humanitarian intervention is the feeding programme in schools, designed to encourage school attendance among girls and boys, as well as helping to ensure children eat nutritious food. Programme capacity is largely overstretched, however, and many children still go hungry. This not only affects their physical well-being, but also their ability to learn and their performance in school. When asked whether or not children that go to school attended every day, respondents said: *“Sometimes they come home early if there is no food because they are hungry. There are so many children and the school meal programme doesn’t reach everyone. There is scarcity”* [Ifo 2, older women, group interview]. This is particularly challenging for girls. Several people mentioned that offering food in schools in ways that address gender-specific needs (for instance, by providing different lines for girls and boys, similar to what is done in distributing food aid) could help girls access food: *“For the school feeding programmes, queues of girls and boys should be organized, but due to lack of funds this is not possible. Girls feel ashamed then”* [Dagahaley, male education committee leader].

## GBV outcomes

For GBV outcomes, our surveys and research focused on ease of access to survivor services and levels of violence.

### i. Access and use

Dadaab is host to numerous inter-agency efforts to reduce GBV against women and girls. There are many sensitization programmes and policies to increase access to medical attention, police and justice. GBV data is also reported and collected. In fact, Dadaab is the only place in Kenya where a robust GBV information management system is in place. There are also projects for the prevention of FGM/C, notably through cooperation with religious leaders.

The magnitude of GBV is very large in Dadaab, however; most women and girls are at severe risk. In both camps, women told us about the constant threat of rape, particularly at night: *“There are also problems of robbery and rape in the camp. Every night girls get raped”* [Dagahaley, older women, group interview].

Women in the Dagahaley young women’s focus group discussions added that, *“Many girls work and thus don’t go to school. Many don’t study in the evenings because they fear being raped at night so don’t focus on the books.”* One woman in Dagahaley told us that she sends her daughter to sleep in the mosque. *“If she sleeps at home, and men gangs come and find girls, they will rape them.”* The others say they are also worried about their daughters. *“They are not safe at home. There are shacks in the mosque: these are safe places. Men don’t go there. There are about 20 girls sleeping in every mosque”* [Dagahaley, older women, group interview]. Each camp block has two to three mosques.

### ii. Effectiveness

The situation is similar in Ifo 2, which experiences the highest rates of insecurity in terms of incidents of rape, shooting, assault and murder (Kamau and Fox 2013). Young women in the group interview mentioned that, *“They come masked at night and tell the girl that she has to come with him or he will kill her. They carry guns or knives. It happens every night in Ifo 2. There is no way to find the perpetrators. They are masked and only come at night.”* The younger women in Ifo 2 told us about the work of the GBV unit, claiming that it helped a lot: *“There is a GBV unit that helps a lot. They bring the girl to the hospital and then bring the case to the police.”* When asked whether women were comfortable going to the GBV unit, they answered: *“Families used to hide it but now they tell the GBV unit. They are doing a good thing”* [Ifo 2, young women, group interview].

The focus group discussions and key informant interviews for this study were in line with the findings of a rapid GBV assessment carried out in 2011 by the International Rescue Committee. Its report underscored the reluctance of women and girls to report cases of violence due to fear of being marginalized by their families and communities. Underreporting was particularly prevalent among adolescent girls and single women. As in the discussion above, the study found severe risks of violence against women and girls associated with collecting firewood and moving around within the camps, especially at night (IRC 2011).

#### 4.1.2. Effects on gender equality and power relations.

The interviews and focus group discussions showed clear evidence of the substantial efforts made in humanitarian interventions in Dadaab to address gender inequalities. There has been, in particular, a concerted effort to make all services accessible to women, girls, men and boys. As a result, more girls are attending schools, access to water and sanitation services has improved (in Ifo 2, mostly), and women are targeted as recipients of food distribution. This has been achieved through targeted actions (food security, education, WASH, protection), enhanced participation of women in user committees and camp management structures, and awareness campaigns. Examples of targeted actions were found in food security, where gender-segregated queues during general food distributions are organized. CARE, for instance, has a policy to serve women first. In the education sector, there are several incentives to improve the school enrolment rates of girls, such as the distribution of sugar, free uniforms and scholarships. The provision of WASH services is dictated by gender equality-focused guidelines, and protection against GBV centres on the security of women and girls. As discussed in previous sections, these actions have been successful in increasing access to and use of services among women and girls.

There is, however, still a widely shared belief among practitioners and refugees alike that women remain largely disadvantaged. One of our focus group discussions highlighted this: *“We women have lots of problems. The agencies don’t consider our problems. The men go to the markets and buy things only for themselves, not things to improve the family or children. When the children need something, they only ask us women, not the men (for clothes or food, etc.). If we can’t provide for them, we get worried”* [Dagahaley, older women, group interview].

Women and girls are widely perceived to be disadvantaged within the traditional Somali culture, which prompts agencies to focus their gender-related actions towards women and girls. Eucabeth Katana, sub-programme manager at the Lutheran World Federation (LWF), summarized this view: *“For men, it all naturally falls in place. For women, affirmative action or something extra needs to be done.*

*Men don’t have a lot of barriers to achieve what they want. For example, in WASH, boys just walk up and go to the bathroom and don’t care. Women (need) more privacy and sanitary materials.”* We were told that programmes aimed at increasing women’s financial autonomy are also helpful, especially in conjunction with targeted access to services and awareness campaigns. Restrictions on paid employment, however, mean that opportunities to conduct these are limited.

Humanitarian action in Dadaab is characterized by widespread efforts to enhance women’s participation in decision-making bodies. Interventions aim at encouraging equal representation of women and men in user and management committees by decreeing that at least half of all camp, sector and block leaders, who are now democratically elected, must be women. This was widely perceived as an important mechanism to ensure that the needs of women and girls are properly identified and addressed.

Yet there is some uncertainty regarding the immediate impact of women’s participation. Gaya Zenith from Save the Children told us, *“I am not sure the women really have a voice. Even in Save the Children meetings, local females rarely speak. Women are last to speak in meetings, men have to speak first.”* Sahal Abdi, head of KRC in Dadaab, sounded initially more optimistic: *“Women comprise the most vocal residents in the communities. They do participate.”* But then he slightly altered his judgement: *“Yet even so, they sometimes separate men and women so that both speak more freely.”* Regardless of the extent of women’s participation in discussions, it still is beneficial to allow women to talk to women leaders: *“Women won’t talk to male leaders. Women just want to deal with women. Men feel more comfortable dealing with men”* [LWF, Eucabeth Katana, key informant interview].

In the interviews and focus group discussions in the two camps, we also asked beneficiaries and agency staff questions about the specific needs of men and boys. Male key informants felt that agencies had too strong a focus on the education of girls, at the expense of boys. This was perceived as unfair and discouraging for boys, particularly as boys’ achievements in school are better than those of girls. Men

reported that as a result of affirmative action policies, some boys are not admitted to schools because there is not enough space: *“Education is now geared to girls; they receive free uniforms but conversely boys are not encouraged or motivated the same to succeed. Boys are at risk of dropping out and go to the market to shine shoes instead of studying if they are not pushed. Organizations don’t listen to grievances related to boys. Boys cannot go to high school even with good marks because supply capacity is low. But girls are receiving scholarships even with very low marks. This is perceived as unfair”* [Dagahaley, male education committee leader]. This was seen as particularly problematic in light of the lack of economic and livelihood opportunities in the camp, which may put boys at risk when they drop out of school: *“Boys end up at the market shoe-shining or doing other menial jobs. They are also doing petty crime and join gangs”* [Dagahaley, male sector leader].

## 4.2. What elements of GEP have proven more or less effective in improving humanitarian outcomes in Dadaab and under which conditions? Did GEP result in any unintended (positive or negative) consequences?

GEP has had some important positive impacts on the inclusiveness and, to a lesser extent, the effectiveness of humanitarian interventions in Dadaab. Assessing the effects was challenging given the severe concerns about security. Security protocols in place since 2011 mean programme staff cannot directly go to the camps and interact with people there, and instead rely exclusively on refugees who are part of the user and management committees to obtain and spread information. Gaya Zenith of Save the Children, who worked in numerous camp settings prior to coming to Dadaab, was struck by how removed the agencies are from the population. Good policies, and notably good GEP policies, require a deep knowledge of the setting and numerous interactions with beneficiaries. This is lacking in Dadaab. A number of lessons, however, can still be drawn

regarding the effectiveness of GEP in the context of a refugee camp.

**4.2.1. Economic empowerment.** In a key informant interview, Sahal Abdi, from KRC, warned against the potential risks of livelihood programmes targeted to women, although these are limited in Dadaab: *“Livelihood activities for women sometimes do more harm than good. It is hard for men to accept that women are providing for the family and this may lead to domestic violence or, for example, the man will sell all the things the woman has bought, etc. So many donors are eager to support livelihood projects for women and don’t understand that this can cause problems.”*

**4.2.2. Enhanced participation and leadership skills.** Women’s increased participation in leadership roles and committees is an important change in Dadaab. But answers to questions as to whether or not men respected women in leadership positions were mixed. For example, a female sector leader in Dagahaley told us: *“This arrangement has been in place since six months. Before that, only men were appointed.”* But *“(men) are upset because (they) don’t want women to have any position. We Somalis, our tradition says women should stay home and not have such positions. Men are supposed to act for her. But we don’t like to stay at home because the men don’t care for us. The community (not the agency) decided they wanted women leaders”* [Dagahaley, female sector leader]. She also thought that women received some respect from men as social perceptions change: *“Yes, we get respect from men. We work together.”*

Interestingly, group discussion participants in Ifo 2, the newer camp, did not think that men resented women’s new roles: *“Men have no problem accepting women as leaders and committee leaders and that they are given more power. It’s not like in the past. Women are now more respected. In Somalia we were pastoralists, and women never knew their rights. Women feared men and if they refused the word of the man, they were beaten. This has changed. Men can no longer colonize women”* [Ifo 2, older women, group interview]. Discussants also expressed the feeling that women outside leadership positions were not respected: *“Since two years ago there are some women leaders. Before there were only men.”*

*Women leaders encourage us to speak out our problems. Men don't respect us. This is the same in all the camps*" [Dagahaley, older women, group interview]. Despite mixed views, gender-balanced committees can be a way of getting men and women to work together, and thus can facilitate changes in gender roles and relations. Friis-Hansen et al. (2012), for example, showed that Farmer Field Schools in Kenya generated positive effects on gender inequalities not only through women's empowerment, but also because they provided a platform for men to change their views about the role of women.

**4.2.3. Sensitization and education.** Awareness campaigns have also had important effects on gender inequalities. There was near unanimous agreement among women refugees and agencies that women and girls are more empowered now as a result of these. This was visible when comparing the new camp, Ifo 2, with the more established camps. In the words of Sahal Abdi from KRC: *"In the older camps, there have been many sensitization efforts over the years. You can tell the difference. It is easier to get a gender-balanced committee together. Finding a lady who can speak basic English is tricky in Ifo 2."* Similar findings were reported by Grabzka (2012) in her research on Kakuma camp, also in Kenya. She found that more equal gender relations were associated, by men and women alike, with the concept of modernity, with which refugees (especially the younger ones) were keen to align themselves.

The upside of lengthy humanitarian interventions, as in Dadaab, is that they allow enough time for perceptions and attitudes to change. The more positive effects on gender equality were more visible in the older camp. In addition, a new generation of leaders is emerging, who have been born in the camp, educated in its schools and subject to its awareness campaigns. They are fluent in English and can more efficiently interact with agencies. There is hope that this will be accompanied by more rapid progress on gender equality. *"They are a new blood"* [LWF, Eucabeth Katana, key informant interview].

Understanding culture and religion was seen as central to the success of humanitarian interventions in encouraging positive social changes. The Somali

culture in Dadaab is deeply conservative, which often restricts the implementation of gender-equality policies. For instance, protection efforts against GBV are sometimes undermined by the fact that survivors refuse to testify out of fear of being ostracized by their family and community, while attempts to improve education outcomes among girls are restricted by lack of support from the parents. Humanitarian actors navigate these challenges by working together with men and religious leaders in order to improve the success of GEP interventions. Sahal Abdi from KRC told us, *"Since man is the decision-maker, we need to convince the man of the benefits. Even if the woman understands them, it's no use if man doesn't agree."*

The engagement with religious leaders is especially important. On the one hand, religious leaders tend to be very conservative and often undermine GEP efforts (for instance, by opposing birth control). On the other hand, they wield great influence in the community. Not having them on board means that little progress will be made. Religion itself can also be used to counteract the effect of harmful cultural practices. CARE, KRC and Islamic Relief emphasized that FGM/C, for instance, was culturally, not religiously driven. By showing that FGM/C is not advocated in the Koran, agencies attempt to get imams and sheikhs to support measures against it. The June 2014 UNHCR Dadaab update mentions: *"In Ifo camp, UNHCR launched anti-Female Genital Mutilation (FGM) talks with religious leaders, refugee leaders, mothers and community elders. Religious leaders have condemned FGM as a harmful cultural practice"* (UNHCR 2014e).

#### **4.2.4. Deliberate targeting of women and girls.**

There were some clear examples of the importance of targeting women and girls in contexts characterized by large gender inequalities. Specific targeting has, in particular, led to significant gains in terms of the inclusiveness of humanitarian interventions in education, WASH, food access and protection against GBV. Important actions have included the setting up of separate queues for men and women (which helped women receive and keep food rations); the provision of uniforms, scholarships and sugar in exchange for girls' school attendance; the construction of latrines respecting guidelines on meeting gender-specific

needs; and the application of security guidelines to WASH services, which lowered the risk of GBV.

Results of this study also showed that encouraging the equal participation of women and men in committees and camp management structures is central to achieving gender equality in the long term. Key informant interviews underlined that merely increasing the presence of women did not automatically translate into increased power for women. Yet hearing women's voices is seen as crucial to ensuring that the specific needs of women and girls are taken into consideration. This requires a stronger presence of women in leadership positions. Notably, in a society characterized by sharply defined gender roles, access to female leaders is important to induce women and

girls to share their experiences, and to ensure changes in the future aspirations of girls and younger women.

**4.2.5. Unintended consequences.** The main unintended consequence of GEP in humanitarian interventions in Dadaab was that some men expressed uneasiness and resentment at increased female empowerment, as well as at the targeting of girls in the education sector. This uneasiness was reported by refugee representatives, as well as agency workers: *“Women are given too much freedom; their behaviour breaks families. They are not loyal to husbands/men and walk away with other men. The situation is not balanced. Nobody can say or do anything. This hurts men's dignity”* [Dagahaley, male representative, Sudanese community].

# CONCLUSIONS

The case study revealed that GEP in humanitarian aid in a difficult working context, such as in Dadaab, is central to increasing access to services by women and girls, and to reducing gender inequalities. Effectiveness is limited by population congestion, entrenched gender inequalities, and strict security protocols that limit access to employment opportunities and impose great distances between programme beneficiaries and implementers.

The study allowed us to learn important lessons about GEP in humanitarian interventions in a highly unequal society. It found strong evidence that including GEP elements resulted in some positive effects across different dimensions of humanitarian action. Specifically, the results show evidence for:

- Significant positive effects of humanitarian aid on gender needs, as a result of the following GEP interventions: food distribution systems that meet gender-specific needs; provision of multiple incentives for school enrolment among girls; provision of washing facilities and latrines that meet gender-specific needs; concerted protection efforts against GBV; awareness campaigns and training; and the promotion of gender parity in user committees and leadership positions; and
- Increased empowerment of women and girls, raised aspirations among young women, and improved understanding among boys and young men about the advantages of gender equality, as a result of awareness campaigns promoting gender equality, and incentives to improve the school attendance of girls and increase the presence of women in leadership positions.

The study also found evidence that gender inequalities remain entrenched in the camps. Somali culture is deeply conservative, which sometimes constrains the gender inclusive objectives of humanitarian interventions. For instance, only rarely do survivors of GBV testify against their aggressors, due to the fear of being ostracized. Also, despite substantial progress, education outcomes among girls are low due to lack of support from parents and the need for girls to undertake household chores. Women still feel they are solely responsible for the welfare of their children and that they are dependent on men's contributions to household welfare. Despite some progress, perceptions about changes in gender roles are mixed.

The security situation and the lack of direct contact between implementing agencies and the residents of the camps severely restricts GEP implementation and effectiveness in Dadaab. The case study demonstrated, however, that a combination of targeting women and girls—not only as beneficiaries, but also as leaders and decision makers—and working with male community and religious leaders has resulted in positive impacts in terms of the effectiveness and inclusiveness of humanitarian outcomes.

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# ANNEXES

## ANNEX A:

### Partner Agencies in Dagahaley

Source: UNHCR (2014a)

Action Contre La Faim (ACF): Capacity development in infant and young child feeding

CARE International: Food distribution, water and sanitation, primary education, GBV, logistics, warehousing

Danish Refugee Council (DRC): Livelihoods, self-reliance

Department of Refugee Affairs (DRA): Registration, security

Film Aid International (FAI): Information and campaigns, community communication

Handicap International (HI): Persons with specific needs

Kenya Red Cross (KRC): Tracing

International Organization for Migration (IOM): Facilitation of migration activities

Lutheran World Federation (LWF): Camp management, persons with specific needs and security

Médecins Sans Frontières (MSF) Switzerland: Health and nutrition

National Council of Churches in Kenya (NCCK): Peace education

Norwegian Refugee Council (NRC): Shelter and infrastructure, vocational training

Refugee Consortium Kenya (RCK): Legal assistance, protection monitoring

Refugee Education Trust (RET): Adult education

Relief Reconstruction and Development Organization (RRDO): Household energy, environment

Right To Play (RTP): Sports activities

Save the Children International (SCI): Child protection

United Nations Children's Fund (UNICEF): Education

United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA): Humanitarian work coordination

Windle Trust Kenya (WTK): Secondary education and scholarships

World Food Programme (WFP): Food

## ANNEX B:

### Partner Agencies in Ifo 2

Source: UNHCR (2014b)

Action Contra De La Faim (ACF): Infant and young child nutrition programmes

CARE International: Logistics, warehousing, food distribution

Center for Victims of Torture (CVT): Psychosocial support

Danish Refugee Council (DRC): Livelihoods

Department of Refugee Affairs (DRA): Camp administration, registration, ID cards

Film Aid International (FAI): Community communication

Handicap International (HI): Community-based rehabilitation of persons with disabilities

Islamic Relief: Primary education

Kenya Red Cross Society (KRC): Camp management, GBV, health and nutrition, support to persons with specific needs, water and sanitation

National Council of Churches in Kenya (NCCK): HIV/AIDS programmes

Peace Winds Japan (PWJ): Shelter and infrastructure

Refugee Consortium Kenya (RCK): Legal assistance, protection monitoring

Relief Reconstruction and Development Organization (RRDO): Environment, household energy, host community projects

Save the Children International (SCI): Child protection

United Nations Children's Fund (UNICEF): Support to education programmes

Windle Trust Kenya (WTK): Secondary education and scholarships

World Food Programme (WFP): Food

## ANNEX C:

# Questionnaires for Key Informant Interviews and Focus Group Discussions

## Questions to agencies:

### Questions on data:

- Sex- and age-disaggregated data (SADD): Are data gathered as SADD? What information is gathered on women, men, boys and girls? Are the data just about the population or also about skills, needs, division of labour, power distribution, social structures, local justice and community governance structures?
- Are the data analysed and used to plan ways to address gaps?
  - **GBV** information management system data
  - **Education** data
    - Number of boys and girls in education? Pre-school, primary, secondary? Are boys or girls heads of households? Girl mothers, boy fathers? Number of orphans? Literacy rates?
    - Number of female/male students and teachers and education committee members?
    - Enrolment rates, dropout rates, attendance rates, by grade level?
    - Number of reports of abuse in school?
    - SADD achievement data (exam results?)

### • **Health/nutrition** data

- Data on malnutrition rates (stunting, wasting, underweight, micronutrient deficiency)? SADD?
- Mortality rate? SADD?
- Data on number of households headed by males/females/children?
- Number of unaccompanied children, elderly, disabled, pregnant or lactating women?

### • **Non-food item** data

- SADD data on non-food item needs gathered? Analysed? Reported on?

## Questions on camp staff

- What is the composition of males vs. females among camp staff? (50 per cent of camp staff?) By position/area of work? Since when? Effect? Has gender balance helped?
- Do manuals include provisions for equitable access for women, men, boys and girls for distribution of medicine and access to health care?
- Have you hired and deployed male and female health workers?
- Are there equal pay and equal opportunities for training and working in health?
- Are men and women involved in monitoring and evaluation?

## Questions on beneficiaries' access to services and decision-making processes

- How do you ensure that all equally access camp services and assistance? What obstacles have there been to this? Have these obstacles been addressed?
- Are there systems for beneficiaries to express their needs?
- How is management organized? Are beneficiaries brought into decision-making through committees? Decisions on what?
- Are perceptions of all taken into account in design, targeting, implementation in policies, strategies and interventions? Has this had a positive effect?
- Are women, men, boys and girls consulted in each of these?

- Are men and women equally represented in decision-making (50 per cent of committees)? Age represented (old and young)? Language proficiency?
  - Token participation or quality of participation? Do women express their opinions when in a committee with men? Do women participate equally in these committees?
  - Does this create conflict? Are there some committees where men don't participate?
  - Do you feel that this structure helps to address the needs of everyone? Is it effective?
  - Do you support leadership capacity of women and adolescents?
- What is done to ensure security? (Appropriate lighting in areas frequented by women and girls? Monitoring in high-risk areas?)
- What is done in terms of hygiene and privacy?

#### **Questions on education**

- What is the impact of crisis on the education of girls and boys? On teachers? On the host community? How has the crisis changed gender perspectives in terms of education?
- Do girls and boys have the same proficiency in language of instruction used?
- Do some suffer from stigma (rape, child soldiers)—does this affect their attendance/learning?
- Do you sensitize communities concerning the importance of the education of girls and women? Has this had an effect on behaviour?
- Education access provided to all boys and girls? Recreational and sports activities?
- Are sanitary supplies provided? Clothes and other supplies for school?
- Are teachers trained to create learning environments that meet gender-specific needs?
- How do you monitor GBV in schools? Are there confidential complaint-reporting mechanisms?

#### **Questions on food security, food distribution and nutrition**

- Do all have equal access to safe and nutritious food? Are adequate supplies of food available to women, men, boys and girls? (Quality, quantity, nutrition-wise, diversity of diet?)
- What are the distinct roles of men and women in food security and nutrition?

- Division of tasks and control over productive resources between women and men?
  - What are men's and women's roles in food production, food distribution and nutrition? In the camp/community? In the household? Who in the household is responsible for food safety, hygiene etc.? (Is providing food considered the woman's responsibility?)
  - Is there a difference in calorie intake according to gender—are some people more likely to be malnourished?
  - Are gender roles different in the camp than outside the camp? And within the camp in different parts of the camp? Ifo and Hagadera vs. Dagahaley and Kambioos?
- How is food distributed? Do people keep their rations or sell them? Does this impact men and women's diets differently?
- Are cash/food-for-work opportunities provided? Do men and women have access to these programmes? Did any problems occur in the division of labour?
- Are all beneficiaries systematically consulted? Involved in decision-making around food?
- Training and capacity-building?
- Actions to prevent GBV?
- Discrimination in allocation of food resources? Are they redressed?
- Impact of food aid programme on men, women, girls, boys assessed?
- Nutrition programmes designed according to needs of all (especially lactating/pregnant women?)

#### **Questions on health**

- What diseases affect women and men differently within the camp? Outside the camp? Between camps?
- Are there disproportionate deaths among women, girls, boys and/or men? If so, what are the reasons?
- Are community response mechanisms to psychosocial problems in place? Is culturally appropriate social and psychological support available to victims of GBV?
- Who takes care of sick members of the family? Is there a particular burden on women, girls, men or boys?

- Do manuals include provisions for equitable access for women, men, boys, girls for distribution of medicine and access to health care?
- Have you hired and deployed male and female health workers?
- Are there equal pay and equal opportunities for training and working in health?
- Are men and women involved in monitoring and evaluation?

## Questions to beneficiaries:

### Introduction

- How long have you been in the refugee camp? Were you born in the camp?
- Were your parents born in the camp?
- Do you have children? How many people are in your family?

### Education

- Those who have children: Do they go to school?
- Do more boys or more girls go to school?
- Are girls and boys equally able to keep up with lessons? If not, why not?
- Do boys and girls equally attend the lessons?
- Does work interfere with school for boys or girls?
- What is the relationship between water, firewood collection or other responsibilities and school attendance?
- Do children feel safe going to school? Are they told to take any safety precautions? What are they?
- Do boys and girls both feel comfortable going to school?
- Are there separate latrines for boys and girls?
- Are there female and male teachers?
- Does this make a difference to motivating girls to take an interest in school? Do you think it matters for the children?

### Food security, nutrition and indebtedness

- How is the food in the camp? Do you like it?
- Is food sufficient?
- Are women, men, boys, girls equally able to access food aid? Is it more difficult for women to get food than men?
- How does distribution work? Who controls the distribution? Who decides on how much is given to each household? Do all receive equal access?

- Within the household, who receives the food? Who divides the food?
- Are there complaint mechanisms for when food or non-food items are not properly distributed? How do these work?
- Do you sell your food? Do you exchange or sell other things for food?
- Do you receive ration cards? Who in the household receives them? Men or women?
- Who is more likely to obtain credit? To carry debts?

### Health

- Who takes care of sick members of the family? Is there a particular burden on women, girls, men or boys?
- Are there more deaths among women, girls, boys and/or men? If so, what are the reasons? Disease? Injuries from violence? Who is more likely to be targeted?
- Has the number of children risen since they were in the camp? Have child deaths become more common or less common? Same?
- When are food or non-food items not distributed? Do all know how they are distributed?
- Are mechanisms in place to file complaints? Do you know how these work? Have you ever used them?
- Are distribution sites in a secure area?
- Are all (including those with special needs) regularly consulted about non-food items?
- Women and girls have sanitary materials?
- People with babies have materials for babies?

### Camp management

- Do you believe that women's involvement is promoted in a culturally acceptable manner?
- Are camp staff mainly men or women? In health care? Teachers in schools? Those who conduct training?
- Have there been instances of violence against women by camp staff? By non-staff?
  - If there are instances of violence, are they properly addressed by camp staff?
- Are women and men equally represented in committees? In decision-making?
- Are the joint camp committees effective in addressing needs of men, women, boys and girls? More so than if just men? Do they receive equal standing?
- Do you believe that all (women, men, boys, girls) equally access camp services and assistance?

### **Camp security**

- Do you feel safe in the camp? (For example, can you walk by yourselves? Would you let your daughter walk by herself?)
- Do you know of instances of violence? Gender-based violence?
- Are these instances followed up? Registered? Punished? Dealt with in a culturally acceptable way?

### **Shelter**

- What are the shelters like where you live? Are sites safe? Or dark, isolated, posing safety risks?
- Do you have private spaces? Culturally appropriate private spaces?
- Is shelter construction a paid activity? Do those who require help receive it?

### **WASH**

- What are the levels of knowledge and skills in water/sanitation and their relationship to health (women, girls, boys and men)?
- What are the patterns of water access, water source control and collection?
- What are the different uses and responsibilities for water by women, girls, boys and men (e.g., for cooking, sanitation, gardens and livestock); patterns of water allocation among family members (sharing, quantity and quality); decision-making on uses?
- What is the gender division of responsibilities for maintenance and management of water and sanitation facilities?
- What are the usual means and responsibilities for managing excreta and urine disposal, anal cleansing, disposal of children's faeces?
- Are water points, toilets and bathing facilities located and designed to ensure privacy and security?
- Are water points safe? Can users (especially women and children) access them safely?
- What types of sanitary materials are appropriate to distribute to women and girls?
- What are the cultural assumptions with regard to water and sanitation activities, for example, during menstruation?
- How do women perceive themselves in traditional roles and active participation? How much of this can be changed and how much cannot be changed?

- Who maintains toilets/water points?
  - Who pays the costs associated with maintenance?
  - Are they able and willing to pay?
  - Does the community need training for operation and maintenance, including management?
- Do facilities need to be modified for use by women, children, the elderly and the disabled, or do alternative means need to be provided, such as chamber pots or child-friendly toilets?
- Have mechanisms (e.g., workshops, focus discussion groups, etc.) been established to make sure women's and men's voices are heard on decisions related to immediate location and appropriate technology for water and sanitation systems (design, type, cost and affordability), using appropriate facilitators where necessary, and ensuring convenient times and locations?
- Have tensions arisen by attempting to change the role of women and children in communities?
- In your opinion, have water, sanitation and hygiene interventions upheld dignity for women and girls in particular? Is their design culturally appropriate?
- Are other women used as facilitators in discussions around women and WASH? Is dignity upheld? And confidentiality?
- Are water sites, distribution mechanisms and maintenance procedures accessible to women, including those with limited mobility?
- Are communal latrine and bathing cubicles for women, girls, boys and men located in safe locations? Do they provide privacy? Are they culturally appropriate, adequately illuminated and accessible by those with disabilities?

### **GBV/HIV**

- Are community response mechanisms to psychosocial problems in place?
- Is culturally appropriate social and psychological support available to victims of GBV?
- Are HIV prevention messages targeted to men, armed forces and IDPs especially?
- Have there been instances where women were required to exchange sex for shelter or non-food materials or food or anything else?

### Gender roles and women’s empowerment: questions to men

- How have gender roles changed?
- Are they different here in the camp than outside the camp?
- Has the emphasis on women’s empowerment caused problems?

### Gender roles and women’s empowerment: questions to women

- How have gender roles changed?
- Do women have more power in decision-making?
- How do men react to the emphasis on women’s empowerment? Are they upset that they are no longer as powerful?

## ANNEX D:

### List of Interviews and Focus Groups

#### Nairobi

Agency	Participants
UN Women	Zebib S. Kavuma (Country Director) Idil Absiye (Peace and Security Specialist) Mary Ondiek (Humanitarian Programme Assistant)
UNOCHA	Lucy Dickinson (Humanitarian Affairs Officer)
UNFPA (United Nations Population Fund)	Mathilda Musumba (Humanitarian Specialist)
UNICEF	Maureen Khambira, (Cluster Coordinator and Information Management in Ministry of Education) Mathieu Joyeux (Nutrition Specialist)
KRC	Salima Mohammed (Social Services Manager)
USAID (United States Agency for International Development)	Betty Mugo (Gender Specialist)
	Njoki Kinyanjui (GENCAP Advisor)

## Dadaab

Agency	Participants
CARE	Michael Babu (Programme Manager)
Islamic Relief	Ali Mohamed
KRC	Sahal Abdi (Head of Operations) Dr. Beldina Gikundi (Health and Nutrition Manager) Karanja Ephraim (GBV Coordinator)
LWF	Eucabeth Katana (Sub-programme Manager)
Save the Children	Gaya Zenith
UNHCR	Barako Elema (Camp Manager Ifo 2) Shamim (Camp Manager, Dagahaley)
WFP	Hanspeter Vikoler (Head of WFP Office, Dadaab)

## Camps

Camp	Focus groups and interviews
Dagahaley	Interviews: section leader (one man, one woman); PTA member (one woman); education committee leader (one man); representative of the Sudanese community (one man) Focus groups: four younger women; five older women
Ifo 2	Interviews: WASH committee (two women, one man); food advisory committee (two women); health committee (three men) Focus groups: five younger women; five older women



THE EFFECT OF  
GENDER EQUALITY  
PROGRAMMING ON  
HUMANITARIAN  
OUTCOMES: NEPAL



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# LIST OF ACRONYMS

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<b>GEP:</b>	Gender equality programming
<b>GBV:</b>	Gender-based violence
<b>GHI:</b>	Global Hunger Index
<b>I/NGOS:</b>	International/non-governmental organizations
<b>PRRO:</b>	Protected Relief and Recovery Operation
<b>RCIW:</b>	Rural Community Infrastructure Works
<b>VDC:</b>	Village development committee
<b>WASH:</b>	Water, sanitation and hygiene
<b>WFP:</b>	World Food Programme

# EXECUTIVE SUMMARY

The main objective of this research study, “The Effect of Gender Equality Programming on Humanitarian Outcomes,” is to provide rigorous evidence on the effects of gender equality programming (GEP) on humanitarian outcomes. The project addresses the following questions:

**1. What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?**

More specifically:

- a. What is the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women’s empowerment?
- b. What is the impact of GEP on gender equality in humanitarian interventions, and on power relations between women and men?

**2. What elements of GEP have proven more (or less) effective in improving humanitarian outcomes and under what conditions? Did GEP have any unintended consequences, positive or negative?**

## Context

Nepal is a small, mountainous, landlocked country in South Asia, and one of the poorest countries in the world. Its 2013 Human Development Index rank was 145 (UNDP 2014), the worst in South Asia. Food insecurity and malnutrition are widespread, particularly in the Far Western region where field research for this case study took place. The humanitarian situation there is both acute and chronic, but humanitarian aid is currently being scaled down as the country moves from recovery from conflict to a development phase. Nepal received humanitarian assistance as part of a Consolidated Appeal Process in 2006, and as part of the Common Appeal for Transition Support between 2007 and 2010. During this period, humanitarian aid was between \$77 million to \$130 million per year, but in 2013 decreased to less than \$10 million.

Nepal has not been the focus of institutionalized efforts that promote GEP in humanitarian action. There has been no application of the Inter-agency Standing

Committee Gender Marker to score humanitarian projects, nor has there been a GenCap adviser in the country. Nepal is, nonetheless, an interesting setting to study GEP because gender equality has been prominent in humanitarian interventions, despite not being institutionalized in policy guidance.

Nepal is a patriarchal country where women and girls face pervasive discrimination due to deep-rooted cultural practices and institutionalized gender discrimination. Women tend to be confined to agricultural work and household activities, with minimal political voice. As a result, humanitarian interventions have included important gender equality actions with significant impacts on the lives of women and men. Since gender-integrated humanitarian programmes have been implemented over a long enough period of time, their impact on gender norms can be considered.

The most prominent humanitarian operations in Nepal—and the focus of this study—are supported by the World Food Programme (WFP), and are largely cash/food-for-work programmes. These contain specific GEP elements, namely the promotion of women’s empowerment and targeted actions for women in beneficiary communities. Other initiatives were being phased out when the study took place. We summarize below the evidence we gathered and analysed on the effect of these programmes, all with intense GEP components, on humanitarian outcomes in three villages—Pokhari, Baglek and Ladagada.

## Summary of findings

**What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?**

There is strong evidence that the inclusion of GEP components in humanitarian interventions in Nepal has resulted in positive outcomes across all dimensions studied: on access to and use of humanitarian

services; on the effectiveness of humanitarian outcomes; on addressing specific gender needs; and on reducing gender inequalities.

Specifically, key findings are:

### Education outcomes

- Women in focus group discussions conducted for this case study reported that earning income in the cash-for-work programme resulted in important permanent positive benefits for the education of their boys and girls. For example, in Pokhari, some participants reported that the income helped them to pay for school fees and stationery for their children, particularly for their girls. Further support for this outcome came from the targeted Girls Initiative Programme, where school attendance for girls was encouraged through the distribution of vegetable oil to each family with a girl attending 80 per cent of her classes. This programme changed perceptions about the merits of girls attending school, and interview respondents reported how it had improved girls' health as well.

### WASH outcomes

- The installation of WASH infrastructure that particularly addressed needs identified by women was prominently cited in focus group discussions as improving health outcomes and living conditions for the whole community. Over and over, the groups highlighted the reduction in time required for women to collect water and better access to WASH facilities. In Pokhari, all participants in the women-only focus groups agreed that improved water supplies, expansion of irrigation systems, and the construction of private and school toilets improved life for everyone in the village.

### Health outcomes

- Discussions and interviews emphasized considerable improvements in health following widespread health and hygiene awareness campaigns that included specific outreach to women and girls. In addition, the building of new roads in community infrastructure programmes that included women improved the speed and safety of access to health services. Consequently, women have started using hospitals, and the health of mothers and children has greatly improved.

### Food security and livelihood outcomes

- Many women in focus group discussions and interviews suggested that the cash obtained from the WFP cash-for-work interventions had positive effects in terms of food security and nutrition outcomes. The additional income, especially that received by women, was considered critical to ensure that families could buy sufficient and healthy food, as well as other basic necessities. In Pokhari, focus group participants mentioned that they were now able to buy goats and chickens.

### GBV outcomes

- The focus group discussions demonstrated links between alcohol abuse by men and GBV. Anecdotally, providing more income to households through the cash-for-work programmes seemed to contribute to more alcohol being consumed, thus potentially exacerbating violence.

### Women's empowerment outcomes

- The interventions not only improved women's living conditions through installation of essential community infrastructure, but also provided women with access to work opportunities that significantly improved multiple aspects of their lives and those of their families. An important dimension was the fact that agencies compensated women and men equally for equal work, and women were paid directly. We also found signs of strong links between the income earned in cash-for-work programmes by women and their increased decision-making power within the household.

### What elements of GEP have proven more or less effective in improving humanitarian outcomes in Nepal and under which conditions? Did GEP result in any unintended (positive or negative) consequences?

The study revealed that WFP humanitarian interventions—with their integrated GEP elements of targeted action for women and girls, and the promotion of women's empowerment—had important positive impacts on the effectiveness and inclusiveness of humanitarian outcomes. The case study highlights important lessons about the use of GEP in humanitarian interventions in a highly unequal society such as Nepal. It pinpoints key programme mechanisms that explain the strong impacts:

- *The provision of work opportunities to women and, importantly, the payment of wages directly to them that were equal to those of men for the same work:* Our research showed that access to fairly compensated work allowed women to earn and maintain control of income that had a direct, positive impact on other outcomes in their household, including increased school attendance for children (particularly for girls); better hygiene and health for women, boys and girls; greater food security and access to a more varied diet for all members of the household; and the increased social status of women within the household and the community.
- *The installation of WASH facilities specifically targeting the needs of women and girls:* Improving access to water and private toilets, latrines and spaces for washing created notable benefits for the lives and health of women and girls. This also reduced the toll of daily tasks, and allowed women time to engage in paid work. The provision of more

hygiene facilities in schools as well as training in basic hygiene was associated with improvements in WASH and health outcomes for men, women, boys and girls.

GEP elements proved essential to how humanitarian interventions both addressed specific gender needs, and improved the access of all programme beneficiaries to services. These programme components resulted in better outcomes for women and girls, and men and boys. They have led to important shifts towards reducing gender inequality that are likely to prevail over the long term after the programmes are phased out.

The study did not find any especially notable unintended consequences of GEP. That positive impacts on the effectiveness and inclusiveness of humanitarian outcomes were achieved without institutionalized GEP guidelines attests largely to the commitment of the programme staff in Dadeldhura to coherently and systematically addressing gender inequalities.

# 1

# INTRODUCTION

The main objective of this case study is to provide rigorous evidence of the effects of gender equality programming (GEP) on humanitarian outcomes in Nepal. The project addresses two main questions. First, what is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes? And second, what elements of GEP have proven more (or less) effective in improving humanitarian outcomes and under which conditions? Within the first question, we analysed in detail the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women's empowerment. We also considered the effect of GEP on gender equality in humanitarian interventions, and on power relations between women and men.

The questions were addressed empirically using qualitative research methods that included key informant interviews, in-depth semi-structured interviews and focus group discussions. These were designed to understand the mechanisms whereby GEP may alter the effectiveness and inclusiveness of humanitarian programmes.

The case study is structured as follows. Section 2 describes the context, as well as the main features of humanitarian action in Nepal. Section 3 discusses the methodology used in the study, while section 4 analyses the main findings. Conclusions and recommendations for future action are provided in section 5.

# REGIONAL CONTEXT

Nepal is a mountainous, landlocked country with a population of approximately 27 million. It ranked 145th out of 187 countries on the 2014 Human Development Index. Per capita income is around US \$700, and approximately 25 per cent of the population lives below the national poverty line of US \$0.6 per day (World Bank 2012). It is estimated that this figure is closer to 45 per cent in the Far Western Hills and Mountains (DFID 2013).

Nepal is commonly divided into three zones, which form parallel strips running the length of the country along an east-west axis (map 1). These comprise the Plains (Terai), which is the southernmost zone; the Hills in the middle; and the Mountains in the north. The Terai accommodates 50.3 per cent of the population, the Hills 43 per cent and the Mountains only 6.7 per cent. The Hills and parts of the Mountains are the poorest and most remote areas in the country (Government of Nepal 2011).

Nepal is still recovering from a 10-year conflict between the Government and Maoist groups. Around 13,000 people lost their lives and approximately 200,000 were displaced (OHCHR 2012, Singh et al. 2007). The conflict ended officially in 2006 with a Comprehensive Peace Agreement, and a Constitutional Assembly was elected and the Government formed. The failure to draft a new constitution resulted in dissolving the first assembly in May 2012, with a second assembly elected in November 2013.

The average amount of arable land per person in Nepal is 0.08 hectares, half the average of 0.19 hectares for low-income countries (World Bank 2011b). The scarcity of cultivable land is particularly acute in the Mountains and Hills. Three-quarters of the population relies on rain-fed agriculture.

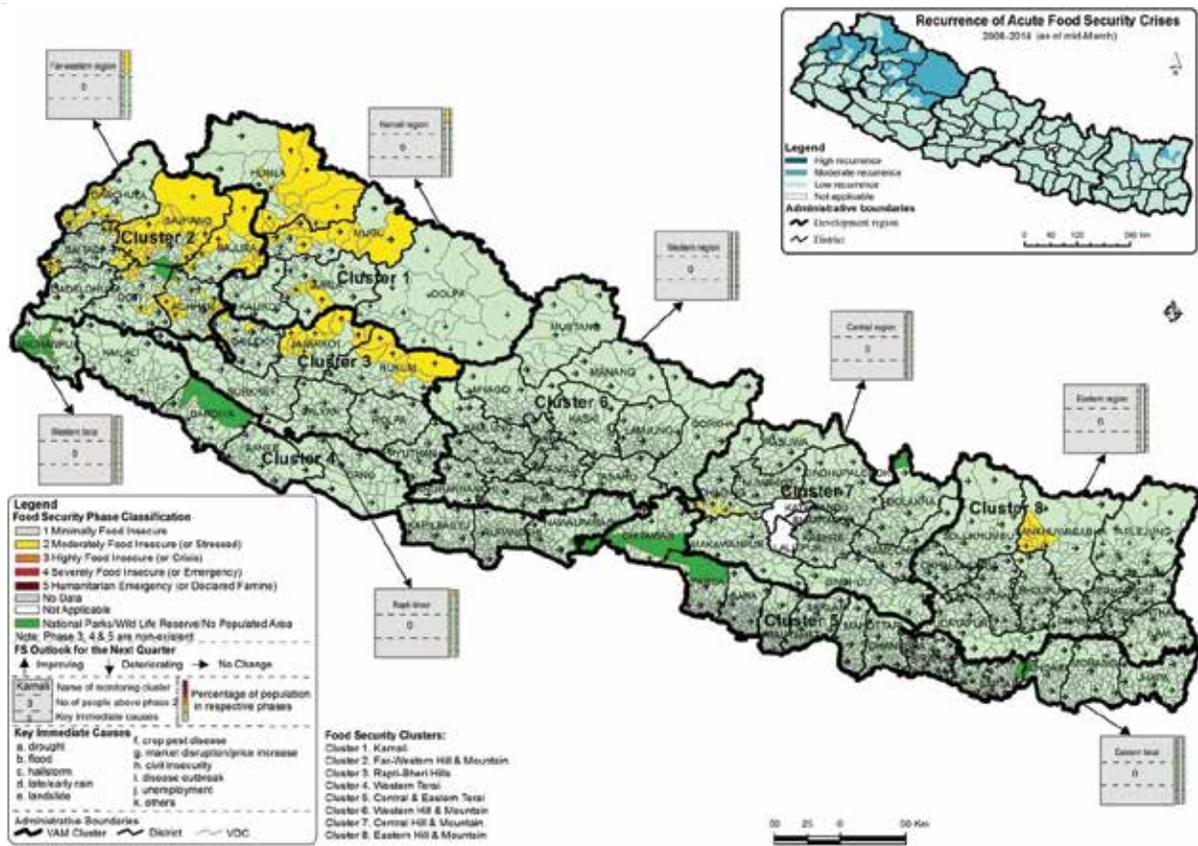
Food insecurity and malnutrition are major concerns. Around 80 per cent of the population lives in rural areas and depends on subsistence farming (IFAD 2013). According to the Global Hunger Index (GHI), Nepal in 2008 ranked 57th out of 88 developing countries (Grebmer et al. 2008). The GHI is an average of the proportion of the population that is undernourished,

the prevalence of underweight children under five years of age, and the proportion of children dying before the age of five. GHI values exceeding 20 correspond to alarming levels of hunger. The 2008 value for Nepal was 20.6.

Nationwide strikes (*bandhs*) affect food security among the most vulnerable population groups, due to restrictions imposed on the transport of food, the inability to get to work and the closure of markets. In the Hills and Mountains regions, where local food production is not enough to meet the needs of the population, *bandhs* are particularly problematic (WFP 2012b). Nepal is also subject to natural disasters, notably earthquakes, floods, droughts and landslides (World Bank 2011a).

There are large discrepancies in food security across regions. In 2008, the Far Western Hills and Mountains sub-regions had GHI values of 26.7 and 30.9, respectively. The Far Western region, where fieldwork took place, has a GHI comparable to Chad, Ethiopia and Liberia, and would rank 82nd out of 88 countries if it was a country (WFP 2009). Most districts in the region are food deficient. Even in those with food surpluses, a significant share of households only produce enough food to last three months (FAO 2010). Food insecurity is exacerbated by the lack of arable land given sloping terrains, vulnerability to natural disasters and extreme remoteness. Market prices can fluctuate dramatically due to supply disruptions, and the fact that transporting food into the region is extremely costly and difficult. A common coping strategy to overcome hunger periods is seasonal migration, especially to India, which is easy due to open borders and the similar language.

**MAP 1:**  
Types and locations of WFP programmes in Nepal



Source: Provided by WFP in Nepal.

Severe malnutrition is a problem in Nepal; 3.6 million people are undernourished (FAO 2014). Most people have a poor diet and consume inadequate calories. Eighteen per cent of all women have a body mass index below the norm. Among children under age five, 41 per cent are stunted, 29 per cent are underweight and 11 per cent are wasted. Under-five mortality is 54 per 1,000 live births, while the infant mortality rate is 46 per 1,000 live births. Malnutrition is particularly extreme in the Hills and Mountains areas of the Mid- and Far Western regions, which experience stunting rates above 60 per cent (WFP 2014).

## 2.1. Gender relations in Nepal

Nepal ranks 102nd on the most recent Gender-Related Development Index (UNDP 2014). Women have very limited control over decision-making processes within the household, face significant constraints in accessing employment opportunities, and are primarily responsible for childcare, agricultural activities and household chores. They have low levels of education and face difficulties in accessing health care (Government of Nepal 2010). Widows and female-headed households, in particular, face discrimination and stigma. The Far Western region has the largest number of female-headed households due to high levels of male economic migration propelled by acute poverty.

The Government of Nepal (ibid.) recognizes that *“given the significant gender gap in educational achievements, employment and earnings opportunities, asset ownership and decision-making, women are highly vulnerable to food insecurity. This will need to be recognized in any program or policy designed to address food insecurity”* (p. 8). Women’s empowerment is important not only to reduce their levels of economic vulnerability, but also in terms of improving welfare outcomes for boys and girls. Malapit et al. (2013) show that efforts to increase women’s empowerment in Nepal were associated with improved nutritional outcomes for mothers and their children. The authors attributed this finding to empowerment activities

increasing the bargaining power of women within the household. The study also showed that longer hours worked by women brings in additional income and leads to higher nutritional status for children, even when the time devoted to childcare decreases.

## 2.2. Humanitarian aid in Nepal

Humanitarian aid in Nepal is mostly provided through the World Food Programme (WFP), which has offered food assistance to 1,265,600 food-insecure and conflict-affected people since 2007, under the Protected Relief and Recovery Operation (PRRO). The main objective of the programme is *“to safeguard lives and livelihoods and contribute to peace and stability in Nepal”* (WFP 2007) with *“a special emphasis on targeting marginalized and vulnerable groups, including women”* (WFP 2010). The WFP Country Office is located in Kathmandu with sub-offices in Nepalgunj and Dadelhura, which run operations in the Mid- and Far Western regions, respectively (see map 1). A Vulnerability Analysis and Mapping Unit monitors food security using field coordinators in all districts of the country. The WFP’s Monitoring and Evaluation Unit documents the progress and impact of programme implementation.

In this case study, we analysed the cash/food-for-work programmes of the PRRO in three villages in the Doti district, and two control villages without humanitarian operations just across the border in the Dadelhura district (see table 1). Between June 2012 and June 2013, Rs. 87 million in cash was distributed in the Doti district through asset creation programmes targeting 5,540 households and covering 30,470 beneficiaries in 11 village development committees (VDCs). WFP’s GEP policy and procedures are discussed in section 3.3.

Through child-focused intervention activities involving 128 schools in 26 VDCs in Doti, 418 metric tons of food were distributed to 15,500 children through midday meals (8,265 girls and 7,590 boys).<sup>1</sup>

<sup>1</sup> All figures were kindly provided by the WFP office in Nepal.

**TABLE 1:**  
**Distribution of Programmes in Villages Covered by the Case Study**

Programme villages	
Pokhari	(i) Cash/food-for-work programmes: Construction of: <ul style="list-style-type: none"> <li>• Water pumps</li> <li>• Irrigation canals</li> <li>• Toilet facilities</li> </ul>
Ladagada	<ul style="list-style-type: none"> <li>• Roads</li> <li>• School buildings</li> </ul> (ii) Awareness training: <ul style="list-style-type: none"> <li>• Health and hygiene</li> <li>• Women’s empowerment</li> </ul> (iii) Distribution of vegetable seeds
Baglek	(i) Cash/food-for-work programmes: Construction of: <ul style="list-style-type: none"> <li>• Irrigation canal</li> <li>• Road (as part of the food-for-work programme)</li> <li>• Women’s Facility Centre (ongoing as part of the cash-for-work programme)</li> </ul> (ii) Phased-out programmes: <ul style="list-style-type: none"> <li>• School meals programme</li> <li>• Mother Child Health Care programme</li> </ul>
Control villages	
Banlek	Not part of WFP operations because they are relatively less remote and situated along a major road. Some villagers are involved in non-agricultural paid jobs locally or in nearby urban settlements.
Ganeshpur	

# METHODOLOGY

## 3.1.

### Literature review

An extensive literature search was conducted to gather a comprehensive list of references on humanitarian interventions in Nepal. This allowed us to build an overall picture of the level of interventions, and how GEP is incorporated into various policy documents and implemented on the ground. As with the other three case studies in this project, background analysis indicated that there was very limited data on how GEP is operationalized and implemented within humanitarian interventions. We were also unable to find much evidence of efforts to assess GEP contributions for their effectiveness and inclusiveness.

## 3.2.

### Key informant interviews, in-depth interviews and focus group discussions

Information on GEP in humanitarian interventions was gathered during interviews and informal discussions with implementing practitioners, and during visits to project sites, where project outputs could be observed. Semi-structured interviews and focus group discussions were conducted with programme beneficiaries. Evidence was further triangulated through a review of existing documentation, survey data and project reports.

Key informant interviews were held with UN staff and practitioners at non-governmental organizations (NGOs) to obtain a general overview of gender equality patterns in Nepal, information on GEP in different humanitarian interventions, and details about specific aid projects and programmes. A full list of key informant interviews is provided in annex A. The interviews also gave informants the opportunity to share their impressions and judgements about the implementation and impact of the interventions, particularly in

terms of gender equality, including any unintended consequences they may have observed.

Focus group discussions, semi-structured interviews and individual in-depth interviews were held with men and women programme beneficiaries in three VDCs—in Pokhari, Ladagada and Baglek. Pokhari and Ladagada have been part of the WFP cash/food-for-work programmes (US \$1 million per year) since 2012. The programmes provide cash and food in return for days worked on a number of activities. The main focuses of the programme are livelihood assets creation, infrastructure building, agricultural enhancement, health and hygiene, education and support, women's empowerment and skills development. In the village of Baglek, a more recent addition to the programme, a Women's Facility Centre was under construction during our visit (work began six months prior to that). This is a pilot project with men and women working on the centre paid in cash.

Focus group discussions were conducted with one group of women in each village, and one group of men in Ladagada. Individual interviews were also held with three female beneficiaries in Ladagada, two of them with important roles in the cash/food-for-work programmes. We could not organize male focus group discussions in all villages as a large majority of the men were away working when the research team was present. Furthermore, to reach the villages in this remote and mountainous region usually meant a two-to-three-hour drive followed by a two-to-three-hour trek. The time needed for this, combined with the security protocol, which called for the project team to be back in the UN compound after dark, meant that we often had only two hours at most to spend in each village. Annex B provides details about specific research tools used in each village.

Research was also conducted in two control villages, Banlek and Ganeshpur, where WFP programmes were not implemented. We conducted one focus group with women in Banlek and one focus group with men

in Ganeshpur. These provided us with a benchmark of how daily life and gender relations are experienced by households not targeted by humanitarian interventions and GEP. These villages were not covered by WFP because they are relatively less remote, lying along the main road. While still food insecure, these villages were classified as less vulnerable than those that are more remote.

Given their greater access to roads, it was assumed that the control villages would be better off in terms of education, health care and gender equality than the project villages would be without humanitarian interventions. In comparing project and control villages, a finding that the latter exhibit, for instance, greater female empowerment, would suggest this is due to the interventions.

### 3.3. GEP intensity in Nepal

We faced considerable challenges when attempting to assess the intensity of GEP in humanitarian interventions. The supporting literature for WFP's PRRO programme does not provide much by way of gender analysis; its baseline and end-of-project reports do not provide any statistics by gender. Nepal has never had a GenCap adviser, and humanitarian programmes were not officially provided with a Gender Marker code.

Interviews conducted with WFP staff revealed close attention to gender equality in humanitarian interventions, however. Below we summarize the principles used to implement GEP based on information provided by WFP staff in Dadeldhura.

The PRRO is conducted under the Rural Community Infrastructure Works (RCIW), a government framework. Within it, WFP supports the Productive Assets and Livelihood component through the provision of food and cash for work. The programme is jointly implemented by WFP and the Ministry of Federal Affairs and Local Development. Notably, the RCIW advocates an approach that assumes gender equality will be more readily achieved by changing the unequal relations between women and men, rather than just the situation of women. It targets women directly, and encourages their social and economic empowerment by supporting their increased access to, and control over, assets and resources. Specific objectives in terms of increasing women's participation are:

- Equal rights and pay for equal work done by women and men involved in cash/food-for-work activities;
- About 30 per cent of RCIW user group members are women;
- At least 50 per cent of the members of each user group committee are women; and
- At least 50 per cent of leadership positions in each committee are held by women.

# RESEARCH FINDINGS

## 4.1.

### What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes in Nepal?

**4.1.1. Access, use and effectiveness of humanitarian interventions.** We analysed the impact of the GEP-inclusive cash/food-for-work and Girls Initiative programmes of WFP in terms of access to and use of the following services: education, WASH, health, food provision and livelihoods. We observed improvements in the access to and use of all services, and increases in the quality of life of women, men, girls and boys.

Participatory methods were used to allow beneficiaries to discuss positive and negative changes. As part of these exercises, programme beneficiaries were asked to list improvements in access to a range of goods and services. In Pokhari and Ladagada, water pumps, irrigation canals and toilet facilities were installed and cited as highly beneficial to the villages. One road and school buildings were constructed using the cash/food-for-work initiatives. In Baglek, the cash-for-work programme resulted in the construction of a new irrigation canal and a new road to the village. The construction of a women's centre is currently ongoing. These interventions were complemented by training activities aimed at improving health and hygiene, as well as women's decision-making capacities.

In terms of effectiveness, the research study attempted to assess the effect of GEP on seven humanitarian outcomes: education, WASH, health, food security, nutrition, livelihood access and the prevention of GBV. We observed improvements in most outcomes in the three villages with WFP interventions, in relation to the control villages.

#### Education outcomes

##### i. Access and use

In terms of education outcomes, women in the focus group discussions reported that earning income in the cash-for-work programme resulted in important

permanent positive benefits for the education of boys and girls. In Pokhari, some participants told us that the income helped them pay for school fees and stationery for their children, particularly for their girls. Although no justification was forthcoming, we were told that this was especially true for single mothers. A woman interviewed in Ladagada illustrated this new improved situation in the following way: *“Five years ago, girl children did not go to school as they do now. Now they get stationery, books, hygiene and they are also excited because they receive bags, sandals, and clothes if they go to school.”* Increased access to school facilities, improvement in the financial situation for women and families, WFP incentives for girls' school attendance, and an increased awareness of the importance of education for girls have made a considerable impact on their school attendance: *“The days are over when children were neglected and weren't sent to school, especially girls”* [women's focus group, Baglek].

It was also mentioned on several occasions that the construction of new school buildings and facilities helped more girls go to school.

##### ii. Effectiveness

Women attached more value to sending their children to school. When asked what the benefits were, they said: *“Children were dirty and not going to school. Now they go to school and get better food”* [women's focus group participant, Ladagada]. In Baglek, we were told: *“They [the children] are taught hygiene: to cut finger nails, keep dishes clean, make pits for compost. They receive trainings for many things, for things to be improving”* [women's focus group participant, Baglek].

School attendance for girls was further encouraged by WFP within the Girls Initiative Programme, where vegetable oil was distributed to a family for each girl attending 80 per cent of her classes. Although the programme was phased out in January 2013, we were told that perceptions about girls attending school had changed as a result of it: *“People are aware that children need to go to school, and all of them have to go [...] things are really changing”* [key informant interview, Ladagada].

## WASH outcomes

### i. Access and use

Improvements in the access to and use of WASH services were significant. In Pokhari, all participants in the women-only focus groups agreed that improved water supply, expansion of irrigation systems, and the construction of private and school toilets contributed to improving life in the village. The water supply was noted to be particularly beneficial for women as they must fetch water daily: *“There is enough water supply now. This saved us a lot of time. Before we had to walk for two hours to fetch water. Now we have a tap in front of the house”* [women’s focus group participant, Pokhari]. Other participants in the Pokhari women’s focus group discussions added: *“There is enough water supply now.”* *“Every house has water supply.”* *“Every household now has a toilet and is aware of cleanliness.”* *“There are toilets in the schools.”* An interviewee in Ladagada added: *“There are roads and canals, and we drink clean water.”* In Baglek, where a new women’s centre is being built, women expect to be able to access a new social space where they can meet other women, as well as private latrines and water for washing (which will further reduce the time they have to spend fetching water from the local stream).

### ii. Effectiveness

Health and WASH outcomes were prominently cited in focus group discussions as a result of better health care provision and interventions that particularly cater to the needs of women. The reduction in time that women spent collecting water along with the improvements in women’s daily lives due to better toilet facilities were relayed over and over.

## Health outcomes

### i. Access and use

Improvements in access to health services were a prominent theme in all three villages. Participants mentioned that due to the mountainous terrain, travel to health posts was dangerous. The new road was reported to significantly improve access to health posts: *“Earlier we had to be afraid of bears and leopards as we had to walk for hours, but now with road construction, things are good”* [women’s focus group participant, Ladagada]. Another woman told us: *“When people were sick in the past, they used to die on the way to the health post”* [women’s focus group

participant, Ladagada]. All focus group discussions and all one-on-one interviews emphasized considerable improvements in health following widespread health and hygiene awareness campaigns. In particular, women have started using hospitals and, as a result, the health of mothers and children had greatly improved: *“The programme provided for easy baby delivery—health workers are easier to reach”* [women’s focus group participant, Pokhari].

### ii. Effectiveness

WFP is providing equipment for new government health posts so that illnesses can soon be treated in the villages. Prenatal and natal mortality have both dropped as a result of these interventions. Awareness about health and hygiene, combined with increased access to health facilities, have also had significant impacts: *“Maternal health is generally improved in the village, now there are C-sections. Recently, only two children died by pneumonia. Before many children would die from diarrhoea and other things”* [key informant interview, Ladagada].

## Food security and livelihoods outcomes

### i. Access and use

Evidence shows that the inclusion of women as participants in the cash/food-for-work programmes was associated with better food and more secure livelihoods at the household level, with improved access to food and more diverse diets among beneficiaries. When asked how the money from the cash-for-work programme was used, women in all three villages mentioned that it mostly goes towards food. In Pokhari, we were also told about improvements in the variety of diets: *“We can now eat fresh vegetables”* [women’s focus group participant]. Beneficiaries received seeds to grow vegetables, as well as cash payments in return for their work on the construction of the road, the irrigation systems and other activities that were part of the cash-for-work programme. Both men and women agreed across all focus group discussions and interviews that this programme has resulted in more secure livelihoods. In all villages, there was a strong sense that the new road in particular had been very beneficial. Improved infrastructure resulted in access to cheaper goods and more work opportunities, and facilitated access to health care, schools and other public services. Men interviewed in Ladagada emphasized

that the new road opened many job opportunities for them. As a result, there were fewer incentives to migrate and seek work in India.

## ii. Effectiveness

Many women in the focus group discussions and interviews suggested that the cash that they obtained from the WFP interventions had positive effects in terms of food security and nutrition outcomes. The additional income, especially that received by women, was considered critical to ensure that families were able to buy sufficient and healthy food, as well as other basic necessities. In Pokhari, focus group participants mentioned that they were now able to buy goats and chickens. Women in Ladagada added: *“We get money, building our own community. We have work opportunity, are able to buy food for daily consumption. We used to struggle even to buy a five-rupees item. We didn’t have money for books, pens and clothes.”* Evaluations of the WFP programmes in Nepal (WFP 2010, 2013) noted similar outcomes, and showed significant results in the short-term relief of food insecurity and hunger.

## GBV outcomes

### i. Access and use

The focus group discussions demonstrated links between alcohol abuse by men and GBV. More income for households through the cash-for-work programmes anecdotally contributed to more alcohol being consumed, thus potentially exacerbating violence.

### ii. Effectiveness

There was no specific provision included in the programmes to address GBV. A particular gap in the humanitarian intervention highlighted by women was the need for further support, such as through campaigns to counter the detrimental impact of excessive alcohol consumption by educating men on its consequences.

**4.1.2. Effects on gender equality and power relations in Nepal.** We observed striking differences between the three programme villages and the control villages in terms of gender equality, and relations between men and women. Villages that benefited from humanitarian interventions showed significant reductions in gender inequalities and increases in women’s empowerment. The WFP programmes—with their GEP elements—resulted in improved

humanitarian outcomes for households and communities in general.

In terms of time allocation, women in the three programme villages emphasized that they did not abandon their household chores when they started working in the WFP initiatives. They explained that rather than increasing hours spent on paid work and chores, they exchanged the times allocated to work outside and inside their homes. Notably, because the programmes reduced male migration to India, (some) men were now able to help with chores.<sup>2</sup> This has been particularly true during the busy harvesting season, for which men are now more likely to be present. Many of the programme outcomes, such as being able to send children more often to school and having running water at the house, have saved time previously allocated to chores and made women’s lives easier.

Previous research on GBV has suggested that the introduction of more employment opportunities for women in patriarchal societies (such as Nepal’s) may result in short-term increases in GBV due to greater frustration among men and resistance to new forms of social change.<sup>3</sup> Due to the sensitive nature of the topic, we first asked women in the focus groups whether or not men in the village were upset that they were working with the WFP programmes. In Ladagada, the women said that the men were not upset about the fact that their wives participate. They explained that they did not abandon their duties in the home when they took on paid work. It also emerged that it was acceptable to take paid work given that this was in the home village and not in another village.

Women did report that their husbands got drunk more often now that the household had more money to spend. The general feeling was that the situation used to be far worse before, however, as some men

<sup>2</sup> Men have lighter workloads than women in general, however. This was apparent when we ran the focus group activities described in annex B and was corroborated by statements from WFP practitioners and NGO members working in the three villages. According to the *Nepal Thematic Report on Food Security and Nutrition* (Government of Nepal 2013), women in the mountainous regions work about 60 hours a week, compared to 50 hours for men. Most of the difference is explained by unpaid work.

<sup>3</sup> This literature is surveyed in, for example, Justino et al. (2012).

would sell jewellery or cattle in order to pay for alcohol or to repay alcohol debts.

In contrast, when the men were asked about alcohol and whether people buy more of it now that there is more money available, they said no. It is possible that the men were merely providing what they thought was the “correct” answer, but it was difficult to probe further into this topic in the focus group discussions.

We did hear of some women being able to successfully mobilize collective action to address alcohol consumption. For instance, in Baglek, women explained how they organized a user committee that successfully lobbied the district commissioner to ban alcohol in the area. The ban lasted several months before being eventually lifted, but the women perceived the ban as a great achievement. When asked if the WFP programmes had anything to do with this initiative, they said: *“This [campaign to ban alcohol] was our idea. But if it wasn’t for the programme, we wouldn’t have gotten together to do such a thing.”* They explained further: *“We are empowered because of the programme. Three to four years ago we were hesitant even to talk to people like you or to people from the NGOs. Now we are not”* [women’s focus group].

As a direct result of the GEP components of the WFP programme, women and girls enjoyed increased food security, walked shorter distances to water collection points, and benefited from the provision of toilets and private washing spaces. Girls were able to attend school with greater frequency. Additionally, the participation of women in the cash/food-for-work programmes was seen as a key factor in reducing gender inequalities, and in generating wider benefits for other household members. For example, boys and girls benefited equally from increased food supplies to the whole household.

Improved access to and use of health services, awareness about hygiene, the ability to afford basic items such as soap, and the facilitation of tasks that result

in women and girls spending less time spent on daily chores (especially water collection) has resulted in better health for all children. This finding is in line with other studies, such as Tillet (2008), which identified *“the lack of soap; lack of mother’s time to supervise/ wash or teach children; shortfalls in water supplies”* as some barriers to children’s hygiene status. The study subsequently argued that, *“any intervention that helps to overcome these barriers, such as cost reducing, distributing or locally producing soap; reducing the daily workload of women; and improving water supply and environmental sanitation would potentially improve child hygiene”* (p. 80). In the sections above, we have described how the GEP components of the WFP cash/ food-for-work programmes have resulted in the removal of many of these barriers and to consequent improvements in health outcomes.

Men also benefited from the WFP interventions. In focus group discussions, they mentioned that their active engagement in the cash/food-for-work programmes greatly enhanced their work opportunities. In particular, many have been able to reduce the frequency of migration to India for work reasons or avoid it altogether. This confirms findings by WFP (2010) that programme beneficiaries in 2009 had more household members returning from migration than leaving. Statements by men included: *“We don’t go to India anymore. We have a job here as skilled labourers, and there is more accessibility to the market from the road construction. [...] If we wouldn’t have the work with the WFP, we would be in India. In India we used to earn 5,000 rupees a month but here we earn more”* [men’s focus group participant, Ladagada]. Reduced migration has had positive effects on life within the household as chores can be (at least partially) shared. Additionally, income earned in the WFP programmes is more secure: *“Many get looted at the border [with India]; also by the police that take bribes off them, both on the Indian and Nepali side of the border. They are vulnerable as they fear they will not be allowed back if they don’t pay the bribes”* [interview with Kiran Pal, WFP].

## 4.2.

### What elements of GEP have proven more or less effective in improving humanitarian outcomes and under which conditions? Did GEP result in any unintended (positive or negative) consequences?

**4.2.1. Economic empowerment.** The interventions have provided women with access to work opportunities that significantly improved multiple aspects of their lives and those of their families. An important dimension was the fact that agencies compensated women and men equally for equal work, and women were paid directly.

We found signs of strong links between the income earned in cash-for-work programmes by women and their increased decision-making power within the household. This new, independent source of income resulted in improved outcomes in terms of children's school attendance (particularly for girls), better hygiene and health outcomes for women and children, greater food security, access to a more varied diet, and increased social status of women within the household and community. These are effects that may lead to long-term social change in gender roles and relations, in addition to relieving hunger (the main factor driving programmes in Nepal).

We observed in all beneficiary communities that most women felt that they were in charge of the money from their work with the WFP programmes and were proud of it: *"It is my money that I have earned."* *"Women get money in their own hands."* *"Women are now given money and spend it according to their needs"* [women's focus group participants, Pokhari]. Women in the focus group discussions in Ladagada mentioned in addition: *"The husband doesn't interfere with the decision of how to spend the money. However, we have to use the money to pay for loans, but we don't give the rest of the money to the husband."* A woman in Baglek stated, *"Money was given to women. We feel we can use it on our own. We don't have to ask our husbands or anyone else."* Another woman in Baglek added a view

shared by the other focus group discussions: *"The husbands respect us more now. They respect us more and it helps improving the relationship because now we get money."* Yet another woman mentioned, *"Even if it's the husband that works, it's the wife that receives the money for spending. This gives women the opportunity to buy goods without going through the men. Giving money to the husbands won't work as they may spend on unwanted activities."*

Gender equality in Nepal still faces substantial limitations, however. Husbands and in-laws in rural areas are expected to control at least part of the household resources (see, for instance, Acharya 2001). Women also mentioned frequently during the focus group discussions that men incurred debts due to alcohol consumption, suggesting that women are not entirely free to use the money received from the programmes. While women were adamant that they do not want to give their money to their husbands because they would spend it on alcohol consumption, it is not easy for them to avoid it. As one participant described, *"Women are generous and compassionate so when they receive money sometimes they decide to give it to the men to get drunk; but then they beat their wife and waste money. But we still give them money again"* [women's focus group discussion participant, Ladagada]. Most women agreed with this statement.

**4.2.2. Enhanced participation and leadership skills.** The WFP programmes, with their GEP focus, have resulted in significantly improving women's social standing and increased the number of roles that it is socially acceptable for them to fulfil. The participation of women as active workers, committee members and leaders has had an important impact on their status within households and in communities. In particular, women were very conscious of the contribution that they had made to their own communities and how their social status has changed because of their efforts: *"We can now see the building we constructed. There are roads and canals and we drink clean water and people will give loans to women as well now [...]"* *The programme has changed the system and now people can trust us more and generally women about the fact that we can pay"* [interview, Ladagada].

Gender inequalities remain present in many areas despite these gains. We were told that girls are still discriminated against in terms of advanced educational and employment opportunities. Women remained under-represented in leadership roles in user committees. GBV prevalence, often linked to alcohol abuse, remains high.

#### **4.2.3. Deliberate targeting of women and girls.**

Humanitarian interventions provided facilities that specifically addressed the needs of women and girls. The improvement of access to water and the provision of private toilets, latrines and spaces for washing were highlighted by all women as central to improving their standards of living and health. The Girls Initiative Programme encouraged the attendance of girls in schools through the provision of food.

Women in focus group discussions in all three programme villages emphasized the importance of having single women and their children targeted by the programmes: *“Single women are now able to send their children to school”* [women’s focus group, Ladagada].

**4.2.4. Unintended consequences.** We investigated whether or not the programmes had any unintended consequences. We focused on two potential negatives, but found no evidence of either. The first was the possibility of cash/food-for-work programmes increasing

the work burden of women. In Nepal, women take on jobs within these programmes that are physically demanding and take long hours to perform. In other countries, there is some evidence that cash-for-work programmes that target women may lead to longer working hours as women participate on top of their normal household chores (e.g., Osmani 1998). The second potential unintended negative consequence was the possibility of increasing GBV (Justino et al. 2012).

We found that the WFP programmes did not lead to substantial increases in the number of hours women worked per day (total hours in paid and unpaid work). Rather, women were able to engage in new paid labour activities because other WFP programmes had succeeded in reducing the time they needed for household chores, particularly for collecting water. A reduction in male migration to India meant more men were home and took part in more chores, and ensuring that children attended school. As reported in the Pokhari women’s focus group discussion, *“We did not abandon our domestic chores. We work for the WFP on top of our duties. We have a different routine because of our WFP work but we also have more freedom.”*

While GBV was still an issue, especially linked to alcohol abuse, there was no indication that its prevalence increased due to neglected household duties or resentment by men that the women were working and earning their own income.

# CONCLUSIONS

We found strong evidence that the inclusion of GEP in humanitarian interventions resulted in a greater number of longer lasting positive outcomes across all dimensions of humanitarian action studied. Specifically, the results showed that:

- Integration of GEP elements into a multisector humanitarian programme yields positive impacts across the range of intended humanitarian outcomes. In this case, providing women with the opportunity to participate in livelihood programming not only gave the community much needed infrastructure with its associated benefits, but it also increased household incomes, leading to improved health, food security and educational outcomes for families as a whole.
- Targeting women can both address their needs and create more opportunities. In a closed, rural and unequal society like Nepal, women are extremely time-poor. They work long hours, typically within the household or the village, and are responsible for childcare, providing meals for their family and taking on daily household chores. Improving access to tap water and the provision of private toilets, latrines and spaces for washing resulted in substantial benefits to women's lives and health, reduced the number of hours spent on daily chores and enabled women to engage in paid work.
- Access to paid work allows women to bring additional income into their households. As the women also maintained control of this income, there were improved outcomes in terms of school attendance (particularly for girls); better hygiene and health for women, boys and girls; greater food security and access to a more varied diet for all household members; and an increase in the social status of women within the household and community. Crucial to this approach is the payment of wages that are equal to men's wages when the same work is performed.
- Demonstrative benefits at the community and household levels from GEP improves women's standing in their community and their sense of agency. Despite Nepal being a patriarchal society, the men in the studied communities recognized the benefits that the infrastructure had for their respective communities and the value of the additional income for their households. As such they welcomed the opportunity for women to work and earn an income.

Unsurprisingly, gender inequalities remain entrenched in the villages we studied. Women and girls do not enjoy the same rights as men and boys. This was born out by the literature review, which showed women and girls have little by way of educational and employment opportunities, with their prospects limited to domestic chores, agriculture and caregiving.

As such, the ultimate aim of gender equality and women's empowerment will be a long-term achievement requiring the consistent application of gender equality principals, not only through humanitarian interventions, but also as Nepal transitions from early recovery to development. A generational change will emerge, where the children and youth of today see through their own experience the benefits for the whole community of a more inclusive and equal society. As they become community leaders, and the parents and teachers of future generations, they will take incremental steps building on the achievements of the generation before. Eventually, gender equality will become an entrenched norm.

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# ANNEXES

## ANNEX A.

### List of Key Informant Interviews

1. **Andrew Martin**, Head of UNOCHA, Humanitarian Advisory Team, Resident Coordinator' Office, Nepal
2. **Subhash Singh**, Coordinator, Field Operations and Emergency Preparedness, WFP
3. **Durga Prasad Khatiwada**, Programme Specialist, Head of the Governance and National Planning Unit, UN Women
4. **Sama Shrestha**, Unit Manager Peace and Security, UN Women.
5. **Damar Prasad Ghimir**, Operations Manager, UN Women
6. **Ziad Sheikh, Representative**, UN Women
7. **Leela Raj Upadhyay**, Programme Coordinator, WFP
8. **Pushpa Shreshta**, Nepal Food Security Monitoring National Coordinator, WFP
9. **Kiran Pal**, Head of Dadeldhura Sub-office, WFP
10. **Ramesh B. Balayar**, Deputy Head of Dadeldhura Sub-office, WFP

Further information and documents were received via email from Marco Cavalcante, Head of Programme, WFP.

## ANNEX B.

### Focus Group Discussion Research Tools

#### 1. First exercise: Daily schedule

The main purpose of this exercise was to find out about the activities and daily routines of women and men in order to compare female and male workloads, and current schedules with those before the humanitarian programmes were introduced.

The focus groups were separated into smaller groups of 4-5 people. Each was given a flipchart and asked

to note the main daily activity they carried out in the morning, afternoon and evening. After returning to the plenary, each group then read out their list. A discussion followed, in order to determine how routines have changed. In the women's focus group discussions, this exercise was repeated for what women believed was the daily schedule of the men in their village. This was reversed in the men's groups.

## 2. Second exercise: Who decides? Who does the work?

The objective of this exercise was to learn about power relations and decision-making within the household, and if/how these have changed as a result of the programmes.

Small groups of 3-5 people were asked to list relevant activities (shown below) and report on who in the household decides on each activity and carries out different tasks. This was done using flip charts for each group.

Activity	Decide	Does the work
How to use the WFP money		
How to use remittances		
Buy food		
Buy non-food items like clothes		
Sending children to school		
Whether to work for WFP		
Whether to go to India		
Whether to invest in what		

## 3. Third exercise: “Yes, no game”

The main objective of this exercise was to find out how the programmes have changed the lives of beneficiaries, both in positive and negative ways.

The groups were divided into “yes” and “no” sub-groups. The “yes” group was asked to think of and list positive changes the programmes have brought to their village. The “no” group was asked to think about and list negative changes. This was followed by a group discussion, where everyone was asked to contribute with any further ideas. The participants were also asked about unintended consequences of the programmes, including around issues of GBV.

This exercise helped elicit the true effects of programmes because participants were forced to think about positive and negative consequences independently of their own views about the programme. The exercise removed the potential stigma of holding a particular view because everyone was asked to think about arguments for a particular view without being judged for holding it. The discussion at the end addressed issues not already mentioned by the participants themselves, helping to delve deeper or cross-check responses, as well as to find out which arguments the participants regarded as the most important.

THE EFFECT OF  
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# LIST OF ACRONYMS

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<b>DSWD:</b>	Department of Social Welfare and Development
<b>DRR:</b>	Disaster risk reduction
<b>GEP:</b>	Gender equality programming
<b>GBV:</b>	Gender-based violence
<b>I/NGOs:</b>	International/non-governmental organizations
<b>NDRRMC:</b>	National Disaster Risk Reduction and Management Council
<b>PCA:</b>	Principal components analysis
<b>SADD:</b>	Sex- and age-disaggregated data
<b>UNFPA:</b>	United Nations Population Fund
<b>UNICEF:</b>	United Nations Children’s Fund
<b>UNOCHA:</b>	United Nations Office for the Coordination of Human Affairs
<b>WFP:</b>	World Food Programme

# EXECUTIVE SUMMARY

The main objective of this research study, “The Effect of Gender Equality Programming on Humanitarian Outcomes,” is to provide rigorous evidence on the effects of gender equality programming (GEP) on humanitarian outcomes. The project addresses the following questions:

**1. What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?**

More specifically:

- a. What is the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women’s empowerment?
- b. What is the impact of GEP on gender equality in humanitarian interventions, and on power relations between women and men?

**2. What elements of GEP have proven more (or less) effective in improving humanitarian outcomes and under what conditions? Did GEP have any unintended consequences, positive or negative?**

## Research methods

These questions were addressed using combined research methods that included a survey of 1,079 households in the eastern region of the Philippines’ island of Mindanao, and key informant interviews and focus group discussions held in Manila, Tacloban (the regional capital of the Visayas), Davao City (the capital of Mindanao) and three villages in eastern Mindanao. The data collected provide detailed information on access to and use of humanitarian programmes by households; welfare outcomes of 20 different humanitarian interventions for women, girls, men and boys; perceptions of the effectiveness of different programmes; perceptions of beneficiaries’ ability to influence humanitarian services; and perceptions of how well different humanitarian interventions meet the specific needs of women, girls, men and boys.

The empirical survey data allowed the construction of a GEP Index that provided information on the proportion of programmes accessed by women that they felt met their gender needs, as well as three

additional composite indices. The Satisfaction Index measured women’s satisfaction with the quantity and quality of programmes, their ability to influence them and their perceptions of how well programmes met gender-specific needs. The Influence Index measured women’s perceived ability to influence GEP. The Sensitivity Index tracked women’s perception of how well programmes met their specific gender needs.

## Geography

Mindanao is the second largest and southernmost major island in the Philippines, and home to 9 of the country’s 15 poorest provinces (WFP 2012). Two tropical cyclones have hit Mindanao in recent years: Washi in 2011, and Bopha (locally known as Pablo), a category five storm, on 4 December 2012. Typhoon Bopha affected more than 6.2 million people in 34 provinces, 318 municipalities and 40 cities (NDRRMC 2012). During the disaster, 1,248 people died and 2,916 people suffered injuries; 797 people were still missing in March 2013 (UNOCHA 2013c). The typhoon left 233,163 homes totally or partially damaged (UNOCHA 2013e). Neither aid agencies, nor the central and local governments of the Philippines were prepared for a natural disaster on the scale of Bopha.

Humanitarian aid in the Philippines is coordinated by and channelled through the Government, primarily through the Department of Social Welfare and Development (DSWD).

Gender equality is given relatively high consideration in the Philippines. The Global Gender Gap Indicators (WEF 2013) show that the Philippines ranks fifth overall in gender equality achievements, first among lower middle-income countries, and first among all countries in Asia and the Pacific. But women still often remain dependent on their husbands to access economic assets, and economic opportunities are limited for women in some rural areas.

## Summary of findings

### What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?

There was strong evidence that incorporating GEP elements into the humanitarian response interventions improved humanitarian outcomes across the education, WASH, health and food security sectors in Mindanao in the response to Typhoon Bopha. GEP also affected the prevalence of GBV and to an extent led to improvements in women's empowerment. These findings are summarized below.

#### Education outcomes

- Higher levels on the GEP Index were associated with higher rates of school enrolment for both boys and girls below 18 years of age.
- Increasing the GEP Index from low to high intensity would reduce the rate of school dropouts by 60-75 per cent. Increasing the Sensitivity Index from low to high intensity would reduce the rate of dropouts by 54 per cent.
- We did not find a statistically significant effect of the GEP Index on literacy rates.

#### WASH outcomes

The results were mixed:

- A higher GEP Index value was significantly associated with lower distances to water sources.
- The Influence Index was positively associated with distance to water sources; the Satisfaction Index was negatively related to the likelihood that households have tap water.

#### Health outcomes

- Higher GEP Index levels were associated with lower prevalence of diseases among adults, but not children. We found no statistical difference across gender in either case.
- Increased GEP Index, Satisfaction Index and Sensitivity Index levels were associated with a decrease of 5.8, 5.4 and 7.5 percentage points, respectively, in the proportion of sick adults in the household.

- Satisfaction with how well food interventions met specific gender needs was related to better health outcomes for adults.

#### Food security outcomes

- We did not find a statistically significant association between the GEP Index and improvements in food security outcomes.
- Hunger prevalence was 37 per cent lower in households where women reported high levels of satisfaction with how well food aid met their specific gender needs.

#### GBV outcomes

- The number of women identified as being affected by various forms of GBV was too small to be included in statistical analyses.
- We did find that the GEP Index, the Satisfaction Index and the Sensitivity Index were significantly associated with lower prevalence of verbal abuse of women. The magnitude of these effects was large. Increasing the GEP Index by one standard deviation would halve the extent of verbal abuse; an increase from low to high intensity of GEP would be associated with 75 per cent and 44 per cent reductions in verbal abuse when measured by the Satisfaction and Sensitivity indices, respectively.

#### Women's empowerment outcomes

The contribution of GEP to gender equality and women's empowerment depends on the indicator chosen:

- Higher GEP Index levels were very strongly associated with a lower likelihood of women reporting that men decide whether or not they can attend a training or interact with non-governmental organizations (NGOs).
- The Sensitivity Index was positively associated with women's economic autonomy: An increase would lead to women having more say in household spending on consumer durables, health care, education, livestock and farming.
- The Satisfaction Index was positively related to feelings of agency and optimism, whereas the Influence Index was positively associated with feelings of agency.

**What elements of GEP have proven more or less effective in improving humanitarian outcomes and under which conditions? Did GEP result in any unintended (positive or negative) consequences?**

Based on our field observations and interviews, it appears that humanitarian interventions among typhoon-affected communities in Mindanao did not have strong GEP components. Lack of sex- and age-disaggregated data (SADD) restricted the ability of humanitarian actors to learn about the differing and specific needs of women, men, girls and boys, and act on these. The integration of gender equality within interventions was also limited by the capacity of local agencies to face shocks of this magnitude in Mindanao, the urge to deliver aid quickly and the perceived lack of acute gender inequalities in the region.

Beneficiaries reported, nonetheless, high satisfaction rates with how well aid meets their specific gender

needs. The provision of hygiene and dignity kits was particularly appreciated. The quantitative analysis suggested that such kits may have contributed to increased school attendance. The rolling out of medical treatment with facilities to assist pregnant women was critical to avoiding health problems caused by unattended pregnancies and deliveries.

Beneficiaries mentioned that food was shared fairly between men, women, girls and boys within families, and that the lack of direct prioritization of women as target recipients (as is common in other humanitarian settings) did not negatively impact food, health or education outcomes. The role of women in cash-for-work programmes could be strengthened, however, as men were more likely to participate due to the physical nature of the work (removing fallen trees and debris, repairing infrastructure and disposing of dead cattle, for example).

# INTRODUCTION

The main objective of this case study is to provide rigorous evidence of the effects of gender equality programming (GEP) on humanitarian outcomes in the response to Typhoon Bopha on the Philippines' island of Mindanao. The project addresses two main questions. First, what is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes? And second, what elements of GEP have proven more (or less) effective in improving humanitarian outcomes and under which conditions? Within the first question, we analysed in detail the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women's empowerment. We also considered the effect of GEP on gender equality in humanitarian interventions, and on power relations between women and men.

The questions were addressed empirically using a combination of qualitative and quantitative research methods. In April 2014, we conducted a unique survey of 1,079 households representative of the four provinces most affected by Bopha. This dataset provided detailed information on access to and use of humanitarian programmes by beneficiary households; welfare outcomes of 20 different humanitarian interventions for women, girls, men and boys; perceptions of the effectiveness of different programmes; and perceptions on how well different humanitarian interventions meet the specific needs of women, girls, men and boys. The full questionnaire is provided in annex F. The dataset is, to the best of our knowledge, one of the first attempts to collect rigorous quantitative

data on GEP in humanitarian settings. We complemented it with a series of key informant interviews and focus group discussions designed to understand in detail the mechanisms whereby GEP may influence the effectiveness and inclusiveness of humanitarian programmes, and to add depth and nuance to the household survey.

The case study is structured as follows. Section 2 describes Mindanao's regional context and the main features of the humanitarian response. Section 3 discusses in detail the methodology employed in this study, including the household survey and the qualitative methods. Section 4 analyses the main findings. Conclusions and recommendations for future action are provided in section 5.

# REGIONAL CONTEXT

## 2.1.

### Gender relations in the Philippines

Historically, women in the Philippines have experienced higher levels of gender equality than women in other Asian countries (Hindin and Adair 2002). Gender relations are considered fairly equitable, with women playing a prominent role in the household, both through direct engagement in income-generating activities and as managers of the household budget (Eder 2006). According to the Global Gender Gap Indicators (WEF 2013), the Philippines ranked fifth overall in gender equality achievements, first among the lower middle-income countries, and first among all countries in Asia and the Pacific. Many women depend on their husbands for economic security, however, particularly in rural areas where economic opportunities are scarce.

## 2.2.

### Humanitarian response to Typhoon Bopha

According to the Centre for Research on the Epidemiology of Disasters (CRED 2013, 2014), in 2012, the Philippines ranked first in the world in deaths due to natural disasters: 2,360 people died, many of them during Typhoon Bopha. An estimated 12.5 million people across the country were affected by natural disasters, a number second only to China's. The economic impact was US \$1.8 billion, corresponding to 0.8 per cent of GDP. There were 547 natural disasters in the Philippines between 1900 and 2013, responsible for at least 68,000 deaths.

The Philippines is a middle-income country where the Government plays a major role in providing humanitarian assistance. Humanitarian agencies and non-governmental organizations (NGOs) cannot act without permission from the Government and must collaborate with national counterparts. The Department of Social Welfare and Development

(DSWD) is the central government agency in charge of working on humanitarian issues and coordinates the various actors. There are some advantages in having already established infrastructure for delivering assistance and social programmes. For example, after Typhoon Haiyan, humanitarian actors and the Government used the pre-existing conditional cash transfer infrastructure to deliver emergency funds to the most vulnerable people. Regional government agencies were able to function and the DSWD remained operative during Typhoon Bopha.

This study focused on the role of GEP during humanitarian interventions implemented to address Bopha, a category five storm that reached the island of Mindanao on 4 December 2012. According to the United Nations Office for the Coordination of Human Affairs (UNOCHA 2013b, 2013c), the typhoon had an economic impact of US \$830 million, in terms of widespread destruction of infrastructure, such as roads, bridges and power stations, and destruction of agricultural land. In affected provinces, the main livelihoods are subsistence agriculture and small livestock and poultry raising, supplemented by income from paid jobs. Most households grow some of their food and purchase the rest with income from farm and off-farm activities. Many of the supplementary labour activities households depend upon are associated with work on commercial agricultural plantations and involve land preparation, and growing, processing, packing and transportation of commercial agricultural products. The destruction of agricultural assets, particularly banana and coconut productions, was devastating. Whereas cereal crops can be replanted almost immediately and will soon start contributing to the livelihoods of households again, this is not the case for coconut and banana trees. Thus, immediate priorities in the aftermath of Bopha were to ensure food and nutrition security, and to provide agricultural inputs and technical support for the next cereal crops, followed by assistance with asset restoration for banana and coconut production, and other traditional or substitute livelihoods such as fishing.

In the most-affected provinces, the impact of Bopha was very different for people who were able to stay in their communities and for those who had to seek shelter elsewhere. Among the persons rendered homeless by the disaster, some were able to stay in their communities because they were hosted by family or neighbours, or because they could live in temporary shelters. Others had to assemble in spontaneous settlements made of makeshift shelters outside their former villages, or moved to camps for the internally displaced. These took different forms, such as transition sites (bunkhouses), primary evacuation centres (e.g., schools and gymnasiums planned to be used as such in case of emergency) or alternative evacuation centres (“tent cities”).

Between 30 November and 4 December 2012, the Government of the Philippines initiated preparedness measures. Communication channels were used to disseminate early warnings, necessary items and food were stockpiled, and evacuation centres prepared. During the first six months after the typhoon, the Government, through the National Disaster Risk Reduction and Management Council (NDRRMC) and DSWD; the United Nations Humanitarian Country Team and INGOs were responsible for the emergency humanitarian response relief operations (UNOCHA 2013c). After these first six months, programmes focusing on early recovery—including the rehabilitation of livelihoods, and reconstruction and development efforts—gradually became more prominent.

According to the Typhoon Bopha/Pablo Response Action Plan (UNOCHA 2013d), the immediate response priorities were to provide emergency and durable shelter solutions, life-saving assistance to people staying inside and outside evacuation centres (food assistance, WASH facilities, psychosocial support, health services, screening for malnutrition and safe learning spaces for affected children), debris clearance and rehabilitation of essential public infrastructure, immediate opportunities for income generation and interim livelihoods, and planning for re-establishment of sustainable permanent livelihoods. There was an emphasis on reaching less accessible/remote communities, and ensuring appropriate responses to the most vulnerable groups, including women, children, the elderly and persons with disabilities, as well as

the most vulnerable communities, including indigenous communities and those located in geo-hazard areas. Efforts were made to develop government capacities for response and recovery, with a view to strengthening disaster risk reduction (DRR) for future emergencies.

The distinction between immediate relief and recovery operations was not always clear. Cash-for-work programmes, for instance, were immediately rolled out as part of the emergency response (e.g., to remove debris), as well as to provide alternative livelihoods. In fact, both emergency and recovery efforts coexisted throughout the humanitarian response, but the emphasis on the latter increased over time.

Two main challenges undermined the efficacy of the response. First, many of the evacuation centres were destroyed by the typhoon, leading to over-congestion in temporary camps and inadequate provision of shelter. Second, access to many of the affected communities was difficult due to inaccessible roads. In some of the more remote *barangays*,<sup>1</sup> the damage to infrastructure prevented assistance reaching the communities for days after the typhoon struck.

The effectiveness of aid delivery and the challenges faced depended on whether households resided in camps or their communities. In the latter, people seemed satisfied by the aid received (UNOCHA 2013b).

In terms of GEP, in rapid onset crises such as Typhoon Bopha, most of the immediate responses follow a blanket distribution approach. The allocation of relief was not primarily determined by humanitarian actors, but by the Government. Beneficiaries interviewed as part of this study reported that men and women received the same amount of aid. Key informant interviews revealed that humanitarian actors attempted to reach villages as quickly as possible and cover as many people as possible within them, so that the main difference in terms of access to relief was not between people within villages, but rather between villages that quickly received aid and those that were remote and had to wait for days (or weeks).

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<sup>1</sup> *Barangays* are the smallest administrative units in the Philippines.

One important modality of the immediate response was cash and food for work, where participants were paid to remove debris, drain channels and roads, and repair infrastructure. This helped with both early recovery and food assistance goals. Men were much more likely to be offered the opportunity to participate than women, due to the heavy nature of this work. Additionally there was no particular focus on women as collectors of food or money, or to ensure that women would ultimately receive any aid. The implicit assumption of humanitarian actors seemed to be that gender relations are such in the Philippines that no proactive gender mainstreaming was required.

Interviewees from UN Women and the United Nations Population Fund (UNFPA) strongly felt that gender programming was not a priority within the humanitarian community. While their specific comments related to the response to Typhoon Yolanda in December 2013, they are equally applicable to the

Typhoon Bopha response. *“It is a continuous struggle within the humanitarian coordination to raise the gender issue. [...] We feel like we are a broken record talking about gender all the time”* [interview with Klaus Beck, UNFPA Country Director]. Socorro Reyes, UN Women consultant, pointed out that the lack of sex- and gender-disaggregated data (SADD) was particularly problematic, as data in the damage and loss assessment (DALA) and post-disaster needs assessment shape humanitarian action. If agencies cannot produce statistics on men and women’s distinct needs, then humanitarian responses based on the data in these documents will be gender blind. This is all the more true if there is not a great appetite from other actors to pay attention to gender issues: *“At the end in the DALA, for gender they only want to put one paragraph”* [Socorro Reyes]. Klaus Beck concurred: *“A month ago there was a new assessment and there was no gender consideration.”*

# METHODOLOGY

At the start of the Philippines case study, we conducted an extensive literature search to gather a comprehensive list of references on humanitarian interventions in the Philippines. As with the other case studies, we used this information to identify questions and gaps in the literature, and initiate a series of key informant interviews. We first conducted several key informant interviews with representatives of UN agencies, NGOs and the Government in Manila in order to understand how GEP has been implemented as well as its main challenges and effects from the perspective of key stakeholders (see list of interviewees in annex A).

The analysis indicated an absence of SADD, gender analysis and detailed baseline data on humanitarian projects that could be used to assess GEP at the implementation level.

The main aim of this project was to measure the GEP intensity of different programmes and relate this to humanitarian and gender equality outcomes. Given the density of humanitarian actors and aid programmes in the region and the lack of SADD, we decided to collect a representative sample of inhabitants in an area receiving significant humanitarian aid, and to exploit variation in household exposure to programmes and GEP components in order to explore whether or not GEP related to humanitarian outcomes, and if so, how, controlling for access to aid and other confounding factors.

## 3.1. Household survey, in-depth interviews and focus group discussions

We designed a representative survey of the four provinces of Mindanao most affected by Typhoon Bopha. We stratified the sample into “worst-affected municipalities” and “other municipalities,” and surveyed eight municipalities in the first stratum and seven in the second. These were selected through a proportional-to-size random draw.<sup>2</sup> We used the

<sup>2</sup> This means that municipalities with larger population sizes had a bigger probability of being sampled.

classification present in the UNOCHA humanitarian handbooks for Compostela Valley, Davao Oriental and Caraga (UNOCHA 2013c) for assigning municipalities into the relevant strata. We excluded completely urban municipalities (three cities across the four provinces) because Bopha affected them differently than the rest of the provinces. Within each municipality, we then randomly selected seven or eight *barangays* through proportional-to-size randomization. *Barangays* are the smallest administrative units for which population data exists. In each of the 83 *barangays*, we randomly selected 13 households. These numbers were chosen in order to maximize the statistical power of the empirical analysis.

The survey was implemented in collaboration with the Research Institute on Mindanao Culture at the Xavier University of Cagayan de Oro. The field team consisted of 21 enumerators and four field supervisors. We trained the survey team in Cagayan de Oro from 18-30 March 2014. Fieldwork took place from 4-29 April. The questionnaire (in annex F) took on average one hour to complete, and collected information on household demographics, dwelling, water, sanitation, migration, food security, access to humanitarian programmes, community groups, access to public services and markets, and exposure to natural disasters. A specific module looked at female autonomy, mobility and empowerment.

We aimed to interview the head of the household or his/her spouse, irrespective of gender. The last module on female autonomy, mobility and empowerment, however, was only administered to women, and was

conducted as privately as possible. If the main respondent was a man, we sought to interview an adult female for the last section. Seventy per cent of the main respondents were women. Seventy-two per cent of men who answered the main questionnaire agreed to have the last interview part answered by women in the household. We were able to conduct 987 interviews for this last section, out of a total of 1,079 for the rest of the survey.

In addition to the household survey, the research team conducted a series of individual interviews with key humanitarian actors in the national capital, Manila, and the Mindanao capital, Davao City, in order to better understand the context, programming logic and processes around GEP. The full list of the interviewees can be found in annex A.

The interviews and household survey were complemented with in-depth interviews and focus group discussions in three communities in Mindanao. These communities were part of the sample where the quantitative survey was administered. Interviews were conducted separately with men and women, and with older (45 years old and above) and younger women. Unfortunately, we could not do the same age breakdown for men for logistical reasons.<sup>3</sup>

The first *barangay* that we visited was San Miguel in New Bataan Municipality (Compostela Valley Province). This village is close to the main road. It is home to many wage-earning farmers and labourers who work in the banana plantations in the area: the biggest employer here is Sumifruit, a Japanese multinational fruit production company. The *barangay* captain told us that two people in the village died, and 700 out of 1,777 houses were totally damaged. Almost all of the rest were partially damaged. Families lost their jobs in the banana plantations, and their subsistence farming was destroyed.

The second *barangay*, Conception, is part of the Montevista Municipality (Compostela Valley Province). This village is more remote than San Miguel. The families cultivate coconuts, bananas, falcata trees (for paper production), corn, fruit trees, lanzones and durian, and sell their crops at the local market in

Montevista. All the crops were destroyed, and most of the animals, such as chickens, goats, pigs and water buffalos, died. Villagers took refuge in the elementary school on the night of the typhoon. When they returned to their village, they found that many of their houses were completely destroyed and some others partially so. Almost 50 per cent of the inhabitants could not live in their homes anymore. They built temporary shelters themselves. Some families had to stay in an evacuation centre, and some stayed with relatives. The *barangay* was completely cut off due to destroyed roads, and received limited aid in the aftermath of the disaster.

The third *barangay*, Camansi, is 15 kilometres away from Montevista Municipality (Compostela Valley Province). This village is the most remote of all three. Most of the inhabitants rely on subsistence agriculture (coconuts, bananas, corn and vegetables), but sell part of their crops and fruit to the local market in Montevista. As in the other two villages, a large proportion of houses were completely damaged. All animals died, the crops were washed away, and virtually all coconut trees were destroyed. Coconuts were the primary source of livelihood in this village, and though the villagers were able to replant bananas, corn and vegetables, which they could harvest after a year, they will wait for 7-10 years for the coconuts to yield again. In the immediate aftermath of the typhoon, DSDW provided each family with 2 kilogrammes of rice. After that, the villagers had to live off collected fruit and their dead animals, as there was no other food supply for days because floods and landslides cut the village off. NGOs and DSWD only reached the village two weeks after the typhoon. Overall, residents had to rely on food relief for eight months.

### 3.2. Measuring GEP intensity

We faced significant challenges in measuring the intensity of GEP across the different humanitarian programmes. The various interventions covering shelter and health did make provisions for mainstreaming gender equality by striving to include women as beneficiary participants; This was reflected in the official Gender Marker codes allocated in the Consolidated

3 Annex E lists questions asked, and shows the format of interviews and focus group discussions.

Appeal Process. We were not able to directly analyse the stated GEP design components of programmes in a way that reflected how they were implemented on the ground, however, because the Gender Marker is present in the design of interventions but does not act as a tool to monitor implementation of GEP components. In order to assess the effect of GEP on humanitarian outcomes—and in the absence of baseline data for any of the interventions we surveyed or reliable Gender Markers—we constructed a measure indicating the magnitude or *intensity* of the GEP component of each intervention.

### 3.3. GEP intensity in Mindanao

To measure GEP intensity across the different programmes, we made use of information collected in the surveys about the level of women’s (and men’s) satisfaction with programme quantity and quality, their ability to influence programmes; and how well programmes meet their specific gender needs.

Only about 50 per cent of respondents agreed that general food distribution and cash-for-work programmes were adequately available, with no significant differences found between men and women. Women were usually more likely than men to be fully satisfied with the amount and quality of aid linked to targeted supplementary feeding and school meals, assistance with school rehabilitation, agricultural assets, and provision of hygiene and dignity kits. Men, in contrast, were more likely to be fully satisfied with veterinary care. A large majority of women and men reported high levels of satisfaction with the degree to which programmes were sensitive to their specific gender needs. There were no strong differences between men and women in terms of overall satisfaction rates.

To ascertain whether or not GEP improves the inclusiveness and effectiveness of humanitarian aid, we needed to disentangle the effect of the exposure to aid itself from its GEP content. To do that, we used four satisfaction indicators, but for women only:

- Women’s satisfaction with the quantity of the service provided;

- Women’s satisfaction with the quality of the service provided;
- Women’s perceptions of their ability to influence the delivery of the service; and
- Women’s perceptions of whether or not the intervention met their specific gender needs.

Since we interviewed one respondent per household only, due to budget restrictions, we were not able to record both men’s and women’s satisfaction ratings. For each household and indicator, we recorded the number of programmes with which women expressed very high levels of satisfaction, and then computed the proportion of programmes with which the household reported high satisfaction. Thus, if a household participated in three different programmes, and the respondent only expressed satisfaction with quantity for one of these, the quantity satisfaction score would be 0.33 (i.e., 33 per cent). If, however, the woman answering the questionnaire was completely satisfied with the quality of all three programmes, the quality score would be 1 (i.e., 100 per cent).

The four satisfaction variables tapped into different sources of respondents’ satisfaction, but they also correlated with each other (see annex B). To investigate their relation to each other and create meaningful indices that we could introduce into our statistical analysis, we used principal components analysis (PCA) to create three composite indices from the satisfaction and perception variables. The construction of these indices is explained in detail in annex B.

Among the three, the Satisfaction Index indicated overall satisfaction with humanitarian aid. The Influence Index evaluated the ability to influence programmes. The Sensitivity Index measured perceptions of the ability of programmes to address specific gender needs. We also used the GEP Index, which measured the proportion of programmes for which women feel their specific needs have been addressed. The average GEP Index value was 0.53, meaning that women perceived that 53 per cent of programmes met women’s needs. Table 1 in annex B summarizes the GEP variables and their range in the sample. Annex C describes how these indices were used in the regression analysis, and the models used to evaluate the impact of GEP on the effectiveness and inclusiveness of humanitarian interventions in Mindanao.

The regression models were implemented using “village fixed effects,” which allowed us to compare observations within villages and avoid the risk caused by unobservable characteristics. This technique should have significantly reduced errors and made the estimated impact of GEP on humanitarian outcomes more accurate.

There are, however, some limitations to the analysis. For logistical and budgetary reasons, we did not

gather detailed information, disaggregated by gender, on specific humanitarian needs and access to humanitarian aid for all members in each household. While we were able to determine the extent to which GEP addressed specific needs, we were not able to systematically investigate exactly how GEP managed to do so. Despite these limitations, we were able to obtain important and unique information on the causal effect of GEP on humanitarian interventions.

# RESEARCH FINDINGS

## 4.1.

### What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes in Mindanao?

**4.1.1. Access, use and effectiveness of outcomes of humanitarian interventions.** This section presents empirical findings on the impact of GEP on outcomes related to education, WASH, health, food security and protection. Whenever possible, we triangulated the quantitative findings with insights from the qualitative research we conducted.

#### Education outcomes

The education outcomes considered in the analysis are the percentage of literate children in the household (disaggregated by sex) and if children in the household below 18 and 16 are not in school. The full results are displayed in tables 1 and 2 in annex D.

##### i. Access and use

The typhoon occurred during the Christmas break, and, although schools were used as evacuation centres in the three *barangays* we visited, this did not disrupt the provision of education. In San Miguel, the schools reopened six weeks after the typhoon, resulting in two weeks of lost schooling.

The qualitative evidence suggested that reductions in school enrolments were caused by demand-side factors—economic pressure in particular—rather than supply-side limitations. Boys and girls were taken out of school to financially support their families, and to reduce the costs of school and transport fees. In Concepcion, a participant in the older women’s focus group mentioned that while before the typhoon *“all siblings went to school and lived together, now they have to go to Davao and work.”* The feeling was echoed by other participants: *“Some girls stopped attending school to get married or because they were more involved in home work and chores, often because school fees and transport to schools became unaffordable”*

[Camansi, older women’s focus group]”. Likewise, the younger women’s focus group in Concepcion said, *“Many boys also stopped going to school because of financial loss in the family to look for work instead”*.

##### ii. Effectiveness

The quantitative analysis showed an association between GEP (measured by the GEP Index and the Sensitivity Index) and school enrolment outcomes. In particular, access to dignity kits was statistically associated with dramatically lower school dropout rates. GEP intensity in overall aid was found to improve school enrolment, but the precise mechanisms for the effect of GEP other than the provision of dignity kits could not be uncovered in the quantitative data analysis. Notably, increasing the GEP Index from low to high intensity would reduce the rate of dropouts by 60 per cent and 75 per cent, respectively, among children below ages 18 and 16. Increasing the Sensitivity Index from low to high intensity would reduce the rate of dropouts among children below ages 18 and 16 by 54 per cent and 52 per cent, respectively.

#### WASH outcomes

The WASH outcomes we considered were access to tap water, distance to water sources, whether or not these are farther than 500 metres, and whether or not households have private latrines. The results were mixed, as shown in table 3 in annex D.

##### i. Access and use

We did not find any robust effects of GEP on access to private latrines. Over 85 per cent of households in our sample had private toilets, indicating that this may not have been a focus of aid interventions in Mindanao.

A higher GEP Index was, however, significantly associated with a shorter distance to water sources: The distance fell by 166 metres when we increased the GEP Index by one standard deviation. The results also showed a positive association between the Influence Index and distance to water sources, albeit of a lower magnitude.

Surprisingly, we found that the Satisfaction Index was negatively related to the likelihood that households have tap water. An increase in the Satisfaction Index from low to high intensity would diminish access to tap water by 47 per cent. No significant effect was found for the GEP Index.

## ii. Effectiveness

This negative relation between the Satisfaction Index and household tap water may reflect the fact that in communities severely affected by typhoons—where water infrastructure suffered the most damage—the likelihood of receiving WASH-related interventions was highest. This result was not a reflection on the effectiveness of the aid interventions; it was likely caused by omitted variables (in the form of intensity of destruction), which we could not control for in the regressions with the data at hand.

## Health outcomes

We considered as health outcomes the proportion of adults and children (both disaggregated by sex) who reported being ill at the time of the survey. The results are displayed in tables 4, 5 and 6 in annex D.

### i. Access and use

Health outcomes did not prominently feature among the topics raised by participants in the semi-structured discussions held in the three *barangays*.<sup>4</sup> These revealed that inhabitants of Camansi had to wait for several weeks to get medical help, and were fortunate enough “because we did not have many issues and only few normal children fever and no women had to deliver” [barangay counsellor]. Numerous women in San Miguel reported support from the United Nations Children’s Fund (UNICEF) with their birth deliveries. All villages mentioned the importance of accessing health centres.

### ii. Effectiveness

Results suggested an important impact of GEP on the health outcomes of adults. The GEP Index, Satisfaction Index and Sensitivity Index were all negatively associated with the proportion of ill adults in general, and ill women in particular. Notably, an increase of one

standard deviation in the GEP Index would lead to a decrease of 5.8 percentage points in the proportion of ill adults (equivalent to 189 fewer ill adults per 1,000 households). The corresponding figure for the proportion of ill women would be 5.3 percentage points (i.e., 81 fewer ill women per 1,000 households).

The magnitudes of the effects of the Satisfaction and Sensitivity Indices were very similar to those of the GEP Index. Increasing the Satisfaction Index from low to high intensity would lead to a decrease of 5.4 percentage points in the proportion of ill adults (equivalent to 174 fewer ill adults per 1,000 households) and 7.5 percentage points in the proportion of ill women (equivalent to 115 fewer ill women per 1,000 households). Increasing the Sensitivity Index from low to high intensity would lead to a decrease of 6 percentage points in the proportion of ill adults (equivalent to 193 fewer ill adults per 1,000 households) and five percentage points in the proportion of ill women (equivalent to 78 fewer ill women per 1,000 households).

In terms of individual programmes, the results showed that the degree of how well general food distribution, school meal and school rehabilitation programmes were perceived to meet specific gender needs was linked with better health outcomes among adults.

## Food security outcomes

Indicators of food security and nutrition used in this study included whether or not household members often or sometimes went to bed hungry, and the dietary diversity index of the household (i.e., the number of different food categories eaten during the last seven days). The results are shown in table 7 in annex D.

### i. Access and use

Food was one of the primary concerns of participants in focus group discussions. In all three *barangays*, the beneficiary populations were able to initially access the food stockpile from DSDW. As time progressed, situations began to differ. In San Miguel, people regularly received food from the municipality, NGOs and private companies, and recognized there “were no issue of starvation” and that “they have never been deprived nor their children from food” [older women’s group]. In Concepcion, food assistance was less frequent, but people still received three distributions of

4 The only exception was one male focus group participant in Camansi who suggest that tuberculosis increased after the typhoon.

food from DSDW and from NGOs after a two-week gap. Inhabitants of Camansi were more unfortunate as landslide and flooding caused them to be physically cut off from humanitarian aid. They only received two distributions from NGOs and mostly had to cope by themselves. A men's focus group participant told us: "We also eat less, look at me, I lost a lot of kilos after the typhoon."

## ii. Effectiveness

Indicators of food security and nutrition used in this study included whether or not household members often or sometimes went to bed hungry, and the dietary diversity index of the household (i.e., the number of different food categories eaten during the last seven days). The results suggested that overall GEP was not associated with improvements in food security outcomes. We also did not find any effect of the GEP Index or the composite GEP indices on prevalence of hunger and dietary diversity.

Looking specifically at food-related interventions, the results showed that perceptions of how well general food distributions met gender needs mattered in reducing the prevalence of hunger. Prevalence was 37 per cent lower in households where women reported high levels of satisfaction.

## GBV outcomes

A variety of survey measures attempted to assess GBV, but the number of women affected was too small to be included in statistical analyses. The results are displayed in table 8 in annex D.

### i. Access and use

In the three *barangays*, both men and women reported that violence did not increase after the typhoon.

Some findings of significance related to whether or not women have been verbally abused by their husbands, another family member or a household resident during the past year.

### ii. Effectiveness

The results showed that the GEP Index, the Satisfaction Index and the Sensitivity Index were significantly associated with lower prevalence of the verbal abuse of women. The magnitude of these effects was large. Increasing the GEP Index by one standard deviation would halve the extent of verbal abuse, whereas an increase from low to high intensity of GEP would

be associated with reductions of verbal abuse by 75 per cent and 44 per cent when measured by the Satisfaction and Sensitivity indices, respectively.

### 4.1.2. Effects on gender equality and power relations.

Despite the short-term nature of the interventions studied in Mindanao, we found some indications that efforts to mainstream gender may have affected women's empowerment levels, levels of gender equality and the state of gender relations. We measured women's empowerment through indicators of their mobility, economic autonomy and self-reported feelings of agency and confidence. Mobility was captured by two variables depicting whether or not men solely decide if their wives can go to the market, and can interact with NGOs or attend a training. Women's economic autonomy was captured by a series of variables depicting whether or not women are solely responsible for spending decisions about food, household daily equipment, consumer durables, health care, education, livestock and farming. Finally, women's agency and confidence were measured by whether or not women feel like they are in control of their lives, and feel optimistic about the success of their plans for the future.

We found some evidence that GEP has a positive effect on women's mobility. Specifically, the GEP Index was very strongly associated with a lower likelihood of women reporting that men decide whether or not they can attend a training or interact with NGOs. A one standard deviation increase in the index would lead to a 44 per cent reduction of the odds that men make this decision. The effect was stronger when we used the Satisfaction Index as an indicator for GEP. Increasing it from low to high intensity would produce an 80 per cent reduction in the odds that men decide on women's attendance at trainings.

The results on women's economic autonomy were mixed. The GEP Index was unrelated to any of the women's economic autonomy variables. The likelihood that women made decisions about consumer durables increased with the Influence and Sensitivity indices, however. The Sensitivity Index was also positively related to women's decision-making power on health care, education, livestock and farming. The Satisfaction Index was negatively associated with women's decision-making on health care and education. In terms of magnitude, increasing the Sensitivity

Index from low to high intensity would increase the likelihood that women independently make decisions about consumption of consumer durables, and use of health care and education resources by about 50 per cent, and about livestock and farming by 80 per cent. A corresponding increase in the Influence Index would raise the likelihood of women deciding about consumer durables by 25 per cent.

The results on women's attitudes to life were also mixed. The Satisfaction Index was positively related to feelings of agency and confidence, and the Influence Index was positively associated with feelings of agency, but the Sensitivity Index was negatively associated with both. The GEP Index was unrelated to both. We were unable to find satisfactory explanations for these results.

## 4.2. What elements of GEP have proven more or less effective in improving humanitarian outcomes and under which conditions? Did GEP result in any unintended (positive or negative) consequences?

Despite low levels of GEP intensity, we found that three GEP components were important factors in the effectiveness and inclusiveness of humanitarian interventions in Mindanao.

### i. Gender-targeted programming.

The first component was the provision of gender-targeted aid in affected communities. For instance, two of UNFPA's priorities were to deliver medical treatment to pregnant and breastfeeding women, and ensure that non-food items distributed to the population met differing gender needs. In the communities we visited, there was evidence that some specific needs of women and girls were taken into account. For example, all communities received hygiene kits for women with items such as sanitary napkins, underwear, extra clothing and soap.

Cash-for-work and food-for-work programmes aimed to include women in user committees through targets of 30-50 per cent. They encouraged women to receive the food or cash even if their husbands or sons were the ones working, provided tools for work suited

for women (e.g., rakes for gardening), and allowed single-female-headed households to participate.

### ii. Integration of gender equality into early recovery programming.

The second important GEP component was the greater involvement of women in recovery and development projects. As aid interventions moved from immediate response to early recovery and DRR, key informants noticed a greater emphasis on GEP. The Government's cash transfer programme, run in conjunction with the World Food Programme (WFP), demonstrated a strong gender targeting component in that 95 per cent of cardholders were women. Seventy per cent of participants in field monitoring were also women. Government and international agencies placed a noticeable emphasis on reinforcing the capacity of NGOs to integrate gender equality into their implementation strategies. Local governments are required to provide 5 per cent of their budgets to gender and development, and Davao has pioneered a local executive agency called the Integrated Gender and Development Division, which monitors how effectively *barangays* implement gender-integrated development programmes.

### iii. Gender consideration in programme design

The third key GEP component consisted of a combination of gender needs assessments and gender-specific aid in evacuation centres. This included the creation of women and child friendly spaces, psychosocial support for women and children, awareness raising about GBV, child protection, and the provision of lighting in order to increase security. The link between natural disasters and increased risk of GBV is typically strong. All the agencies we interviewed were concerned with this issue, especially with poorly lit, overcrowded evacuation centres, and given locations without private bathing spaces and latrines.

Particular attention was paid to pregnant and breastfeeding women in terms of health and nutrition interventions. Widespread screening of children helped to detect and tackle malnutrition, while safe learning spaces allowed them to continue their education. In practice, however, conditions were far from reflecting ideal policies. We also noted in our field observations that specific psychological needs of men are sometimes overlooked, despite the impacts of trauma on them.

# CONCLUSIONS

Due to the less patriarchal nature of the community in Mindanao, the results of this case study, in terms of the impact of GEP on humanitarian action, require a more nuanced degree of analysis and interpretation.

Analysing women’s perceptions about the quantity and quality of 20 humanitarian programmes, their ability to influence these, and how well the programmes met specific gender needs showed that gender-sensitive programming can exert some impact on humanitarian outcomes even in a rapid-onset crisis. Specifically, the empirical analysis provides evidence for:

- The positive impact of GEP on school enrolment;
- The positive impact of GEP on health outcomes of adults;
- General food distribution programmes reducing household hunger; women declared they were very satisfied with how these met their specific gender needs;
- Women being less likely to be verbally abused by their husbands, family members or other household residents when they benefit from GEP-intensive programmes;
- Women being more likely to be in control of household decision-making on spending when exposed to programmes with higher GEP intensity; and
- Women benefiting from GEP-intensive programmes being more likely to be free to interact with NGOs and attend trainings.

We did not find consistent evidence that GEP improves WASH, literacy outcomes or the health outcomes of children. The relationship between GEP, and women’s agency and sense of confidence was also ambiguous.

Although stakeholder interviews mentioned the absence of GEP in the way humanitarian aid was deployed in villages affected by the typhoon in Mindanao, evidence from the quantitative and qualitative research suggested that women tended to rate the humanitarian response highly, and that the benefits of aid were equitably distributed between men and women.

This was likely due to relatively low gender inequalities in households and communities, which meant that aid would be fairly distributed. It could also be attributed to the success of some targeted actions, such as the provision of hygiene and dignity kits, and assistance for pregnant women. It would be affected by the influence of women in local governing bodies such as the *barangays* and DRR committees.

It is possible that the outcome impacts of GEP are more discernible in more patriarchal societies where there is more room to make gains—albeit in an environment with more barriers to gender equality and women’s empowerment. This does not mean to say that a gender-integrated humanitarian strategic approach is unnecessary in more equal societies. Women and girls—especially those in female-headed households—are potentially more vulnerable in any humanitarian situation. For any humanitarian intervention to be truly effective, their specific needs—as well as those of men and boys—need to be identified and addressed.

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# ANNEXES

## ANNEX A.

### List of Interviews and Focus Groups

#### Manila

Agency	Participant
Plan International	Badeene Verora
WFP	Praveen Agrawal, Country Director Baicon Macaraya, Gender Focal Point Christine Klotz, Nutrition Specialist
UN Women	Jeannie Manipon
UNICEF	Henry Mdebwe, Nutrition Specialist
UNFPA	Klaus Beck, Country Director
UNOCHA	David Carden, Head of Office Fotini Rantsiou, Humanitarian Affairs Officer

#### Tacloban

Agency	Participant
Plan International	Roy Soledad, Humanitarian Affairs Officer Anastacia Olembo, Humanitarian Affairs Officer Estrella Serrano, Humanitarian Affairs Officer
UNFPA	Ronnel Villas
WFP	Masanobu Horie, Head of Programme

## Davao

Agency	Participant
Catholic Relief Service	Orson Sargado, Programme Manager
International Labour Organization	Jedel Ervin Tabamo, Programme Coordinator
Department of Interior and Local Government	Wilhelm M. Suyko, Assistant Regional Director
Integrated Gender and Development Division	Lorna Mandin, Head, Davao
Commission on Human Rights	Irene Joy Montero
Plan International	Elaine Roy
UNFPA	Richard Columbia, Monitoring and Evaluation Adviser
World Vision	Ruel Fegarido

## Communities

Community	Focus groups and Interviews
San Miguel	Focus groups: 8 older women, 8 younger women, 7 men, interview with <i>barangay</i> captain and a <i>purok</i> chairlady ( are the smallest subdivisions of <i>barangays</i> )
Concepcion	Focus group: 8 older women, 8 younger women, 11 men, interview with <i>barangay</i> captain and counsellors
Camansi	Focus groups: 9 older women, 8 younger women, 8 men, interview with <i>barangay</i> counsellor

## ANNEX B.

### Measures of GEP Intensity

The GEP variables were based on answers by women respondents to the four following questions:

- In your opinion, do you think that the quantity of this [SERVICE] fits your and your household members' needs?
- In your opinion, do you think that the quality of this [SERVICE] fits your and your household members' needs?
- Do you think that you have room to influence the delivery of this [SERVICE]?
- Does this programme adequately fit [RESPONDENT SEX] needs?

The questions were asked for each programme a given household had access to.

For each household and indicator, we recorded the number of programmes with which women expressed very high levels of satisfaction, and then computed the proportion of programmes for which the household expressed high satisfaction levels. This gave the following four variables:

- Quantity: percentage of programmes that respondents fully agreed met their quantity requirements
- Quality: percentage of programmes that respondents fully agreed met their quality requirements

- Influence: percentage of programmes where respondents fully agreed that they can influence delivery
- Gender needs: percentage of programmes that respondents fully agreed met their gender needs

We called the gender needs variable the GEP Index. The average value was 0.53, meaning that women perceived 53 per cent of programmes as meeting their needs.

The four variables correlated as indicated in the following matrix.

#### Correlation matrix between satisfaction variables

	Quantity	Quality	Influence	Gender needs
Quantity	1			
Quality	0.682***	1		
Influence	0.238***	0.124***	1	
Gender needs	0.420***	0.586***	0.0521	1

We used PCA to create composite indices from the four satisfaction variables. PCA creates linear combinations (or principal components) of the original variables, which, by construction, are independent from each other and account for as much of the variability in the data as possible. The main advantage of the technique is that these composite indices can be introduced simultaneously in a statistical analysis

and capture different underlying dimensions of the original variables.

The table below indicates that the first component explains 55 per cent of the variability in the data, the second component 25 per cent and the third 14 per cent. Taken together, the first three components explain 93 per cent of the variability. PCA suggests retaining three distinct composite indices.

Component	Eigenvalue	Difference	Proportion	Cumulative
Comp1	2.18152	1.19393	0.5454	0.5454
Comp2	.987587	.432637	0.2469	0.7923
Comp3	.55495	.279008	0.1387	0.9310
Comp4	.275942	.	0.0690	1.0000

Composite indices created by PCA can be interpreted by looking at the sign and magnitude of the contribution each satisfaction variable makes.

	Comp 1	Comp 2	Comp 3
Quantity	.5730	.0920	-.5757
Quality	.6063	-.1429	-.1810
Influence	.2021	.9377	.2713
Gender needs	.5132	-.03031	.7428

All types of satisfaction positively contributed to the first composite index (Comp1), so we called it the Satisfaction Index. In contrast, satisfaction with Influence was the only satisfaction variable that strongly and positively contributed to the second composite

index (Comp2), which we called the Influence Index. Finally, gender needs very strongly and positively related to the third component (Comp3), which we called the Sensitivity Index.

**TABLE 1:**  
**Summary of GEP indices**

GEP variable	Range	Description	Mean (standard deviations)
GEP Index	[0,1]	Percentage of programmes that women fully agree fit their specific gender needs.	0.53 (0.42)
Satisfaction Index	[-1.84,+3.71]	Composite index of female satisfaction with programmes that takes into consideration quantity, quality, influence and perception of how well programmes meet specific gender needs.	0 (1.48)
Influence Index	[-1.01,+5.33]	Composite index of female satisfaction towards programmes that values the ability to influence over gender needs.	0 (0.99)
Sensitivity Index	[-1.48,+2.06]	Composite index of female satisfaction that values satisfaction with how well programmes meet specific gender needs over quantity and quality.	0 (0.75)

## ANNEX C.

### Regression Specifications and Outcome Variables

Equation (1) below describes the empirical specification followed in this study.

$$\text{outcome}_{hj} = \alpha_{hj} + \beta_k X_h^k + \delta_1 \text{nbprog}_h + \delta_2 \text{GEP}_h^i + \lambda_j + e_{hj} \quad (1)$$

The humanitarian outcome for household  $h$  in village  $j$  was explained by a constant ( $\alpha_{hj}$ ), a set of variables describing household characteristics ( $X_h^k$ ), the number of programmes the household has access to ( $\text{nbprog}$ ), the overall extent of GEP in humanitarian programmes the household had access to ( $\text{GEP}_h^i$ ), village fixed effects ( $\lambda_j$ ), and an error term ( $e_{hj}$ ).

The regressions estimated the vector of parameters ( $\alpha_{hj}, \beta_k, \delta_1, \delta_2$ ). Our primary interest lay in the parameter  $\delta_2$ , which measured the relationship between overall GEP and humanitarian outcomes. The regressions controlled for the extent of damage suffered by the household from natural disasters and access to humanitarian programmes in order to disentangle the effects of aid and GEP. The regressions also controlled for household characteristics and village fixed effects to account for the fact that aid, and GEP, were not distributed randomly within the sample.

#### The humanitarian outcomes are listed below.

##### Education outcomes:

- *Proportion of literate children in the household.* It measured the percentage of literate children aged 7-18 years old who are able to read and write with or without difficulties over the total number of children in the household. We disaggregated this measure into the proportion of literate girls over the total number of girls in the household, and the proportion of literate boys over the total number of boys in each household.

##### WASH outcomes:

- *Whether or not household members access tap water.*
- *Distance in metres to nearest water sources.*
- *Whether or not household members have access to private toilets.*

##### Health outcomes:

- *Proportion of sick children aged 0-14 years old (with a serious illnesses such as a urinary tract infection, dysentery, diarrhoea, malaria, malnutrition or polio) over the total number of children in the household.* We disaggregated this variable into the proportion of sick girls over the total number of girls in the household, and the proportion of sick boys over the total number of boys in the household.
- *Proportion of sick adults over the total adults within households.* We calculated also the proportion of sick women over the total number of women in the household.

##### Food security and nutrition outcomes:

- *Whether any member of the household sometimes or often went to bed hungry in the last year*
- *Dietary diversity index:* number of food categories eaten by the household over the last seven days (maximum is 12 categories)

##### Domestic violence outcomes:

- *Whether or not the female respondent reported that her husband, other family members or household residents verbally abused her over the last year*

##### Women's attitudes to life outcomes:

- *Agency:* whether or not the female respondent fully agreed with the statement: "My life is determined by my own actions."
- *Optimism over success of plan:* whether or not the female respondent fully agreed with the statement: "When I make plans, I am almost certain/ guaranteed/sure to make them work."

##### Women's financial autonomy outcomes:

- Whether or not the woman answered "myself" to the following question: "Who decides how to spend money on food?"
- Whether or not the woman answered "myself" to the following question: "Who decides how to spend money on household equipment?"
- Whether or not the woman answered "myself" to the following question: "Who decides how to spend money on consumer durables?"

- Whether or not the woman answered “myself” to the following question: “Who decides how to spend money on health care?”
- Whether or not the woman answered “myself” to the following question: “Who decides how to spend money on education?”
- Whether or not the woman answered “myself” to the following question: “Who decides how to spend money on farming matters?”

### Women’s mobility outcomes

- Whether or not women answered “my husband” to the following question: “Who decides whether you can go by yourself to the market?”
- Whether or not women answered “my husband” to the following question: “Who decides whether or not you can go to a training or NGO programmes?”

### Simulations of the impact on humanitarian outcomes of increasing GEP from low to high intensity

We considered GEP to be of low intensity if the GEP variables were inferior or equal to the value associated with the 25th percentile of their distribution. We considered GEP to be of high intensity if the GEP variables were superior or equal to the value associated with the 75th percentile of their distribution. Hence, low intensity of GEP refers to values of GEP variables corresponding to the bottom 25 per cent of their distribution, while high intensity of GEP refers to values

of GEP variables corresponding to the top 25 per cent of their distribution. For the GEP Index, however, the 25th percentile was 0 and the 75th percentile was 1. We thus used one standard deviation to represent a change from low to high intensity.

The **GEP Index** associated with the 25th percentile was 0 and with the 75th percentile was 1. When we simulated the effect of increasing GEP from low to high intensity, we were looking at the effect of improving the GEP Index by one standard deviation, i.e., an increase of 0.42 points.

The **Satisfaction Index** associated with the 25th percentile was -1.28 and with the 75th percentile was 1.11. When we simulated the effect of increasing GEP from low to high intensity, we were looking at the effect of improving the Satisfaction Index from -1.28 to +1.11, i.e., an increase of 2.39 points.

The **Influence Index** associated with the 25th percentile was -0.65 and with the 75th percentile was 0.06. When we simulated the effect of increasing GEP from low to high intensity, we were looking at the effect of improving the Influence Index from -0.65 to +0.06, i.e., an increase of 0.74 points.

The **Sensitivity Index** associated with the 25th percentile was -0.44 and with the 75th percentile was 0.54. When we simulated the effect of increasing GEP from low to high intensity, we were looking at the effect of improving the Sensitivity Index from -0.44 to +0.54, i.e., an increase of 1 point.



## ANNEX D.

### Regression Results

**TABLE 1:**  
Impact of GEP on educational outcomes I

	(1) Proportion of literate children in household	(2) Proportion of literate girls in household	(3) Proportion of literate boys in household	(4) Proportion of literate children in household	(5) Proportion of literate girls in household	(6) Proportion of literate boys in household
Number of programmes household benefits from	0.012 (0.010)	0.013 (0.015)	0.023 (0.015)	0.013 (0.0096)	0.012 (0.015)	0.023 (0.015)
<b>GEP Index</b>	<b>-0.057</b> <b>(0.058)</b>	<b>-0.11</b> <b>(0.097)</b>	<b>0.00081</b> <b>(0.078)</b>			
<b>Satisfaction Index</b>				<b>-0.020</b> <b>(0.018)</b>	<b>-0.019</b> <b>(0.022)</b>	<b>-0.00025</b> <b>(0.033)</b>
<b>Influence Index</b>				<b>0.0066</b> <b>(0.019)</b>	<b>0.026</b> <b>(0.028)</b>	<b>-0.00044</b> <b>(0.027)</b>
<b>Sensitivity Index</b>				<b>-0.00037</b> <b>(0.033)</b>	<b>-0.040</b> <b>(0.060)</b>	<b>0.00045</b> <b>(0.049)</b>
No housing damage	0.25* (0.13)	0.17 (0.16)	0.30 (0.23)	0.24* (0.13)	0.17 (0.17)	0.30 (0.23)
House slightly damaged	0.061 (0.074)	0.022 (0.085)	0.067 (0.11)	0.059 (0.076)	0.023 (0.085)	0.067 (0.11)
House partially collapsed	0.063 (0.080)	-0.028 (0.12)	0.082 (0.095)	0.061 (0.081)	-0.030 (0.12)	0.082 (0.098)
Value of damage to assets due to natural disasters	0.00000025 (0.00000015)	-0.000000036 (0.00000024)	0.000000037 (0.00000024)	0.00000024 (0.00000015)	-0.000000036 (0.00000024)	0.000000037 (0.00000024)
Had to leave home because of natural disaster	0.047 (0.045)	0.0099 (0.070)	0.064 (0.071)	0.048 (0.045)	0.0078 (0.070)	0.065 (0.072)
Female-headed household	0.085 (0.094)	0.079 (0.10)	0.072 (0.14)	0.080 (0.096)	0.072 (0.10)	0.072 (0.15)
Literate	0.23*** (0.078)	0.21** (0.083)	0.20** (0.093)	0.23*** (0.078)	0.20** (0.085)	0.20** (0.093)
Age of head of household	-0.0036 (0.0025)	0.0021 (0.0032)	-0.0088*** (0.0030)	-0.0035 (0.0025)	0.0022 (0.0033)	-0.0088*** (0.0030)
Education level of head of household	0.00030 (0.035)	-0.0029 (0.048)	0.0070 (0.046)	0.0012 (0.035)	-0.0037 (0.048)	0.0070 (0.046)
No occupation	0.085 (0.16)	-0.052 (0.18)	-0.089 (0.094)	0.078 (0.16)	-0.034 (0.18)	-0.089 (0.099)
Agricultural day labour	-0.050 (0.16)	-0.041 (0.16)	-0.34*** (0.11)	-0.052 (0.15)	-0.032 (0.16)	-0.34*** (0.12)
Other wage labour	0.17 (0.17)		-0.10 (0.11)	0.18 (0.16)		-0.10 (0.12)

**TABLE 1:**  
**Impact of GDP on educational outcomes I (continued)**

	(1) Proportion of literate children in household	(2) Proportion of literate girls in household	(3) Proportion of literate boys in household	(4) Proportion of literate children in household	(5) Proportion of literate girls in household	(6) Proportion of literate boys in household
Salaried worker	0.049 (0.15)	0.035 (0.18)	-0.20 (0.16)	0.041 (0.15)	0.043 (0.18)	-0.20 (0.17)
Shopkeeper		-0.22 (0.22)	-0.15 (0.29)		-0.19 (0.23)	-0.15 (0.30)
Driver	0.023 (0.18)	0.046 (0.21)	-0.39* (0.21)	0.015 (0.18)	0.049 (0.20)	-0.39** (0.19)
Other self-employed	0.070 (0.17)	0.074 (0.18)	-0.37*** (0.10)	0.069 (0.17)	0.085 (0.18)	-0.36*** (0.12)
Own farm	0.10 (0.15)	0.043 (0.14)	-0.11 (0.12)	0.10 (0.15)	0.051 (0.14)	-0.11 (0.13)
Sharecropper	0.11 (0.16)	-0.078 (0.12)	-0.11 (0.096)	0.10 (0.15)	-0.068 (0.12)	-0.11 (0.11)
Fisherman	0.23* (0.14)	0.15 (0.19)		0.22 (0.14)	0.16 (0.19)	
Agusan del Sur	-0.056 (0.077)		-0.17 (0.14)	-0.055 (0.084)		
Compostela Valley	0.15** (0.064)	0.071 (0.092)	0.19 (0.15)	0.18** (0.067)	0.086 (0.10)	0.36*** (0.084)
Davao Oriental	0.044 (0.084)	-0.060 (0.063)	0.18 (0.12)	0.060 (0.096)	-0.072 (0.075)	0.35*** (0.078)
Surigao del Sur		-0.20* (0.11)			-0.18 (0.13)	0.17 (0.13)
Own arable land	0.099* (0.059)	0.012 (0.084)	0.15** (0.075)	0.098 (0.059)	0.0093 (0.083)	0.15** (0.076)
Catholic	-0.044 (0.081)	-0.087 (0.12)	0.023 (0.070)	-0.045 (0.081)	-0.086 (0.12)	0.023 (0.075)
Number of tropical units of livestock	0.0094 (0.017)	-0.0072 (0.013)	0.056 (0.043)	0.0082 (0.017)	-0.0076 (0.013)	0.056 (0.045)
Logarithm of income	0.023 (0.037)	0.042 (0.043)	0.022 (0.051)	0.024 (0.038)	0.042 (0.043)	0.022 (0.054)
Constant	0.31 (0.39)	0.24 (0.42)	0.62 (0.47)	0.26 (0.39)	0.17 (0.42)	0.45 (0.45)
Observations	285	205	198	285	205	198
r2	0.20	0.15	0.30	0.20	0.15	0.30

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Excluded category: house totally collapsed.

**TABLE 2:**  
**Impact of GEP on educational outcomes II**

	(1) Children below 18 years old are not in school	(2) Children below 16 years old are not in school	(3) Children below 18 years old are not in school	(4) Children below 16 years old are not in school	(5) Children below 18 years old are not in school	(6) Children below 16 years old are not in school
Number of programmes household benefits from	0.19* (0.11)	0.22* (0.12)	0.18 (0.12)	0.21 (0.13)		
<b>GEP Index</b>	<b>-0.91** (0.37)</b>	<b>-1.35** (0.53)</b>				
<b>Satisfaction Index</b>			<b>-0.025 (0.19)</b>	<b>-0.26 (0.20)</b>		
<b>Influence Index</b>			<b>-0.19 (0.17)</b>	<b>-0.053 (0.25)</b>		
<b>Sensitivity Index</b>			<b>-0.85** (0.39)</b>	<b>-0.74* (0.45)</b>		
No housing damage	-0.41 (1.01)	1.13 (1.07)	-0.58 (0.97)	1.23 (1.10)	-0.71 (0.79)	-0.015 (1.02)
House slightly damaged	-1.24* (0.67)	-1.53* (0.85)	-1.12* (0.65)	-1.27 (0.79)	-0.69 (0.47)	-1.51** (0.67)
House partially collapsed	-0.99* (0.55)	-1.31* (0.74)	-1.04* (0.56)	-1.21* (0.73)	-0.39 (0.47)	-0.57 (0.77)
Value of damage to assets due to natural disasters	0.0000012 (0.0000012)	0.00000059 (0.0000012)	0.0000013 (0.0000012)	0.00000055 (0.0000012)	-0.0000012 (0.0000011)	-0.0000018 (0.0000017)
Had to leave home because of natural disaster	0.062 (0.42)	0.070 (0.46)	0.00081 (0.42)	0.012 (0.44)	0.23 (0.44)	0.12 (0.51)
Female-headed household	-0.30 (0.70)	-1.80** (0.74)	0.0032 (0.81)	-1.54* (0.79)	-0.26 (0.59)	-1.14* (0.63)
Literate	0.90* (0.52)	1.56** (0.72)	0.91* (0.51)	1.59** (0.70)	0.47 (0.48)	1.12 (0.84)
Age of head of household	0.023 (0.020)	0.025 (0.022)	0.021 (0.021)	0.023 (0.022)	0.019 (0.019)	0.041 (0.025)
Education level of head of household	-0.14 (0.31)	-0.26 (0.50)	-0.094 (0.33)	-0.24 (0.49)	-0.30 (0.27)	-0.18 (0.42)
No occupation	-0.93 (0.97)	0.0031 (1.08)	-2.28* (1.28)	-0.83 (1.29)	-1.35 (0.87)	-2.07** (0.99)
Agricultural day labour	-1.29 (0.96)	-0.54 (1.17)	-2.62** (1.25)	-1.31 (1.41)	-2.15** (0.94)	-2.32** (0.98)
Other wage labour	-16.8*** (1.15)	-19.2*** (1.66)	-20.3*** (1.62)	-19.1*** (2.13)	-18.0*** (1.14)	-19.8*** (1.35)
Salaried worker	-0.70 (0.98)	1.39 (1.30)	-2.25* (1.25)	0.37 (1.35)	-1.72* (1.00)	-2.46** (1.00)
Shopkeeper	0.36 (1.42)	1.48 (1.52)	-1.55 (1.89)	0.22 (1.65)	-0.099 (1.05)	-2.32 (1.65)
Driver	-0.76 (1.23)	0.054 (1.36)	-2.11 (1.62)	-0.75 (1.76)	-2.27 (1.39)	-2.46** (1.18)
Other self-employed	-0.59 (1.37)	-0.56 (2.35)	-1.92 (1.35)	-1.34 (2.13)	-0.030 (1.26)	-2.06 (1.62)
Own farm	-1.12 (0.99)	-0.74 (1.24)	-2.61** (1.30)	-1.55 (1.45)	-1.53 (1.04)	-3.05*** (1.02)
Sharecropper	1.05 (0.89)	1.62 (1.12)	-0.22 (1.08)	0.78 (1.23)	-0.11 (1.02)	-1.36 (1.01)

**TABLE 2:**  
**Impact of GEP on educational outcomes II (continued)**

	(1) Children below 18 years old are not in school	(2) Children below 16 years old are not in school	(3) Children below 18 years old are not in school	(4) Children below 16 years old are not in school	(5) Children below 18 years old are not in school	(6) Children below 16 years old are not in school
Agusan del Sur	15.9*** (1.35)	16.5*** (1.13)	19.2*** (1.67)	16.2*** (1.42)	16.6*** (1.57)	18.6*** (1.42)
Compostela Valley	-1.99*** (0.67)	-1.19 (1.02)	-2.01*** (0.66)	-0.96 (1.12)	-1.70* (0.93)	-1.42 (1.12)
Davao Oriental	14.0*** (1.13)	15.0*** (1.52)	16.8*** (1.28)	14.7*** (1.64)	15.1*** (1.20)	16.6*** (1.18)
Own arable land	0.74 (0.47)	0.66 (0.66)	0.74 (0.47)	0.61 (0.66)	0.70* (0.42)	1.18** (0.57)
Catholic	0.034 (0.41)	-0.37 (0.46)	0.044 (0.42)	-0.39 (0.45)	0.44 (0.38)	-0.58 (0.44)
Number of tropical units of livestock	-0.20 (0.21)	-0.31 (0.42)	-0.089 (0.16)	-0.21 (0.35)	-0.022 (0.10)	-0.18 (0.34)
Logarithm of income	-0.17 (0.39)	-0.58 (0.48)	-0.17 (0.36)	-0.51 (0.50)	-0.10 (0.27)	-0.36 (0.40)
General food distribution					0.58 (0.54)	0.83 (0.86)
Cash for work					-0.20 (0.43)	-0.57 (0.51)
Targeted supplementary feeding					-0.089 (0.44)	1.03 (0.72)
School meals					0.26 (0.43)	0.21 (0.50)
Creation/rehabilitation of school facilities					0.90* (0.52)	1.47*** (0.51)
Creation/rehabilitation of health facility points					0.91* (0.47)	0.97 (0.85)
Hygiene and dignity kits					-1.10* (0.59)	-1.04 (0.78)
Water distribution					0.60 (0.51)	-0.035 (0.61)
Training programmes					-0.33 (0.60)	-0.21 (0.69)
Veterinary/livestock care					-0.16 (0.50)	0.32 (0.71)
Agriculture productive assets rehabilitation					0.93** (0.40)	0.84* (0.51)
Shelter provision and non-food items provision					0.022 (0.45)	0.70 (0.85)
Counselling/stress debriefing spaces					-0.024 (0.55)	0.73 (0.70)
4Ps (conditional cash transfer programme)					0.70** (0.33)	0.093 (0.39)
Other conditional cash assistance					0.70 (1.05)	-0.30 (1.37)
Observations r2	215	172	215	172	310	245

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

**TABLE 3:**  
**Impact of GEP on WASH outcomes**

	(1) Tap water	(2) Distance to water source	(3) Private toilets	(4) Tap water	(5) Distance to water source	(6) Private toilets
Number of programmes household benefits from	0.054 (0.11)	-27.4 (42.6)	0.060 (0.13)	0.091 (0.12)	-30.3 (41.5)	0.059 (0.14)
<b>GEP Index</b>	<b>0.021 (0.45)</b>	<b>-361.2* (191.5)</b>	<b>0.50 (0.54)</b>			
<b>Satisfaction Index</b>				<b>-0.20* (0.11)</b>	<b>-57.3 (52.2)</b>	<b>0.11 (0.18)</b>
<b>Influence Index</b>				<b>-0.073 (0.20)</b>	<b>109.3* (63.1)</b>	<b>0.061 (0.24)</b>
<b>Sensitivity Index</b>				<b>0.38 (0.26)</b>	<b>-114.8 (89.5)</b>	<b>0.20 (0.36)</b>
No housing damage	0.019 (0.64)	177.9 (225.2)	1.45 (1.21)	0.081 (0.67)	194.2 (223.7)	1.50 (1.26)
House slightly damaged	-0.38 (0.52)	304.1* (181.8)	0.17 (0.94)	-0.43 (0.53)	315.9* (185.6)	0.12 (0.99)
House partially collapsed	0.074 (0.53)	296.5** (143.6)	-0.10 (0.96)	0.12 (0.50)	298.1** (141.7)	-0.10 (1.03)
Value of damage to assets due to natural disasters	-0.0000021** (0.00000083)	0.00022 (0.00034)	0.0000024* (0.0000014)	-0.0000023** (0.00000091)	0.00027 (0.00033)	0.0000026* (0.0000015)
Had to leave home because of natural disaster	-0.53 (0.45)	-73.9 (188.6)	-0.22 (0.45)	-0.44 (0.45)	-68.0 (187.5)	-0.19 (0.44)
Female-headed household	-0.17 (0.43)	-140.3 (153.4)	-0.24 (0.61)	-0.26 (0.45)	-162.2 (162.0)	-0.30 (0.65)
Literate	0.15 (0.44)	330.4* (172.1)	0.73 (0.55)	0.11 (0.46)	331.5* (170.5)	0.69 (0.59)
Age of head of household	-0.0016 (0.014)	-5.55 (6.48)	0.047** (0.020)	-0.0013 (0.015)	-4.93 (6.40)	0.048** (0.022)
Education level of head of household	0.22 (0.21)	-279.2** (116.0)	0.48 (0.33)	0.29 (0.23)	-282.5** (113.7)	0.48 (0.32)
No occupation	-0.57 (1.22)	264.1 (277.1)	-0.31 (1.20)	-0.25 (1.14)	252.6 (297.7)	-0.11 (0.93)
Agricultural day labour	-1.64 (1.38)	174.7 (322.6)	1.14 (1.32)	-1.16 (1.35)	128.4 (341.0)	1.26 (1.02)
Other wage labour	-1.56 (1.60)	316.8 (532.5)	-1.14 (1.46)	-1.09 (1.68)	283.2 (536.5)	-0.96 (1.28)

**TABLE 3:**  
**Impact of GEP on WASH outcomes (continued)**

	(1) Tap water	(2) Distance to water source	(3) Private toilets	(4) Tap water	(5) Distance to water source	(6) Private toilets
Salaried worker	-0.020 (1.50)	161.7 (315.1)	0.54 (1.35)	0.38 (1.40)	111.6 (339.2)	0.71 (1.11)
Shopkeeper	-0.64 (1.60)	255.4 (372.9)	-0.46 (1.34)	-0.33 (1.43)	197.0 (380.4)	-0.19 (1.01)
Driver	-0.20 (1.07)	-20.2 (364.1)	-0.82 (1.09)	0.25 (1.16)	-124.3 (400.6)	-0.68 (0.87)
Other self-employed	-1.18 (1.34)	329.4 (445.7)	0.61 (1.23)	-0.69 (1.34)	285.3 (453.3)	0.82 (1.00)
Own farm	-0.49 (1.32)	298.9 (301.5)	0.73 (1.14)	0.0073 (1.30)	232.5 (322.9)	0.86 (0.94)
Sharecropper	-0.81 (1.40)	501.5 (387.9)	0.94 (1.30)	-0.38 (1.35)	473.6 (394.5)	1.15 (1.20)
Agusan del Sur	0.49 (1.40)	8.33 (228.1)	-1.48** (0.74)	0.57 (1.48)	21.7 (263.6)	-1.66** (0.67)
Compostela Valley	-1.90 (1.21)	389.7* (231.8)	0.43 (0.93)	-1.67 (1.26)	434.9 (276.3)	0.36 (0.91)
Davao Oriental	-0.72 (0.90)	23.1 (191.0)	-1.29** (0.58)	-0.36 (0.87)	-4.50 (243.7)	-1.49** (0.67)
Own arable land	-0.34 (0.39)	-548.3** (211.0)	0.065 (0.63)	-0.33 (0.36)	-559.8** (217.0)	0.050 (0.63)
Catholic	1.20*** (0.40)	438.4 (326.1)	-0.11 (0.42)	1.31*** (0.38)	430.6 (329.9)	-0.057 (0.43)
Number of tropical units of livestock	0.21* (0.12)	-39.8 (42.8)	0.42 (0.33)	0.18 (0.12)	-43.3 (42.8)	0.43 (0.35)
Logarithm of income	0.072 (0.18)	-44.9 (142.4)	0.75** (0.38)	0.16 (0.18)	-45.6 (141.4)	0.75** (0.37)
Constant		875.4 (1385.4)			714.2 (1365.8)	
Observations	305	351	238	305	351	238
r2		0.11			0.11	

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 4:

## Impact of GEP on health outcomes: I

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of sick adults in household	(5) Proportion of sick women in household
Number of programmes household benefits from	0.0011 (0.012)	0.0020 (0.014)	-0.014 (0.013)	0.0073 (0.0085)	0.017 (0.012)
<b>GEP Index</b>	<b>-0.043</b> <b>(0.060)</b>	<b>0.0070</b> <b>(0.078)</b>	<b>-0.097</b> <b>(0.079)</b>	<b>-0.14***</b> <b>(0.042)</b>	<b>-0.13**</b> <b>(0.052)</b>
No housing damage	0.068 (0.10)	0.094 (0.13)	0.15 (0.13)	0.078 (0.084)	0.090 (0.11)
House slightly damaged	-0.031 (0.072)	0.032 (0.10)	-0.022 (0.096)	0.068 (0.064)	0.11 (0.083)
House partially collapsed	-0.092 (0.070)	0.058 (0.097)	-0.13 (0.093)	0.031 (0.057)	0.00086 (0.076)
Value of damage to assets due to natural disasters	0.000000056 (0.00000011)	0.00000016 (0.00000010)	-0.00000037** (0.00000018)	-0.000000051 (0.000000092)	3.8e-09 (0.000000075)
Had to leave home because of natural disaster	0.061 (0.052)	0.029 (0.056)	-0.0080 (0.067)	0.026 (0.045)	0.012 (0.056)
Female-headed household	-0.074 (0.060)	-0.11 (0.11)	-0.056 (0.074)	-0.014 (0.057)	0.023 (0.066)
Literate	0.11* (0.060)	0.015 (0.076)	0.14* (0.075)	0.053 (0.042)	0.037 (0.048)
Age of head of household	-0.0066*** (0.0019)	-0.0040 (0.0026)	-0.0076*** (0.0027)	0.0020 (0.0018)	0.0029 (0.0020)
Education level of head of household	-0.020 (0.038)	0.014 (0.045)	-0.0099 (0.047)	-0.033 (0.032)	-0.030 (0.033)
No occupation	-0.072 (0.12)	0.29* (0.16)	0.081 (0.16)	0.098 (0.077)	0.13 (0.11)
Agricultural day labour	-0.24** (0.10)	0.080 (0.13)	-0.11 (0.15)	0.054 (0.072)	0.083 (0.11)
Other wage labour	-0.26** (0.12)	0.069 (0.14)	-0.24 (0.15)	-0.045 (0.11)	0.066 (0.15)
Salaried worker	-0.096 (0.12)	0.34** (0.16)	0.033 (0.18)	0.038 (0.078)	0.065 (0.11)
Shopkeeper		0.35** (0.15)		0.053 (0.12)	0.10 (0.17)
Driver	-0.30*** (0.11)		-0.16 (0.19)		

**TABLE 4:**  
**Impact of GEP on health outcomes: I (continued)**

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of sick adults in household	(5) Proportion of sick women in household
Other self-employed	-0.21* (0.11)	0.12 (0.11)	-0.029 (0.17)	-0.0083 (0.073)	-0.0089 (0.12)
Own farm	-0.23** (0.098)	0.16 (0.11)	-0.19 (0.15)	0.034 (0.070)	0.055 (0.11)
Sharecropper	-0.16 (0.12)	0.14 (0.12)	-0.028 (0.18)	0.10 (0.068)	0.18* (0.11)
Fisherman	-0.29 (0.19)	-0.13 (0.15)	-0.038 (0.28)	0.073 (0.10)	0.39*** (0.12)
Agusan del Sur	-0.29** (0.11)				
Compostela Valley	-0.28*** (0.082)	0.049 (0.11)	-0.012 (0.15)	-0.12 (0.085)	-0.30*** (0.095)
Davao Oriental	-0.12 (0.074)	0.29*** (0.066)	0.031 (0.19)	-0.22*** (0.035)	-0.41*** (0.081)
Surigao del Sur		0.26*** (0.089)	0.28 (0.18)	-0.055 (0.12)	-0.21* (0.12)
Own arable land	0.027 (0.047)	-0.076 (0.066)	0.078 (0.065)	0.0041 (0.045)	0.045 (0.052)
Catholic	0.16*** (0.053)	0.13* (0.077)	0.15** (0.057)	0.044 (0.045)	0.034 (0.046)
Number of tropical units of livestock	-0.0093 (0.012)	0.00080 (0.015)	-0.014 (0.043)	-0.0066 (0.012)	-0.0095 (0.018)
Logarithm of income	0.037 (0.033)	0.031 (0.044)	0.0095 (0.043)	-0.020 (0.026)	-0.018 (0.032)
Constant	0.45 (0.31)	-0.28 (0.40)	0.45 (0.43)	0.33 (0.25)	0.29 (0.29)
Observations	389	288	297	466	466
r2	0.14	0.11	0.16	0.069	0.092

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 5:

## Impact of GEP on health outcomes: II

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of sick adults in household	(5) Proportion of sick women in household
Number of programmes household benefits from	-0.00066 (0.013)	-0.0021 (0.015)	-0.014 (0.014)	0.0065 (0.0090)	0.018 (0.012)
<b>Satisfaction Index</b>	<b>0.0029</b> <b>(0.017)</b>	<b>0.028</b> <b>(0.025)</b>	<b>-0.023</b> <b>(0.023)</b>	<b>-0.023*</b> <b>(0.012)</b>	<b>-0.031**</b> <b>(0.015)</b>
<b>Influence Index</b>	<b>0.0076</b> <b>(0.017)</b>	<b>0.0040</b> <b>(0.026)</b>	<b>0.014</b> <b>(0.023)</b>	<b>0.0021</b> <b>(0.013)</b>	<b>-0.026</b> <b>(0.020)</b>
<b>Sensitivity Index</b>	<b>-0.029</b> <b>(0.036)</b>	<b>-0.042</b> <b>(0.051)</b>	<b>-0.022</b> <b>(0.040)</b>	<b>-0.061**</b> <b>(0.024)</b>	<b>-0.052*</b> <b>(0.029)</b>
No housing damage	0.064 (0.10)	0.079 (0.14)	0.15 (0.13)	0.070 (0.084)	0.077 (0.11)
House slightly damaged	-0.029 (0.075)	0.037 (0.10)	-0.025 (0.098)	0.069 (0.066)	0.11 (0.082)
House partially collapsed	-0.089 (0.071)	0.065 (0.098)	-0.13 (0.094)	0.028 (0.057)	-0.0055 (0.075)
Value of damage to assets due to natural disasters	0.000000062 (0.00000011)	0.00000016* (0.000000095)	-0.00000037** (0.00000017)	-0.000000059 (0.000000095)	-0.000000027 (0.000000079)
Had to leave home because of natural disaster	0.063 (0.053)	0.035 (0.057)	-0.0089 (0.068)	0.028 (0.046)	0.014 (0.055)
Female-headed household	-0.067 (0.058)	-0.093 (0.10)	-0.057 (0.074)	-0.0067 (0.055)	0.035 (0.063)
Literate	0.11* (0.059)	0.025 (0.073)	0.14* (0.074)	0.053 (0.042)	0.036 (0.047)
Age of head of household	-0.0066*** (0.0019)	-0.0040 (0.0027)	-0.0075*** (0.0026)	0.0019 (0.0019)	0.0027 (0.0021)
Education level of head of household	-0.022 (0.036)	0.0059 (0.041)	-0.0081 (0.046)	-0.034 (0.032)	-0.030 (0.033)
No occupation	0.21 (0.18)	0.30* (0.16)	0.076 (0.16)	0.095 (0.078)	0.11 (0.10)
Agricultural day labour	0.031 (0.17)	0.074 (0.14)	-0.12 (0.15)	0.047 (0.072)	0.066 (0.10)
Other wage labour	0.012 (0.19)	0.049 (0.15)	-0.24 (0.15)	-0.051 (0.11)	0.046 (0.14)
Salaried worker	0.18 (0.19)	0.33** (0.16)	0.024 (0.19)	0.033 (0.078)	0.049 (0.10)

**TABLE 5:**  
**Impact of GEP on health outcomes: II (continued)**

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of sick adults in household	(5) Proportion of sick women in household
Shopkeeper	0.27 (0.19)	0.34** (0.15)		0.043 (0.12)	0.076 (0.16)
Driver	-0.025 (0.21)		-0.16 (0.20)		
Other self-employed	0.057 (0.16)	0.10 (0.12)	-0.032 (0.17)	-0.017 (0.075)	-0.025 (0.11)
Own farm	0.044 (0.19)	0.15 (0.11)	-0.20 (0.15)	0.026 (0.070)	0.044 (0.099)
Sharecropper	0.11 (0.17)	0.13 (0.13)	-0.030 (0.19)	0.099 (0.069)	0.17* (0.098)
Fisherman		-0.087 (0.15)	-0.047 (0.29)	0.088 (0.11)	0.41*** (0.13)
Agusan del Sur	-0.29*** (0.10)				
Compostela Valley	-0.28*** (0.081)	0.052 (0.10)	0.0016 (0.16)	-0.14 (0.086)	-0.33*** (0.10)
Davao Oriental	-0.13* (0.075)	0.26*** (0.065)	0.036 (0.20)	-0.22*** (0.035)	-0.38*** (0.084)
Surigao del Sur		0.29*** (0.080)	0.28 (0.18)	-0.072 (0.12)	-0.25** (0.12)
Own arable land	0.028 (0.048)	-0.068 (0.070)	0.077 (0.065)	0.0079 (0.046)	0.049 (0.054)
Catholic	0.15*** (0.053)	0.12 (0.078)	0.15** (0.059)	0.041 (0.046)	0.032 (0.046)
Number of tropical units of livestock	-0.0087 (0.012)	0.0022 (0.015)	-0.016 (0.043)	-0.0043 (0.012)	-0.0052 (0.017)
Logarithm of income	0.037 (0.033)	0.031 (0.047)	0.011 (0.043)	-0.020 (0.026)	-0.018 (0.032)
Constant	0.16 (0.26)	-0.25 (0.41)	0.39 (0.43)	0.27 (0.25)	0.24 (0.29)
Observations	389	288	297	466	466
r2	0.14	0.12	0.16	0.069	0.10

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

**TABLE 6:**  
**Impact of GEP on health outcomes: III**

	(1) Proportion of sick adults in household	(2) Proportion of sick adults in household	(3) Proportion of sick adults in household	(4) Proportion of sick adults in household
<b>GEP Index_Global food distribution</b>	<b>-0.097***</b> (0.036)			
<b>GEP Index_School meals</b>		<b>-0.23***</b> (0.061)		
<b>GEP Index_Schools</b>			<b>-0.14**</b> (0.067)	
<b>GEP Index_Training</b>				<b>0.37***</b> (0.10)
No housing damage	0.11 (0.089)	0.27 (0.17)	-0.89*** (0.26)	
House slightly damaged	0.057 (0.066)	0.11 (0.13)	-0.16 (0.18)	0.66** (0.28)
House partially collapsed	0.023 (0.055)	-0.021 (0.10)	-0.096 (0.096)	0.60*** (0.17)
House totally collapsed				-0.11 (0.24)
Value of damage to assets due to natural disasters	-0.000000069 (0.000000099)	-0.000000053 (0.000000013)	-0.000000085 (0.000000011)	-0.0000010* (0.000000053)
Had to leave home because of natural disaster	0.029 (0.047)	0.12 (0.11)	-0.083 (0.10)	-0.61 (0.43)
Female-headed household	-0.039 (0.055)	-0.11 (0.097)	-0.068 (0.091)	-0.54*** (0.18)
Literate	0.050 (0.045)	0.017 (0.078)	0.22* (0.13)	0.13 (0.36)
Age of head of household	0.0024 (0.0018)	0.0015 (0.0028)	0.0089** (0.0044)	-0.011 (0.017)
Education level of head of household	-0.028 (0.035)	-0.14*** (0.045)	-0.030 (0.037)	-0.089 (0.20)
No occupation	0.0095 (0.094)	-0.14 (0.15)	0.17 (0.14)	-2.20*** (0.68)
Agricultural day labour	-0.060 (0.093)	-0.24 (0.15)	-0.011 (0.12)	-1.84*** (0.52)
Other wage labour	-0.16 (0.099)	-0.16 (0.17)	0.27 (0.18)	-1.23** (0.55)

**TABLE 6:**  
**Impact of GEP on health outcomes: III (continued)**

	(1) Proportion of sick adults in household	(2) Proportion of sick adults in household	(3) Proportion of sick adults in household	(4) Proportion of sick adults in household
Salaried worker	-0.055 (0.11)	-0.084 (0.17)	0.19 (0.20)	-1.78** (0.82)
Shopkeeper	-0.059 (0.15)	0.012 (0.23)	0.0086 (0.19)	
Driver	-0.11 (0.11)		0.42* (0.22)	-2.64*** (0.84)
Other self-employed	-0.076 (0.12)	-0.24* (0.14)	-0.011 (0.17)	-1.60*** (0.20)
Own farm	-0.054 (0.096)	-0.090 (0.10)	0.0051 (0.14)	-1.99*** (0.57)
Sharecropper	0.022 (0.10)	-0.068 (0.14)	-0.0088 (0.12)	-1.44** (0.66)
Fisherman		0.0023 (0.16)		
Agusan del Sur		0.26 (0.21)	0.51** (0.22)	0.83 (0.49)
Compostela Valley	-0.14* (0.071)	-0.049 (0.15)		
Davao Oriental	-0.21*** (0.045)	-0.046 (0.19)	0.19 (0.21)	
Surigao del Sur	-0.12 (0.12)			
Own arable land	-0.0068 (0.045)	-0.12 (0.086)	0.069 (0.11)	0.22 (0.16)
Catholic	0.035 (0.046)	0.11 (0.082)	0.21** (0.089)	-0.0082 (0.28)
Number of tropical units of livestock	-0.0032 (0.011)	-0.000043 (0.010)	-0.011 (0.011)	0.0077 (0.074)
Logarithm of income	-0.018 (0.027)	0.037 (0.050)	-0.011 (0.071)	-0.35** (0.16)
Constant	0.42 (0.27)	0.10 (0.53)	-0.38 (0.58)	5.13** (2.51)
Observations	444	160	113	58
r <sup>2</sup>	0.068	0.31	0.46	0.84

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 7:

## Impact of GEP on food security and nutrition outcomes

	(1) Household members often or sometimes go to bed hungry	(2) Dietary diversity index	(3) Household members often or sometimes go to bed hungry	(4) Dietary diversity index	(5) Household members often or sometimes go to bed hungry	(6) Dietary diversity index
Number of programmes household benefits from	0.044 (0.083)	0.0079* (0.0044)	0.021 (0.089)	0.0059 (0.0043)		
<b>GEP Index</b>	<b>-0.35 (0.35)</b>	<b>-0.021 (0.019)</b>				
<b>Satisfaction Index</b>			<b>0.0088 (0.10)</b>	<b>0.0067 (0.0064)</b>		
<b>Influence Index</b>			<b>0.20 (0.13)</b>	<b>0.0071 (0.0079)</b>		
<b>Sensitivity Index</b>			<b>-0.24 (0.25)</b>	<b>-0.028*** (0.010)</b>		
<b>GEP Index_Global food distribution</b>					<b>-0.46* (0.26)</b>	<b>-0.0057 (0.016)</b>
No housing damage	1.14 (0.79)	0.0083 (0.034)	1.19 (0.81)	0.0082 (0.034)	1.12 (0.82)	-0.0036 (0.036)
House slightly damaged	0.34 (0.52)	0.017 (0.026)	0.37 (0.49)	0.021 (0.026)	0.52 (0.55)	0.0091 (0.028)
House partially collapsed	0.57 (0.46)	0.010 (0.025)	0.59 (0.46)	0.011 (0.025)	0.63 (0.51)	0.0041 (0.027)
Value of damage to assets due to natural disasters	0.00000019 (0.00000096)	0.000000060 (0.000000085)	0.00000045 (0.0000011)	0.000000071 (0.000000081)	0.00000034 (0.0000010)	0.000000055 (0.000000089)
Had to leave home because of natural disaster	0.70* (0.40)	-0.040** (0.018)	0.68* (0.40)	-0.038** (0.018)	0.61 (0.39)	-0.036* (0.018)
Female-headed household	-0.34 (0.49)	-0.030 (0.030)	-0.39 (0.50)	-0.026 (0.031)	-0.35 (0.51)	-0.025 (0.030)
Literate	-0.93*** (0.35)	0.028 (0.029)	-0.93*** (0.35)	0.029 (0.028)	-1.05** (0.41)	0.022 (0.031)
Age of head of household	-0.0093 (0.017)	-0.00099 (0.00060)	-0.0090 (0.017)	-0.0010 (0.00063)	-0.015 (0.016)	-0.0015** (0.00059)
Education level of head of household	0.0073 (0.26)	-0.0014 (0.013)	-0.0064 (0.27)	-0.0041 (0.013)	-0.035 (0.26)	-0.0034 (0.013)
No occupation	1.29 (1.33)	0.059 (0.047)	1.43 (1.41)	0.063 (0.046)	16.9*** (0.89)	-0.0052 (0.051)
Agricultural day labour	0.77 (1.42)	0.012 (0.052)	0.81 (1.46)	0.0075 (0.051)	16.4*** (0.97)	-0.049 (0.049)

**TABLE 7:**  
**Impact of GEP on food security and nutrition outcomes (continued)**

	(1) Household members often or sometimes go to bed hungry	(2) Dietary diversity index	(3) Household members often or sometimes go to bed hungry	(4) Dietary diversity index	(5) Household members often or sometimes go to bed hungry	(6) Dietary diversity index
Other wage labour	0.48 (1.52)	0.042 (0.055)	0.44 (1.54)	0.040 (0.053)	16.1*** (1.15)	-0.020 (0.061)
Salaried worker	0.99 (1.68)	0.0026 (0.050)	1.07 (1.69)	0.0024 (0.051)	17.1*** (1.21)	-0.067 (0.059)
Shopkeeper	-14.5*** (1.61)	0.061 (0.046)	-13.7*** (1.64)	0.059 (0.045)	0.58 (1.23)	-0.012 (0.065)
Driver	0.12 (1.89)		0.015 (1.94)		16.1*** (1.55)	-0.060 (0.068)
Other self-employed	1.02 (1.51)	-0.036 (0.046)	1.02 (1.56)	-0.042 (0.045)	16.4*** (1.15)	-0.082** (0.039)
Own farm	1.11 (1.36)	0.039 (0.041)	1.07 (1.39)	0.032 (0.040)	16.8*** (0.85)	-0.020 (0.052)
Sharecropper	0.79 (1.30)	0.0091 (0.057)	0.85 (1.36)	0.0068 (0.055)	16.2*** (0.85)	-0.045 (0.052)
Fisherman		0.033 (0.060)		0.037 (0.056)		
Agusan del Sur	1.72 (1.18)		1.79* (1.04)		1.57 (1.03)	
Compostela Valley	1.78*** (0.52)	0.040** (0.020)	1.84*** (0.49)	0.027 (0.022)	1.94*** (0.44)	0.041** (0.020)
Davao Oriental	18.0*** (1.30)	-0.049*** (0.012)	17.2*** (1.28)	-0.066*** (0.015)	18.9*** (1.19)	-0.055*** (0.014)
Surigao del Sur		-0.0071 (0.026)		-0.0064 (0.026)		-0.034 (0.023)
Own arable land	0.16 (0.38)	0.031 (0.022)	0.15 (0.38)	0.034 (0.022)	0.11 (0.39)	0.038 (0.023)
Catholic	0.15 (0.43)	-0.024 (0.021)	0.13 (0.45)	-0.027 (0.022)	-0.11 (0.41)	-0.024 (0.021)
Number of tropical units of livestock	-0.52** (0.26)	0.014 (0.012)	-0.54** (0.25)	0.015 (0.013)	-0.52** (0.26)	0.014 (0.012)
Logarithm of income	-0.14 (0.29)	0.020* (0.012)	-0.16 (0.30)	0.020* (0.012)	-0.27 (0.30)	0.024** (0.011)
Constant		0.60*** (0.11)		0.61*** (0.11)		0.69*** (0.11)
Observations	325	466	325	466	303	444
r2		0.14		0.15		0.13

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

**TABLE 8:**  
**Impact of GEP on GBV**

	(1) Suffered verbal abuse	(2) Suffered verbal abuse	(3) Suffered verbal abuse
Number of programmes household benefits from	-0.0017 (0.11)	0.0094 (0.11)	
<b>GEP Index</b>	<b>-1.57*** (0.53)</b>		
<b>Satisfaction Index</b>		<b>-0.46*** (0.17)</b>	
<b>Influence Index</b>		<b>-0.42 (0.35)</b>	
<b>Sensitivity Index</b>		<b>-0.42* (0.24)</b>	
<b>GEP Index_Global food distribution</b>			<b>-1.13** (0.53)</b>
No housing damage	0.066 (0.87)	-0.036 (0.92)	-0.17 (0.85)
House slightly damaged	0.12 (0.67)	0.073 (0.68)	0.093 (0.71)
House partially collapsed	0.31 (0.67)	0.33 (0.69)	0.15 (0.68)
Value of damage to assets due to natural disasters	0.00000090 (0.0000011)	0.00000059 (0.0000011)	0.00000057 (0.0000012)
Had to leave home because of natural disaster	0.68 (0.44)	0.68 (0.46)	0.67 (0.43)
Female-headed household	-2.00** (0.97)	-1.91* (1.05)	-2.06** (0.95)
Literate	0.37 (0.58)	0.28 (0.60)	0.24 (0.56)
Age of head of household	0.0075 (0.015)	0.0080 (0.016)	0.0074 (0.015)
Education level of head of household	0.27 (0.32)	0.34 (0.36)	0.32 (0.32)
No occupation	-0.59 (0.91)	-0.42 (0.80)	-0.47 (0.93)
Agricultural day labour	-0.81 (1.12)	-0.61 (0.97)	-0.84 (1.14)

**TABLE 8:**  
**Impact of GEP on GBV (continued)**

	(1) Suffered verbal abuse	(2) Suffered verbal abuse	(3) Suffered verbal abuse
Other wage labour	-0.12 (0.90)	0.19 (0.80)	0.019 (0.96)
Salaried worker	-0.62 (1.18)	-0.38 (1.04)	-0.35 (1.15)
Shopkeeper	-0.96 (1.66)	-0.74 (1.77)	-0.65 (1.49)
Driver	-1.68 (1.21)	-1.48 (1.07)	-1.99 (1.38)
Other self-employed	0.60 (1.09)	0.77 (1.08)	0.50 (1.14)
Own farm	-0.50 (0.97)	-0.32 (0.86)	-0.62 (0.99)
Sharecropper	-0.39 (0.85)	-0.33 (0.72)	-0.48 (0.88)
Agusan del Sur	-27.5*** (2.08)	-27.3*** (2.23)	-28.4*** (1.96)
Compostela Valley	0.89 (1.20)	1.14 (1.21)	0.86 (1.17)
Davao Oriental	-14.0*** (1.62)	-13.3*** (1.76)	-14.4*** (1.62)
Own arable land	-0.066 (0.44)	-0.013 (0.46)	-0.059 (0.44)
Catholic	0.20 (0.50)	0.23 (0.52)	0.10 (0.47)
Number of tropical units of livestock	-0.69* (0.41)	-0.71* (0.39)	-0.69* (0.40)
Logarithm of income	-0.15 (0.36)	-0.16 (0.33)	-0.17 (0.33)
Observations	294	294	285
r2			

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 9:

## Impact of GEP on women's empowerment—women's sole decision-making on spending I

	(1) Food	(2) Household equipment	(3) Consumer durables	(4) Health care	(5) Education	(6) Livestock	(7) Farming
<b>GEP Index</b>	<b>0.14</b> <b>(0.31)</b>	<b>-0.43</b> <b>(0.52)</b>	<b>0.088</b> <b>(0.36)</b>	<b>-0.29</b> <b>(0.32)</b>	<b>-0.23</b> <b>(0.37)</b>	<b>0.44</b> <b>(0.65)</b>	<b>0.51</b> <b>(0.57)</b>
No housing damage	0.88 (0.58)	-0.039 (0.64)	0.21 (0.58)	-0.13 (0.45)	-0.51 (0.66)	-0.99 (0.75)	-0.52 (1.16)
House slightly damaged	1.06** (0.44)	0.93** (0.43)	0.30 (0.40)	-0.21 (0.39)	-0.27 (0.54)	-0.38 (0.65)	-1.23 (1.07)
House partially collapsed	0.68 (0.51)	0.34 (0.50)	0.033 (0.43)	-0.23 (0.46)	-0.20 (0.59)	-0.97 (0.67)	-0.67 (1.14)
Value of damage to assets due to natural disasters	-0.0000013 (0.00000093)	-0.0000025 (0.0000020)	-0.0000041 (0.0000056)	-0.0000013 (0.0000086)	0.0000072 (0.0000061)	0.0000050 (0.0000011)	-0.0000025 (0.0000043)
Had to leave home because of natural disaster	-0.079 (0.28)	0.16 (0.43)	-0.33 (0.30)	-0.079 (0.33)	-0.082 (0.41)	0.78 (0.52)	0.32 (0.69)
Number of programmes household benefits from	0.082 (0.073)	-0.044 (0.100)	-0.032 (0.081)	-0.026 (0.069)	0.034 (0.091)	-0.11 (0.12)	-0.27 (0.21)
Female-headed household	3.30*** (0.69)	3.08*** (0.53)	3.13*** (0.51)	2.73*** (0.56)	2.28*** (0.72)	3.91*** (0.79)	5.12*** (1.25)
Literate	0.47 (0.32)	-0.28 (0.52)	0.20 (0.34)	0.62* (0.36)	0.45 (0.37)	-1.04 (0.66)	-1.42* (0.80)
Age of head of household	0.0096 (0.0095)	0.0092 (0.015)	-0.0091 (0.011)	-0.0040 (0.012)	0.018 (0.014)	0.0053 (0.017)	-0.015 (0.018)
Education level of head of household	-0.60*** (0.22)	-0.21 (0.32)	-0.15 (0.26)	-0.36 (0.24)	-0.49** (0.24)	0.12 (0.30)	0.59 (0.40)
No occupation	1.23*** (0.40)	-1.06 (0.99)	-0.94 (0.86)	-0.96 (0.64)	0.61 (1.59)	-1.40 (1.64)	12.7*** (1.82)
Agricultural day labour	1.08** (0.55)	-0.71 (1.09)	-0.63 (0.97)	-1.10 (0.70)	1.26 (1.61)	-1.09 (0.99)	13.2*** (1.39)
Other wage labour	1.25 (0.82)	-0.53 (1.09)	-0.34 (1.24)	-0.15 (1.01)	1.53 (1.71)	-0.93 (1.04)	14.7*** (1.94)
Salaried worker	1.80** (0.70)	-1.26 (1.14)	-0.13 (0.94)	-0.20 (0.87)	2.01 (1.70)	-0.72 (1.38)	15.5*** (1.75)
Shopkeeper	1.16* (0.67)	-0.26 (1.27)	-0.18 (1.00)	0.75 (0.96)	1.23 (1.80)	-0.77 (1.19)	15.7*** (1.65)
Driver	1.41* (0.85)	-1.42 (1.44)	0.20 (1.14)	-2.00 (1.31)	0.63 (1.80)	-1.48 (1.15)	16.7*** (2.29)

TABLE 9:

## Impact of GEP on women's empowerment—women's sole decision-making on spending I (continued)

	(1) Food	(2) Household equipment	(3) Consumer durables	(4) Health care	(5) Education	(6) Livestock	(7) Farming
Other self-employed	1.76** (0.75)	-0.98 (1.17)	-0.44 (0.91)	-0.60 (0.70)	1.39 (1.69)	-0.022 (1.25)	17.5*** (2.63)
Own farm	1.34** (0.55)	-0.49 (1.02)	-0.061 (0.84)	-0.42 (0.73)	1.59 (1.67)	-0.57 (1.13)	15.1*** (1.47)
Sharecropper	1.20** (0.50)	-2.00** (0.87)	-0.79 (0.86)	-0.89 (0.63)	0.89 (1.64)	-1.08 (1.07)	13.6*** (1.57)
Agusan del Sur	0.40 (0.54)	0.32 (1.05)	-1.29 (0.95)	0.30 (0.37)	-0.074 (0.72)	-0.86 (1.56)	-13.9*** (1.23)
Compostela Valley	-0.44 (0.80)	0.19 (0.61)	0.078 (0.42)	-1.56*** (0.46)	-0.88 (0.62)	-16.6*** (1.26)	0.097 (1.17)
Davao Oriental	0.53 (0.66)	0.91 (0.67)	1.55* (0.93)	1.08* (0.62)	0.37 (0.49)	-0.91 (1.11)	-1.99 (1.38)
Own arable land	-0.42 (0.29)	-0.50 (0.48)	-0.70** (0.30)	-0.56* (0.34)	-0.44 (0.30)	-1.02 (0.64)	-0.40 (0.66)
Catholic	0.27 (0.33)	0.85** (0.41)	0.22 (0.35)	0.61* (0.33)	0.29 (0.30)	0.42 (0.57)	1.41*** (0.54)
Number of tropical units of livestock	-0.67*** (0.18)	-0.28 (0.32)	-0.23 (0.22)	-0.22 (0.19)	-0.12 (0.18)	0.068 (0.26)	-0.29 (0.37)
Logarithm of income	0.37* (0.21)	0.064 (0.22)	0.41** (0.20)	0.31** (0.13)	-0.13 (0.18)	0.52** (0.25)	-0.17 (0.39)
Observations r <sup>2</sup>	432	330	422	446	335	279	240

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 10:

## Impact of GEP on women's empowerment—women's sole decision-making on spending II

	(1) Food	(2) Household equipment	(3) Consumer durables	(4) Health care	(5) Education	(6) Livestock	(7) Farming
Number of programmes household benefits from	0.12 (0.076)	-0.016 (0.11)	-0.026 (0.077)	-0.012 (0.066)	0.083 (0.098)	-0.086 (0.13)	-0.26 (0.22)
<b>Satisfaction Index</b>	<b>-0.15</b> <b>(0.094)</b>	<b>-0.15</b> <b>(0.14)</b>	<b>-0.098</b> <b>(0.11)</b>	<b>-0.17*</b> <b>(0.090)</b>	<b>-0.31***</b> <b>(0.12)</b>	<b>-0.059</b> <b>(0.18)</b>	<b>0.0083</b> <b>(0.21)</b>
<b>Influence Index</b>	<b>-0.21</b> <b>(0.17)</b>	<b>-0.12</b> <b>(0.20)</b>	<b>0.31**</b> <b>(0.15)</b>	<b>0.27**</b> <b>(0.13)</b>	<b>-0.030</b> <b>(0.17)</b>	<b>0.29</b> <b>(0.22)</b>	<b>-0.029</b> <b>(0.25)</b>
<b>Sensitivity Index</b>	<b>0.23</b> <b>(0.23)</b>	<b>0.034</b> <b>(0.26)</b>	<b>0.41**</b> <b>(0.19)</b>	<b>0.20</b> <b>(0.18)</b>	<b>0.41*</b> <b>(0.22)</b>	<b>0.60*</b> <b>(0.33)</b>	<b>0.60*</b> <b>(0.33)</b>
No housing damage	0.88 (0.61)	-0.15 (0.65)	0.39 (0.58)	-0.065 (0.44)	-0.45 (0.63)	-0.75 (0.84)	-0.55 (1.28)
House slightly damaged	1.03** (0.45)	0.88** (0.44)	0.35 (0.43)	-0.23 (0.37)	-0.30 (0.55)	-0.19 (0.66)	-1.54 (1.17)
House partially collapsed	0.65 (0.51)	0.31 (0.51)	0.096 (0.44)	-0.24 (0.45)	-0.21 (0.58)	-0.88 (0.64)	-0.67 (1.18)
Value of damage to assets due to natural disasters	-0.0000015 (0.0000097)	-0.0000029 (0.0000024)	-0.0000035 (0.0000052)	-0.0000012 (0.0000082)	0.0000067 (0.0000059)	0.0000041 (0.0000011)	-0.0000019 (0.0000043)
Had to leave home because of natural disaster	-0.069 (0.29)	0.18 (0.43)	-0.37 (0.31)	-0.10 (0.34)	-0.096 (0.41)	0.79 (0.55)	0.43 (0.65)
Female-headed household	3.40*** (0.67)	3.09*** (0.57)	2.94*** (0.51)	2.57*** (0.57)	2.13*** (0.74)	3.79*** (0.79)	5.25*** (1.19)
Literate	0.50 (0.33)	-0.32 (0.54)	0.17 (0.37)	0.58 (0.38)	0.48 (0.41)	-1.15 (0.73)	-1.55* (0.80)
Age of head of household	0.012 (0.0093)	0.0085 (0.016)	-0.0062 (0.012)	-0.0027 (0.011)	0.021 (0.014)	0.0070 (0.018)	-0.015 (0.018)
Education level of head of household	-0.57*** (0.22)	-0.19 (0.32)	-0.15 (0.28)	-0.36 (0.24)	-0.47** (0.23)	0.17 (0.31)	0.64 (0.42)
No occupation	0.95* (0.49)	-1.03 (1.00)	-0.86 (0.85)	-0.94 (0.62)	1.06 (1.94)	-1.75 (1.45)	13.9*** (2.14)
Agricultural day labour	0.93 (0.62)	-0.63 (1.07)	-0.46 (0.93)	-1.03* (0.62)	1.88 (1.99)	-1.27 (0.89)	14.5*** (1.74)
Other wage labour	1.12 (0.91)	-0.44 (1.07)	-0.15 (1.19)	-0.14 (0.93)	2.35 (2.10)	-1.20 (0.84)	16.2*** (2.28)
Salaried worker	1.65** (0.82)	-1.25 (1.14)	0.040 (0.89)	-0.14 (0.80)	2.58 (2.06)	-0.76 (1.31)	16.9*** (2.18)

TABLE 10:

## Impact of GEP on women's empowerment—women's sole decision-making on spending II (continued)

	(1) Food	(2) Household equipment	(3) Consumer durables	(4) Health care	(5) Education	(6) Livestock	(7) Farming
Shopkeeper	0.95 (0.76)	-0.17 (1.28)	-0.058 (1.02)	0.80 (0.94)	2.02 (2.20)	-1.06 (1.14)	17.0*** (2.14)
Driver	1.33 (0.96)	-1.46 (1.44)	0.11 (1.08)	-2.09* (1.25)	1.24 (2.14)	-2.00** (0.93)	18.0*** (2.63)
Other self-employed	1.73** (0.87)	-0.89 (1.13)	-0.20 (0.88)	-0.47 (0.65)	2.14 (2.06)	0.098 (1.08)	19.1*** (3.15)
Own farm	1.26* (0.67)	-0.40 (1.00)	0.13 (0.81)	-0.35 (0.65)	2.31 (2.03)	-0.78 (0.96)	16.4*** (1.79)
Sharecropper	1.01* (0.57)	-1.91** (0.85)	-0.65 (0.81)	-0.82 (0.55)	1.56 (2.03)	-1.31 (0.96)	14.9*** (1.95)
Agusan del Sur	0.37 (0.56)	0.38 (1.04)	-1.56 (1.00)	0.15 (0.35)	0.10 (0.73)	-0.93 (1.74)	-14.7*** (1.45)
Compostela Valley	-0.29 (0.81)	0.38 (0.56)	0.33 (0.44)	-1.34*** (0.45)	-0.52 (0.71)	-15.4*** (1.31)	-0.23 (1.33)
Davao Oriental	0.95 (0.84)	1.17* (0.65)	1.33 (0.91)	0.91 (0.57)	1.01* (0.55)	-1.06 (1.17)	-1.86 (1.38)
Own arable land	-0.44 (0.31)	-0.48 (0.50)	-0.75** (0.30)	-0.62* (0.33)	-0.53* (0.28)	-1.13** (0.54)	-0.30 (0.64)
Catholic	0.30 (0.32)	0.82* (0.43)	0.29 (0.35)	0.69** (0.33)	0.32 (0.29)	0.39 (0.61)	1.31** (0.59)
Number of tropical units of livestock	-0.68*** (0.18)	-0.29 (0.33)	-0.29 (0.23)	-0.28 (0.20)	-0.20 (0.19)	-0.0070 (0.29)	-0.30 (0.39)
Logarithm of income	0.38* (0.21)	0.11 (0.23)	0.40** (0.20)	0.32** (0.13)	-0.14 (0.18)	0.60** (0.27)	-0.23 (0.39)
Observations r2	432	330	422	446	335	279	240

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 11:

## Impact of GEP on women's empowerment—mobility, agency and self-efficacy I

	(1) Husband decides if woman can go to market	(2) Husband decides if woman can go to NGO/training	(3) Feelings of agency	(4) Feels like her plans can succeed
Number of programmes household benefits from	0.38* (0.21)	0.11 (0.11)	0.030 (0.068)	0.025 (0.10)
<b>GEP Index</b>	<b>-1.47 (0.98)</b>	<b>-1.25** (0.62)</b>	<b>-0.31 (0.31)</b>	<b>0.29 (0.44)</b>
No housing damage	2.00 (2.04)	1.20 (1.47)	-0.32 (0.45)	-0.39 (0.73)
House slightly damaged	0.62 (1.21)	0.53 (1.26)	-0.30 (0.29)	0.069 (0.59)
House partially collapsed	1.46 (1.50)	1.28 (1.29)	0.23 (0.37)	-0.68 (0.68)
Value of damage to assets due to natural disasters	-0.0000037 (0.0000069)	-0.0000081 (0.0000066)	-0.0000042 (0.0000015)	-0.0000082 (0.0000087)
Had to leave home because of natural disaster	0.069 (0.74)	1.10* (0.66)	0.15 (0.29)	1.08** (0.50)
Female-headed household	-0.61 (1.08)	-1.33 (0.94)	0.71** (0.33)	-0.29 (0.66)
Literate	-0.0026 (0.85)	0.30 (0.77)	-0.18 (0.32)	-0.31 (0.45)
Age of head of household	-0.092*** (0.029)	-0.059** (0.027)	0.0043 (0.011)	0.053*** (0.020)
Education level of head of household	-0.72 (0.51)	-0.20 (0.74)	0.12 (0.18)	0.40 (0.30)
No occupation	15.1*** (1.20)	16.1*** (1.24)	-0.14 (0.85)	-0.72 (1.28)
Agricultural day labour	13.9*** (0.79)	14.5*** (1.50)	-0.018 (0.68)	0.46 (1.47)
Other wage labour	13.1*** (1.17)	0.045 (1.71)	0.52 (0.90)	0.59 (1.51)
Salaried worker	16.3*** (1.90)	16.6*** (1.34)	0.19 (0.82)	-0.051 (1.30)
Shopkeeper	17.1*** (3.67)	19.1*** (3.36)	-0.012 (0.78)	-0.0017 (1.36)
Driver	14.3*** (1.58)	15.3*** (1.45)	0.27 (0.86)	-1.12 (2.17)

TABLE 11:

## Impact of GEP on women's empowerment—mobility, agency and self-efficacy I (continued)

	(1) Husband decides if woman can go to market	(2) Husband decides if woman can go to NGO/training	(3) Feelings of agency	(4) Feels like her plans can succeed
Other self-employed	14.0*** (1.01)	15.0*** (1.28)	0.37 (0.79)	-0.053 (1.55)
Own farm	14.8*** (1.14)	14.9*** (1.37)	0.12 (0.70)	0.19 (1.51)
Sharecropper	13.3*** (2.02)	15.1*** (1.31)	0.12 (0.70)	-0.69 (1.46)
Agusan del Sur	-1.09 (2.13)	-0.00075 (3.39)	-0.96 (0.99)	-1.55** (0.77)
Compostela Valley	-2.12 (2.27)	-1.20 (1.10)	-1.11*** (0.32)	-16.1*** (1.09)
Davao Oriental	14.0*** (1.92)	16.4*** (2.62)	-1.27** (0.57)	-0.53 (0.57)
Own arable land	0.25 (0.74)	1.52*** (0.55)	0.073 (0.32)	-0.67 (0.49)
Catholic	1.35* (0.82)	0.44 (0.58)	0.39 (0.34)	0.11 (0.45)
Number of tropical units of livestock	0.97* (0.53)	0.37 (0.44)	0.046 (0.10)	0.34 (0.23)
Logarithm of income	-0.36 (0.40)	-0.75* (0.42)	0.24 (0.19)	-0.062 (0.26)
Observations	179	192	417	279
r2				

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

TABLE 12:

## Impact of GEP on women's empowerment—mobility, agency and self-efficacy II

	(1) Husband decides if woman can go to market	(2) Husband decides if woman can go to NGO/training	(3) Feelings of agency	(4) Feels like her plans can succeed
Number of programmes household benefits from	0.43 (0.32)	0.22* (0.13)	-0.024 (0.073)	-0.066 (0.12)
<b>Satisfaction Index</b>	<b>-0.53</b> <b>(0.56)</b>	<b>-0.69**</b> <b>(0.27)</b>	<b>0.21**</b> <b>(0.11)</b>	<b>0.37**</b> <b>(0.18)</b>
<b>Influence Index</b>	<b>-0.40</b> <b>(0.29)</b>	<b>-0.033</b> <b>(0.23)</b>	<b>0.31**</b> <b>(0.15)</b>	<b>0.20</b> <b>(0.19)</b>
<b>Sensitivity Index</b>	<b>-0.38</b> <b>(0.83)</b>	<b>0.26</b> <b>(0.55)</b>	<b>-0.49***</b> <b>(0.18)</b>	<b>-0.33*</b> <b>(0.19)</b>
No housing damage	1.74 (2.29)	1.01 (1.44)	-0.26 (0.48)	-0.30 (0.79)
House slightly damaged	0.17 (1.15)	0.24 (1.22)	-0.21 (0.33)	0.28 (0.65)
House partially collapsed	1.01 (1.38)	1.21 (1.41)	0.30 (0.40)	-0.75 (0.65)
Value of damage to assets due to natural disasters	-0.0000036 (0.0000082)	-0.0000070 (0.0000075)	0.000000061 (0.0000012)	-0.0000011 (0.0000011)
Had to leave home because of natural disaster	0.033 (0.72)	0.79 (0.55)	0.17 (0.31)	1.21** (0.53)
Female-headed household	-0.58 (1.18)	-1.69 (1.22)	0.73** (0.35)	-0.026 (0.69)
Literate	0.030 (0.82)	0.51 (0.75)	-0.12 (0.33)	-0.16 (0.41)
Age of head of household	-0.10** (0.042)	-0.073** (0.031)	0.0049 (0.012)	0.053** (0.021)
Education level of head of household	-0.80 (0.56)	-0.34 (0.87)	0.047 (0.19)	0.35 (0.30)
No occupation	17.3*** (1.59)	15.5*** (1.35)	0.043 (1.01)	-0.77 (1.20)
Agricultural day labour	16.0*** (1.79)	13.6*** (1.31)	-0.048 (0.82)	0.27 (1.40)
Other wage labour	15.4*** (1.51)	-1.86 (1.95)	0.72 (1.08)	0.62 (1.33)
Salaried worker	18.8*** (2.28)	16.2*** (1.34)	0.22 (0.99)	-0.022 (1.29)

TABLE 12:

## Impact of GEP on women's empowerment—mobility, agency and self-efficacy II (continued)

	(1) Husband decides if woman can go to market	(2) Husband decides if woman can go to NGO/training	(3) Feelings of agency	(4) Feels like her plans can succeed
Shopkeeper	19.3*** (3.84)	18.3*** (3.61)	0.056 (0.91)	-0.24 (1.28)
Driver	15.7*** (2.35)	14.2*** (1.32)	0.20 (1.06)	-1.98 (2.17)
Other self-employed	15.8*** (1.87)	14.3*** (1.21)	0.27 (0.87)	-0.32 (1.42)
Own farm	17.0*** (1.68)	14.4*** (1.37)	0.0030 (0.84)	-0.12 (1.44)
Sharecropper	15.3*** (2.19)	14.7*** (1.21)	0.17 (0.85)	-0.96 (1.40)
Agusan del Sur	-1.07 (2.86)	-0.31 (4.00)	-1.18 (1.10)	-1.98** (1.00)
Compostela Valley	-1.90 (2.98)	-1.01 (2.02)	-1.39*** (0.41)	-15.3*** (1.14)
Davao Oriental	16.4*** (3.27)	16.6*** (3.37)	-1.93*** (0.53)	-1.14* (0.58)
Own arable land	0.42 (0.86)	1.56*** (0.56)	0.094 (0.33)	-0.73 (0.46)
Catholic	1.51* (0.89)	0.58 (0.62)	0.33 (0.36)	0.048 (0.47)
Number of tropical units of livestock	1.00* (0.52)	0.37 (0.56)	0.033 (0.11)	0.41 (0.30)
Logarithm of income	-0.47 (0.37)	-0.96** (0.48)	0.28 (0.19)	-0.13 (0.28)
Observations	179	192	417	279
r2				

Standard errors clustered at *barangay* level in parentheses. \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$

## ANNEX E.

# Questionnaires for Key Informant Interviews and Focus Group Discussions

## Questions for agencies:

### Evacuation centres

- SADD: Data gathered as SADD? What information is gathered on women, men, boys, girls? (Just population or also skills, needs, division of labour, power distribution, social structures, local justice and community governance structures?) Is it analysed and used to plan ways to address gaps?
- Are women equally represented in decision-making (50 per cent of village committees)? Age represented (old and young)? Does this create conflict? Do women participate equally in committees? Do you feel that this structure helps to address the needs of everyone? Is it effective?
- All (women, men, boys, girls) are consulted in the development of the agency's policies? Examples?
- Do all equally access services and assistance? What obstacles have there been to this? Have these obstacles been addressed?
- What is done to ensure security? (Appropriate lighting in areas frequented by women and girls? Monitoring high-risk areas?)
- Do you support the leadership capacity of women and adolescents?

### Education

- What is the impact of natural disasters on the education of girls and boys? On teachers? How has the crisis changed gender perspectives in terms of education?
- Data: Do you have data on the number of boys and girls in education? (Preschool, primary, secondary; boy- or girl-headed households; girl mothers; boy fathers; number of orphans; literacy?) Do you have data on the number of female/male students and teachers, and education committee members? Enrolment rates, dropout rates, attendance rates, by grade level? Number of reports of abuse? Sex-disaggregated achievement data (exam results)?

- Do girls and boys have the same proficiency in language of instruction?
- Education access provided to all boys and girls? Recreational and sports activities?
- How do you monitor GBV? Are there confidential complaint-reporting mechanisms?
- Are sanitary supplies provided? Clothes and other supplies for school?
- Are teachers trained to create gender-sensitive learning environments?

### Food security, food distribution and nutrition

- All have equal access to safe and nutritious food? Are adequate supplies of food available to women, men, boys, girls? (Quality, quantity, nutrition-wise?)
- What are the distinct roles of men and women in food security and nutrition? Division of tasks and control over productive resources? What are their roles in food production and distribution?
- What are the roles of women in cash/food for work?
- How has access to food and gender roles changed because of natural disasters? Is providing food considered the woman's responsibility? What losses of livelihood assets have occurred?
- Is there a difference in calorie intake according to gender—are some people more likely to be malnourished? What are the community and household power structures for food production/delivery/distribution? Who controls resources (tools, livestock, etc.)? Who in the household is responsible for food safety, hygiene, etc.?
- Are cash/food-for-work opportunities provided? Do men and women have access to these programmes? Did any problems occur in the division of labour?
- What are the priority needs and constraints of women and men to increase food production?
- Are perceptions of all taken into account in designing, targeting and implementing policies, strategies and interventions? Has this had a positive effect?
- Is there gender-specific food insecurity because of:
  - Loss of own production or stock?
  - Loss of income and/or tradable assets?
  - Difficult economic access to food (price increase)?
  - Breakdown of traditional support systems, or other?

- All systematically consulted? Involved in decision-making around food?
- Training and capacity development?
- Actions to prevent GBV?
- Discrimination in allocation of food resources redressed?
- Impact of food aid programme on men, women, girls, boys assessed?

### Shelter and non-food items

- How is shelter aid rolled out?
- How are the needs of women and girls taken into consideration? In evacuation centres? In communities?
- Link between safety, WASH and shelter?
- Provision of dignity kits?

### DRR

- What steps do you take in terms of recovery/DRR?
- How do you work with the Government?
- What is the role of women in Government? In DRR bodies at all levels of government?
- Are the vulnerabilities of women, girls, boys and men assessed?

### Questions to beneficiaries:

#### 1. Introduction

#### 2. First questions

- (MIGRATION): How long have you been living in this village/settlement? Were you born here?
  - Where were your parents born?
  - Do you have children? How many people in your family?

#### 3. Typhoon

- How were you affected by the typhoon? Was your home damaged? Your livelihood? Did you have to leave your home?

#### 4. Education

- Those who have children: Do they go to school?
  - Do more boys or more girls go to school?
  - Did the typhoon impact enrolment?
    - For girls and boys the same?
  - Do boys and girls equally attend the lessons?
    - Does need for cash (work) interfere with school for boys or girls?

- Early marriage?

- What age do girls get married? If they drop out, why?

- What impact has the crisis had on the education of your children?
- Do children feel safe going to school? What safety precautions are they expected to take?
- Are girls and boys equally able to keep up with lessons? If not, why not? Does work interfere with school for boys or girls? Does school interfere with work or household chores?
- Are learning environments safe? Do boys and girls both feel comfortable going to school? Are there separate latrines for boys and girls?
- Are there female and male teachers?
- Are there services available to provide support for victims of GBV?

#### 5. Gender balance in leadership

- How is management organized? Beneficiaries brought into decision-making through committees? Decisions on what?
- Are perceptions of all taken into account in designing, targeting and implementing policies, strategies and interventions? Has this had a positive effect?
- Are women and men equally involved in cash/ food for work? DRR? Local governance?
  - Women, men, boys, girls are consulted in each of these?
    - Are men and women equally represented in decision-making (50 per cent of committees)? Age represented (old and young)? Language proficiency?
    - Token participation or quality of participation? Do women express their opinions when in a committee with men? Do women participate equally in these committees?
    - Does this create conflict? Are there some committees where men don't participate?
    - Do you feel that this structure helps to address the needs of everyone? Is it effective?
    - Do you support the leadership capacity of women and adolescents?

## 6. Food security, nutrition

- Did you receive food aid? How much/ frequently?
- Did you lack food after the typhoon? For how long?
- Are women, men, boys, girls equally able to access food aid?
  - Is it more difficult for women to get food than men?
  - How does distribution work? Who controls the distribution? Who decides on how much is given to each household? Do all receive equal access?
  - Within the household, who receives the food? Who divides the food?
    - If food is scarce, who in the household reduces their food intake?
    - What are other coping strategies?
  - Are there complaint mechanisms for when food or non-food items are not properly distributed? How do these work?

## 7. Health

- Were there injuries due to the typhoon?
- Were you able to access health care? Get support for pregnant women?
- Has illness prevalence risen? Why?
- Who takes care of sick members of the family? Is there a particular burden on women, girls, men, boys?

## 8. WASH

- What are the patterns of water access, water source control and collection?
- How were these impacted by the typhoon?
- Did you get aid?

- What are the different water uses and responsibilities among women, girls, boys and men (e.g., cooking, sanitation, gardens, livestock); patterns of water allocation among family members (sharing, quantity, quality); decision-making on uses?
- What is the gender division of responsibilities for maintenance and management of water and sanitation facilities?

## 9. Shelter and non-food items

- What assistance did you receive? How was it organized/allocated?
- Did you receive hygiene and dignity kits? When? Was this support enough?

## 10. GBV

- Were there cases of GBV after the typhoon? Were there bandits? Rape? Human trafficking?
- Is support available to victims of GBV?
- Do you feel safe in your village?
- Did gender relations change?

## Gender roles/women's empowerment

### Questions for men:

- How have gender roles changed?
- Are they different in makeshift settlements than outside?
- Has the emphasis on women's empowerment caused problems?

### Questions to women:

- How have gender roles changed?
- Do women have more power in decision-making?
- How do men react to the emphasis on women's empowerment? Are they upset that they are no longer as powerful?

## ANNEX F.

### Questionnaire for Household Survey

#### THE IMPACT OF GEP ON HUMANITARIAN INTERVENTIONS

IDS and UN Women, 2014

#### INTRODUCTION

Good morning/afternoon. I am [NAME INTERVIEWER] from the Research Institute for Mindanao Culture (RIMCU). Together with the Institute of Development Studies (IDS), we are conducting a survey to study humanitarian aid projects in (REGION/ PROVINCE/MUNICIPALITY), Philippines. Your household has been chosen by a random selection process. **Maayong buntag/ hapon/gabii. Ako si [NAME OF INTERVIEWER] nga nagtrabaho sa Research Institute for Mindanao Culture (RIMCU). Kauban sa Institute of Development Studies (IDS), nagahimo kami ug pagtuon aron namo mahibaloan kung kinsa nga grupo ang gahatag ug mga hinabang nga proyekto dinhi sa inyong lugar o dinhi sa (REGION/PROVINCE/MUNICIPALITY). Ang inyong panimalay napili pinaagi sa dili tinuyo nga pagpili o seleksyon nga random.**

We are inviting you to be a participant in this study. We value your opinion, and there are no right or wrong answers to the questions. We will use approximately one hour of your time. There will be no cost to you other than your time. There will be no risk as a result of your participating in the study. Your participation in this research is completely voluntary. You are free to withdraw your consent and discontinue participation in this study at any time. **Nagahangyo kami kanimo sa pag-apil niini nga pagtuon. Among hatagan sa dakong bili ang imong mga hunahuna ug mga tubag. Kini nga interview molungtad sa usa ka oras o labaw pa. Among ipasalig kanimo nga ang tanan impormasyon nga gihatag kanamo among ampingan nga walay laing masayod ug gamiton lamang alang sa katuyuan niini nga pagtuon.**

This study is conducted anonymously. You will only be identified through code numbers. Your identity will not be stored with other information we collect about you. Your responses will be assigned a code number, and the list connecting your name with this number will be kept in a locked room and will be destroyed once all the data has been collected and analysed. Any information we obtain from you during the research will be kept strictly confidential. **Gihimo kini nga pagtuon nga dili ka mailhan. Mailhan ka lang pinaagi sa numero nga e assign kanimo. Ang mga timailhan sa imong kaugalingon dili namo tipigan kauban sa mga inpormasyon nga among nakuha kanimo. Ang imong mga tubag pulihan ug mga assigned nga numero, ug ang listahan nga naa ang imong ngalan ug ang numero nga gipuli sa imong ngalan, hiposon sa serado nga kuarto ug kini paga sunogon human ang mga inpormasyon nga among nakuha matan-aw ug ma estudyohan na. Ang mga inpormasyon nga among makuha kanimo gamiton lang sa katuyoan niini nga pagtuon ug dili mahibaloan sa uban.**

Your participation will be highly appreciated. The answers you give will help provide better information to policy makers, practitioners and programme managers so that they can plan for better services in response to crisis situations. **Among ikalipay ang imong pag-apil niini nga pagtuon. Ang mga tubag nga imong mahatag makatabang sa mas maayo nga inpormasyon ngadto sa policy-makers, practitioners ug program managers aron sila maka plano sa mas maayo nga serbisyo sa pagtubag sa mga kalisod sa panahon nga adunay crisis.**

Are you willing to take part in this survey? *Interesado ka ba mo-apil niini nga pagtuon?*

 YES NO

## ORAL CONSENT FORM

(SHOW AND READ ORAL CONSENT FORM)

**(To be read to the respondent prior to asking questions.)**

I have fully understood the purpose of the study. I have given my consent to participate in the survey.

*Akong nasabtan ang katuyuan niini mga pagtuon ug uyon ako nga mo apil niini.*

\_\_\_\_\_  
Name and signature of respondent

\_\_\_\_\_  
Interviewer's signature over printed name

## INTERVIEWER INSTRUCTIONS

IN GENERAL, THE PERSON INTERVIEWED SHOULD BE THE HEAD OF HOUSEHOLD. IF HE/SHE IS NOT AVAILABLE, FIND A PRINCIPAL RESPONDENT TO ANSWER THE QUESTIONS IN HIS/HER PLACE. THE PERSON SELECTED MUST BE A MEMBER OF THE HOUSEHOLD WHO IS ABLE TO GIVE INFORMATION ON THE OTHER HOUSEHOLD MEMBERS. THE RESPONDENT MUST BE MORE THAN 18 YEARS OLD—IF ONLY CHILDREN ARE PRESENT IN THE HOUSEHOLD, THE HOUSEHOLD SHOULD BE REPLACED INDICATING AS A REASON FOR REPLACEMENT “NO COMPETENT RESPONDENT.”

THROUGHOUT THE QUESTIONNAIRE, QUESTIONS SHOULD BE ASKED OF EACH ITEM IN THE ORDER IN WHICH THEY APPEAR UNLESS A SKIP IS INDICATED. SKIPS ARE INDICATED WITH ARROWS. A SINGLE ARROW, >, INDICATES THE NEXT QUESTION TO BE ASKED IF THAT PARTICULAR ANSWER HAS BEEN GIVEN. A DOUBLE ARROW, >>, INDICATES THE QUESTION TO BE ASKED NEXT REGARDLESS OF THE ANSWER GIVEN.

EVERYTHING THAT IS WRITTEN IN CAPITAL LETTERS IS FOR THE INTERVIEWER ONLY AND IS NOT TO BE READ ALOUD. EVERYTHING IN SMALL (LOWER CASE) LETTERS IS TO BE READ TO THE RESPONDENT EXACTLY AS IT IS WRITTEN. THE ONLY EXCEPTION IS THAT THE INTERVIEWER MUST REPLACE [NAME] OR [ITEM] WITH THE APPROPRIATE NAME OR ITEM WHEN READING THE QUESTION.

FOR EVERY QUESTION A SET OF RESPONSES IS PROVIDED WITH CODES FOR EACH RESPONSE. THE INTERVIEWER SHOULD WRITE ONLY THE CODES ON THE QUESTIONNAIRE. THE ONLY EXCEPTION IS WHEN THERE IS A LINE TO SPECIFY ANOTHER ANSWER AND EVEN THEN THE CODE FOR “OTHER” MUST BE ENTERED.

THERE ARE NO CODES FOR NOT APPLICABLE. THE INDICATED SKIPS ARE DESIGNED TO ENSURE THAT QUESTIONS THAT ARE NOT APPLICABLE ARE NOT ASKED. THE BLANKS FOR ANY SKIPPED QUESTION MUST BE LEFT EMPTY.

THERE ARE NO CODES FOR REFUSED TO ANSWER. IF A RESPONDENT REFUSES TO ANSWER, THE INTERVIEWER SHOULD REMIND HIM OR HER OF THE IMPORTANCE AND CONFIDENTIALITY OF THE SURVEY. IT IS VERY IMPORTANT THAT ALL ANSWERS ARE COLLECTED FOR EACH QUESTION. THERE ARE CODES FOR “DON’T KNOW” FOR SOME OF THE QUESTIONS. IF THE RESPONDENT DOES NOT KNOW THE ANSWER THE INTERVIEWER SHOULD WRITE “DK/CS.”

AT ALL TIMES THE INTERVIEWER MUST REMAIN PROFESSIONAL AND EXPRESS NO REACTION TO THE ANSWERS THAT ARE BEING GIVEN. THE RESPONDENT MUST FEEL COMFORTABLE TO TELL THE TRUTH. THE VALIDITY OF THE SURVEY RESULTS WILL BE HARMED IF RESPONDENTS TRY TO PROVIDE THE ANSWERS THAT THEY THINK THE INTERVIEWER WOULD APPROVE OF.

### *Contact persons:*

*Dr. Chona R. Echavez                      Project Coordinator                      contact #: 0917 712 0742*

*Marilou D. Tabor                              Operations Manager (RIMCU)                      contact #: 0917 712 0364*

## QUESTIONNAIRE INFORMATION

(TO BE COMPILED BY THE ENUMERATOR)

1	Date:		Start Time:		End Time:	
2A	1st Enumerator Name:		Initials/Code	2C	Supervisor/Team Leader Name:	
2B	2nd Enumerator Name:		Initials/Code			
3	Questionnaire Number					
4	Sitio/Purok					
5	Barangay					
6	Municipality					
7	Province					
8	Is this a replacement household?		1 = YES > Q9 2 = NO > Q10			
9	List how many unsuccessful attempts you had before within this village and select the reason for replacement. 1 = Dwelling not found (unclear if it still exists) 2 = Dwelling is unoccupied 3 = No competent respondent 4 = Household refused 5 = Other (SPECIFY _____)					
	1st unsuccessful attempt		2nd unsuccessful attempt		3rd unsuccessful attempt	
	DATE:	TIME OF VISIT:	DATE:	TIME OF VISIT:	DATE:	TIME OF VISIT:

PLEASE COMPLETE THE FOLLOWING TWO QUESTIONS AT THE END OF THE INTERVIEW.

10	This interview has been: 1 = Fully completed 2 = Partially completed	11	(SUPERVISORS ONLY) Questionnaire checked and approved: 1 = Yes 2 = No
12	LANDMARK FOR HOUSEHOLD IDENTIFICATION Please draw a MAP and write the identifying features of the location of the household that will help finding the same household. (USE BACK PAGE)		

FIELD EDITING		OFFICE EDITING
ENUMERATOR	SUPERVISOR	
PRINTED NAME OVER SIGNATURE / DATE	PRINTED NAME OVER SIGNATURE / DATE	PRINTED NAME OVER SIGNATURE / DATE

## SECTION A: HOUSEHOLD ROSTER

### (TO BE COMPLETED FOR ALL HOUSEHOLD MEMBERS)

I would like to make a complete list of all the people who normally live, eat their meals together and share expenses in this dwelling. First I would like the names of all the members of **your immediate family**, who normally live, eat their meals together and share expenses in this dwelling. Include the head of the household, his wife (or her husband) and his or her children in order of age. **Gusto ko maghimo sa listahan sa tanang mga tawo nga kasagarang nga nagpuyo, nagkaon ug nagtabang sa galastohan niini nga panimalay (sa miaging 9 nga bulan). Unahon nato paglista ang pangulo sa panimalay, imong asawa, mga anak (nga gikan sa kina magulangang nga edad).**

Please give me the names of any other persons **related to the head of the household** or to his/her wife/husband, together with their family members who normally live, eat their meals together and share expenses here. **Palihug ilakip ang mga paryente sa pangulo sa panimalay o sa iyang asawa uban ang ilang pamilya nga kasagara nagpuyo, nagkaon, ug nagtabang sa galastuhan sa inyong panimalay.**

Please give me the names of any other persons **not related to the head of household** or to his/her wife/husband but who normally live, eat their meals and share expenses here. For example, tenants, lodgers, servants or other persons who are not relatives. Are there any other persons **not present now but who normally live**, eat their meals here and share expenses? For example, anyone studying somewhere else or who is away visiting other people. **Palihug ilakip ang ubang mga tawo nga dili paryente sa pangulo sa panimalay o sa iyang asawa nga kasagara nagpuyo, nagkaon, ug nagtabang sa galastohan sa inyong panimalay. Pananglitan ang mga nagrenta, mga lodgers, mga katabang og uban pang mga tawo nga dili paryente. Aduna bay bisan kinsa nga tawo nga wala dinhi karon, pero kasagara nagpuyo, nagkaon ug nagtabang sa galastohan dinhi nga panimalay? For example, bisan kinsa nga nag-eskwela sa ubang lugar o bisan kinsa nga wala karon kay nagbisita sa ubang mga tawo sa ubang lugar.**

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
ID CODE	WRITE THE NAMES OF ALL INDIVIDUALS IN THE HOUSEHOLD. ALWAYS WRITE DOWN THE HEAD OF THE HOUSEHOLD FIRST, FOLLOWED BY HIS/HER SPOUSE AND THEIR CHILDREN IN ORDER OF AGE. NAME	RESPONDENT (TICK APPROPRIATE ROW)	SEX <b>Si [NAME] lalaki o babaye?</b>  1 = MALE 2 = FEMALE	RELATION TO THE HEAD OF THE HOUSEHOLD  <b>Ig unsa si [NAME] sa pangulo sa panimalay?</b>  SEE CODES BELOW	Can you tell me the month and year of birth of [NAME]?  <b>Kanus-a natawo si [NAME]?</b>  ALLOW "00" IF DON'T KNOW (MM/YYYY)	How old is [NAME]?  <b>Pila ang edad ni [NAME]?</b>  ALLOW "0" IF YOUNGER THAN ONE YEAR.	The place where [NAME] was born is:  <b>Asa natawo si [NAME]?</b>  SEE CODES BELOW  ALLOW "00" IF DON'T KNOW	Family status of [NAME]?  <b>Si [NAME] ba minyo, minyo pero nag ipon- ipon lang, nagbulag, balo, dalaga o ulitawo?</b>  READ TO RESPONDENT SEE CODES BELOW	Did [NAME] reside here yesterday?  <b>Nagpuyo ba si [NAME] dinhi sa inyong balay kagahapon?</b>  CODE: 1 = YES 2 = NO	What is [NAME]'s ethnic group?  <b>Unsa ang kagikan/ kaliwat ni [NAME]?</b>  SEE CODES BELOW	What is [NAME]'s religion?  <b>Unsa man ang religion ni [NAME]?</b>  SEE CODES BELOW
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											
A4: RELATION TO THE HEAD OF THE HOUSEHOLD		A7: The place where [NAME] was born is		A8: Family status of [NAME]?		A10: What is [NAME]'s ethnicity?			A11: Religion		
CODE: 1 = HEAD 2 = SPOUSE 3 = SON/DAUGHTER 4 = SON-IN-LAW/DAUGHTER-IN-LAW 5 = FATHER/MOTHER 6 = FATHER/MOTHER OF THE HEAD'S WIFE 7 = FATHER/MOTHER OF THE HEAD'S HUSBAND 8 = BROTHER/SISTER 9 = GRANDCHILD 10 = GRANDPARENT 11 = COUSIN 12 = OTHER RELATIVE 13 = NO RELATION 14 = SERVANT, NANNY 15 = LODGER/TENANT		CODE: 0 = Same place 1 = Different <i>sitio</i> but same <i>barangay</i> 2 = Different <i>barangay</i> but same municipality 3 = Different municipality but same province 4 = Different province but same region 5 = Another province within Mindanao 6 = Visayas 7 = Luzon 8 = Abroad		CODE: 1 = Married 2 = Not officially married, but living together as a family 3 = Divorced/separated 4 = Widow/widower 5 = Never married		CODE 1 – Badjao 2 – Bagobo 3 – B'laan 4 – Bukidnon 5 – Higaonon 6 – Maguindanao 7 – Mamanua 8 – Mandaya 9 – Manubo 10 – Mansaka 11 – Maranao 12 – Samal 13 – Subanen 14 – Tausug 15 – Tiboli 16 – Tiduray 17 – Cebuano 18 – Ilonggo 19 – Tagalog 20 – Ilocano 21 – Others (specify)			CODE 1 = Roman Catholic 2 = Protestant 3 = Islam 4 = INC (Iglesia ni Cristo) 5 = Born Again Christian 6 = Animist 7 = Jehova's Witness 8 = Others (specify)		

## SECTION B. EDUCATION, EMPLOYMENT AND HEALTH

ID CODE	B1	B2		B3			B4		B5		B6		
				B3A	B3B	B3C	1st Illness	2nd Illness	1st Illness	2nd Illness	1st Illness	2nd Illness	
	Can you/[NAME] read and write a letter?  <b>Makabasa ug makasulat ba si [NAME]?</b>  1 = YES, WITHOUT DIFFICULTIES 2 = YES, BUT WITH DIFFICULTIES 3 = NO	What was the highest class you/[NAME] completed at school? <b>Unsa ang kinatas-an nga grado ang nahuman ni [NAME] sa pag-eskuwela?</b>  ALLOW FOR "00" IF CLASS IS NOT KNOWN  <i>SEE CODES BELOW</i>		What is the occupation / work/ activity of [NAME] in the last seven days? <b>Unsa ang kasagaran nga trabaho ni [NAME] sa milabay nga 7 ka adlaw?</b>  ONLY RECORD MAIN ACTIVITY/OCCUPATION.  PLEASE SEE ATTACHED CODE SHEET FOR THE DETAILED LIST OF OCCUPATION If Code 0 = None ➤ <b>B3c</b>	IF EMPLOYED, what is [NAME]'s employment status? <b>Unsa man ang status sa trabaho ni [NAME]?</b>  <i>SEE CODES BELOW</i>  <b>After answering ➤ B4</b>	IF NOT EMPLOYED, why is [NAME] not employed? <b>Ngano man si [NAME] walay trabaho?</b>  <i>SEE CODES BELOW</i>	Have you/[NAME] had any of the following illnesses/injuries in the last 30 days? <b>Nasakit ba o na aksidente si [NAME] sa miaging 30 ka adlaw?</b>  ALLOW FOR MORE THAN ONE CODE  <i>SEE CODES BELOW</i>	Did [NAME] seek medical attention because of any of these illnesses or injuries in the past 30 days? <b>Nagpatambal ba si [NAME] sa iyang sakit o sa iyang aksidente sa miaging 30 ka adlaw?</b>  1 = YES 2 = NO ➤ <b>SECTION C</b>	Where did [NAME] seek treatment for these illnesses/injuries in the last 30 days? <b>Asa man si [NAME] nagpatambal sa sakit o sa pagka-aksidente sa miaging 30 ka adlaw?</b>  CODE: 1 = WESTERN 2 = TRADITIONAL 3 = BOTH				
		LEVEL	CLASS										
01													
02													
03													
04													
05													
06													
07													
08													
09													
10													
<b>B2: What was the highest class completed</b>		<b>B3b: Employment status:</b>		<b>B3c: Did not work because:</b>		<b>B4: Illnesses</b>							
LEVEL: 1 = None 2 = Pre-primary 3 = Primary 4 = Junior high school 5 = Senior high school 6 = College/university 7 = Master/postgraduate 8 = Vocational 9 = Adult education 10 = DK/CS		CLASS: 1 - 2 1 - 6 7 - 10 11 - 12 1 - 5 1 - 4 1 - 2 -		CODE: 1 = Worked for pay (salary, wage, self-employed) 2 = Worked without pay (apprentice, family business) 3 = Did not work but have a job		CODE 1 = Only studied (student) 2 = Too young (not student) 3 = Too old/retired 4 = Home/household work (includes live-in servant) 5 = Disabled/invalid/ ill 6 = Don't need to 7 = Did not work but looked for a job 8 = Other (SPECIFY _____)		CODE: 0 = NONE 1 = COLD/FLU/FEVER 2 = URINARY TRACT INFECTION 3 = ACUTE RESPIRATORY INFECTION 4 = DIARRHOEA 5 = DYSENTRY ( <i>nalibang og dugo</i> ) 6 = OTHER GASTROINTESTINAL INFECTION 7 = HEADACHE 8 = HEART 9 = LUNG 10 = BROKEN BONE 11 = MEASLES 12 = CHICKEN POX 13 = POLIO 14 = DENGUE 15 = MALARIA 16 = TYPHOID 17 = TUBERCULOSIS (TB) 18 = CANCER 19 = DIABETES 20 = HYPERTENSION 21 = MALNUTRITION 22 = SICK BUT CAUSE UNKNOWN 23 = OTHER (SPECIFY _____)					

**SECTION C. MIGRATION (TO BE COMPLETED FOR ALL HOUSEHOLD MEMBERS)**

	C1	C2	C3	C4	C5	C6
ID CODE	<p>Over the last 12 months, has [NAME] ever lived elsewhere and/or is [NAME] currently living elsewhere? <b>Sa imaging 12 ka bulan, si [NAME] nakapuyo ba sa laing lugar o naa nagpuyo sa laing lugar sa pagkakaran?</b></p> <p>1 = YES 2 = NO ➤skip to NEXT MEMBER</p>	<p>Why has [NAME] been away and/or why is [NAME] currently away? <b>Ngano si [NAME] wala?</b></p> <p>CODE: 1 = SCHOOL, STUDY 2 = BECAUSE OF PAID WORK 3 = VISITING RELATIVES 4 = HEALTH REASONS 5 = OTHER (SPECIFY) 6 = DK/CS</p> <p>ALLOW FOR MORE THAN ONE CODE</p> <p>IF THERE IS CODE 2, PROCEED TO C3, C4 and C5, or else go to NEXT MEMBER</p>	<p>Where has [NAME] been working or where is [NAME] currently working? <b>Asa man nga lugar si [NAME] nag trabaho karon?</b></p> <p>CODE 1 = Different sitio but same barangay 2 = Different barangay but same municipality 3 = Different municipality but same province 4 = Different province but same region 5 = Another province within Mindanao 6 = Visayas 7 = Luzon 8 = Abroad</p> <p>IF MORE THAN ONE LOCATION PLEASE USE THE ONE CODE? STAYED THE LONGEST</p>	<p>What is the stratum (urban/rural) of the work place? <b>Unsa nga klase nga lugar?</b></p> <p>CODE 1 = Rural 2 = Urban</p> <p>ALLOW TO WRITE "00" IF DON'T KNOW</p>	<p>How often has [NAME] been away for work over the last 12 months? <b>Sa miaging dose (12) ka bulan, makapila si [NAME] wala dinhi tungod nag trabaho?</b></p> <p>WRITE DOWN THE NUMBER OF TIMES</p> <p>ALLOW TO WRITE "00" IF DON'T KNOW OR IF NOT APPLICABLE</p>	<p>How many days in total was [NAME] away for work during the last 12 months? <b>Sa miaging dose (12) ka bulan, pila TANAN ka adlaw nga wala si [NAME] wala dinhi tungod nag trabaho??</b></p> <p>(Number of days)</p>
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						

## SECTION D. PARTICIPATION IN HUMANITARIAN PROGRAMMES

Now, I will ask you questions about your participation in humanitarian interventions and programmes.

**Karon, mangutana ako sa inyong partisipasyon bahin sa inyong nadawat nga mga hinabang ug programa.**

		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Service/ humanitarian programmes <b>Mga serbisyo/ Hinabang o Programa</b>	SERVICE CODE	Has your household benefited from [SERVICE] in the past 24 months? <b>Sa miaging 24 ka bulan ang inyong panimalay nahatagan ba niining mga serbisyo? Ilakip karon nga panahon.</b>  INCLUDE CURRENTLY  1 = YES 2 = NO > NEXT SERVICE	Do you know which organization or NGO is or was providing the [SERVICE]? <b>Unsa nga mga organisasyon o NGO ang naghatag niini nga serbisyo?</b>  <i>(Do not prompt, record all that apply)</i>	When did your household first start receiving [SERVICE] from the programme? <b>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa UNANG HIGAYON gikan niini nga (SERVICE)?</b>  (MM/YYYY)	When did your household last receive [SERVICE]? <b>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa KATAPUSAN higayon niini nga (SERVICE)?</b>  (MM/YYYY)	How many times did your household benefit from [SERVICE] in the first month of the intervention? <b>Pila man ka higayon ang inyong panimalay nahatagan niini nga (SERVICE) sa una nga bulan nga kini ninyo nadawat</b>  1 = DAILY 2 = WEEKLY 3 = TWICE A MONTH 4 = MONTHLY 5 = QUARTERLY 6 = YEARLY 7 = OTHER (SPECIFY)	In your opinion, do you think that the <b>quantity</b> of this [SERVICE] fits your and your household members' needs? <b>Sa imong pagtoo, ang GIDAGHANON niini nga (SERVICE) mopasigo ba sa imong gikinahanglan ug sa inyong panimalay?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	In your opinion, do you think that the <b>quality</b> of this [SERVICE] fits your and your household members' needs? <b>Sa imong pagto-o, ang KALIDAD niini nga (SERVICE) mohaom ba sa imong gikinahanglan ug sa inyong panimalay?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Do you think that you have room to influence the delivery of this [SERVICE]? <b>Sa imong hunahuna, maka impluwensya ka ba sa paghatag niini nga (SERVICE)?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Who primarily accesses the service within your household? <b>Kinsa man ang adunay access sa serbisyo sa inyong panimalay?</b>  Codes: 1 = Male 2 = Female 3 = Both Male and Female	Does this programme adequately fit [RESPONDENT SEX] needs? <b>Kini nga programa haom ba sa mga panginahanglan sa babaye o lalake?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree
General food distribution	01										
Food for assets/cash for work/food for work	02										
Blanket/targeted supplementary feeding	03										
School meals	04										
Creation/rehabilitation of school facilities	05										
Creation/rehabilitation of health facilities	06										

## SECTION D. PARTICIPATION IN HUMANITARIAN PROGRAMMES (CONTINUED)

		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Service/ humanitarian programmes <i>Mga serbisyo/ Hinabang o Programa</i>	SERVICE CODE	Has your household benefited from [SERVICE] in the past 24 months? <i>Sa miaging 24 ka bulan ang inyong panimalay nahatagan ba niining mga serbisyo? Ilakip karon nga panahon.</i>  INCLUDE CURRENTLY  1 = YES 2 = NO ▶ NEXT SERVICE	Do you know which organization or NGO is or was providing the [SERVICE]? <i>Unsa nga mga organisasyon o NGO ang naghatag niini nga serbisyo?</i>  <i>(Do not prompt, record all that apply)</i>	When did your household first start receiving [SERVICE] from the programme? <i>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa UNANG HIGAYON gikan niini nga (SERVICE)?</i>  (MM/YYYY)	When did your household last receive [SERVICE]? <i>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa KATAPUSAN higayon niini nga (SERVICE)?</i>  (MM/YYYY)	How many times did your household benefit from [SERVICE] in the first month of the intervention? <i>Pila man ka higayon ang inyong panimalay nahatagan niini nga (SERVICE) sa una nga bulan nga kini ninyo nadawat</i>  1 = DAILY 2 = WEEKLY 3 = TWICE A MONTH 4 = MONTHLY 5 = QUARTERLY 6 = YEARLY 7 = OTHER (SPECIFY)	In your opinion, do you think that the <b>quantity</b> of this [SERVICE] fits your and your household members' needs? <i>Sa imong pagtoo, ang GIDAGHANON niini nga (SERVICE) mopasigo ba sa imong gikinahanglan ug sa inyong panimalay?</i>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	In your opinion, do you think that the <b>quality</b> of this [SERVICE] fits your and your household members' needs? <i>Sa imong pagto-o, ang KALIDAD niini nga (SERVICE) mohaom ba sa imong gikinahanglan ug sa inyong panimalay?</i>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Do you think that you have room to influence the delivery of this [SERVICE]? <i>Sa imong hunahuna, maka impluwensya ka ba sa paghatag niini nga (SERVICE)?</i>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Who primarily accesses the service within your household? <i>Kinsa man ang adunay access sa serbisyo sa inyong panimalay?</i>  Codes: 1 = Male 2 = Female 3 = Both Male and Female	Does this programme adequately fit [RESPONDENT SEX] needs? <i>Kini nga programa haom ba sa mga panginahanglan sa babaye o lalake?</i>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree
Provision of hygiene and dignity kits, maternal kits, etc.	07										
Water distribution (provision of water, water containers, water sanitation kits and water trucking)	08										
Rehabilitation of private and/or communal sanitation facilities	09										
Training programmes (credit, peace resolution, infrastructure maintained, etc.)	10										
Veterinary/livestock care (breeding, deworming, feeding, etc.)	11										

## SECTION D. PARTICIPATION IN HUMANITARIAN PROGRAMMES (CONTINUED)

		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Service/ humanitarian programmes <b>Mga serbisyo/ Hinabang o Programa</b>	SERVICE CODE	Has your household benefited from [SERVICE] in the past 24 months? <b>Sa miaging 24 ka bulan ang inyong panimalay nahatagan ba niining mga serbisyo? Ilakip karon nga panahon.</b>  INCLUDE CURRENTLY  1 = YES 2 = NO 3 = NEXT SERVICE	Do you know which organization or NGO is or was providing the [SERVICE]? <b>Unsa nga mga organisasyon o NGO ang naghatag niini nga serbisyo?</b>  (Do not prompt, record all that apply)	When did your household first start receiving [SERVICE] from the programme? <b>Unsa nga bulan ug tuig, ang inyong panimalay nakadawat sa UNANG HIGAYON gikan niini nga (SERVICE)?</b>  (MM/YYYY)	When did your household last receive [SERVICE]? <b>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa KATAPUSAN higayon niini nga (SERVICE)?</b>  (MM/YYYY)	How many times did your household benefit from [SERVICE] in the first month of the intervention? <b>Pila man ka higayon ang inyong panimalay nahatagan niini nga (SERVICE) sa una nga bulan nga kini ninyo nadawat</b>  1 = DAILY 2 = WEEKLY 3 = TWICE A MONTH 4 = MONTHLY 5 = QUARTERLY 6 = YEARLY 7 = OTHER (SPECIFY)	In your opinion, do you think that the <b>quantity</b> of this [SERVICE] fits your and your household members' needs? <b>Sa imong pagtoo, ang GIDAGHANON niini nga (SERVICE) mopasigo ba sa imong gikinahanglan ug sa inyong panimalay?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	In your opinion, do you think that the <b>quality</b> of this [SERVICE] fits your and your household members' needs? <b>Sa imong pagto-o, ang KALIDAD niini nga (SERVICE) mohaom ba sa imong gikinahanglan ug sa inyong panimalay?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Do you think that you have room to influence the delivery of this [SERVICE]? <b>Sa imong hunahuna, maka impluwensya ka ba sa paghatag niini nga (SERVICE)?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Who primarily accesses the service within your household? <b>Kinsa man ang adunay access sa serbisyo sa inyong panimalay?</b>  Codes: 1 = Male 2 = Female 3 = Both Male and Female	Does this programme adequately fit [RESPONDENT SEX] needs? <b>Kini nga programa haom ba sa mga panginahanglan sa babaye o lalake?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree
Animal dispersal	12										
Agriculture productive assets rehabilitation (provision of seeds, tools and pesticides, crop/tree nursery, pest control, etc.)	13										
Provision of shelter and non-food items (including tarpaulins and shelter rehabilitation kits, etc.)	14										
Provision of evacuation centres	15										
Provision of women friendly spaces/ child friendly spaces	16										

## SECTION D. PARTICIPATION IN HUMANITARIAN PROGRAMMES (CONTINUED)

		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Service/ humanitarian programmes <b>Mga serbisyo/ Hinabang o Programa</b>	SERVICE CODE	Has your household benefited from [SERVICE] in the past 24 months? <b>Sa miaging 24 ka bulan ang inyong panimalay nahatagan ba niining mga serbisyo? Ilakip karon nga panahon.</b>  INCLUDE CURRENTLY  1 = YES 2 = NO 3 = NEXT SERVICE	Do you know which organization or NGO is or was providing the [SERVICE]? <b>Unsa nga mga organisasyon o NGO ang naghatag niini nga serbisyo?</b>  <i>(Do not prompt, record all that apply)</i>	When did your household first start receiving [SERVICE] from the programme? <b>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa UNANG HIGAYON gikan niini nga (SERVICE)?</b>  (MM/YYYY)	When did your household last receive [SERVICE]? <b>Unsa nga bulan ug tuig ang inyong panimalay nakadawat sa KATAPUSAN higayon niini nga (SERVICE)?</b>  (MM/YYYY)	How many times did your household benefit from [SERVICE] in the first month of the intervention? <b>Pila man ka higayon ang inyong panimalay nahatagan niini nga (SERVICE) sa una nga bulan nga kini ninyo nadawat</b>  1 = DAILY 2 = WEEKLY 3 = TWICE A MONTH 4 = MONTHLY 5 = QUARTERLY 6 = YEARLY 7 = OTHER (SPECIFY)	In your opinion, do you think that the <b>quantity</b> of this [SERVICE] fits your and your household members' needs? <b>Sa imong pagtoo, ang GIDAGHANON niini nga (SERVICE) mopasigo ba sa imong gikinahanglan ug sa inyong panimalay?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	In your opinion, do you think that the <b>quality</b> of this [SERVICE] fits your and your household members' needs? <b>Sa imong pagto-o, ang KALIDAD niini nga (SERVICE) mohaom ba sa imong gikinahanglan ug sa inyong panimalay?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Do you think that you have room to influence the delivery of this [SERVICE]? <b>Sa imong hunahuna, maka impluwensya ka ba sa paghatag niini nga (SERVICE)?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	Who primarily accesses the service within your household? <b>Kinsa man ang adunay access sa serbisyo sa inyong panimalay?</b>  Codes: 1 = Male 2 = Female 3 = Both Male and Female	Does this programme adequately fit [RESPONDENT SEX] needs? <b>Kini nga programa haom ba sa mga panginahanglan sa babaye o lalake?</b>  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree
Counselling/ stress debriefing	17										
4Ps (conditional cash transfer programme)	18										
Other conditional cash assistance/ transfers	19										
Unconditional cash assistance/ transfers	20										
Others (specify _____)	21										

## SECTION E. PARTICIPATION IN COMMUNITY GROUPS/ SOCIAL CAPITAL

Now I will ask you questions about your participation in community groups in the village.

**Karon mangutana ako sa imong partisipasyon sa mga organisasyon o grupo dinhi sa inyong lugar.**

		E1	E2	E3	E4	E5	E6	E7	E8		
COMMUNITY GROUP <b>GRUPO SA BARANGAY</b>	COMMUNITY GROUP CODE	Does this [COMMUNITY GROUP] exist in the community?  <b>Kini ba nga COMMUNITY GROUP ania sa inyong barangay?</b>  1 = YES 2 = NO > NEXT COMMUNITY GROUP	Did any member of the household belong to or participate in this [COMMUNITY GROUP] over the last 24 months? <b>Sa miaging dose (12) ka bulan, aduna bay miembro sa inyong panimalay nga naka-apil niining COMMUNITY GROUP?</b>  IF YES WRITE THE ID CODE OF THE PERSON WHO PARTICIPATED 1 = YES 2 = NO > <b>E8</b>	What is the role that you/ [ID CODE] have in the [COMMUNITY GROUP]? <b>Unsa man ang imong/iyang kagtungdanan niining COMMUNITY GROUP?</b>  1 = PRESIDENT CHAIRMAN CHAIRLADY 2 = VICE-PRESIDENT 3 = SECRETARY 4 = JOINT SECRETARY 5 = TREASURER 6 = MEMBER	How often do you conduct meetings? <b>Makapila man kamo mag meeting?</b>  Code: 1. Weekly 2. Monthly 3. Quarterly 4. Yearly 5. Others (specify)	How many times did you/ [ID CODE] attend these meetings in the last 12 months? <b>Maka pila ka/siya nakatambong sa meeting niining COMMUNITY GROUP sa miaging dose (12) ka bulan?</b>  ALLOW "00" IF DON'T KNOW.	Why have you/[ID CODE] been a member of this [COMMUNITY GROUP] during the last 24 months? <b>Nganong nagpa miembro ka/siya niini nga COMMUNITY GROUP sa miaging dose (12) bulan?</b>  (Do not prompt, record all that apply)  ALLOW TWO ANSWERS  1 = INFORMATION/GET TRAINING 2 = PARTICIPATE IN THE DECISION PROCESS (FOOD DISTRIBUTION OR INFRASTRUCTURE MAINTENANCE) 3 = ACCESS TO CREDIT/ PRODUCTION INPUTS 4 = SOCIAL GATHERING 5 = OBTAIN USEFUL CONTACTS 6 = EASIER ACCESS TO GOODS/SERVICES 7 = SERVE THE COMMUNITY 8 = OTHER (SPECIFY _____) 9 = DK/CS	What problems did the group encounter in its activities during the last 24 months? <b>Sa miaging dose (12) ka bulan, unsa ang mga problema nga na agian o nasinati-an sa COMMUNITY GROUP sa ilang mga kalihokan?</b>  (Do not prompt, record all that apply)  ALLOW TWO ANSWERS  1 = NO PROBLEM 2 = TOO FEW MEMBERS 3 = MEMBERS NOT MOTIVATED 4 = NO LEADERSHIP 5 = LACK OF FUNDS 6 = LACK OF RULES 7 = LACK OF INFLUENCE IN THE COMMUNITY 8 = POLITICAL INTERFERENCE 9 = DISPUTES 10 = OTHER (SPECIFY _____) 11 = DK/CS	Can you tell me how many people participate to this [COMMUNITY GROUP] and how many are women?  <b>Pila tanan ka mga tawo ang niapil niining COMMUNITY GROUP, pila ang mga BABAYE?</b>  WRITE A NUMBER FOR TOTAL PARTICIPANTS AND A NUMBER FOR FEMALE PARTICIPANTS. ALLOW "00" IF DON'T KNOW.		
			CODE ↑	ID CODE		NUMBER	ANSWER 1	ANSWER 2	ANSWER 1	ANSWER 2	TOTAL
DISASTER RISK REDUCTION GROUP (example: BDRRMC)	01										
WATER MANAGEMENT GROUP	02										
INFRA-STRUCTURE MANAGEMENT GROUP	03										
PEACE COMMITTEE	04										
WOMEN'S GROUP	05										

**SECTION E. PARTICIPATION IN COMMUNITY GROUPS/ SOCIAL CAPITAL (CONTINUED)**

		E1	E2	E3	E4	E5	E6	E7	E8		
COMMUNITY GROUP <b>GRUPO SA BARANGAY</b>	COMMUNITY GROUP CODE	Does this [COMMUNITY GROUP] exist in the community?  <i>Kini ba nga COMMUNITY GROUP ania sa inyong barangay?</i>  1 = YES 2 = NO > NEXT COMMUNITY GROUP	Did any member of the household belong to or participate in this [COMMUNITY GROUP] over the last 24 months? <i>Sa miaging dose (12) ka bulan, aduna bay miembro sa inyong pamilya nga naka-apil niining COMMUNITY GROUP?</i>  IF YES WRITE THE ID CODE OF THE PERSON WHO PARTICIPATED 1 = YES 2 = NO > <b>E8</b>	What is the role that you/ [ID CODE] have in the [COMMUNITY GROUP]? <i>Unsa man ang imong/iyang kagtungdanan niining COMMUNITY GROUP?</i>  1 = PRESIDENT CHAIRMAN CHAIRLADY 2 = VICE-PRESIDENT 3 = SECRETARY 4 = JOINT SECRETARY 5 = TREASURER 6 = MEMBER	How often do you conduct meetings? <i>Makapila man kamo mag meeting?</i>  Code: 1. Weekly 2. Monthly 3. Quarterly 4. Yearly 5. Others (specify)	How many times did you/ [ID CODE] attend these meetings in the last 12 months? <i>Maka pila ka/siya nakatambong sa meeting niining COMMUNITY GROUP sa miaging dose (12) ka bulan?</i>  ALLOW "00" IF DON'T KNOW.	Why have you/[ID CODE] been a member of this [COMMUNITY GROUP] during the last 24 months? <i>Nganong nagpa miembro ka/siya niini nga COMMUNITY GROUP sa miaging dose (12) bulan?</i>  (Do not prompt, record all that apply)  ALLOW TWO ANSWERS  1 = INFORMATION/GET TRAINING 2 = PARTICIPATE IN THE DECISION PROCESS (FOOD DISTRIBUTION OR INFRASTRUCTURE MAINTENANCE) 3 = ACCESS TO CREDIT/ PRODUCTION INPUTS 4 = SOCIAL GATHERING 5 = OBTAIN USEFUL CONTACTS 6 = EASIER ACCESS TO GOODS/SERVICES 7 = SERVE THE COMMUNITY 8 = OTHER (SPECIFY _____) 9 = DK/CS	What problems did the group encounter in its activities during the last 24 months? <i>Sa miaging dose (12) ka bulan, unsa ang mga problema nga na agian o nasinati-an sa COMMUNITY GROUP sa ilang mga kalihokan?</i>  (Do not prompt, record all that apply)  ALLOW TWO ANSWERS  1 = NO PROBLEM 2 = TOO FEW MEMBERS 3 = MEMBERS NOT MOTIVATED 4 = NO LEADERSHIP 5 = LACK OF FUNDS 6 = LACK OF RULES 7 = LACK OF INFLUENCE IN THE COMMUNITY 8 = POLITICAL INTERFERENCE 9 = DISPUTES 10 = OTHER (SPECIFY _____) 11 = DK/CS	Can you tell me how many people participate to this [COMMUNITY GROUP] and how many are women?  <i>Pila tanan ka mga tawo ang niapil niining COMMUNITY GROUP, pila ang mga BABAYE?</i>  WRITE A NUMBER FOR TOTAL PARTICIPANTS AND A NUMBER FOR FEMALE PARTICIPANTS. ALLOW "00" IF DON'T KNOW.		
			CODE ↑	ID CODE		NUMBER	ANSWER 1	ANSWER 2	ANSWER 1	ANSWER 2	TOTAL
YOUTH GROUP	06										
MICROCREDIT GROUP (e.g., a cooperative)	07										
SENIOR CITIZEN GROUP	08										
OTHER (SPECIFY)	09										

## SECTION F. FOOD SECURITY

NO	QUESTION	CODE					
F1	In the past 12 months, how often did you or any members of the household go to bed hungry? <i>Sa miaging dose (12) ka bulan, makapila nahitabo nga ikaw o bisan kinsa nga miembro sa inyong panimalay nga natulog nga GUTOM?</i>	1 = Often 2 = Sometimes 3 = Rarely 4 = Never > F4					
F2	Which household members are deprived the most by this shortage of food? <i>Kinsa ang miembro sa inyong panimalay ang kanunay nga makulangan tungod sa kakulangan sa pagkaon?</i> TICK ONE OR MORE	Male adults					
		Female adults					
		Male children/boys					
		Female children/girls					
F3	What actions did your household take to deal with not having enough food to eat? <i>Unsa ang gihimo sa inyong panimalay sa panahon nga dili igo ang pagkaon?</i> LIST UP TO THREE ACTIONS IN ORDER OF IMPORTANCE. (Do not prompt, code all that apply)	1st Action					
		2nd Action					
		3rd Action					
F3	CODE: 1 = ATE LESS FOOD 2 = ATE LESS MEAT/VEGETABLES/LESS FOOD VARIETY 3 = BORROWED MONEY FROM FRIENDS/RELATIVES (FOOD CREDIT) 4 = BORROWED MONEY FROM COMMUNITY (FOOD CREDIT) 5 = SOLD LIVESTOCK OR OTHER ASSETS TO PURCHASE FOOD 6 = ATE YOUR LIVESTOCK (CATTLE, ETC.) USUALLY KEPT AS ASSETS OR FOR MILK 7 = GOT FOOD AID FROM NGOS 8 = RURAL TO URBAN MIGRATION TO ACCESS A PAID JOB 9 = COLLECTED WILD FRUITS/HUNTING/FISHING 10 = OTHERS (SPECIFY)						
F4	How many meals did household members consume yesterday? <i>Pila ka kan-anan ang nakaon sa mga miembro sa panimalay KAGAHAPON?</i> [NUMBER OF MEALS] ALLOW "00" IF DON'T KNOW.						
	<b>ID No.</b> <b>NUMBER OF MEALS</b>						
	01	06	11	16			
	02	07	12	17			
	03	08	13	18			
	04	09	14	19			
F5	What constraints do you face in accessing sufficient food for household consumption? <i>Unsa ang mga babag o naka-pugong nga inyong giatubang sa pag angkon sa igong pagkaon o kunsumo sa inyong panimalay.</i>  (Select all that apply)  (Do not prompt, code all that apply)	1 = No problems accessing food 2 = Quality of food aid is poor (expired/spoiled) 3 = Quantity of food aid is not enough 4 = Not targeted by the food aid 5 = Prices have increased/food too expensive 6 = No money to buy food 7 = Food scarce in the market 8 = Poor crop production 9 = Non-preferred food is distributed 10 = Distributions are disorganized/chaotic/violent 11 = Not enough land to cultivate 12 = Discrimination/corruption in food distribution process 13 = Food aid arrives late 14 = Market is too far away 16 = Food distribution point is too far/unable to access it 17 = Other (specify _____)					

## SECTION F. FOOD SECURITY (CONTINUED)

TYPES OF FOODS	F6		F7	F8
	YES	NO		
	<p>I would like to ask you about the types of foods that you or anyone else in your household ate <b>yesterday</b> during the day and at night. <i>Mangutana ako kanimo mahitungod sa unsa nga klase sa pagkaon ang inyong gikaon o bisan kinsa nga miembro sa inyong panimalay KAGAHAPON, panahon sa adlaw ug gabii. Nakakaon/ konsumo ba kamo niining musonod:</i></p>		<p>Please tell me the number of days you or anyone in the household have eaten the following foods <b>within the last week</b> (maximum seven days). <i>Palihog sultihí ako, pila ka adlaw nga ikaw o bisan kinsa nga miembro sa inyong panimalay nakaka-on niini nga pagkaon sulod sa miaging semana (pinakataas ang 7 ka adlaw).</i></p> <p>REFER TO THREE MEALS</p> <p>(NOTE: WE ARE EXCLUDING WHAT THEY HAVE EATEN FOR SNACKS)</p>	<p>Where did you obtain the mentioned food items? <i>Asa kini ninyo nakuha nga pagkaon?</i></p> <p>CODE: 1 = Formal food aid/rations 2 = Own production 3 = Hunting/gathering/ fishing 4 = Market//shops 5 = Gifts from friends/relatives (incl. sharing) 6 = Received in kind against labour or other items 7 = Borrowed 8 = Trading 9 = Other (SPECIFY)</p> <p>MAIN SOURCE (WHERE BULK OF THE FOOD ITEM WAS OBTAINED)</p>
Any rice or corn or flour?	1	2		
Any root crops, e.g., potatoes, sweet potatoes, cassava or other root or tuber foods?	1	2		
Any vegetables, e.g., cabbage, lettuce, tomatoes, onions, carrots, peppers, lettuce?	1	2		
Any fruits, e.g., papaya, mangoes, pineapple, bananas or other fruits?	1	2		
Any meat (pork, beef, chicken)?	1	2		
Any eggs?	1	2		
Any fish/seafood?	1	2		
Any legumes, e.g., beans, peas, lentils, nuts?	1	2		
Any milk or milk products?	1	2		
Any oil or butter or fat?	1	2		
Any sugar or honey?	1	2		
Any other foods such as spices, salt, coffee, tea, soft drinks?	1	2		



## SECTION G. VIOLENCE, NATURAL CALAMITIES, LOCAL TENSION AND SAFETY (CONTINUED)

FLOODS		
G10	How many times was your household affected by floods in the past 24 months? <i>Makapila man ka higayon nga ang inyong panimalay na apektuhan sa pagbaha sa miaging 24 ka bulan?</i>	Number of times:
G11	What was the most severe instance of flooding you experienced in the past 24 months? <i>Unsa man ang pinaka grabeh nga baha ang inyong nasinatian sa imaging 24 ka bulan?</i> MENTION NAME AND DATE IT OCCURED	Name of severe flood:
		Date: (mm/yyyy):
G12	During the flood, how high did the water reach in the homestead (in metres)? <i>Sa panahon sa pagbaha, unsa ka taas ang baha nga mi abot sa inyong tugkaran?</i>	Metres:
G13	During the flood, how high did the water reach in the home (in metres)? <i>Sa panahon sa pagbaha, unsa ka taas ang baha nga mi abot sa inyong panimalay?</i>	Metres:
G14	During the flood, how long did the water stay in the home (in days)? <i>Sa panahon sa pagbaha, unsa ka dugay human mi hubas ang baha sa inyong panimalay?</i>	Number of days
G15	Would you say your home was...? <i>Unsa man nga klase sa pagkaguba sa inyong panimalay?</i>  IF NO DAMAGE > G17	1 = No Damage 2 = Slightly Damaged, 3 = Partial Collapse 4 = Total Collapse
G16	During the flood, how much did you spend to repair the home (in PHP)? <i>Sa panahon sa pagbaha, pila ang nagasto para pa ayo sa inyong panimalay?</i>	PHP
G17	How many household members were injured? <i>Aduna bay miembro sa panimalay nga nasamad?</i> ALLOW "00" IF NONE	Number of injured household members
G18	How many household members died? <i>Pila ka miembro sa panimalay ang namatay?</i> ALLOW "00" IF NONE	Number of dead household members
G19	How much did you receive from aid in cash (n PHP)? <i>Pila ang kantidad nga nadawat gikan sa hinabang?</i> ALLOW for "00" if don't know	PHP
G20	What did you receive in kind? <i>Unsa imong nadawat nga hinabang nga dili pinaagi sa kwarta?</i> Open ended question; allow for "nothing" IF NOTHING > G22	
G21	What is the value of what you received in kind (in PHP)? <i>Pila man ang kantidad niin?</i> ALLOW for "00" if don't know	PHP
G22	Did you receive food provision during the time of the calamity? <i>Nakadawat ba kamo og mga hinabang nga pagkaon sa panahon sa kalamidad?</i>	1 = YES 2 = NO > G24
G23	How many days did you go WITHOUT food before provisions arrived? <i>Pila ka adlaw nga wala moy pagkaon sa wala pa ni abo tang mga hinabang nga pagkaon?</i>	Number of days
G24	During the flood, were your crops/livestock/productive assets affected? <i>Sa panahon sa pagbaha, na apektohan ba ang inyong mga tanom og binuhi?</i>	1 = YES 2 = NO > G26
G25	How much was the total cost of the damage to your crops/livestock/productive assets (in PHP)? <i>Kung OO, pila man ang kantidad sa tanom og sa binuhi nga na apektohan sa baha?</i>	PHP
G26	During the flood, did you need to leave your house (evacuation)? <i>Sa panahon sa pagbaha, milakaw o mi-evacuate ba kamo?</i>	1 = YES 2 = NO > G30
G27	If YES, did you go to an evacuation centre or to your relatives' houses? <i>Kung OO, mi evacuate ba kamo sa mga evacuation centers o sa balay sa inyong mga paryente?</i> ALLOW MORE THAN ONE ANSWER	1 = Evacuation centre 2 = Relatives' houses 3 = Other (specify)
G28	If YES, how long did you have to stay away from your home (in days)? <i>Kung OO, unsa ka dugay man kamo nag-evacuate?</i>	Number of days
G29	Have you gone back to your previous house? <i>Nakabalik ba mo sa inyong panimalay?</i>	1 = YES > G31 2 = NO > G31
G30	In NO, why didn't you and your family member(s) go? <i>Kung DILI, ngano wala man mo o gang imong mga miembro sa panimalay mi evacuate?</i>	1 = Because our house was good enough to live in it 2 = Because the arrangements in the evacuation center were not satisfactory 3 = Because the arrangement in the evacuation center did not fit our culture/traditions 4 = OTHER (specify _____)

## SECTION G. VIOLENCE, NATURAL CALAMITIES, LOCAL TENSION AND SAFETY (CONTINUED)

G31	How did you overcome the economic loss from these events? <i>Gi-unsang ninyo pagsulbad ang kalisod sa kawad-on tungod niini nga panghitabo?</i> (Do not prompt, code all that apply) ALLOW UP TO THREE ANSWERS USE CODE IN G7	ANSWER 1
		ANSWER 2
		ANSWER 3
G32	Have you or your household been exposed to violent occurrences deriving from the climactic shocks? <i>Aduna bay mga violent nga mga panghitabo sa panahon sa pagbaha?</i>	1 = YES 2 = NO > G34
G33	If YES, what violent occurrences were these? <i>Kung OO, unsa man kini nga mga panghitabo?</i>	1 = Theft in your house/property 2 = Looting 3 = Riots/violence in the street 4 = GBV 5 = Children's disappearance/kidnapping 6 = Other (specify _____)
<b>STRONG WINDS (TYPHOON)</b>		
G34	How many times was your household affected by strong winds (typhoon) in the past 24 months? <i>Makapila man ka higayon nga ang inyong panimalay na apektuhan sa pagkusog sa hangin sa miaging 24 ka bulan?</i>	Number of times:
G35	What was the most severe instance of strong winds (typhoon) you experienced in the past 24 months? <i>Unsa man ang pinaka grabeh nga pagkusog sa hangin ang inyong nasinatian sa imaging 24 ka buwan?</i> MENTION NAME AND DATE IT OCCURED	Name of strong winds:
		Date: (mm/yyyy):
G36	Would you say your home was...? <i>Unsa man nga klase sa pagkaguba sa inyong panimalay?</i>  IF NO DAMAGE > G38	1 = No Damage 2 = Slightly Damaged, 3 = Partial Collapse 4 = Total Collapse
G37	After the strong winds (typhoon), how much did you spend to repair the home (in PHP)? <i>Sa panahon sa pagkusog sa hangin, pila ang nagasto para pa ayo sa inyong panimalay?</i>	PHP
G38	How many household members were injured? <i>Aduna bay miembro sa panimalay nga nasamad?</i> ALLOW "00" IF NONE	Number of injured household members
G39	How many household members died? <i>Pila ka miembro sa panimalay ang namatay?</i> ALLOW "00" IF NONE	Number of dead household members
G40	How much did you receive from aid in cash (in PHP)? <i>Pila ang kantidad nga nadawat gikan sa hinabang?</i> ALLOW for "00" if don't know	PHP
G41	What did you receive in kind? <i>Unsa imong nadawat nga hinabang nga dili pinaagi sa kwarta?</i> Open ended question; allow for "Nothing" IF NOTHING > G43	
G42	What is the value of what you received in kind (in PHP)? <i>Pila man ang kantidad niin?</i> ALLOW for "00" if don't know	PHP
G43	Did you receive food provisions during the calamity? <i>Nakadawat ba kamo og mga hinabang nga pagkaon sa panahon sa kalamidad?</i>	1 = YES 2 = NO > G45
G44	How many days did you go WITHOUT food before provisions arrived? <i>Pila ka adlaw nga wala moy pagkaon sa wala pa ni abo tang mga hinabang nga pagkaon?</i>	Number of days
G45	During the strong winds (typhoon), were your crops/livestock/productive assets affected? <i>Sa panahon sa pagkusog sa hangin, na apektohan ba ang inyong mga tanom og binuhi?</i>	1 = YES 2 = NO > G47
G46	How much was the cost to your crops/livestock/productive assets (in PHP)? <i>Kung OO, pila man ang kantidad sa tanom og sa binuhi nga na apektohan sa pagkusog sa hangin?</i>	PHP

## SECTION G. VIOLENCE, NATURAL CALAMITIES, LOCAL TENSION AND SAFETY (CONTINUED)

G47	During the strong winds (typhoon), did you need to leave your house (evacuation)? <i>Sa panahon sa pagbaha, milakaw o mi-evacuate ba kamo?</i>	1 = YES 2 = NO > <b>G51</b>
G48	If YES, did you go to an evacuation centre or to your relatives' houses? <i>Kung OO, mi evacuate ba kamo sa mga evacuation centers o sa balay sa inyong mga paryente?</i> <b>ALLOW MORE THAN ONE ANSWER</b>	1 = Evacuation center 2 = Relatives' houses 3 = Other (specify)
G49	If YES, how long did you have to stay away from your home (in days)? <i>Kung OO, unsa ka dugay man kamo nag-evacuate?</i>	Number of days
G50	<i>Have you gone back to your previous house?</i> <i>Nakabalik ba mo sa inyong panimalay?</i>	1 = YES > <b>G52</b> 2 = NO > <b>G52</b>
G51	In NO, why didn't you and your family member(s) go? <i>Kung DILI, ngano wala man mo o gang imong mga miembro sa panimalay mi evacuate?</i>	1 = Because our house was good enough to live in it 2 = Because the arrangements in the evacuation center were not satisfactory 3 = Because the arrangements in the evacuation center did not fit our culture 4 = OTHER (specify)
G52	How did you overcome the economic loss from these events? <i>Gi-unsang ninyo pagsulbad ang kalisod sa kawad-on tungod niini nga panghitabo?</i> <i>(Do not prompt, code all that apply)</i> <b>ALLOW UP TO THREE ANSWERS</b> <b>USE CODE IN G7</b>	ANSWER 1
		ANSWER 2
		ANSWER 3
G53	Have you or your household been exposed to violent occurrences deriving from the climactic shocks? <i>Aduna bay mga violent nga mga panghitabo sa panahon sa pagbaha?</i>	1 = YES > <b>G55</b> 2 = NO
G54	If YES, what violent occurrences were these? <i>Kung OO, unsa man kini nga mga panghitabo?</i>	1 = Theft in your house/property 2 = Looting 3 = Riots/violence in the street 4 = GBV 5 = Children's disappearance/kidnapping 6 = Other (specify)
<b>LANDSLIDE</b>		
G55	How many times was your household affected by landslides in the past 24 months? <i>Makapila man ka higayon nga ang inyong panimalay na apektuhan sa pagdahili sa yuta sa miaging 24 ka bulan?</i>	Number of times:
G56	What was the most severe landslide you experienced in the past 24 months? <i>Unsa man ang pinaka grabeh nga pagdahili sa yuta ang inyong nasinatian sa imaging 24 ka bulan?</i> <b>MENTION NAME AND DATE IT OCCURED</b>	Name of landslide:
		Date: (mm/yyyy):
G57	Would you say your home was...? <i>Unsa man nga klase sa pagkaguba sa inyong panimalay?</i>  IF NO DAMAGE > <b>G59</b>	1 = No Damage 2 = Slightly Damaged 3 = Partial Collapse 4 = Total Collapse
G58	After the landslide, how much did you spend to repair the home (in PHP) ? <i>Sa panahon sa ikaulahing pagdahili sa yuta, pila ang nagasto para pa ayo sa inyong panimalay?</i>	PHP
G59	How many household members were injured? <i>Aduna bay miembro sa panimalay nga nasamad?</i> <b>ALLOW "00" IF NONE</b>	Number of injured household members
G60	How many household members died? <i>Pila ka miembro sa panimalay ang namatay?</i> <b>ALLOW "00" IF NONE</b>	Number of dead household members
G61	How much did you receive from aid in cash (in PHP)? <i>Pila ang kantidad nga nadawat gikan sa hinabang?</i> <b>ALLOW for "00" if don't know</b>	PHP
G62	What did you receive in kind? <i>Unsa imong nadawat nga hinabang nga dili pinaagi sa kwarta?</i> <b>Open ended question; allow for "nothing"</b> <b>IF NOTHING &gt; G64</b>	
G63	What is the value of what you received in kind (in PHP)? <i>Pila man ang kantidad niin?</i> <b>ALLOW for "00" if don't know</b>	PHP

## SECTION G. VIOLENCE, NATURAL CALAMITIES, LOCAL TENSION AND SAFETY (CONTINUED)

G64	Did you receive food provision during the time of the calamity? <b>Nakadawat ba kamo og mga hinabang nga pagkaon sa panahon sa kalamidad?</b>	1 = YES 2 = NO > <b>G66</b>
G65	How many days did you go WITHOUT food before provisions arrived? <b>Pila ka adlaw nga wala moy pagkaon sa wala pa ni abo tang mga hinabang nga pagkaon?</b>	Number of days
G66	During the <b>landslide</b> , were your crops/livestock/productive assets affected? <b>Sa panahon sa ikaulahing pagdahili sa yuta, na apektohan ba ang inyong mga tanom og binuhi?</b>	1 = YES 2 = NO > <b>G68</b>
G67	How much was the cost to your crops/livestock/productive assets (in PHP)? <b>Kung OO, pila man ang kantidad sa tanom og sa binuhi nga na apektohan sa pagdahili sa yuta?</b>	PHP
G68	During the flood, did you need to leave your house (evacuation)? <b>Sa panahon sa pagbaha, milakaw o mi-evacuate ba kamo?</b>	1 = YES 2 = NO > <b>G72</b>
G69	If YES, did you go to an evacuation centre or to your relatives' houses? <b>Kung OO, mi evacuate ba kamo sa mga evacuation centers o sa balay sa inyong mga paryente?</b> <b>ALLOW MORE THAN ONE ANSWER</b>	1 = Evacuation centre 2 = Relatives' houses 3 = Other (specify)
G70	If YES, how long did you have to stay away from your home (in days)? <b>Kung OO, unsa ka dugay man kamo nag-evacuate?</b>	Number of days
G71	Have you gone back to your previous house? <b>Nakabalik ba mo sa inyong panimalay?</b>	1 = YES > <b>G73</b> 2 = NO > <b>G73</b>
G72	In NO, why didn't you and your family member(s) go? <b>Kung DILI, ngano wala man mo o gang imong mga miembro sa panimalay mi evacuate?</b>	1 = Because our house was good enough to live in it 2 = Because the arrangements in the evacuation centre were not satisfactory 3 = Because the arrangements in the evacuation centre did not fit our culture 4 = OTHER (specify)
G73	How did you overcome the economic loss from these events? <b>Gi-unsang ninyo pagsulbad ang kalisod sa kawad-on tungod niini nga panghitabo?</b> <i>(Do not prompt, code all that apply)</i> ALLOW UP TO THREE ANSWERS <b>USE CODE IN G7</b>	ANSWER 1
		ANSWER 2
		ANSWER 3
G74	Have you or your household been exposed to violent occurrences deriving from the climactic shocks? <b>Aduna bay mga violent nga mga panghitabo sa panahon sa pagbaha?</b>	1 = YES > <b>G SECTION H</b> 2 = NO
G75	If YES, what violent occurrences were these? <b>Kung OO, unsa man kini nga mga panghitabo?</b>	1 = Theft in your house/property 2 = Looting 3 = Riots/violence in the street 4 = GBV 5 = Children/s disappearance/ kidnapping 6 = Other (specify)

## SECTION H. DWELLING CHARACTERISTICS AND SERVICES

Now, I would like to ask you some questions about your housing conditions.

**Karon, mangutana ako mahitungod sa kondisyon sa inyong balay.**

NO	QUESTION	CODE
H1	What is the major construction material for the external walls? <b>Unsa ang pinakadaghan nga materyal sa inyong dingding?</b> IF MORE THAN ONE building, REFER TO THE MAIN BUILDING	1 - CEMENT/OTHER EXPENSIVE MATERIAL 2 - PAINTED AND WELL-FITTED BOARDS 3 - ROUGH-HEWN TIMBER/POORLY FITTED PLANKS 4 - SAWALI/BAMBOO 5 - NIPA/OTHER THATCH 6 - SCRAP MATERIALS 7 - OTHER
H2	What is the major material of the roof? <b>Unsa ang pinakadaghan nga materyal sa inyong atop?</b> IF MORE THAN ONE building, REFER TO THE MAIN BUILDING	1 - CEMENT/TILES/OTHER EXPENSIVE MATERIALS 2 - GALVANIZED IRON 3 - ROUGH-HEWN TIMBER/POORLY FITTED PLANKS 4 - SAWALI/BAMBOO 5 - NIPA/OTHER THATCH 6 - SCRAP MATERIALS 7 - OTHER
H3	What is the primary material of the floor? <b>Unsa ang pinakadaghan nga materyal sa inyong salog?</b> IF MORE THAN ONE building, REFER TO THE MAIN BUILDING	1 - TILES 2 - WOOD 3 - CEMENT 4 - BAMBOO 5 - EARTH 6 - OTHER
H4	How long has your household been living in this dwelling? <b>Pila namo ka tuig ug bulan nagpuyo niini nga balay?</b> IF MORE THAN THREE YEARS, DO NOT REQUIRE MONTHS.	YEARS MONTH
H5	Did you receive remittances from members of your close or extended family in the past 12 months? <b>Sa imaging dose ka bulan gadawat ba kamo sa remittances gikan sa miembro sa inyong pamilya?</b>	1 = YES 2 = NO > H8
H6	If yes, how often? <b>Makapila man?</b>	1 = Weekly 2 = Monthly 3 = Quarterly 4 = Yearly 5 = Others (specify)
H7	If yes, how much (on average, in PHP)? <b>Kasagaran, pila man?</b>	PHP _____ (on average)
H8	What is the average monthly income of this household? <b>Pila ang binulan nga kinitaan niini nga panimalay?</b> ALLOW "00" IF DON'T KNOW PLEASE INSERT THE TOTAL AMOUNT. INCLUDE TOTAL OF CASH AND IN-KIND PAYMENTS OF EACH MEMBER OF THIS HOUSEHOLD. PLEASE MAKE SURE THAT REMITTANCES ARE INCLUDED.	TOTAL AMOUNT: _____
H9	What is the main source of water for drinking for your household? <b>Asa mo gakuha ug tubig para mainom sa inyong panimalay?</b> IF TAP > H12	1 = TAP WATER 2 = PIPED WATER 3 = BOTTLED WATER 4 = TUBE WELL OR BOREHOLE 5 = RAINWATER 6 = PROTECTED WELL 7 = UNPROTECTED WELL 8 = PROTECTED SPRING 9 = UNPROTECTED SPRING 10 = ROCK CATCHMENT/DAMS 11 = RIVER, STREAM, LAKE, POND 12 = TANKER TRUCK 13 = CART WITH SMALL TANK 14 = JETMATIC PUMP 15 = FLOWING WATER IN A PIPE 16 = OTHER (SPECIFY _____)
H10	What mode of transport do you take in going to the water source? <b>Unsa inyong gigamit nga sakyanan sa pagkuha samainom ng tubig?</b>	1 = Walk 2 = Motor 3 = Bike 4 = Car 5 = None, because delivered 6 = Others (specify)

## SECTION H. DWELLING CHARACTERISTICS AND SERVICES (CONTINUED)

NO	QUESTION	CODE				
H11	What is the distance to the drinking water source and how long does it take you to get there? <i>Unsa ka layo ang gakuhaan sa tubig nga mainom sa inyong panimalay, ug unsa ka dugay ang pag-adto paingon didto?</i> USE METRES IF LESS THAN ONE KILOMETRE USE MINUTES IF LESS THAN ONE HOUR	KMS (0.00)				
		METRES				
		HOURS				
		MINUTES				
H12	How do you treat your drinking water? <i>Aduna ba kamoy ga buhaton sa inyong tubig sa dili pa kini ninyo imnon?</i> READ THE OPTIONS ON THE RIGHT	0 = NONE 1 = BOIL IT 2 = FILTER IT 3 = ADD CHEMICALS 4 = LET IT STAND AND SETTLE 5 = STRAIN THROUGH A CLOTH 6 = SOLAR DISINFECTION 7 = OTHER (SPECIFY _____)				
H13	What type of toilet do you use/have? <i>Unsa nga klase sa kasilyas ang inyong nga gigamit?</i>	1 = PRIVATE 2 = SHARED WITH A FEW OTHER FAMILIES 3 = PUBLIC/COMMUNITY LEVEL 4 = OPEN DEFECATION 5 = OTHER (SPECIFY _____)				
FACILITY CODE	FACILITY	H14		H15	H16	
		How far is the nearest {FACILITY} from your house? <i>Unsa ang gilay-on ang pinakaduol nga {FACILITY} gikan dinhi sa inyong balay?</i> USE METRES IF LESS THAN ONE KILOMETRE		What mode of transport do you take in going to {FACILITY}? <i>Unsa inyong gigamit nga sakyanan sa pag-adto sa {FACILITY}?</i> REFER TO CODES IN H10	How long does it take to travel from here to this {FACILITY}? <i>Pila ka oras o minuto ang one way sa pag-adto didto sa {FACILITY} kung?</i> USE MINUTES IF LESS THAN ONE HOUR	
		KMS (0.00)	METRES		HOURS	MINUTES
01	School					
A	Preschool/nursery					
B	Primary					
C	Secondary					
D	Tertiary					
02	Health point facility					
03	Water point facility					
04	Post office/bank/ remittance centre					
05	Church/mosque					
06	Police station					
07	Barangay hall					
08	Market					
09	Other (SPECIFY)					
H17	How long does it take you to walk from your dwelling to the nearest road passable by vehicles? <i>Pila ka oras o minuto kung baklayon gikan dinhi sa inyong balay ang pinaka duol nga dalan nga maagi-an sa sakyanan?</i> USE MINUTES IF LESS THAN ONE HOUR	HOURS				
		MINUTES				
H18	Is this road accessible to vehicles even during the rainy season? <i>Ang dalan ba maagi-an sa mga sakyanan bisan kung TING-ULAN?</i>	1 = YES 2 = NO				

## SECTION I. FARMING, LIVESTOCK AND ASSETS

I am going to ask you questions about the land you (or any member of your household) use for farming, and land you rent out or sharecrop to others. **Mangutana ako karon mahitungod sa yuta nga imong (o bisan kinsa nga miembro sa imong panimalay) gitrabaho, ug yuta nga imong gipa-rentahan sa uban o gipasaopan.**

NO	QUESTION	CODE
11	How much arable land do you own (in hectares)? <b>Pila tanan ka hektarya ang inyong gipang-iya?</b>	TOTAL LAND OWNED (in hectares): _____
12	Which type of land do you have access to for farming? <b>Unsa nga klase sa yuta ang gigamit o pwede gamiton sa pang-uma?</b> ALLOW MORE THAN ONE CODE.	0 = NONE >17 1 = Waged farmer/waged labourer for agriculture company 2 = Farming own land 3 = Sharecropper on land ( <b>tenant/sa-upan</b> ) 4 = Rent land ( <b>nag rent sa yuta</b> ) 5 = Free access to community land ( <b>Naggamit sa yuta sa gobyerno/private nga libre</b> ) 6 = Rent out land ( <b>giparentahan</b> ) 7 = Sharecrop land ( <b>gipa-saupan</b> ) 8 = Gave land to someone else for free > 17 9 = OTHER (SPECIFY)
13	How many hectares out of this land were cultivated over the last 12 months? <b>Pila tanan ka hektarya ang inyong gi-trabaho sa uma sa miaging 12 ka bulan?</b> ALLOW "00" IF NONE > 17 IF NONE	TOTAL LAND CULTIVATED: _____ (in hectares)
14	Which crop was cultivated? <b>Unsa man ang mga tanom?</b> ALLOW MORE THAN ONE CODE	1 = Rice                      4 = Sugarcane 2 = Coconuts              5 = Pineapple 3 = Corn                    6 = Others (specify)
15	Do you eat or do you sell the cultivated crop? <b>Kining imong abot sa uma para ba konsumo o para ibaligya?</b>	1 = ALL EATEN AT HOME >17 2 = PARTIALLY EATEN PARTIALLY SOLD 3 = ALL SOLD
		<b>CROP 1</b> <b>CROP 2</b> <b>CROP 3</b>
16	To whom did you sell the crop? <b>Asa man kini ninyo ibaligya?</b>	1 = At the market                      5 = NGOs 2 = Trader/wholesaler                      6 = Government 3 = Relative                                  7 = Other (specify) 4 = Neighbour/friend
		<b>CROP 1</b> <b>CROP 2</b> <b>CROP 3</b>

I am going to ask questions about your livestock.  
**Mangutana ako karon mahitungod sa imong mga binuhi.**

Animal BINUHI	CODE	17		18	19
		During the last year, has any member of the household raised livestock? <b>Sa milabay nga tuig, aduna bay bisan kinsa nga miembro sa inyong panimalay nga adunay mga binuhi?</b>	NO > 19	How many [ANIMALS] are owned by your household today? <b>Pila tanan ka mga (ANIMALS) ang gipang-iya sa inyong panimalay sa pagkaron lakip ang inyong gipa-alimahan?</b>  NUMBER	How many [ANIMALS] did your household receive for free from aid during the last year (animal dispersal)? <b>Pila ka mga (ANIMALS) ang nadawat sa inyong panimalay nga libre gikan sa hinabang sa milabay nga tuig?</b> WRITE "0" IF NONE. NUMBER
PIG	01	YES	NO > 19		
GOAT/ SHEEP	02				
COW	03				
CARABAO	04				

## SECTION I. FARMING, LIVESTOCK AND ASSETS (CONTINUED)

		17	18	19
ANIMAL BINUHI	CODE	During the last year, has any member of the household raised livestock? <i>Sa milabay nga tuig, aduna bay bisan kinsa nga miembro sa inyong panimalay nga adunay mga binuhi?</i>	How many [ANIMALS] are owned by your household today? <i>Pila tanan ka mga (ANIMALS) ang gipapanag-iya sa inyong panimalay sa pagkakaran lakip ang inyong gipaalimahan?</i>  NUMBER	How many [ANIMALS] did your household receive for free from aid during the last year (animal dispersal)? <i>Pila ka mga (ANIMALS) ang nadawat sa inyong panimalay nga libre gikan sa hinabang sa milabay nga tuig?</i> WRITE "0" IF NONE. NUMBER
CHICKEN	05			
DUCK	06			
HORSE	07			
OTHERS	08			

I would like to ask you questions about your household's assets. Does your household own any of these assets?

**Karon gusto ko mangutana mahitungod sa mga kagamitan sa balay. Ang inyong panimalay nakapanag-iya ba niining mosunod nga mga kagamitan?**

Description of asset	ASSET CODE	NO	
		Does your household own this [ASSET]? <i>Aduna ba kamoy (ASSET) sa inyong panimalay nga gipapanag-iya?</i>	
		YES	NO
Radio	01	1	2
Television	02	1	2
Mobile phone	03	1	2
Solar panel	04	1	2
Furniture	05	1	2
Cooking utensils	06	1	2
Farming implements or tools	07	1	2
Bicycle	08	1	2
Motorbike	09	1	2
Car	10	1	2
Mosquito net	11	1	2
Boat	12	1	2
Refrigerator	13	1	2
CD/DVD Player	14	1	2
Fan	15	1	2
Air conditioner	16	1	2
Sewing machine	17	1	2
Flat iron (electric)	18	1	2
Scooter/motorcycle	19	1	2
Mixer/grinder	20	1	2
Kerosene stove	21	1	2
Gas stove	22	1	2
Other stove (specify)	23	1	2

## SECTION I. FARMING, LIVESTOCK AND ASSETS (CONTINUED)

Description of asset	ASSET CODE	NO	
		Does your household own this [ASSET]?	
		<i>Aduna ba kamoy (ASSET) sa inyong panimalay nga gipanag-iya?</i>	
		YES	NO
Electric oven	24	1	2
Washing machine	25	1	2
Inverter/generator	26	1	2
Dish/cable TV	27	1	2
Other (specify _____)	28	1	2
Other (specify _____)	29	1	2
Other (specify _____)	30	1	2
Other (specify _____)	33	1	2
Other (specify _____)	34	1	2
Other (specify _____)	35	1	2
Other (specify _____)	36	1	2
Other (specify _____)	37	1	2

## SECTION J. WOMEN'S STATUS

NAME OF THE WOMAN SELECTED: \_\_\_\_\_ ID CODE: [ \_\_\_\_\_ ]

WRITE "00" IN THE ID CODE SPACE IF NO WOMAN ELIGIBLE FOR THE INTERVIEW WAS FOUND.

WRITE "99" IN THE ID CODE SPACE IF HUSBAND/RELATIVE DOESN'T ALLOW THE INTERVIEW.

I would like to ask you some questions about your situation within and outside the household.

**Gusto ko mangutana mahitungod sa imong situation dinhi sa sulod ug gawas sa inyong panimalay.**

NO	QUESTION	CODE
J1	First of all, let me check your marital status again.  <b>Una sa tanan, akong e check pag-usab kung ikaw, dalaga/minyo nga uban ang bana sapanimalay/minyo nga wala nagpuyo uban sa bana/ bala/ /bulag.</b>	1 = Never married 2 = Married, lives with husband 3 = Married, does not live with husband 4 = Widow 5 = Separated
J2	As you know, some women take up jobs for which they are paid in cash or kind. Others sell things, have a small business or work on the family farm or in the family business. In the last seven days, have you done any of these things or any other work? <b>Adunay mga babae nga anaay trabaho nga sweldado sa kwarta o in-kind, gapamaligya, nay gamay nga negosyo o nagtrabaho sa negosyo sa pamilya o nagtrabaho sa umahan sa pamilya. Sa imaging 7 ka adlaw, nakatrabaho ka ba sama sa ni ani nga mga trabaho nga akong gi nganlan?</b>  (Note: If the woman says no, check she does not engage in agriculture, petty trade, money lending, etc.)	1 = YES > J3 2 = NO > J4
J3	If yes, is this work or business within humanitarian programmes? <b>IF YES, Kini ba nga trabaho o negosyo ba sa humanitarian programme?</b>	1 = YES > J6 2 = NO > J6
J4	If not, why?  <b>IF NOT: Ngano man?</b>  MAIN REASON	1 = Husband/in-laws won't allow > J5 2 = Society doesn't like it > J5 3 = Take care of children/household work > J8 4 = I don't want to > J8 5 = I don't need to > J8 6 = Am unable to work > J8 7 = Lack of demand for the work that I have skill to do > J8 8 = Other (specify _____) > J8 9 = DK/CS > J8
J5	Why won't your husband or your in-laws, or society let you work? <b>Ngano nga ang imong bana, imong mga in-laws ug ang mga tawo dili mosugot nga motrabaho ka?</b>	1 = Believes women should not work to earn income > J8 2 = Household has enough income > J8 3 = Wants me to look after household work > J8 4 = Doesn't want me to mingle with other men > J8 5 = Other (specify _____) > J8 6 = DK/CS > J8
J6	What do you do with the money you earn? <b>Unsaon man nimo ang kuarta nga imong kinitaan sa pagtrabaho?</b>  ALLOW MORE THAN ONE CODE.	1 = Investing in women's livelihood 2 = Investing in household's livelihood 3 = Buying food 4 = Buying furniture or other household utensils 5 = Investing in education for children 6 = Investing in health 7 = Leisure/women's consumption 8 = Other (specify _____)
J7	Who usually decides how to spend the money you earn? <b>Kinsa kasagaran ang magdesisyon kung unsaon paggasto ang kuarta nga imong kinitaan?</b>	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (specify _____)
J8	Have you ever taken any loans from humanitarian programmes/ NGOs/women's groups? <b>Nakapangutang/ loan ka ba sukad gikan sa humanitarian programmes/NGOs/Women's group?</b>	1 = Yes 2 = No > J11

## SECTION J. WOMEN'S STATUS (CONTINUED)

NO	QUESTION	CODE
J9	Whose decision was it to take the loan? <i>Kinsa man ang nag desisyon nga manggutan/magloan ka?</i>	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (specify _____)
J10	Who usually decides how to spend the money from the loan? <i>Kinsa kasagaran ang magdesisyon kung unsaon ang kuarta paggasto nga gikan sa loan?</i>	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (specify _____)
J11	Who decides how to spend money on the following items? <i>Kinsa ang magdesisyon unsaon paggasto sa kuarta niining mosunod:</i>	
	J11a	Food <i>Pagkaon</i>
	J11b	Housing (furniture, appliances, etc.) <i>Butang sa Balay (dinagko nga butang)</i>
	J11c	Housing (clothes, utensils, etc.) <i>Butang sa Balay (ginagmay nga butang)</i>
	J11d	Health care <i>Panglawas</i>
	J11e	Education <i>Edukasyon</i>
	J11f	Livestock care <i>Pagpamuhi</i>
J12	Do you have your own money to buy any of the following items? <i>Aduna ka bay kaugalingon nga kuwarta aron makapalit ka niining mosunod:</i>	
	J12a	Food from the market <i>Pagkaon gikan sa merkado</i>
	J12b	Home utensils from the market <i>Gamit sa balay gikan sa merkado</i>
	J12c	Medicine for yourself <i>Tambal alang sa imong kaugalingon</i>
J12d	Clothes/beads/jewellery for yourself <i>Sinina/mga alahas para sa imong kaugalingon</i>	
J13	Who decides whether you can go by yourself to the following places? <i>Kinsa ang magdesisyon kung ikaw maka-adto ba niining nga mga lugar nga maginusara?</i>	
	J13a	Outside the community to visit friends or relatives. <i>Gawas niini nga barangay aron magbisita sa mga higala ug mga paryente</i>
	J13b	Market <i>Merkado</i>
	J13c	Hospital/clinic/doctor
J13d	Training, NGO programmes	
J14	If you have children, did you breastfeed your last-born child? <i>Kung adunay anak, imo bang gipa totoy o breastfeed ang imong kinamanghuran nga anak?</i>	1 = YES 2 = NO

## SECTION J. WOMEN'S STATUS (CONTINUED)

NO	QUESTION	CODE
J15	Has any of the following happened to you in the past year? <i>Kining mosunod, nahitababo ba kini kanimo sa miaging tuig?</i>	1 = Never happens 2 = Rare 3 = Sometimes 4 = Fairly common 5 = DK/CS  IF WIDOW, ASK IF THERE ARE HOUSEHOLD MEMBERS WHO HAVE DONE ANY OF THE FOLLOWING...
	J15A Your husband threatened to leave you? <i>Gihulga o gihadlok ka ba sa imong bana o ubang miembro sa panimalay nga biyaan ka?</i>	
	J15B Your husband threatened to take another wife? <i>Gihulga ka ba sa imong bana o ubang miembro sa panimalay nga mangita siya ug lain nga asawa?</i>	
	J15C Your husband, another family member, or household resident verbally abused you? <i>Ang imong bana, miembro sa lain nga pamilya, o ubang miembro sa panimalay, nagsulti ug mapasipad-on nga pulong kanimo?</i>	
J15D Your husband, another family member, or household resident physically abuse you? <i>Ang imong bana, miembro sa lain nga pamilya, o ubang miembro sa panimalay, naghimo sa lawasnon nga pagpasipala kanimo?</i>		
J16	If any answers to J15a-J15d are YES, did you want to leave? <i>IF ANY ANSWERS TO J15a –J15d is 2, 3 and 4, Gusto ba nimong mobiya?</i>	1 = YES 2 = NO > J19  IF WIDOW, ASK IF THERE ARE HOUSEHOLD MEMBERS WHO HAVE DONE ANY OF THE FOLLOWING...
J17	Did you leave? <i>Nibiya ka ba?</i>	1 = Yes, permanently > J19 2 = Yes, but I came back 3 = No  IF WIDOW, ASK IF THERE ARE HOUSEHOLD MEMBERS WHO HAVE DONE ANY OF THE FOLLOWING...
J18	If you did not leave permanently, why not? <i>Kung wala ka modayon pagbiya, ngano man?</i> <b>RANK IN ORDER</b> ALLOW MORE THAN ONE CODE.	1 = He was angry and didn't mean it 2 = My husband and I came to an agreement 3 = I could not support myself financially 4 = My parents would not have accepted 5 = I came back for my children 6 = Because of social pressure 7 = Others (specify)  IF WIDOW, ASK IF THERE ARE HOUSEHOLD MEMBERS WHO HAVE DONE ANY OF THE FOLLOWING...
J19	Below are a series of statements that you may agree or disagree with. Using the scales below, indicate your agreement with each item. Please be open and honest in your response. <i>Ania ang nagkalain-lain nga mga pamahayag. Pina-agi sa SHOWCARD ipakita ang imong pag-uyon o pagsupak. Palihug paghatag sa matinud-anon nimong tubag.</i>	1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree
	J19A My life is determined by my own actions. <i>Ang akong kinabuhi makab-ot pinaagi sa akong kaugalingon paningkamot</i>	
	J19B My life is chiefly controlled by other people. <i>Ang akong kinabuhi kontrolado gyud sa ubang tawo</i>	
	J19C To a great extent my life is controlled by accidental/chance happenings. <i>Sa dakong bahin ang akong kinabuhi na dumala sa sulagma lang nga panghitabo.</i>	
J19D When I make plans, I am almost certain/guaranteed/sure to make them work. <i>Kung ako maghimo sa plano, sigurado nga matuman kini.</i>		

DAGHANG SALAMAT

THE EFFECT OF  
GENDER EQUALITY  
PROGRAMMING ON  
HUMANITARIAN  
OUTCOMES:  
TURKANA, KENYA



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# LIST OF ACRONYMS

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<b>ADR:</b>	Agency for Development Research
<b>FFA:</b>	Food for Assets
<b>GBV:</b>	Gender-based violence
<b>GEP:</b>	Gender equality programming
<b>HSNP:</b>	Hunger Safety Net Program
<b>I/NGOS:</b>	International/non-governmental organizations
<b>IOM:</b>	International Organization for Migration
<b>NDMA:</b>	National Drought Management Authority
<b>PCA:</b>	Principal components analysis
<b>SADD:</b>	Sex- and age-disaggregated data
<b>UNICEF:</b>	United Nations Children’s Fund
<b>UNOCHA:</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>VSF BELGIUM:</b>	Vétérinaires Sans Frontières Belgium
<b>WASH:</b>	Water, sanitation and hygiene
<b>WFP:</b>	World Food Programme

# EXECUTIVE SUMMARY

The main objective of this research study, “The Effect of Gender Equality Programming on Humanitarian Outcomes,” is to provide rigorous evidence on the effects of gender equality programming (GEP) on humanitarian outcomes. The project addresses the following questions:

**1. What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?**

More specifically:

- a. What is the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women’s empowerment?
- b. What is the impact of GEP on gender equality in humanitarian interventions, and on power relations between women and men?

**2. What elements of GEP have proven more (or less) effective in improving humanitarian outcomes and under what conditions? Did GEP have any unintended consequences, positive or negative?**

## Context

This case study summarizes findings from Turkana, the second largest county in Kenya, bordering Ethiopia, South Sudan and Uganda. The county is part of the arid and semi-arid land areas in northern Kenya, host to large pastoralist and agro-pastoralist populations that experience high levels of food insecurity due to recurrent droughts and difficult farming conditions. Turkana is consistently one of the worst performing counties in Kenya in terms of humanitarian outcomes, particularly among women. Ninety-three per cent of its population was considered poor in 2005-2006 according to Kenya Integrated Household Budget Survey data. In north-eastern Turkana, the global acute malnutrition rate reached 37.4 per cent during the 2011 drought, more than twice the World Health Organization emergency threshold of 15 per cent, and subsequently declined to 13.7 per cent, a level still considered serious (UNICEF 2012). Preliminary findings suggest that in June 2014 global acute malnutrition exceeded 20 per cent (UNICEF 2014).

Access to water and pasture is difficult even outside drought periods. After the 2011 drought, which affected the whole region, humanitarian aid in northern Kenya reached 3.75 million food insecure people (UNOCHA 2013). When we conducted our research in Turkana in January-March 2014, there were still 1.98 million food insecure people receiving aid in the county, despite higher levels of rainfall in the intervening years (UNOCHA 2012). Since food insecurity is a chronic problem, humanitarian actors have a longstanding presence.

Gender relations in Turkana are highly unequal. Women have limited participation in decision-making processes within and outside the household, are more likely to bear the brunt of economic shocks, and are less likely to have formal education. Women and girls are disproportionately affected by a lack of water and sanitation facilities, and face heightened risks of sexual violence during cattle raids (Schilling et al. 2012, Little et al. 2009).

## Summary of Findings

**What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes?**

There was strong and robust evidence that GEP has improved humanitarian outcomes across all sectors examined in Turkana. The case study collected empirical survey data that allowed the construction of a GEP Index providing information on the proportion of programmes accessed by women that they felt met their gender needs, as well as three additional composite indices. The Satisfaction Index measured women’s satisfaction with the quantity and quality of programmes, their ability to influence them and their perceptions of how well programmes met gender-specific needs. The Influence Index measured women’s perceived ability to influence GEP. The Sensitivity Index tracked women’s perception of how well programmes met their specific gender needs.

Overall, a higher score on the GEP Index was associated with women and girls deriving increased benefits from humanitarian programming, notably in health and WASH.

Specifically, key findings were:

### Education outcomes

- Higher levels of GEP were associated with higher proportions of literate boys in households. Increasing the GEP Index from low to high would be associated with an increase in 88 more literate boys for every 1,000 households. The proportion of literate boys was higher in households where women expressed a greater satisfaction with how school programmes addressed their gender-specific needs.<sup>1</sup>

### WASH outcomes

- A high score on the GEP Index was associated with shorter distances to drinking water points. Increasing the GEP level to high intensity would reduce by 44 per cent the likelihood that a woman would have to walk more than 60 minutes to reach drinking water points.

### Health outcomes

- Women's satisfaction with the quality and quantity of health programmes, the extent to which their gender-specific needs were addressed, as well as their ability to influence such programmes were associated with improved health outcomes in their households. Increasing the GEP Index from low to high would be associated with 81 fewer sick girls for every 1,000 households; increasing the Influence Index (measuring women's perceived ability to influence GEP) from low to high would be associated with 138 fewer sick adults and 70 fewer sick girls per 1,000 households. Reducing the Sensitivity Index would be associated with 33 fewer sick girls per 1,000 households.

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1 Adolescent pregnancies were reported as the reason why girls' school attendance rates do not increase as much as boys' as a result of GEP; girls who become pregnant stop attending school.

### Food security outcomes

- GEP intensity had a positive impact on household access to more diverse food groups. Increasing the GEP Index from low to high would improve the Food Diversity Index (a measure of how many food groups the household has access to during the relevant reference period) by 15 per cent.<sup>2</sup>

### GBV outcomes

- GEP participation correlated with a decreased likelihood of women experiencing GBV. The likelihood of women being subjected to psychological abuse by their partners would fall by 73 per cent if the GEP Index goes from low to high.
- GEP participation led to a 73 per cent decrease in the likelihood of women being threatened with abandonment by their husbands.

### Gender equality, empowerment and participation outcomes:

- A higher score on the GEP Index was strongly associated with an increase in women's feelings of agency and confidence in their abilities.
- Increasing women's economic empowerment was associated with reducing their economic and social dependence on their husbands, and with their more active roles in community decision-making.

### What elements of GEP have proven more or less effective in improving humanitarian outcomes and under which conditions? Did GEP result in any unintended (positive or negative) consequences?

While geography makes monitoring aid a challenge in Turkana, and the very high baseline levels of gender inequality and strong patriarchal traditions may seem daunting, the study revealed that GEP in humanitarian aid is central to increasing humanitarian outcomes for women, girls, boys and men. Key findings showed that:

- When humanitarian practitioners target women as their main beneficiaries, it is because they perceive women to be more willing to diversify their livelihood activities (e.g., not solely engage in pastoralism). These same practitioners also reported

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2 The empirical analysis found no evidence that GEP affects food security outcomes.

that women ensure that *all* household members benefit from humanitarian relief (especially in terms of food and health care).

- Enhanced participation of women in decision-making bodies and training in leadership skills correlated with raising the aspirations of women and girls, and reducing the stark disadvantages women face in their access to power.
- Girls' education as well as community sensitization campaigns on gender relations and women's empowerment have helped change perceptions of, and increase respect for, women.

The research did not uncover any obvious negative consequences of implementing GEP, but the following issues were raised:

- The traditional culture in Turkana is widely seen as deeply unequal, limiting women and girls' freedom and opportunities. For instance, school fees undermine the school enrolment rates of girls (but not boys), as men are reluctant to spend scarce resources on girls' education. Unsurprisingly, in such a context, GEP has created resentment among some men, who expressed uneasiness at increased women's empowerment and interventions specifically targeting women and girls. In-depth interviews and focus group discussions revealed that younger men who feel socio-economically insecure are more likely to report resentment.
- The study found no evidence that men's resentment and uneasiness regarding GEP increased the incidence of GBV.

# 1

# INTRODUCTION

---

The main objective of this case study is to provide rigorous evidence of the effects of gender equality programming (GEP) on humanitarian outcomes in Turkana, Kenya. The study addresses two main questions. First, what is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes? And second, what elements of GEP have proven more (or less) effective in improving humanitarian outcomes, and under which conditions? Within the first question, we analysed in detail the impact of GEP on the effectiveness of humanitarian action in terms of education; water, sanitation and hygiene (WASH); health; food security; gender-based violence (GBV) and women's empowerment. We also considered the effect of GEP on gender equality in humanitarian interventions, and on power relations between women and men.

These questions were addressed empirically using a combination of qualitative and quantitative research methods. We collected data from a unique survey of 919 sample households representative of Turkana county in February-March 2014. The data provide detailed information on how beneficiary households experience humanitarian programmes; the welfare outcomes of 16 different humanitarian interventions for women, girls, men and boys; perceptions of the effectiveness of different programmes; and perceptions on how different humanitarian interventions meet the specific needs of women, girls, men and boys. The full questionnaire is provided in annex F.

This dataset is, to the best of our knowledge, one of the first attempts to collect rigorous quantitative

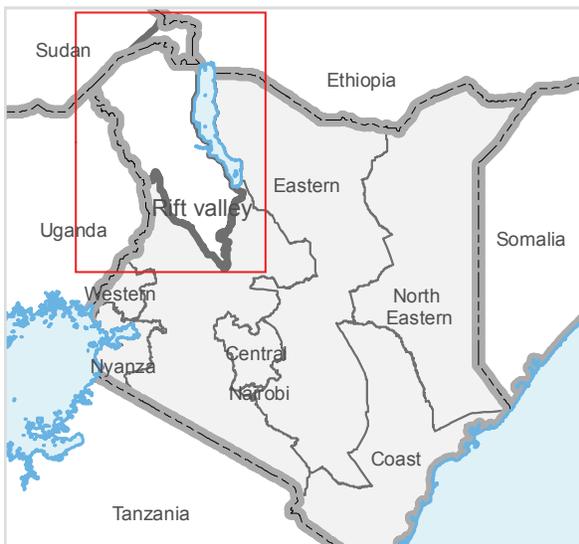
data on GEP in humanitarian settings, as well as one of the first representative surveys conducted among pastoralist groups in Kenya. We complemented the survey with a series of key informant interviews and focus group discussions designed to gain a detailed understanding of the mechanisms whereby GEP may influence the effectiveness and inclusiveness of humanitarian programmes, and to add depth and nuance to the household survey.

The case study is structured as follows. Section 2 describes the background context, including the main features of humanitarian action in Turkana. Section 3 discusses the research methodology. Section 4 analyses the main findings. Conclusions and recommendations are provided in section 5.

# REGIONAL CONTEXT

Turkana is one of the main recipient counties of humanitarian aid in Kenya. According to the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA 2013), humanitarian interventions reach 1.98 million beneficiaries. Most are members of pastoralist communities characterized by the same ethnicity (Turkana) and language, and similar, traditional patriarchal customs. They are highly dispersed, semi-nomadic populations living in areas where the reach of the state is limited. Turkana is the second largest county in north-western Kenya, with an area of 77,000 square kilometres (see map 1).

**MAP 1:**  
**Turkana County**



Source: <http://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/Turkana%20base%20map-feb2012.pdf>

In recent years, numerous factors have threatened the viability of pastoralism, including restrictions on movement across international borders, population pressure, and recurrent erratic rainfall and droughts. Access to the main resources for pastoralists and agro-pastoralists—water and pasture—are both often challenging. When the rain does fail, pastoralists need to move livestock to better pastures, often as far

as Uganda, South Sudan or Ethiopia. Migratory movements in search of water and pasture cause acute competition among pastoral communities, which routinely turn violent.<sup>3</sup>

Although rainfall levels across Turkana are too low to sustain agriculture, many communities in the south of the county and near the main rivers engage in agro-pastoralism. Around Lake Turkana, fishing is common. Near urban centres, casual work and trade are often main or secondary livelihoods.

The primary reasons for humanitarian action in Turkana are the erratic rainfall and drought, and chronic inability to sustain productive agriculture. The 2011 drought in the Horn of Africa prompted a significant humanitarian response across the region. There are some signs that droughts are becoming more common (a belief shared by most of our interviewees), and that households in Turkana are becoming less able to cope with them. This situation is aggravated by the absence of state services and investment in infrastructure. The household survey we conducted revealed that only 28 per cent of respondents were literate, 28 per cent had access to tap water and more than three-quarters had to defecate in the bush (see table 1). Food security indicators were low: 90 per cent of respondents reported that they and/or their family members went to bed hungry “often or sometimes” during the dry season.

3 For instance, cattle-raiding is pervasive both within Turkana and along international borders (see Bollig 1990, Hendrickson et al. 1996, McCabe 2004).

## 2.1.

### Gender relations in Turkana

Turkana's pastoralist society is deeply patriarchal, with clearly defined, unequal gender roles. Women's activities tend to centre around the house, where they are responsible for cleaning, preparing food, and collecting firewood and water. They play a crucial role in bringing up children, and in teaching them specialized skills (e.g., midwifery and basket-weaving). Men are typically the head of the household and are expected to make decisions on almost all issues in it, as well as to provide food, clothing, school fees and security (Wawire 2003). Men are responsible for all activities related to livestock, while women help feed and care for livestock when water and pasture are scarce, prepare the milk for different uses, and process hides and skins after animals are slaughtered. Women are also involved in raising small livestock, which tend to be overlooked by men, such as goats, poultry or sheep.

Polygamy is widespread in Turkana. Men who have more than one wife are responsible for allocating their resources among their wives, rendering these women economically dependent and vulnerable, particularly in times of drought when food becomes scarce. This situation also leaves women and girls vulnerable to sexual exploitation. During droughts, girls are sold into marriage in exchange for food, and girls and women are frequently attacked and raped when left alone in settlements during raids for food (Schilling et al. 2012, Little et al. 2009). The economic and social vulnerability of women is aggravated by customary rights, whereby women are not allowed to own assets or livestock.

Table 1 presents a range of welfare indicators for male-headed and female-headed households. Female-headed households are more likely to lack sanitation facilities and to experience much greater food insecurity. While female-headed households report slightly higher incomes (due to the fact they engage less in herding and more in cash activities) and better access to water points, these differences are not statistically significant.

## 2.2.

### Humanitarian aid in Turkana

Humanitarian actors have operated in Turkana since the 1980s (Reidy 2012). Humanitarian aid in Kenya totaled \$660 million in 2013, the majority of which was directed towards food-insecure populations in arid and semi-arid areas and to refugees. In early 2014, when we conducted fieldwork in Turkana, 1.98 million food insecure people were receiving aid there (OCHA 2013).

Decisions about humanitarian responses are made by a county steering group formed of representatives of UN agencies, non-governmental organizations (NGOs), civil society organizations, faith-based groups and politicians. According to Julius Taigong, head of the National Drought Management Authority (NDMA) Turkana office, the main programmes are food aid, school feeding, supplementary feeding and care for livestock, rehabilitation of water systems and nutritional support for children under five. Another important programme is the Kenyan Government's Hunger Safety Net Program (HSNP), an unconditional cash transfer programme targeted at chronically food insecure households. HSNP is in its second phase and will target 100,000 households by June 2017. Two-thirds of recipient households are headed by women.<sup>4</sup>

Another important intervention is the Food for Assets (FFA) programme, which provides food in exchange for the participation of beneficiaries in the construction of infrastructure related to agriculture and irrigation. The programme is rolled out continuously to a subset of the most marginalized populations. At the time of our field visit (February-March 2014), 37,500 people received general food distribution, and 74,760 received food for assets, according to the World Food Programme (WFP).

Figure 1 shows the proportion of households that received different humanitarian programmes in Turkana, according to our survey. The interventions covered were: general food distribution, FFA, school feeding, schools, health facilities, water points, water trucking, community sanitation facilities, training

4 For more information, see [www.hsnp.or.ke/](http://www.hsnp.or.ke/).

**TABLE 1:**  
**Welfare indicators**

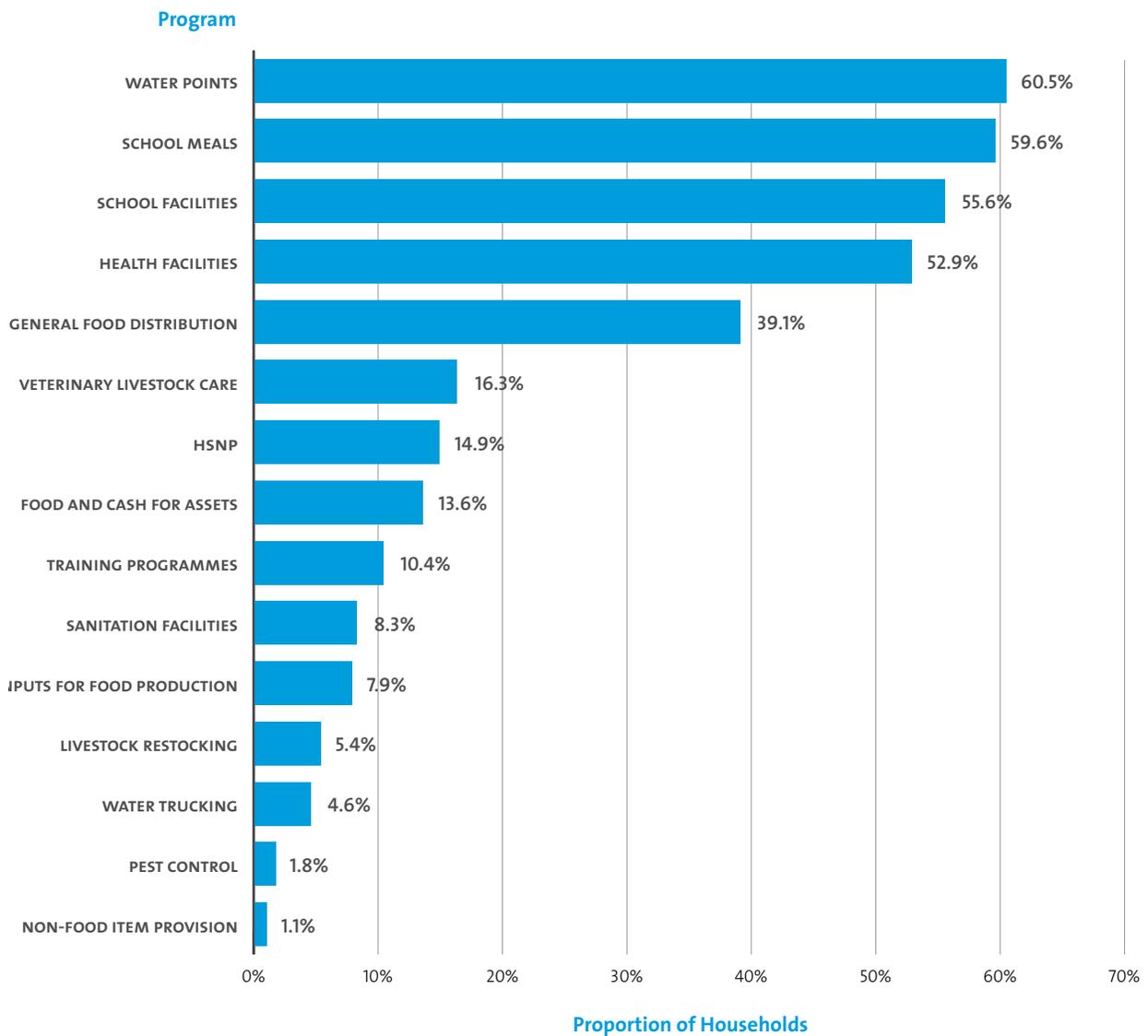
	Male-headed households Mean (standard deviation)	Female-headed households Mean (standard deviation)
Respondent is literate	0.28 (0.45)	0.27 (0.45)
Proportion of literate children in household	0.53 (0.43)	0.52 (0.45)
Proportion of literate girls in household	0.54 (0.46)	0.47 (0.49)
Proportion of literate boys in household	0.51 (0.46)	0.59 (0.46)
Proportion of sick children in household	0.25	0.37
Proportion of children with malaria in household	0.16 (0.31)	0.13 (0.26)
Proportion of sick adults in household	0.21 (0.31)	0.24 (0.32)
Access to tap water	0.28 (0.45)	0.25 (0.43)
Open defecation	0.75 (0.43)	0.82 (0.38)
Minutes to water point	47.71 (7.55)	33.52 (5.39)
Household members often go to bed hungry in dry season	0.55 (0.50)	0.69 (0.46)
Food Diversity Index (max=12)	3.58 (2.53)	3.26 (2.16)
Number of daily meals usually eaten by boys	1.27 (0.65)	1.03 (0.59)
Number of daily meals usually eaten by girls	1.33 (0.68)	1.11 (0.66)
Monthly income (in Kenyan shillings)	42.10 (111.54)	51.73 (139.21)
Tropical livestock units	3.75 (0.66)	3.82 (1.13)

Source: Turkana Household Survey on Humanitarian Action.

programmes, livestock care, food production, pest control, shelter provision, HSNP and other cash transfers. The three most accessed humanitarian programmes were water, schools and health facilities. The remaining humanitarian programmes were, in descending

order: school meals, general food distribution, veterinary livestock care, food and cash for assets, and training programmes. The HSNP was accessed by 14.9 per cent of survey respondents. All other programmes reached less than 10 per cent of the population.

**FIGURE 1:**  
**Proportion of households reached by humanitarian programmes in Turkana**



Source: Turkana Household Survey on Humanitarian Action.

# METHODOLOGY

We used a mixed methods approach for our research in Turkana. A literature review provided an overall picture of humanitarian interventions, including how GEP is incorporated into policy documents and implemented on the ground. We carried out a survey of 919 sample households in Turkana, conducted key informant interviews in Nairobi and Lodwar, the county capital, and undertook more interviews as well as focus group discussions in three villages in Turkana. The data collected provided detailed information on:

- Access to humanitarian programmes by households
- Welfare outcomes of 16 different humanitarian interventions for women, girls, men and boys
- Perceptions of effectiveness of different programmes
- Perceptions of the ability of beneficiaries to influence humanitarian services
- Perceptions of how different humanitarian interventions meet the specific needs of women, girls, men and boys.

Prior to embarking on the study, we used empirical survey data to construct a novel GEP Index, geared towards providing information on the proportion of programmes accessed by women perceived to meet their needs. This was complemented with three additional composite indices: the Satisfaction Index, measuring women's satisfaction with the quantity and quality of programmes, their ability to influence them and their perceptions of how well programmes meet gender-specific needs; the Influence Index, measuring women's perceived ability to influence programmes; and the Sensitivity Index, measuring women's perception of the level of gender equality in the programmes.

## 3.1

### Literature review

In a literature review, we identified gaps and devised questions to help answer these in our key informant interviews. We first interviewed representatives of UN agencies, NGOs and the Government in Nairobi in order to understand how GEP has been implemented

in Turkana, as well as its main outcomes and challenges from the perspective of key stakeholders. A list of interviewees is provided in annex A.

This background analysis uncovered very limited data on how GEP is operationalized and implemented within humanitarian interventions. We were unable to find any quantitative evidence on GEP impacts on the effectiveness and inclusiveness of humanitarian interventions surveyed. There were few usable sex- and age-disaggregated (SADD) monitoring data. Although some data on humanitarian outcomes exist as part of the Kenyan Census, the Demographic and Health Surveys and the Multiple Indicator Cluster Surveys, we were unable to use this as none of it revealed who accessed which programmes in Turkana. Several key informants in Nairobi told us that they had extremely limited knowledge of the quality of GEP in humanitarian interventions or impacts on effectiveness and inclusiveness.

Both discussions we had with numerous stakeholders and two reports by the *Disasters Emergency Committee (2012a, 2012b) on Turkana and Kenya* revealed a strong disconnect between GEP content in written project descriptions and actual implementation. Many projects with written descriptions that paid little or no attention to gender made quite strong gender equality contributions during implementation. The lack of a gender focus at the design stage, however, precluded the collection of data and the documentation of GEP. In contrast, some projects with a strong focus on gender in the written description faltered in implementation. In general, a good correlation between gender analysis and the collection of gender-disaggregated monitoring data was rare.

The main aim of this research project was to measure the GEP intensity of different programmes and relate this to humanitarian and gender equality outcomes. Given the density of humanitarian actors and aid programmes in the region and the lack of SADD, we decided to collect a representative sample of inhabitants in an area receiving significant humanitarian aid, and to exploit variations in household exposure to programmes with GEP components—such as by directly targeting female beneficiaries to address their specific needs, actively creating opportunities for women to take decision-making roles, prioritizing female-headed households, etc.—in order to explore whether or not GEP influenced humanitarian outcomes, and if so, how, controlling for access to aid and other confounding factors.

### 3.2. Household survey, in-depth interviews and focus group discussions

We designed a representative survey of the rural population of Turkana. Thirteen sub-locations were excluded from the sampling frame due to safety concerns.<sup>5</sup> Seven urban sub-locations were also excluded because they included the Kakuma refugee camp or were otherwise very different from the rest of the county. From the remaining sampling frame, we first randomly selected 83 out of the 138 Turkana sub-locations. This selection was done using a proportional-to-size draw.<sup>6</sup> Then, in each of the 83 sub-locations, we randomly selected 12 households from the main village settlement. These numbers were chosen in order to maximize the statistical power of the empirical analysis.

We partnered with the Agency for Development Research (ADR)<sup>7</sup> to carry out the survey. The field team consisted of 19 interviewers, mostly from Turkana, and three field supervisors. Before fieldwork commenced, we trained the survey team in Lodwar in intense

sessions that covered ethics, survey tools and selection of households. Questions were designed to collect information on household demographics, dwellings, water, sanitation, migration, food security, access to humanitarian programmes, community groups, and access to public services and markets. We also included a specific module on women's autonomy, mobility and empowerment.

We aimed to interview the head of the household or his/her spouse, regardless of gender. However, the last module on women's autonomy, mobility, and empowerment was only administered to women, and was conducted as privately as possible. Sixty-five per cent of the respondents to the main questionnaire were women. Seventy-two per cent of men who answered the main questionnaire agreed to have the last interview part answered by women in the household. Out of 919 households, 859 completed this last section.

In addition to the household survey, the research team conducted individual interviews with key humanitarian actors, including local government officials, and UN and NGO staffers in Lodwar.

These interviews and the household survey were complemented with in-depth interviews and focus group discussions in three communities that were part of the sample where the quantitative survey was administered. We spoke to men and women separately, in order to allow the latter to talk freely about their daily lives and experience of the programmes. We divided women into two groups by age, 45 years old and above, and between 18 and 45 years, to ensure older women did not dominate discussions. This division also enabled us to investigate whether or not age played a factor in outcomes associated with GEP. Unfortunately, we could not do the same with men for logistical reasons.<sup>8</sup> The full list of questions is provided in annex E.

We visited two villages (part of the survey sample) where we spoke to beneficiaries of humanitarian programmes. We visited an additional community not in receipt of humanitarian aid, which acted as a control community. Ideally, we should have been able to identify pairs of projects similar in every respect

5 Sub-locations are the smallest administrative units for which population data exist.

6 This means that sub-locations with larger population sizes had a bigger probability of being sampled.

7 ADR is a Nairobi-based institute specializing in household surveys.

8 We had only one male interviewer and were not able to remain longer in the community due to time constraints.

but different in terms of GEP. Lack of baseline data on programme implementation and GEP made this task impossible, however. We therefore chose to identify the effect of GEP indirectly by examining how humanitarian aid may benefit recipients in the communities we visited.

The first village, Nadapal, is an agro-pastoral community about 20 kilometres from Lodwar. Child Fund implements a WFP FFA programme here, part of which entails canal building to allow farming near the river. There is also a small livelihood (beekeeping) programme. The main source of livelihood for men is herding. Women are involved in basket-weaving, small-scale farming and work as part of the FFA programme. Beneficiaries are selected through a poverty mapping exercise conducted by villagers and Child Fund. There is an emphasis on reaching out to orphans, the elderly and female-headed households.

The FFA programme is not able to cover all community members. Programme staff reported that this has led to tensions, with some people trying to conceal their livestock in the hope that they will be enlisted in the programme. Child Fund is committed to promoting gender equity, and ensures that the leader of the food committee is a woman. Women are encouraged to interact directly with project staff as household representatives, to collect the food, and to work in the programme building canals and planting trees, and in farming-related work.

The second community, Kalokol, is a fishing community on Lake Turkana. The beach around Kalokol is divided into seven units, with roughly seven kilometres distance between each one. Each has a beach management unit with its own village/community and committees. Committees support different activities, such as fishing, procurement, sanitation, and monitoring and evaluation. Only the last two committees have female members (six women out of nine members in both).

The International Organization for Migration (IOM) implements one of the main humanitarian interventions for those engaged in fishing. This programme started in 2010 as a response to the need for fishing equipment, and later expanded to training on fish handling and hygiene, as well as marketing. It targets primarily women and persons with disabilities.

The third village, Nakutan, is a pastoral community about 30 minutes away from Lodwar. Outside humanitarian assistance ended in 2011. The last remaining intervention is a preschool run by the Catholic Church. The economic situation is dire. Livestock that survived the 2011 drought have no market value, and men have no money to replenish the stock. Women in the community make and sell baskets, brooms and charcoal, but because of rising food costs, community members mainly live on wild fruits collected by women.

### 3.3. Measuring GEP intensity

In Turkana, the humanitarian agencies that cited a GEP approach as an implementation strategy specifically target women as their primary recipients. This was justified on several grounds. First, women are usually the ones responsible for food management within the household, and for the health and nutrition of children. Second, women are generally considered to be more vulnerable than men as they find it difficult to find paid work. Female-headed households, widows and orphans are considered particularly vulnerable. Third, some agencies see their projects as an opportunity to improve women's position in society. One agency told us that it always makes deliberate efforts to provide aid to women and to involve women in decision-making, *"to show that women are able to make decisions and to be listened to; that they are not just there to listen and to be told"* (Vétérinaires Sans Frontières [VSF] Belgium). Fourth, it sometimes is simply more practical to deliver humanitarian assistance to women because, for instance, mothers are more likely to bring their children to health centres, while men are usually away attending to livestock during the day. Finally, women are more likely to engage in alternative livelihood activities, such as beekeeping, since livelihoods other than livestock herding are culturally less acceptable for men to engage in.

Despite these common principles and overall commitment to GEP across all humanitarian agencies we interviewed, it was extremely challenging for us to assess *how* GEP is implemented on the ground. This was mostly due to the incredibly limited availability of SADD, which led to significant challenges in measuring GEP intensity across different humanitarian

programmes. During our preparatory fieldwork, it became clear that we would not be able to directly measure the GEP components of programmes in a way that reflected how they are implemented on the ground.<sup>9</sup> In order to assess the importance of GEP for humanitarian outcomes—and in the absence of baseline data for any of the interventions we surveyed or applicable gender markers—we had to construct a measure that would indicate the magnitude of the GEP component of each intervention.

To offer an initial insight into GEP intensity across different programmes, we used two main indicators. The first was the proportion of programme participants in female-headed households. The second was the level of women’s and men’s satisfaction with the quantity and quality of programmes; their ability to influence programmes; and the extent to which they perceived gender-specific needs were addressed. The rationale for this is as follows. First, we assumed that the proportion of programme participants from female-headed households would be an indicator of the extent to which programmes targeted vulnerable women. Early data indicated that single women and widows were particularly vulnerable and prone to economic, climatic and violence-related shocks. Seventy per cent of respondents from female-headed households reported that they often go to bed hungry during the dry season, compared with 58 per cent of female respondents in male-headed households. Interviews with Child Fund programme staff in Nadapal confirmed that the FFA programme prioritized female-headed households, alongside persons with disabilities and elderly persons. Second, we assumed that women’s satisfaction with the extent to which programmes addressed gender-specific needs would indicate the success of actual GEP implementation. We also assumed that respondents’ (especially women’s) satisfaction with programme quantity and quality, and their ability to influence them, would be indicative of GEP.

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9 While the Inter-agency Standing Committee has created a Gender Marker that assesses how well gender is considered in the design of interventions, it does not act as a tool for monitoring whether or not commitments made to GEP are followed through during implementation.

### 3.4. GEP intensity in Turkana

The first measure we used to identify the level of GEP in each programme was the participation rate of female-headed households (23.5 per cent of our overall sample) as it was expected that programmes with a high GEP intensity would have a larger than proportional share of female-headed households.

The Hunger Safety Net Programme (HSNP) offered a useful benchmark as it explicitly targets female-headed households—they make up 35.6 per cent of programme recipients. All other humanitarian interventions exhibit a lower share of female-headed households, though at rates exceeding the population average of 23.5 per cent.

Other GEP measures were provided by a set of questions included in the household survey about the rate of satisfaction with the quantity and quality of each humanitarian service, perceptions about the power to influence the delivery of the service, and assessments of whether or not the intervention meets specific gender needs.

While beneficiaries of almost all programmes reported high levels of satisfaction with the quantity and quality of activities, the overwhelming majority of respondents fully disagreed when asked whether or not they could influence delivery of services. In most cases, the majority of beneficiaries felt that programmes adequately met gendered needs. When men’s and women’s answers were considered separately, however, differences emerged. For instance, 73.3 per cent of female beneficiaries of the FFA programme agreed that it fit their needs; more than half of all male beneficiaries fully disagreed that it addressed men’s needs.

To determine how GEP affected the inclusiveness and effectiveness of humanitarian aid, we separated the effect of the exposure to aid itself from its GEP content by using the answers provided by women only with regard to the four satisfaction indicators: the quantity of the service, quality, ability to influence service delivery and gender sensitivity. We used the ratings from women only in our analysis as they

comprised 65 per cent of the respondents, and we expected women's responses to more accurately reflect GEP implementation.

For each household and indicator, we recorded the number of programmes for which women expressed very high levels of satisfaction, then computed the proportion of programmes with high satisfaction levels. Thus, if a household participated in three different programmes and the respondent only expressed satisfaction with the quantity of one, the quantity satisfaction score would be 0.33 (i.e., 33 per cent). If, however, the woman was completely satisfied with the quality of all three programmes, the quality score would be 1 (i.e., 100 per cent).

The four satisfaction variables incorporated different but correlated sources of respondents' satisfaction. We used principal components analysis (PCA) to create composite indices. A detailed description of the indices is in annex B. The PCA led us to construct three distinct composite indices: the Satisfaction Index, which indicated overall satisfaction with humanitarian aid; the Influence Index, which measured the ability of beneficiaries to influence programmes; and the Sensitivity Index, which measured the ability of programmes to address gender-specific needs. Table 1 in annex B summarizes the GEP variables and their range in the sample.

We conducted two sets of econometric models to assess the effect of GEP on humanitarian outcomes.<sup>10</sup> In the first model, we regressed humanitarian outcomes on the number of humanitarian programmes households take part in, the GEP Index, and a host of variables describing the households' socio-economic and demographic status. The second model was similar to the first, except that we replaced the GEP Index with the more comprehensive compos-

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<sup>10</sup> Annex C lists how the outcomes of interest were measured using survey data.

ite indices (Satisfaction, Influence and Sensitivity). The full set of control variables included whether or not the head of the household was a woman, the educational attainment of the head of the household, whether or not the household head was employed, the occupation of the household head, the household dependency ratio, the material of external walls as an indicator for housing conditions, whether or not the household head owned land, and whether or not the household had access to toilets that were private or shared with other families.

In order to report the quantitative findings in an intuitive and consistent way, we simulated the impact of increasing GEP from low intensity to high intensity on various humanitarian outcomes. Low intensity GEP corresponds to the degree of GEP observed at the bottom 25 per cent of the distribution. High intensity GEP corresponds to the degree observed at the top 25 per cent of the distribution. Further technical details on the definition of low and high intensity of GEP are presented in annex C.

The regression models were implemented using "village fixed effects," which allowed us to compare observations within villages and avoid the risk caused by unobservable village characteristics. This technique should have significantly reduced errors and made the estimated impact of GEP on humanitarian outcomes more accurate.

There are, however, some limitations to the analysis. For logistical and budgetary reasons, we did not gather detailed information on gender needs and access to humanitarian aid for all members in each household. While we were able to determine the extent to which GEP addressed specific-gender needs, we were not able to systematically investigate exactly how GEP managed to do so. Despite these limitations, we were able to obtain important, unique and rigorous information on the causal effect of GEP on humanitarian interventions.

# RESEARCH FINDINGS

## 4.1.

### What is the impact of GEP on the effectiveness and inclusiveness of humanitarian outcomes in Turkana?

The qualitative and quantitative evidence analysed in this study showed that GEP is associated with improvements in a large range of humanitarian outcomes, independent of the effect of aid itself. Positive impacts were found on education, WASH, health, food security and protection.

#### 4.1.1. Access and effectiveness of outcomes of humanitarian interventions.

##### Education outcomes

The educational outcomes considered in the analysis were the percentage of literate children in the household, disaggregated by sex. Results are presented in tables 1 and 2 in annex D.

##### i. Access and use

The results strongly suggested that GEP was associated with a larger proportion of literate children in the household: Increasing the GEP Index from low to high intensity would raise the proportion by 4.8 percentage points, which corresponds to 59 more literate children per 1,000 households. This effect was concentrated on boys only, however. When disaggregated by sex, the results showed no statistically significant effect of the GEP Index on the proportion of literate girls. Increasing GEP from low to high intensity was associated with an increase of 14.9 percentage points in the proportion of literate boys, which corresponds to 88 more literate boys for every 1,000 households.

The estimates for the composite GEP indices complement these results. The Satisfaction Index was positively and significantly associated with a larger proportion of literate boys. An increase from low to high values would lead to a rise of 15 percentage points in the proportion of literate boys, or 88 more

literate boys for every 1,000 households. The result for the Sensitivity Index found a reduction (indicating higher GEP) from high to low intensity was associated with an increase of 4.6 percentage points in the proportion of literate boys, or 27 more literate boys per 1,000 households.

##### ii. Effectiveness

The two programmes most associated with improving the proportion of literate children were school feeding and the provision of schools. With other factors controlled for, among households residing in communities where school facilities (i.e., infrastructure, teachers, supplies, etc.) were provided, those who reported higher satisfaction with the extent to which school facilities programmes addressed gender-specific needs had a much higher proportion of literate boys, but not girls. We did not find a statistically significant result for school feeding. This suggested that the main mechanism whereby GEP improves literacy outcomes is through ensuring that there are enough school facilities—classrooms, teachers, supplies, etc.

As mentioned above, the results demonstrated GEP's positive effect on the literacy of boys. The absence of a similar benefit for girls may be attributable to high levels of initial gender inequality and adverse gender norms. Respondents told us that both boys and girls attend school, but girls drop out earlier “[be]cause of pregnancies and because of school fees in secondary school” [older women's group interview, Nadapal]. “Girls get pregnant so don't go further. Plus they don't want to pay school fees so instead they get married and drop out of school. Boys also stop after class 7 and start fishing because they also can't pay fees” [older women's group interview, Kalokol]. Early pregnancies and school fees emerged as significant barriers to adolescent girls remaining in school.

Attitudes seem to be changing, however, as interventions, awareness raising and education campaigns specifically aim to increase girls' retention rates. Furthermore, as women were reported to support their parents in old age, girls' education is starting to

be seen as an investment by their parents. *“They saw the benefits of education in other villages and then the agencies came. Girls bring more money home than boys. Boys get married and have their own families to worry about but girls will always make sure to take care of their own parents, even if they are married”* [older women’s group interview, Nadapal].

## WASH outcomes

The survey data allowed us to document two WASH-related outcomes: how long members of households take to reach drinking water points by foot, and the prevalence of open defecation. The results are in tables 3 and 4 in annex D.

### i. Access and use

It was difficult to ascertain whether or not the extent to which people perceived their gender-specific needs were addressed in WASH services alone made a difference because of the small sample size (for instance, only 72 of the sampled households accessed sanitation programmes), and because these are community services that affect everyone in a given village. We were able to discuss issues around sanitation and access to water in our qualitative interviews, however. These indicated clearly that WASH interventions are particularly important to the well-being of women and girls. Women in the focus group discussions in Nadapal overwhelmingly reported that without proper sanitation and water facilities, they have to go to the bush and the river, respectively, with implications for their privacy and time needed to fetch the water: *“We go a bit further down the river from men and don’t remove [our] clothes if men [are] around”* [older women’s group interview, Nadapal]. Women who resided in the village without these programmes reported having to walk long distances to access water: *“For water, they go to the river [wells on river bed]. It takes one hour to get to the river. It’s usually girls who fetch water. Boys may fetch firewood or play”* [older women’s group interview, Nakutan].

### ii. Effectiveness

The data revealed a significant association between GEP measures and the time required to reach drinking water points. Increasing the GEP Index from low to high would reduce by 44 percentage points the likelihood that women would have to walk more than

30 minutes to get to the water point.” The results were less clear for GEP’s effect on the likelihood of open defecation: The coefficients were positive but not statistically significant.

The provision of water facilities contributed to reducing the distance to water sources by about 40 per cent. Interestingly, there was also a significant relationship between provision of schools and time to get to water sources. This may be explained by the fact that some schools—including the one we visited in Nadapal—have one or several water points.

As expected, community sanitation and health programmes contributed substantially to the reduction of open defecation. Households that do not access health programmes were three times as likely to defecate in the bush as others.

## Health outcomes

Health outcomes were measured using the proportion of adults and children (both disaggregated by sex) who were sick in the household at the time of the survey, and the proportion of children (disaggregated by sex) reported to be suffering from malaria (the most prevalent disease in the sample). The results are presented in tables 5, 6 and 7 in annex D.

### i. Effectiveness

The regressions showed evidence for significant links between GEP intensity and health outcomes: increasing the GEP Index from low to high would reduce the proportion of sick girls in households by 8.9 percentage points, or 81 fewer sick girls for every 1,000 households. Increasing the GEP Index from low to high through a reduction of the Sensitivity Index would reduce the proportion of sick girls by 3.6 percentage points. In addition, increasing the Influence Index from low to high intensity would result in 138 fewer sick adults, and 70 fewer sick female adults per 1,000 households.

## Food security and livelihoods

Indicators of food security and nutrition used in the empirical analysis were how often household members went to bed hungry during the dry season, the

<sup>11</sup> The Satisfaction Index was also negatively correlated with the time needed to get drinking water, but the effect was not statistically significant.

household Food Diversity Index (the number of different food categories eaten during the seven days prior to the survey), as well as the number of meals eaten daily by children and the proportion of malnourished children, both disaggregated by sex, in the household. The results are presented in tables 8, 9, 10 and 11 in annex D.

#### **i. Access and use**

The qualitative evidence we gathered suggested that GEP may contribute to reducing food insecurity and malnutrition. First, women and men participants of the FFA programme in Nadapal discussed how women and children benefited most from food assistance because men tended to be away with the livestock. In particular, the fact that food from FFA is distributed to women *“assures that women get a share for herself and her children if the man has more than one wife”* [older women’s group interview, Nadapal]. Second, GEP in interventions with infrastructure-building components may contribute to improved food security when women are responsible for farming and control the resources created: *“Women own assets, land, and can now take care of the family”* [chairwoman of the food relief committee, Nadapal].

#### **ii. Effectiveness**

The results showed limited evidence for GEP’s effect on food security and nutrition outcomes. One exception was the positive association between the Satisfaction Index and the Food Diversity Index. Increasing the Satisfaction Index from low intensity to high intensity would add 0.52 to the Food Diversity Index, an improvement of 15 per cent. In addition, among beneficiaries of General Food Distribution, female respondents who fully agreed that the programme fits women’s needs reported higher food diversity.

As food insecurity is both prevalent and acute in Turkana, the absence of a notable impact of GEP on food security and malnutrition rates was unexpected. This may be due to measurement issues. It also may be that GEP aid was simply not of great enough magnitude to be felt by respondents. Furthermore, food assistance was directed towards the most disadvantaged households within each village. So, even when controlling for factors that one would expect to correlate with being a recipient of food assistance (e.g., a female-headed household, a high dependency

ratio and low livestock ownership), it was likely that unobservable characteristics remained uncontrolled for in the regressions.

### **GBV outcomes**

We sought to collect data on multiple forms of GBV against women and girls, particularly those we expected to be most common, including sexual exploitation outside the home, and physical or psychological violence in intimate partner settings. We therefore asked women whether or not they experienced psychological or physical violence or threats from their partners or families, or sexual exploitation when seeking to engage in livelihood activities. The results are displayed in tables 12, 13, 14 and 15 in annex D.

#### **i. Effectiveness**

The data analysis suggested that GEP participation reduced the likelihood of GBV. Raising the GEP Index from low to high would decrease women’s likelihood of being threatened by their husband with abandonment by 73 per cent. The GEP Index and the Satisfaction Index were both associated with a lower probability of women reporting having been threatened by their husbands with abandonment or with taking another wife. Results for physical abuse, or other types of verbal abuse, were not statistically significant. The regressions showed that general food distribution, health and water facilities, and the HSNP were all negatively and significantly linked with the likelihood that women will suffer from and report physical abuse (see table 15 in annex D). No programmes were linked to an increase in GBV.

**4.1.2. Effects on gender equality, empowerment and participation.** The quantitative analysis suggested two key mechanisms through which GEP contributed to improving women and girls’ living conditions, and equal access to humanitarian activities. First, the results demonstrated that GEP increased women’s and girls’ equal access to positive humanitarian aid outcomes. This is particularly true with regard to health outcomes and access to water. The relationship between different GEP measures and outcomes suggested that GEP significantly reduces the proportions of sick girls and sick adults, women in particular. Second, GEP considerably lowers the reported probability of women being threatened by their husbands

with abandonment or taking another wife. This result indicated that GEP results in greater marital stability, a condition central to women's economic and social security in the context of a patriarchal, polygamous society where women are dependent on their husbands for food, access to resources and protection.

To assess GEP's impact on gender power relations in Turkana, we collected a variety of data on women's aspirations, levels of confidence and outlook on life. Findings revealed that GEP was significantly related to women reporting a more positive outlook, measured by increased expressions of agency and confidence in their own abilities. Women who reported benefitting from programmes that they perceived to have strong GEP components were twice as likely to express feelings of agency, and 60 per cent more likely to be optimistic about their life plans. The corresponding figures using the Satisfaction Index were 2 times and 2.3 times (see table 16 in annex D).

The qualitative interviews suggested, however, that improvements in the status of women as a result of GEP exposure were also associated with resistance and resentment among men. The majority of the men we interviewed expressed their disapproval of some aspects of women's empowerment, while still professing that they welcomed women's leadership. The main issue voiced by men was women's economic empowerment thanks to the FFA programme, and the feeling that they were losing respect for men: *"Women have resources but men have not, this creates disrespect and troubles."* Equally troubling for men is the enhanced physical mobility of women, as well as the fact that women are more able to leave their husbands if they are unhappy. This, to them, means *"women are likely to spoil things by moving around"* (i.e., leaving the man). The risk of being left was considered especially acute among younger men with limited economic resources [men's focus group, Nadapal].

Men reported that while they felt household conflicts between partners were not created by women's participation in the FFA programme, conflicts were more acute if there were some existing problems in the household. A sharp distinction was drawn between older and younger women. Testifying to the impact

of education and sensitization campaigns, men reckoned that *"older women respect the [Turkana] culture, and make households strong and performing"* whereas because of education younger women develop *"a capitalistic mindset. They don't stay with men if they have no money or food"* [men's focus group, Nadapal].

According to the chairwoman of the food relief committee in Nadapal, not all men opposed women's empowerment. She reported that men with limited resources were more likely to feel insecure and resist change. She did admit that those men who *"feel threatened"* were very vocal in their opposition and sometimes try to *"retain their women at home and forbid them to take part in the programme or interact with beneficiaries and staff."*

There were indeed examples of men accepting women's greater involvement in humanitarian programmes. For instance, men in Nadapal did not express concern with women being at the forefront of the FFA programme. It seemed that because food was seen as part of the domestic sphere, which is traditionally female, they were not threatened. *"Anything around the home is the woman, so food is under women, no problem"* [men's focus group, Nadapal].

Another issue of concern debated in focus group discussions was the relationship between school attendance and early pregnancies among girls, which resulted in somewhat ambivalent feelings towards girls' education. On the one hand, men recognized that households where women and girls were educated and had access to work enjoyed higher quality of life. On the other hand, men disparaged the change of mentality towards girls' access to education and the prevalence of early pregnancies. They blamed the *"irresponsible behaviour of girls"* for this and contended that it causes *"families to become unstable"* [men's focus group, Nakutan]. Women were in full agreement that an unintended consequence of schooling was an increase in early pregnancies, which caused girls to stop their education and to utilize more resources in order to care for their infants. Tellingly, men felt powerless to take action once the girls come back home with a child, as *"sending them away is more trouble..."* [men's focus group, Nakutan].

## 4.2.

### What GEP elements have proven more or less effective in improving humanitarian outcomes and under which conditions? Did GEP result in any unintended (positive or negative) consequences?

Our interviews with men and women revealed three elements of GEP that make it most effective: improved women's economic empowerment, enhanced women's participation and leadership skills, and sensitization and education. These elements were apparent in the quantitative analysis, as well as when we compared outcomes for beneficiaries of a FFA programme in Nadapal that very successfully addressed women's needs to those in Nakutan, which received no outside aid during the last two years, and Kalokol, a fishing village where the livelihood programme did not incorporate as much GEP as in Nadapal.

**4.2.1. Economic empowerment.** In Turkana, women have been prioritized in livelihood projects such as poultry, small-scale farming and alternative livelihoods (e.g., beekeeping) because they prove more willing to diversify activities away from pastoralism: *"Women are also more tolerant to accept different livelihood activity as long as it feeds their children, whereas men want to be pastoralists. For pure pastoralists it's more difficult to change to another activity, [it] takes a lot of time to change the tradition and way of life. Livestock is everything to them. If they lose their cattle, they sometimes commit suicide"* [Shena Mercyline, VSF Belgium].

We did not find strong evidence that GEP intensity improved financial autonomy. The results show (tables 17 and 18 in annex D), however, that participation in the FFA programme strongly reduced the likelihood that men were the sole decision makers in matters of health care. FFA participants are 62 per cent less likely to report that men alone make decisions on health-care spending. This is a significant finding. In the qualitative interviews, men also reported that they were happy to leave women in charge of food. We were told on several occasions that earnings from

women were useful for paying for school fees and health care. David Kamau from WFP agreed that men do not object: *"Men too know that if aid is given to woman in household, the children will surely get it and there will be a share for him when he gets home. Within households [there is] more trust too."*

Economic empowerment seems to be central to changing gender relations and making humanitarian outcomes more equitable. While women beneficiaries of GEP-intense programmes across the sample, and in Nadapal, appeared to have more control over economic decisions, in Nakutan, where very little humanitarian aid was provided, older women reported in terms of younger women: *"The money they earn themselves by making and selling baskets and brooms or charcoal burning: her income ... If there is something she cannot afford, [she] must ask her husband ... If man says no, it's no"* [older women's group interview]. We heard similar reports in Kalokol, where GEP is more limited than in Nadapal.

**4.2.2. Enhanced participation and leadership skills.** GEP has been particularly central to raising women's aspirations and developing their leadership skills. In Nadapal, where a FFA programme is present, women reported receiving greater respect from men as a result of their more prominent roles in the Food Relief Committee: *"We are happy because we get information. Decisions in the committee are made by both men and women the same. It's all equal now. When we were young, the men decided everything"* [younger women's group interview, Nadapal]. The same was noted by the older women's group in Kalokol: *"Women have been involved in these committees set up in 2010. Before it was only men in leadership. When this started, women were told to be part of it."* Gabriel Ekuwan from Oxfam is of the same opinion: *"Women are now allowed to sit under the tree with men."*

**4.2.3. Sensitization and education.** Beneficiaries of FFA in Nadapal believed that agencies successfully sensitized the community to gender equality, altered the perception of women's abilities and increased the whole community's respect for women. *"In the past, no one would listen or take interest if a woman spoke. Now they equally listen"* [younger women's group interview, Nadapal]. The role of training and education

was underscored by key informants in order to achieve these changes. *“Fifteen years ago it was much more difficult to get an even mix of men and women. It took lots of training and slowly changing mindsets. Now it is easily accepted that women can take decisions, especially that affect their own lives”* [Gabriel Ekuwan, Oxfam].

Positive examples of girls going to school and further contributing to the economic well-being of the household were also reported as helping to convince men to change a number of their negative gender stereotypes, particularly regarding girls’ education. Although, as discussed above, school fees still undermined the enrolment rates of girls, as men remained reluctant to spend resources on girls’ education.

Training activities and sensitization campaigns were viewed as highly beneficial. It was felt that their effectiveness could be further enhanced if men attend as well. Martin Worth from the United Nations Children’s Fund (UNICEF) recognized that hygiene and health training is mostly attended by women. Yet men are the traditional decision makers in regard to household resources. The women in Nadapal expressed concern that training on gender relations and women’s empowerment was considered a “woman thing” and was not attended by men. Some even suggested that providing men with monetary compensation might encourage them to be present.

#### **4.2.4. Deliberate targeting of women and girls.**

We found widespread agreement among programme managers that it is necessary to specifically target women and girls in humanitarian action. In the deeply patriarchal society of Turkana, women are very vulnerable and *“are not recognized in society, we need to find ways to uplift them. Proposals sometimes target men or women or both but make a deliberate effort to contribute to lifting up women from their disadvantaged position by targeting them if they are available and willing to join the projects”* [Shena Mercyline, VSF Belgium]. A key informant from Oxfam estimated that women are deliberately targeted as the vast majority of beneficiaries of food distribution efforts: *“About 90 per cent women registered as targets of food aid. 70 per cent women in key leadership positions”* [Gabriel

Ekuwan, Oxfam]. This is important in the eyes of beneficiaries as well: *“Women are the ones who forgo their meal if there is not enough. The husband cannot miss a meal because he’s also like a child and may have to go out tomorrow and take care of the animals. Husband has final say”* [older women’s group interview, Nakutan].

We also found that humanitarian practitioners deliberately sought to engage women in their programmes due to women’s much greater likelihood (as compared to men) of engaging in non-traditional livelihoods that proved more effective at providing sustainable sources of income; of ensuring that all members of a household had access to humanitarian aid; and of suffering from far-reaching gender inequalities.

#### **4.2.5. Unintended consequences.**

We did not find much evidence for unintended consequences of GEP. However, we found that some men reported resentment regarding the societal changes that GEP was engendering, in particular related to the education and empowerment of women. A minority of men reported a rise in tensions within the household due to changes in women’s status. They also expressed a significant difference in younger and older women’s attitudes. Whereas older women were considered to *“still respect the culture”* and *“make households strong and performing,”* younger women were characterized as generally *“less respectful.”* These men also reported feeling that as women became more educated, they became more mobile, more likely to make requests of their husbands, and more likely to leave the relationship and households when times turned bad.

One negative, unintended consequence that men, young women, older women and agency representatives pointed to was the increased incidence of pregnancies among adolescent girls in school. This was a key reason cited in focus group discussion for the high dropout rates among girls. It was also seen as the major reason for earlier marriages: *“Nowadays girls marry at a younger age. Before girls were older because they were at home and monitored. But now they go off to school where we can’t monitor them and they get pregnant. They go back to school after they had the baby”* [older women’s group interview, Nadapal].

# CONCLUSIONS

The findings from this study demonstrate that women, men, girls and boys all derive greater benefits from humanitarian aid programming that incorporates elements of GEP. A number of additional benefits, related to gender equality and women's empowerment, were also seen for women, who gained confidence, agency and status in their homes and communities as a result of participating in programming that incorporated GEP elements. While the study identified some discomfort among older and younger men regarding women's increased confidence, status and ability to engage in non-traditional activities outside the home, these attitudes were not linked with increases in the incidence of GBV or other negative outcomes.

Despite the encouraging outcomes yielded by GEP, the extent of patriarchal traditions and structures means gender inequality remains entrenched in all facets of life in Turkana. Progress to date could be viewed as "stage one," which could and should lead to greater progress measurable in gender equality terms.

Given GEP's demonstrated ability to deliver better outcomes for women, men, girls and boys in all sectors of humanitarian assistance in Turkana, it would seem that applying elements of it to all humanitarian programming in Turkana, and similar sites, should enable humanitarians to replicate these findings, and improve programming more broadly for a greater numbers of beneficiaries. Our research suggested that making certain adjustments to overcome gender-related barriers and challenges should increase humanitarian outcomes and maximize the impacts discussed above. For example, implementing reproductive health care awareness campaigns and increasing access to family planning for adolescents should address the concern raised by community members regarding girl's lower educational retention rates due to early pregnancy. Awareness raising around opportunities for girls who stay in school may also help contribute to lower pregnancy rates. Creating opportunities for young mothers to continue with their education, be it formal and/or vocational, would provide girls with a path towards productive livelihoods.

It was also clear, based on our findings, that humanitarians should be increasing women's participation

in the design and assessment of humanitarian programming. There were consistent, strong links across sectors between women's ability to influence humanitarian programmes and their satisfaction with them, and improved humanitarian outcomes. Women's central role in ensuring all household members' access to services coupled with their awareness of the needs of different members of the household makes them ideal partners for humanitarians in designing and assessing the impact of programming.

Finally, the finding that the majority of men accept, even if sometimes grudgingly, the increasing roles and status of women and adolescent girls in society, as well as the lack of an increase in GBV as a result of this (indeed, women reported only deriving positive benefits in terms of gender equality and power relations vis-a-vis their male partners as a result of GEP) was encouraging, indicating the sustainable potential of GEP and its ability to transform gender inequality and power relations. Development settings offer numerous successful examples of men becoming partners in supporting the access of women and girls to programming, and combating gender inequality. There are many cases of public awareness campaigns and activities that empower women and girls. Adapting approaches that specifically target men's attitudes towards women's empowerment, particularly when there is already evidence of cultural change and acceptance, is likely to notably advance gender equality and humanitarian programming overall.

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# ANNEXES

## ANNEX A.

### List of Interviews and Focus Groups

#### Nairobi

Agency	Participants
UN Women	Zebib S. Kavuma (Country Director) Idil Absiye (Peace and Security Specialist) Njoki Kinyanjui (former GENCAP adviser in Kenya)
UNOCHA	Lucy Dickinson (Humanitarian Affairs Officer)
UNFPA (United Nations Population Fund)	Mathilda Musumba (Humanitarian Specialist)
UNICEF	Maureen Khambira, (Cluster Coordinator and Information Management in Ministry of Education) Mathieu Joyeux (Nutrition Specialist)
IOM	Sharif Ahmed (Head of Migration Crisis Response Unit)
UNDP (United Nations Development Programme)	Arnold Ambundo (Disaster Risk Reduction Officer)
UNAIDS (United Nations Programme on HIV/AIDS)	Gary Jones (Adviser, Humanitarian Response)
UNICEF	Jane Maonga (WASH Cluster Coordinator) Martin Worth (Emergency Water and Sanitation Specialist)
KRC (Kenya Red Cross)	Salima Mohammed (Social Services Manager)
NDMA	Paul Kimeu (Drought Resilience Manager)
Oxfam	Justina Demetriedis (Regional Gender Advisor) Joost Van de Leest (Arid and Semi-Arid Lands Coordinator)
Millennium Water Alliance	Doris Kaberia (Kenya Programme Director)
USAID (United States Agency for International Development)	Betty Mugo (Gender Specialist)

## Turkana

Agency	Participants
NDMA	Julius Taigong (County Director)
VSF Belgium	Shena Mercyline
UNICEF	Philip Aemus (Resident Programme Officer)
WFP	David Kamau (Head of WFP Office, Lodwar)
Oxfam	Gabriel Ekuwan
IOM	Augustine Lambert (Migration Crisis Response Unit)
Child Fund	Ebukut Etukon (Project Officer)

## Communities

Community	Focus groups and interviews
Nadapal	Focus groups: 9 older women, 8 younger women, 8 men Interview with chairlady
Nakutan	Focus groups: 10 older women, 8 younger women, 8 men
Kalokol	Focus groups: 8 older women, 11 younger women, 12 men

## ANNEX B.

### Measures of GEP Intensity

GEP variables are based on answers by women respondents to four questions:

- In your opinion, do you think that the quantity of this [SERVICE] fits your and your household members' needs?
- In your opinion, do you think that the quality of this [SERVICE] fits your and your household members' needs?
- Do you think that you have room to influence the delivery of this [SERVICE]?
- Does this programme adequately fit [RESPONDENT'S GENDER] needs?

The questions were asked for each programme accessed by each household.

We recorded for each household and each indicator the number of programmes for which women expressed very high levels of satisfaction, and then

computed the proportion of programmes with high satisfaction out of the total. This gave the following four variables:

- Quantity: percentage of programmes that respondents fully agree meet their quantity requirements
- Quality: percentage of programmes that respondents fully agree meet their quality requirements
- Influence: percentage of programmes that respondents fully agree allow them to influence delivery
- Gender needs: percentage of programmes that respondents fully agree meet their gender needs

Gender needs measured the proportion of programmes that women feel take their specific needs very well into account. We called this variable the GEP Index. The average GEP Index was 0.26, meaning that women perceived that 26 per cent of programmes benefitting them and their households meet women's needs.

The four variables were correlated between each other as indicated by the following correlation matrix.

#### Correlation matrix between satisfaction variables

	Quantity	Quality	Influence	Gender needs
Quantity	1			
Quality	0.708***	1		
Influence	0.289***	0.270***	1	
Gender needs	0.521***	0.556***	0.383***	1

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

We used PCA to create composite indices from the four satisfaction measures. The PCA created linear combinations (or principal components) of the original variables, which, by construction, were independent from each other and accounted for as much of the variability in the data as possible. The main advantage of the technique is that these composite indices can be introduced simultaneously in statistical analysis

and capture different underlying dimensions of the original variables.

The table below indicates the first component explained 60 per cent of the variability in the data, the second component 21 per cent and the third 12 per cent. Taken together, the first three components explained 92 per cent of the variability. The PCA suggested retaining three distinct composite indices.

Component	Eigenvalue	Difference	Proportion	Cumulative
Comp1	2.39134	1.56677	0.5978	0.5978
Comp2	.824578	.322904	0.2061	0.8040
Comp3	.501674	.219269	0.1254	0.9294
Comp4	.282405	.	0.0706	1.0000

Composite indices created by PCA can be interpreted by looking at the sign and magnitude of the contribution each satisfaction variable makes.

	Comp 1	Comp 2	Comp 3	Comp 4
Quantity	.545257	-.3125083	.3962943	-.6693162
Quality	.5505512	-.3394383	.2121194	.7325847
Influence	.3601734	.8840373	.2929596	.0541095
Gender needs	.5194837	.0748218	-.8438785	-.1113891

We can see that all types of satisfaction positively contributed to the first composite index (Comp1). We called it the Satisfaction Index. In contrast, satisfaction with influence is the only satisfaction variable that positively contributes to the second composite

index (Comp2). We called the second component the Influence Index. Finally, gender needs were very strongly and negatively related to the third component (Comp3). We called it the Sensitivity Index.

**TABLE 1:**  
**Summary of GEP indices**

GEP variable	Range	Description	Mean (standard deviations)
GEP Index	0–1	Percentage of programmes that women fully agreed fit their (specific) needs.	0.26 (0.37)
Satisfaction Index	-1.47–4.32	Composite index of female satisfaction with programmes that considered quantity, quality, influence and gender sensitivity	0 (1.55)
Influence Index	-1.58–3.36	Composite index of female satisfaction with programmes that valued the ability to influence over quantity and quality	0 (0.9)
Sensitivity Index	-2.04–1.57	Composite index of female satisfaction that valued quantity and quality of programmes over gender sensitivity	0 (0.69)

## ANNEX C.

### Regression Specifications and Outcome Variables

Equation (1) below describes the empirical specification followed in this study.

$$\text{outcome}_{h,j} = \alpha_{h,j} + \beta_k X_h^k + \delta_1 \text{nbprog}_h + \delta_2 \text{GEP}_h^i + \lambda_j + e_{h,j} \quad (1)$$

The humanitarian outcome for household  $h$  in village  $j$  was explained by a constant ( $\alpha_{h,j}$ ), a set of variables describing household characteristics ( $X_h^k$ ), the number of programmes the household has access to ( $\text{nbprog}$ ), the overall extent of GEP in humanitarian programmes the household has access to ( $\text{GEP}_h^i$ ), village fixed effects ( $\lambda_j$ ), and an error term ( $e_{h,j}$ ).

The regressions estimated the vector of parameters ( $\alpha_{h,j}$ ,  $\beta_k$ ,  $\delta_1$ ,  $\delta_2$ ). Our primary interest lay in parameter  $\delta_2$ , which measured the relationship between overall GEP and humanitarian outcomes. The regressions controlled for access to humanitarian programmes in order to disentangle the effects of aid and of GEP. The regressions also controlled for household characteristics and village fixed effects to account for the fact that aid, and GEP, were not distributed randomly within the sample.

The humanitarian outcomes are listed below.

#### Education outcomes:

- Proportion of literate children in the household: measures the percentage of literate children aged 7-18 years old who are able to read and write with or without difficulties over the total number of children in the household. We disaggregated this measure into the proportion of literate girls over the total number of girls in the household, and the proportion of literate boys over the total number of boys in each household.

#### WASH outcomes:

- Whether or not household members need at least 60 minutes to reach the drinking water point.
- Whether or not household members resort to open defecation rather than private or community latrines.

#### Health outcomes:

- Proportion of sick children aged 0-14 years with a serious illness—such as a urinary tract infection, dysentery, diarrhoea, malaria, malnutrition or polio—over the total number of children in the household. We disaggregated this variable into the proportion of sick girls over the total number of girls in the household, and the proportion of sick boys over the total number of boys in the household.
- We isolated the effect of malaria by calculating the ratio of children aged 0-14 years suffering from malaria over the total number of children in the household.
- Proportion of sick adults over the total number of adults within households. We calculated also the proportion of sick women over the total number of women in the household.

#### Food security and nutrition outcomes:

- Whether any member of the household went to bed hungry in the dry season.
- Food Diversity Index: number of food categories eaten by the household in the last seven days (maximum is 12 categories).
- Proportion of malnourished children aged 0-14 years over the total number of children in the household. We disaggregated this variable into the proportion of malnourished girls over the total number of girls in the household and the proportion of malnourished boys over the total number of boys in the household.

#### GBV outcomes:

- Whether or not the female respondent reported that her husband threatened her with abandonment over the last year
- Whether or not the female respondent reported that her husband threatened her with taking another wife over the last year.
- Whether or not the female respondent reported that her husband, other family members or household residents verbally abused her over the last year.

- Whether or not the female respondent reported that her husband, other family members or household residents physically abused her over the last year.

#### Gender equality outcomes:

- Agency: whether or not the female respondent fully agreed to the statement: “My life is determined by my own actions.”
- Confidence: whether or not the female respondent fully agreed to the statement: “When I make plans, I am almost certain/guaranteed/sure to make them work.”

#### Financial autonomy outcomes:

- Whether or not woman answered “my husband” to the following question: “Who decides how to spend money on food?”
- Whether or not woman answered “my husband” to the following question: “Who decides how to spend money on household equipment?”
- Whether or not woman answered “my husband” to the following question: “Who decides how to spend money on health care?”
- Whether or not woman answered “my husband” to the following question: “Who decides how to spend money on education?”

#### Simulations of the impact on humanitarian outcomes of increasing GEP from low to high intensity

We considered GEP to be of low intensity if the GEP variables were lower or equal to the value associated with the 25th percentile of their distribution. We considered GEP to be of high intensity if the GEP variables were superior or equal to the value associated

with the 75th percentile of their distribution. Hence, low intensity of GEP refers to values of GEP variables corresponding to the bottom 25 per cent of their distribution, while high intensity of GEP refers to values of GEP variables corresponding to the top 25 per cent of their distribution.

The **GEP Index** score associated with the 25th percentile is 0 and with the 75th percentile is 0.5. When we simulate the effect of increasing GEP from low to high intensity, this means we are looking at the effect of improving the GEP Index from 0 to 0.5, an increase of 0.5 points.

The **Satisfaction Index** score associated with the 25th percentile is -1.46 and with the 75th percentile is 1.08. When we simulate the effect of increasing GEP from low to high intensity, this means we are looking at the effect of improving the Satisfaction Index from -1.46 to 1.08, an increase of 2.54 points.

The **Influence Index** score associated with the 25th percentile is -0.54 and with the 75th percentile is 0.14. When we simulate the effect of increasing GEP from low to high intensity, we are looking at the effect of improving the Influence Index from -0.54 to 0.14, i.e., an increase of 0.68 point.

The **Sensitivity Index** score associated with the 25th percentile is -0.14 and with the 75th percentile is 0.31. When we simulate the effect of increasing GEP from low to high intensity, this means we are looking at the improving the Satisfaction Index from 0.31 to -0.14, a reduction of 0.45 points. As its name suggests, the Sensitivity Index correlated negatively with GEP, so that low intensity of GEP is indicated by high values of the index and high intensity of GEP is indicated by low values of the index.



## ANNEX D.

### Regression Results

**TABLE 1:**  
Impact of GEP on educational outcomes

	(1) Proportion of literate children in household	(2) Proportion of literate girls in household	(3) Proportion of literate boys in household	(4) Proportion of literate children in household	(5) Proportion of literate girls in household	(6) Proportion of literate boys in household
Number of programmes household benefits from	0.041** (0.016)	0.049** (0.023)	-0.014 (0.023)	0.040** (0.017)	0.044* (0.025)	-0.013 (0.022)
<b>GEP Index</b>	<b>0.097*</b> <b>(0.057)</b>	<b>-0.082</b> <b>(0.098)</b>	<b>0.30***</b> <b>(0.10)</b>			
<b>Satisfaction Index</b>				<b>0.011</b> <b>(0.016)</b>	<b>-0.045</b> <b>(0.029)</b>	<b>0.059**</b> <b>(0.023)</b>
<b>Influence Index</b>				<b>0.014</b> <b>(0.035)</b>	<b>0.035</b> <b>(0.052)</b>	<b>-0.047</b> <b>(0.042)</b>
<b>Sensitivity Index</b>				<b>-0.050</b> <b>(0.036)</b>	<b>-0.028</b> <b>(0.066)</b>	<b>-0.10**</b> <b>(0.049)</b>
Primary education	0.13* (0.074)	0.15 (0.10)	0.13 (0.095)	0.13* (0.076)	0.13 (0.11)	0.15 (0.093)
Adult education	0.19* (0.11)	0.33 (0.26)	-0.037 (0.24)	0.18 (0.12)	0.27 (0.30)	0.013 (0.22)
Secondary education and above	0.27* (0.15)	0.33* (0.18)	0.19 (0.23)	0.27* (0.15)	0.32* (0.17)	0.21 (0.23)
Female-headed household	0.056 (0.077)	-0.033 (0.090)	0.018 (0.11)	0.054 (0.077)	-0.045 (0.084)	0.031 (0.11)
Farmer/fisherman	0.11 (0.15)	0.018 (0.20)	0.058 (0.26)	0.12 (0.16)	0.060 (0.21)	0.052 (0.25)
Trader	0.31* (0.16)	-0.034 (0.24)	0.43** (0.19)	0.31** (0.16)	-0.0047 (0.24)	0.42** (0.19)
Artisan/skilled worker	0.20 (0.16)	-0.047 (0.21)	0.39** (0.18)	0.21 (0.16)	-0.043 (0.21)	0.40** (0.19)
Civil servant	0.28* (0.16)	-0.22 (0.23)		0.26 (0.16)	-0.24 (0.24)	
Housewife	0.24 (0.15)	-0.053 (0.21)	0.23 (0.18)	0.23 (0.15)	-0.063 (0.21)	0.22 (0.18)
Domestic worker	0.098 (0.13)	-0.11 (0.19)	0.0076 (0.18)	0.10 (0.13)	-0.095 (0.19)	-0.0082 (0.18)

**TABLE 1:**  
**Impact of GEP on educational outcomes (continued)**

	(1) Proportion of literate children in household	(2) Proportion of literate girls in household	(3) Proportion of literate boys in household	(4) Proportion of literate children in household	(5) Proportion of literate girls in household	(6) Proportion of literate boys in household
Student	0.11 (0.17)	-0.28 (0.25)	0.14 (0.17)	0.11 (0.17)	-0.26 (0.27)	0.17 (0.17)
Other occupation	0.026 (0.45)	-0.43 (0.55)	-0.027 (0.34)	0.0045 (0.45)	-0.52 (0.55)	0.0020 (0.36)
No occupation	0.18 (0.14)	-0.25 (0.22)	0.21 (0.18)	0.18 (0.14)	-0.24 (0.23)	0.19 (0.18)
Head of household is employed	0.072 (0.061)	0.10 (0.086)	0.013 (0.10)	0.085 (0.064)	0.14 (0.087)	0.015 (0.10)
Dependency ratio	0.32* (0.18)	0.37 (0.26)	0.86*** (0.25)	0.35* (0.19)	0.47 (0.28)	0.80*** (0.26)
Bamboo/stone and mud walls	0.028 (0.070)	0.12 (0.12)	-0.039 (0.12)	0.025 (0.069)	0.12 (0.11)	-0.035 (0.13)
Other walls	-0.045 (0.13)	-0.030 (0.20)	-0.15 (0.13)	-0.038 (0.14)	-0.014 (0.20)	-0.15 (0.14)
No walls	-0.057 (0.10)	-0.34 (0.29)	0.15 (0.16)	-0.065 (0.097)	-0.31 (0.33)	0.12 (0.17)
Private toilets	0.0024 (0.093)	0.072 (0.12)	-0.029 (0.11)	0.010 (0.097)	0.083 (0.13)	-0.018 (0.11)
Own arable land	0.010 (0.13)	-0.17 (0.15)	0.27 (0.17)	0.011 (0.13)	-0.17 (0.15)	0.28 (0.17)
Constant	-0.20 (0.20)	0.037 (0.26)	-0.37 (0.24)	-0.19 (0.20)	-0.070 (0.27)	-0.26 (0.24)
Observations	264	204	193	264	204	193
r2	0.15	0.20	0.19	0.15	0.21	0.20

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 2:

## Impact of GEP in school meals and school provision programmes on educational outcomes

	(1) Proportion of literate children in household	(2) Proportion of literate children in household	(3) Proportion of literate girls in household	(4) Proportion of literate girls in household	(5) Proportion of literate boys in household	(6) Proportion of literate boys in household
GEP Index_School Meals	0.053 (0.076)		0.016 (0.099)		0.0050 (0.12)	
GEP Index_Schools		0.13* (0.076)		0.021 (0.15)		0.21** (0.085)
Primary education	0.099 (0.084)	0.14 (0.11)	0.083 (0.094)	0.084 (0.11)	0.050 (0.15)	0.12 (0.15)
Adult education	0.17 (0.14)	0.29** (0.14)	0.048 (0.15)	0.38** (0.18)	0.0014 (0.26)	0.067 (0.27)
Secondary education and above	0.18 (0.14)	0.20 (0.15)	0.14 (0.17)	0.13 (0.17)	0.13 (0.26)	0.055 (0.24)
Female-headed household	0.11 (0.089)	0.064 (0.11)	0.045 (0.14)	-0.062 (0.19)	0.092 (0.12)	0.040 (0.15)
Farmer/fisherman	0.11 (0.31)	0.25 (0.33)	-0.17 (0.39)	0.053 (0.37)	-0.13 (0.44)	-0.31 (0.50)
Trader	0.20 (0.26)	0.26 (0.33)	-0.31 (0.38)	-0.069 (0.44)	0.46 (0.39)	0.21 (0.39)
Artisan/skilled worker	0.15 (0.25)	0.39 (0.35)	-0.27 (0.43)	0.16 (0.47)	0.45 (0.34)	0.38 (0.40)
Civil servant	0.11 (0.24)	0.14 (0.32)	-0.57 (0.35)	-0.49 (0.37)		
Housewife	0.086 (0.23)	0.26 (0.31)	-0.30 (0.34)	0.13 (0.41)	0.13 (0.34)	0.051 (0.39)
Domestic worker	0.16 (0.21)	0.22 (0.28)	-0.10 (0.34)	0.10 (0.35)	-0.0047 (0.36)	-0.19 (0.40)
Student	-0.016 (0.23)	0.073 (0.29)	-0.49 (0.37)	-0.27 (0.44)	-0.065 (0.29)	-0.15 (0.31)
Other occupation	-0.47* (0.25)	0.52 (0.45)	-1.09*** (0.39)	0.56 (0.59)	-0.18 (0.46)	-0.21 (0.50)
No occupation	0.12 (0.25)	0.19 (0.32)	-0.41 (0.40)	-0.28 (0.45)	0.25 (0.36)	-0.047 (0.38)
Head of household is employed	0.18** (0.071)	0.15* (0.076)	0.27** (0.11)	0.21* (0.12)	0.027 (0.12)	0.053 (0.12)
Dependency ratio	0.75** (0.35)	0.62* (0.34)	0.65 (0.42)	0.34 (0.46)	1.08** (0.44)	1.19*** (0.43)

TABLE 2:

## Impact of GEP in school meals and school provision programmes on educational outcomes (continued)

	(1) Proportion of literate children in household	(2) Proportion of literate children in household	(3) Proportion of literate girls in household	(4) Proportion of literate girls in household	(5) Proportion of literate boys in household	(6) Proportion of literate boys in household
Bamboo/stone and mud walls	-0.048 (0.097)	-0.010 (0.078)	0.11 (0.19)	0.025 (0.18)	-0.049 (0.14)	-0.019 (0.14)
Other walls	-0.41*** (0.15)	-0.066 (0.18)	-0.38 (0.24)	0.17 (0.26)	-0.31 (0.21)	-0.052 (0.21)
No walls	-0.17 (0.18)	-0.049 (0.17)	0.23 (0.35)	0.26 (0.33)	-0.18 (0.23)	-0.042 (0.23)
Private toilets	0.020 (0.10)	0.013 (0.11)	0.11 (0.12)	0.050 (0.15)	-0.14 (0.16)	-0.083 (0.17)
Own arable land	-0.0041 (0.17)	-0.033 (0.19)	-0.31 (0.20)	-0.35* (0.21)	0.27 (0.18)	0.23 (0.21)
Constant	-0.22 (0.39)	-0.28 (0.41)	0.21 (0.51)	0.21 (0.48)	-0.43 (0.45)	-0.46 (0.43)
Observations	181	169	141	133	137	126
r2	0.20	0.19	0.28	0.29	0.24	0.27

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 3:**  
**Impact of GEP on WASH outcomes: I**

	(1) Water point is less than 60 minutes away	(2) Water point is less than 60 minutes away	(3) Open defecation	(4) Open defecation
Number of programmes household benefits from	-0.24** (0.12)	-0.24** (0.12)	-0.011 (0.0070)	-0.011* (0.0065)
GEP Index	-1.13** (0.54)		-0.019 (0.037)	
Satisfaction Index		-0.21 (0.15)		-0.010 (0.011)
Influence Index		0.056 (0.20)		-0.017 (0.015)
Sensitivity Index		0.38 (0.25)		-0.019 (0.013)
Primary education	0.59 (0.58)	0.58 (0.59)	-0.068* (0.035)	-0.065* (0.034)
Adult education	2.11 (1.31)	2.14 (1.34)	-0.046 (0.054)	-0.052 (0.056)
Secondary education and above	0.10 (1.07)	0.12 (1.08)	-0.14* (0.074)	-0.13* (0.073)
Female-headed household	-0.12 (0.58)	-0.12 (0.58)	-0.0018 (0.032)	-0.0036 (0.033)
Farmer/fisherman	1.86 (1.54)	1.86 (1.51)	-0.073 (0.067)	-0.071 (0.066)
Trader	2.31 (1.52)	2.29 (1.47)	-0.10* (0.057)	-0.098* (0.055)
Artisan/skilled worker	0.25 (1.51)	0.20 (1.48)	0.023 (0.061)	0.030 (0.060)
Civil servant	-13.1*** (1.64)	-11.8*** (1.65)	0.11 (0.080)	0.10 (0.080)
Housewife	1.17 (1.53)	1.16 (1.51)	-0.033 (0.052)	-0.034 (0.052)
Domestic worker	0.55 (1.79)	0.55 (1.80)	-0.0041 (0.086)	-0.0044 (0.087)
Student	1.40 (1.81)	1.34 (1.79)	0.020 (0.046)	0.034 (0.046)
Other occupation	19.3*** (1.85)	18.0*** (1.78)	-0.17 (0.13)	-0.16 (0.13)

**TABLE 3:**  
**Impact of GEP on WASH outcomes: I (continued)**

	(1) Water point is less than 60 minutes away	(2) Water point is less than 60 minutes away	(3) Open defecation	(4) Open defecation
No occupation	2.51* (1.48)	2.5 (1.46)	-0.050 (0.052)	-0.051 (0.051)
Head of household is employed	0.093 (0.49)	0.11 (0.54)	-0.026 (0.021)	-0.021 (0.022)
Dependency ratio	2.66* (1.53)	2.73* (1.59)	-0.098* (0.054)	-0.10* (0.055)
Bamboo/stone and mud walls	0.38 (0.40)	0.37 (0.40)	-0.10*** (0.032)	-0.11*** (0.032)
Other walls	-0.18 (0.88)	-0.17 (0.87)	-0.048 (0.044)	-0.044 (0.045)
No walls			0.021 (0.051)	0.034 (0.059)
Private toilets	-0.13 (0.55)	-0.12 (0.56)	-0.81*** (0.062)	-0.81*** (0.063)
Own arable land	-0.31 (0.63)	-0.33 (0.63)	0.039 (0.046)	0.039 (0.046)
Constant			1.12*** (0.083)	1.11*** (0.075)
Observations	205	205	485	485
r2			0.66	0.66

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 4:**  
**Impact of GEP on WASH outcomes: II**

	(1) Water point is less than 60 minutes away	(2) Water point is less than 60 minutes away	(3) Open defecation	(4) Open defecation	(5) Open defecation
School facilities	-0.78** (0.38)				
Water facilities		-0.48* (0.29)		-1.06 (0.81)	
Health facilities			-1.43* (0.76)		
Community sanitation					-3.34*** (0.71)
Primary education	0.76** (0.36)	0.65* (0.34)	-2.07** (0.92)	-2.10** (0.89)	-2.26** (0.90)
Adult education	0.35 (1.10)	-0.015 (1.15)	16.1*** (0.66)	15.8*** (0.65)	18.0*** (1.21)
Secondary education and above	0.33 (0.55)	0.40 (0.49)	-2.82*** (0.71)	-3.16*** (0.89)	-3.19*** (0.69)
Female-headed household	-0.37 (0.42)	-0.34 (0.42)	1.91** (0.91)	1.68** (0.80)	1.89* (1.02)
Farmer/fisherman	-0.022 (0.60)	-0.13 (0.62)	-2.44** (1.19)	-2.57** (1.09)	-2.38** (1.09)
Trader	0.45 (0.54)	0.36 (0.53)	-2.48** (1.22)	-2.24** (1.05)	-1.93* (1.05)
Artisan/skilled worker	0.52 (0.66)	0.44 (0.62)	0.48 (1.43)	0.33 (1.14)	0.28 (0.97)
Civil servant	-1.77* (0.96)	-1.71* (0.89)	0.059 (1.36)	0.14 (1.33)	0.98 (1.59)
Housewife	-0.53 (0.64)	-0.64 (0.68)	0.37 (0.98)	0.46 (0.86)	0.66 (0.95)
Domestic worker	-1.10** (0.50)	-0.99* (0.51)	-0.96 (1.34)	-0.74 (1.10)	-0.26 (1.15)
Student	-0.80 (0.69)	-0.84 (0.65)	-0.93 (1.48)	-0.84 (1.56)	0.21 (1.39)
Other occupation	-0.53 (1.12)	-0.57 (1.12)	-23.9*** (1.98)	-22.7*** (1.93)	-23.2*** (1.44)
No occupation	0.44 (0.60)	0.39 (0.61)	-0.82 (1.23)	-0.80 (1.18)	0.36 (1.39)

**TABLE 4:**  
**Impact of GEP on WASH outcomes: II (continued)**

	(1) Water point is less than 60 minutes away	(2) Water point is less than 60 minutes away	(3) Open defecation	(4) Open defecation	(5) Open defecation
Head of household is employed	-0.28 (0.36)	-0.24 (0.35)	-0.69 (0.52)	-0.66 (0.46)	-0.66 (0.59)
Dependency ratio	2.17** (0.99)	1.96** (0.97)	-3.96** (1.92)	-3.60** (1.73)	-4.46** (1.96)
Bamboo/stone and mud walls	-0.30 (0.33)	-0.29 (0.32)	-0.61 (0.59)	-0.80* (0.48)	-0.28 (0.51)
Other walls	-0.69 (0.76)	-0.56 (0.86)	16.0*** (1.59)	16.1*** (1.47)	21.3*** (2.20)
No walls	-0.71 (1.24)	-0.71 (1.19)	19.9*** (0.61)	19.0*** (0.69)	23.1*** (1.20)
Private toilets	0.28 (0.48)	0.20 (0.44)	-53.4*** (2.09)	-52.9*** (2.45)	-62.2*** (3.48)
Own arable land	-0.22 (0.38)	-0.25 (0.38)	2.59** (1.05)	2.50** (1.07)	2.18* (1.32)
Observations r2	387	387	572	572	572

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 5:

## Impact of GEP on health outcomes: I

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of children with malaria in household	(5) Proportion of sick adults in household	(6) Proportion of sick female adults in households
Number of programmes households benefit from	-0.043*** (0.014)	-0.041** (0.019)	-0.036*** (0.012)	-0.028** (0.011)	-0.035*** (0.0096)	-0.041*** (0.011)
GEP Index	-0.0017 (0.068)	-0.18* (0.100)	0.15* (0.081)	0.065 (0.055)	-0.041 (0.035)	0.0099 (0.052)
Primary education	0.11* (0.064)	0.14 (0.094)	0.090 (0.079)	0.079 (0.051)	0.017 (0.048)	0.034 (0.060)
Adult education	0.66*** (0.080)	0.86*** (0.16)	0.34 (0.25)	0.42*** (0.079)	0.21 (0.13)	0.13 (0.24)
Secondary education and above	-0.084 (0.095)	-0.069 (0.11)	-0.0027 (0.13)	0.00085 (0.095)	-0.092 (0.079)	-0.049 (0.10)
Female-headed household	-0.079 (0.066)	0.0077 (0.077)	-0.069 (0.077)	-0.070 (0.049)	0.048 (0.044)	0.017 (0.052)
Farmer/fisherman	-0.10 (0.11)	-0.15 (0.12)	-0.12 (0.15)	0.012 (0.096)	-0.0086 (0.078)	-0.043 (0.095)
Trader	-0.11 (0.085)	-0.14 (0.14)	-0.12 (0.088)	-0.00053 (0.081)	-0.0074 (0.074)	-0.036 (0.081)
Artisan/skilled worker	-0.17 (0.12)	-0.37 (0.24)	-0.17 (0.12)	0.026 (0.10)	-0.13* (0.070)	-0.16** (0.078)
Civil servant	-0.25** (0.12)	-0.37** (0.15)	-0.14 (0.19)	0.041 (0.089)	-0.19 (0.12)	-0.27* (0.14)
Housewife	-0.13 (0.098)	-0.14 (0.14)	-0.16 (0.10)	0.046 (0.076)	-0.062 (0.076)	-0.11 (0.088)
Domestic worker	-0.067 (0.079)	-0.20 (0.12)	-0.065 (0.097)	-0.016 (0.074)	0.037 (0.067)	0.037 (0.084)
Student	-0.12 (0.10)	-0.17 (0.17)	-0.15 (0.095)	-0.027 (0.083)	-0.068 (0.094)	-0.12 (0.12)
Other occupation	-0.25 (0.19)	-0.44** (0.20)	-0.19 (0.26)	0.11 (0.15)	0.037 (0.15)	0.29 (0.20)
No occupation	-0.11 (0.13)	-0.078 (0.24)	-0.11 (0.12)	0.079 (0.091)	-0.095 (0.092)	-0.15 (0.094)
Head of household is employed	0.12** (0.050)	0.13* (0.068)	0.073 (0.070)	0.0089 (0.039)	0.035 (0.036)	0.0057 (0.050)
Dependency ratio	0.21 (0.15)	0.44** (0.22)	0.20 (0.19)	-0.065 (0.14)	0.053 (0.078)	0.024 (0.10)

**TABLE 5:**  
**Impact of GEP on health outcomes: I (continued)**

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of children with malaria in household	(5) Proportion of sick adults in household	(6) Proportion of sick female adults in households
Bamboo/stone and mud walls	0.027 (0.065)	0.18** (0.080)	-0.076 (0.084)	0.040 (0.055)	0.0088 (0.043)	0.047 (0.049)
Other walls	-0.0096 (0.092)	0.24* (0.13)	-0.13 (0.13)	-0.088 (0.071)	0.0027 (0.093)	-0.10 (0.11)
No walls	-0.40** (0.17)	-0.64*** (0.097)	-0.36** (0.17)	-0.22 (0.14)	0.068 (0.085)	0.023 (0.095)
Private toilets	0.040 (0.074)	-0.0064 (0.085)	0.068 (0.084)	0.069 (0.070)	0.060 (0.052)	0.071 (0.056)
Own arable land	0.11 (0.088)	0.23** (0.090)	0.10 (0.090)	0.12* (0.066)	0.13*** (0.049)	0.18*** (0.066)
Constant	0.24** (0.12)	0.090 (0.19)	0.24 (0.15)	0.22** (0.096)	0.30*** (0.094)	0.41*** (0.12)
Observations	333	263	260	333	485	484
r2	0.14	0.21	0.098	0.14	0.10	0.10

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 6:

## Impact of GEP on health outcomes: II

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of children with malaria in household	(5) Proportion of sick adults in household	(6) Proportion of sick female adults in households
Number of programmes household benefits from	-0.045*** (0.014)	-0.035* (0.020)	-0.040*** (0.013)	-0.028** (0.011)	-0.031*** (0.0098)	-0.038*** (0.011)
Satisfaction Index	-0.0024 (0.014)	-0.027 (0.021)	0.020 (0.019)	0.013 (0.0099)	-0.00074 (0.0099)	0.0065 (0.012)
Influence Index	0.0096 (0.032)	-0.036 (0.041)	0.028 (0.046)	0.0046 (0.027)	-0.051** (0.022)	-0.051** (0.025)
Sensitivity Index	0.0023 (0.037)	0.081* (0.048)	-0.055 (0.047)	-0.017 (0.030)	0.030 (0.028)	0.011 (0.033)
Primary education	0.11* (0.065)	0.14 (0.094)	0.083 (0.078)	0.078 (0.052)	0.016 (0.046)	0.033 (0.058)
Adult education	0.66*** (0.082)	0.86*** (0.16)	0.33 (0.25)	0.42*** (0.081)	0.19 (0.12)	0.13 (0.23)
Secondary education and above	-0.086 (0.095)	-0.071 (0.12)	-0.0034 (0.13)	-0.00048 (0.096)	-0.094 (0.082)	-0.050 (0.11)
Female-headed household	-0.082 (0.065)	0.012 (0.077)	-0.076 (0.074)	-0.070 (0.048)	0.045 (0.045)	0.013 (0.053)
Farmer/fisherman	-0.10 (0.10)	-0.16 (0.13)	-0.11 (0.15)	0.011 (0.098)	-0.013 (0.078)	-0.047 (0.095)
Trader	-0.11 (0.083)	-0.14 (0.14)	-0.12 (0.087)	-0.0025 (0.080)	-0.0062 (0.073)	-0.035 (0.081)
Artisan/skilled worker	-0.17 (0.12)	-0.37 (0.24)	-0.17 (0.12)	0.025 (0.10)	-0.11 (0.076)	-0.14* (0.082)
Civil servant	-0.25** (0.12)	-0.34** (0.17)	-0.17 (0.20)	0.039 (0.086)	-0.13 (0.13)	-0.21 (0.15)
Housewife	-0.13 (0.099)	-0.12 (0.15)	-0.17* (0.10)	0.045 (0.073)	-0.047 (0.079)	-0.10 (0.091)
Domestic worker	-0.067 (0.079)	-0.21* (0.13)	-0.068 (0.095)	-0.016 (0.074)	0.033 (0.070)	0.032 (0.086)
Student	-0.13 (0.099)	-0.15 (0.17)	-0.17* (0.091)	-0.030 (0.080)	-0.044 (0.092)	-0.095 (0.12)
Other occupation	-0.26 (0.19)	-0.37 (0.23)	-0.23 (0.28)	0.100 (0.14)	0.064 (0.15)	0.32 (0.20)
No occupation	-0.11 (0.14)	-0.046 (0.25)	-0.11 (0.13)	0.078 (0.090)	-0.10 (0.093)	-0.16* (0.094)

**TABLE 6:**  
**Impact of GEP on health outcomes: II (continued)**

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of children with malaria in household	(5) Proportion of sick adults in household	(6) Proportion of sick female adults in households
Head of household is employed	0.12** (0.053)	0.11 (0.075)	0.077 (0.071)	0.0086 (0.038)	0.018 (0.037)	-0.0087 (0.051)
Dependency ratio	0.23 (0.15)	0.40* (0.23)	0.23 (0.19)	-0.061 (0.14)	0.018 (0.081)	-0.0093 (0.10)
Bamboo/stone and mud walls	0.028 (0.068)	0.18** (0.076)	-0.079 (0.088)	0.042 (0.059)	0.024 (0.041)	0.061 (0.047)
Other walls	-0.0079 (0.090)	0.25* (0.13)	-0.13 (0.12)	-0.088 (0.071)	0.0040 (0.093)	-0.100 (0.11)
No walls	-0.41** (0.17)	-0.64*** (0.096)	-0.37** (0.17)	-0.23 (0.14)	0.096 (0.080)	0.053 (0.094)
Private toilets	0.040 (0.073)	-0.0091 (0.083)	0.067 (0.083)	0.069 (0.069)	0.050 (0.054)	0.061 (0.059)
Own arable land	0.11 (0.088)	0.23** (0.092)	0.11 (0.091)	0.12* (0.066)	0.13** (0.050)	0.18*** (0.068)
Constant	0.24* (0.13)	0.046 (0.20)	0.27* (0.15)	0.23** (0.10)	0.31*** (0.100)	0.42*** (0.12)
Observations	333	263	260	333	485	484
r2	0.14	0.22	0.10	0.14	0.12	0.12

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 7:

## Impact of GEP on health outcomes: III

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of children with malaria in household	(5) Proportion of sick adults in household	(6) Proportion of sick female adults in households
GEP Index_Schools_Health	-0.082* (0.049)	-0.12* (0.065)	0.0058 (0.052)	0.00054 (0.050)	-0.025 (0.043)	-0.034 (0.059)
Primary education	0.041 (0.061)	0.084 (0.096)	-0.024 (0.075)	0.080 (0.063)	0.0032 (0.071)	-0.030 (0.086)
Adult education	0.61*** (0.098)	0.85*** (0.13)	-0.092 (0.19)	0.46*** (0.096)	0.27* (0.15)	0.10 (0.23)
Secondary education and above	-0.21** (0.091)	-0.087 (0.10)	-0.27* (0.16)	-0.079 (0.079)	-0.10 (0.11)	-0.090 (0.15)
Female-headed household	-0.043 (0.081)	0.029 (0.088)	-0.071 (0.092)	-0.022 (0.057)	0.069 (0.059)	0.086 (0.069)
Farmer/fisherman	-0.0059 (0.14)	-0.14 (0.14)	-0.19 (0.16)	-0.042 (0.11)	0.0091 (0.076)	-0.036 (0.11)
Trader	0.0035 (0.13)	-0.11 (0.15)	0.023 (0.082)	-0.061 (0.082)	-0.010 (0.050)	-0.084 (0.076)
Artisan/skilled worker	-0.15 (0.18)	-0.39 (0.33)	-0.29* (0.16)	-0.13 (0.15)	-0.10* (0.053)	-0.17* (0.084)
Civil servant	-0.071 (0.13)	-0.28* (0.14)	0.022 (0.11)	0.039 (0.091)	-0.12 (0.17)	-0.17 (0.18)
Housewife	0.13 (0.14)	-0.079 (0.14)	0.12 (0.11)	0.078 (0.085)	-0.024 (0.046)	-0.11 (0.070)
Domestic worker	0.13 (0.14)	-0.100 (0.13)	0.13 (0.098)	-0.014 (0.10)	0.096* (0.049)	0.14 (0.085)
Student	0.12 (0.14)	-0.060 (0.13)	0.062 (0.10)	0.044 (0.097)	-0.069 (0.076)	-0.13 (0.12)
Other occupation	0.27 (0.23)	-0.010 (0.20)	0.27 (0.22)	0.28 (0.19)	0.0060 (0.16)	0.13 (0.26)
No occupation	0.25 (0.17)	0.31 (0.21)	0.059 (0.11)	0.19 (0.12)	-0.019 (0.080)	-0.18* (0.10)
Head of household is employed	0.11 (0.076)	0.085 (0.088)	0.028 (0.081)	0.014 (0.056)	0.065 (0.044)	0.081 (0.064)
Dependency ratio	0.0032 (0.20)	0.032 (0.23)	-0.052 (0.22)	-0.11 (0.16)	0.075 (0.072)	0.15 (0.11)
Bamboo/stone and mud walls	0.079 (0.074)	0.26** (0.11)	-0.027 (0.11)	0.058 (0.074)	-0.034 (0.048)	-0.035 (0.061)

**TABLE 7:**  
**Impact of GEP on health outcomes: III (continued)**

	(1) Proportion of sick children in household	(2) Proportion of sick girls in household	(3) Proportion of sick boys in household	(4) Proportion of children with malaria in household	(5) Proportion of sick adults in household	(6) Proportion of sick female adults in households
Other walls	0.31*** (0.11)	0.67*** (0.15)	0.016 (0.15)	0.16 (0.16)	0.11 (0.13)	0.046 (0.16)
No walls	-0.14 (0.090)	-0.41 (0.37)	-0.13 (0.12)	-0.025 (0.088)	0.083 (0.089)	-0.021 (0.11)
Private toilets	-0.10 (0.066)	-0.31** (0.13)	0.036 (0.085)	0.018 (0.062)	0.037 (0.057)	0.035 (0.069)
Own arable land	0.077 (0.095)	0.26** (0.13)	0.050 (0.10)	0.032 (0.070)	0.093* (0.050)	0.060 (0.071)
Constant	0.014 (0.19)	0.085 (0.22)	0.15 (0.16)	0.11 (0.13)	0.047 (0.077)	0.071 (0.11)
Observations	189	157	145	189	279	279
r2	0.22	0.38	0.23	0.20	0.10	0.100

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 8:

## Impact of GEP on food security and nutrition outcomes: I

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Proportion of malnourished boys in household	(6) Number of daily meals usually eaten by girls	(7) Number of daily meals usually eaten by boys
Number of programmes household benefits from	0.19** (0.086)	-0.023 (0.053)	0.0024 (0.0029)	-0.00010 (0.0011)	0.0030 (0.0074)	-0.036 (0.025)	-0.042* (0.022)
GEP Index	-0.14 (0.44)	0.45 (0.36)	0.00041 (0.0071)	-0.0062 (0.0095)	0.017 (0.014)	0.031 (0.13)	0.0059 (0.096)
Primary education	-0.57 (0.45)	0.11 (0.36)	-0.011* (0.0065)	-0.021 (0.018)	-0.024 (0.019)	0.19 (0.13)	0.18* (0.10)
Adult education	-1.33 (1.27)	0.47 (1.73)	-0.010 (0.0081)	-0.0093 (0.0077)	-0.030 (0.027)	-0.62** (0.29)	-0.66*** (0.21)
Secondary education and above	0.20 (0.72)	0.13 (0.42)	0.0012 (0.0049)	-0.0030 (0.0060)	-0.0028 (0.020)	-0.025 (0.13)	0.100 (0.12)
Female-headed household	0.62* (0.33)	0.033 (0.26)	-0.0040 (0.0079)	0.0085 (0.0053)	-0.035 (0.028)	-0.22** (0.098)	-0.24*** (0.079)
Farmer/fisherman	0.31 (0.90)	-0.18 (0.50)	0.0057 (0.0080)	0.0077 (0.0087)	-0.0051 (0.017)	-0.38** (0.18)	-0.12 (0.16)
Trader	0.38 (0.73)	0.37 (0.47)	0.017 (0.016)	0.012 (0.013)	-0.0039 (0.043)	-0.044 (0.15)	0.054 (0.14)
Artisan/skilled worker	0.72 (0.87)	0.40 (0.65)	0.0060 (0.014)	0.0077 (0.0087)	-0.010 (0.032)	-0.28 (0.20)	-0.071 (0.15)
Civil servant	2.03 (1.59)	2.20 (1.51)	0.00094 (0.013)	0.011 (0.010)	-0.024 (0.048)	-0.48 (0.49)	0.51 (0.37)
Housewife	0.21 (0.75)	-0.029 (0.40)	-0.0061 (0.012)	0.0066 (0.0087)	-0.028 (0.034)	-0.21 (0.15)	-0.049 (0.12)
Domestic worker	0.18 (1.05)	0.24 (0.41)	0.0019 (0.0085)	0.0052 (0.0083)	-0.0081 (0.025)	-0.21 (0.15)	-0.0096 (0.13)
Student	0.15 (0.70)	-0.37 (0.57)	0.027 (0.022)	0.0056 (0.0075)	0.056 (0.048)	-0.22 (0.19)	-0.017 (0.18)
Other occupation	1.11 (0.99)	1.50 (1.26)	-0.0044 (0.015)	-0.0019 (0.010)	-0.026 (0.038)	0.66*** (0.25)	0.49*** (0.16)
No occupation	0.11 (0.79)	-0.15 (0.46)	0.0043 (0.016)	-0.038 (0.053)	-0.018 (0.033)	-0.30* (0.17)	-0.14 (0.14)
Head of household is employed	-0.63* (0.34)	1.03*** (0.25)	-0.0064 (0.0072)	-0.0087 (0.0069)	-0.012 (0.020)	0.13 (0.079)	0.081 (0.060)
Dependency ratio	-0.66 (0.71)	0.55 (0.50)	0.029 (0.023)	0.019 (0.014)	0.079 (0.087)	-0.19 (0.18)	-0.26* (0.15)

TABLE 8:

## Impact of GEP on food security and nutrition outcomes: I (continued)

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Proportion of malnourished boys in household	(6) Number of daily meals usually eaten by girls	(7) Number of daily meals usually eaten by boys
Bamboo/stone and mud walls	-0.30 (0.33)	1.01*** (0.27)	-0.0017 (0.0048)	-0.011 (0.011)	0.00060 (0.0072)	0.067 (0.095)	0.15* (0.090)
Other walls	-0.65 (0.80)	1.09** (0.50)	-0.0056 (0.0093)	-0.0084 (0.0087)	0.013 (0.040)	0.59*** (0.17)	0.21 (0.22)
No walls	1.79* (0.95)	0.034 (0.68)	0.00081 (0.0050)	0.0019 (0.0035)	0.016 (0.018)	0.065 (0.23)	0.11 (0.15)
Private toilets	-0.49 (0.42)	0.93** (0.40)	0.0014 (0.0034)	-0.0010 (0.0033)	0.0044 (0.010)	0.24** (0.12)	0.36*** (0.14)
Own arable land	-0.27 (0.43)	0.11 (0.35)	0.0018 (0.0027)	-0.0066 (0.0081)	-0.0050 (0.0085)	-0.043 (0.12)	-0.0095 (0.13)
Constant		1.72*** (0.59)	-0.022 (0.016)	0.0014 (0.012)	-0.037 (0.036)	1.66*** (0.21)	1.50*** (0.18)
Observations	337	485	333	263	260	461	465
r2		0.18	0.064	0.10	0.073	0.17	0.18

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 9:

## Impact of GEP on food security and nutrition outcomes: II

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Proportion of malnourished boys in household	(6) Number of daily meals usually eaten by girls	(7) Number of daily meals usually eaten by boys
Number of programmes household benefits from	0.18** (0.088)	-0.0029 (0.054)	0.0023 (0.0022)	0.00066 (0.0015)	0.0015 (0.0061)	-0.034 (0.025)	-0.042* (0.022)
Satisfaction Index	-0.12 (0.10)	0.20** (0.086)	0.0029 (0.0023)	0.00029 (0.0022)	0.0059 (0.0060)	0.013 (0.029)	0.0058 (0.020)
Influence Index	-0.015 (0.20)	-0.10 (0.12)	0.0057 (0.0075)	-0.0030 (0.0031)	0.023 (0.018)	-0.020 (0.039)	0.0039 (0.046)
Sensitivity Index	-0.22 (0.24)	0.15 (0.17)	0.0082 (0.0064)	0.0066 (0.0044)	0.0096 (0.017)	0.0051 (0.058)	0.013 (0.056)
Primary education	-0.54 (0.45)	0.077 (0.35)	-0.012 (0.0073)	-0.020 (0.018)	-0.026 (0.022)	0.19 (0.13)	0.18* (0.10)
Adult education	-1.51 (1.26)	0.46 (1.65)	-0.0091 (0.0065)	-0.0082 (0.0062)	-0.037 (0.028)	-0.62** (0.29)	-0.66*** (0.21)
Secondary education and above	0.33 (0.74)	0.021 (0.42)	-0.0029 (0.0051)	-0.0039 (0.0061)	-0.015 (0.015)	-0.030 (0.13)	0.095 (0.12)
Female-headed household	0.58* (0.34)	0.036 (0.26)	-0.0052 (0.0091)	0.0091 (0.0059)	-0.043 (0.032)	-0.22** (0.099)	-0.24*** (0.079)
Farmer/fisherman	0.32 (0.92)	-0.23 (0.46)	0.0049 (0.0088)	0.0062 (0.0090)	-0.0027 (0.020)	-0.39** (0.18)	-0.12 (0.16)
Trader	0.45 (0.79)	0.30 (0.45)	0.012 (0.016)	0.011 (0.013)	-0.013 (0.042)	-0.047 (0.15)	0.051 (0.14)
Artisan/skilled worker	0.79 (0.89)	0.43 (0.61)	0.0028 (0.014)	0.0070 (0.0083)	-0.017 (0.033)	-0.28 (0.20)	-0.073 (0.15)
Civil servant	1.75 (1.58)	2.54 (1.63)	-0.00079 (0.017)	0.013 (0.012)	-0.019 (0.053)	-0.45 (0.49)	0.52 (0.39)
Housewife	0.13 (0.76)	0.051 (0.38)	-0.0068 (0.013)	0.0085 (0.0090)	-0.033 (0.037)	-0.21 (0.15)	-0.047 (0.12)
Domestic worker	0.16 (1.08)	0.21 (0.39)	0.00063 (0.0085)	0.0033 (0.0088)	-0.011 (0.026)	-0.21 (0.15)	-0.0099 (0.13)
Student	0.21 (0.73)	-0.39 (0.58)	0.020 (0.017)	0.0058 (0.0073)	0.041 (0.037)	-0.21 (0.18)	-0.024 (0.18)
Other occupation	1.15 (1.00)	1.54 (1.22)	-0.013 (0.019)	0.0047 (0.011)	-0.059 (0.046)	0.67*** (0.25)	0.49*** (0.16)
No occupation	0.13 (0.84)	-0.19 (0.42)	0.0042 (0.017)	-0.035 (0.054)	-0.016 (0.037)	-0.31* (0.17)	-0.14 (0.14)

TABLE 9:

## Impact of GEP on food security and nutrition outcomes: II (continued)

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Proportion of malnourished boys in household	(6) Number of daily meals usually eaten by girls	(7) Number of daily meals usually eaten by boys
Head of household is employed	-0.53 (0.35)	0.89*** (0.24)	-0.0087 (0.0066)	-0.011 (0.0089)	-0.016 (0.017)	0.12 (0.079)	0.077 (0.061)
Dependency ratio	-0.59 (0.73)	0.39 (0.51)	0.035 (0.023)	0.015 (0.012)	0.11 (0.094)	-0.21 (0.17)	-0.26* (0.15)
Bamboo/stone and mud walls	-0.36 (0.33)	1.11*** (0.24)	0.0017 (0.0060)	-0.0096 (0.011)	0.0062 (0.0092)	0.075 (0.094)	0.15* (0.087)
Other walls	-0.64 (0.79)	1.04** (0.50)	-0.0061 (0.0091)	-0.0071 (0.0090)	0.014 (0.040)	0.59*** (0.17)	0.21 (0.22)
No walls	1.92** (0.91)	0.074 (0.67)	-0.0025 (0.0090)	0.0019 (0.0030)	0.0093 (0.018)	0.077 (0.23)	0.10 (0.15)
Private toilets	-0.48 (0.45)	0.90** (0.41)	0.00045 (0.0033)	-0.0016 (0.0038)	0.0033 (0.010)	0.23* (0.12)	0.36*** (0.13)
Own arable land	-0.25 (0.42)	0.10 (0.35)	0.0014 (0.0030)	-0.0064 (0.0083)	-0.0050 (0.0083)	-0.043 (0.12)	-0.0086 (0.13)
Constant		1.95*** (0.58)	-0.023 (0.016)	0.000021 (0.010)	-0.041 (0.040)	1.68*** (0.21)	1.50*** (0.18)
Observations	337	485	333	263	260	461	465
r2		0.19	0.094	0.12	0.11	0.17	0.18

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 10:**  
**Impact of GEP on food security and nutrition outcomes: III**

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Proportion of malnourished boys in household	(6) Number of daily meals usually eaten by girls	(7) Number of daily meals usually eaten by boys
GEP Index_General Food Distribution	0.16 (0.17)	0.87* (0.52)	-0.0065 (0.0071)	-0.013 (0.013)	0.0065 (0.015)	0.20 (0.18)	0.099 (0.17)
Primary education	0.13 (0.17)	0.38 (0.53)	-0.0017 (0.0063)	-0.00085 (0.0038)	-0.00014 (0.0075)	0.24 (0.15)	0.24* (0.14)
Adult education	0.29* (0.17)	2.85 (2.16)	-0.0025 (0.0081)		0.0049 (0.027)	0.060 (0.23)	-0.015 (0.15)
Secondary education and above	-0.27 (0.19)	-0.45 (0.55)	-0.018 (0.020)	0.0014 (0.0060)	-0.029 (0.030)	-0.26 (0.25)	-0.075 (0.20)
Female-headed household	0.059 (0.090)	0.23 (0.39)	0.0080 (0.0068)	0.012 (0.0093)	0.025 (0.032)	-0.062 (0.11)	-0.27*** (0.087)
Farmer/fisherman	0.34 (0.23)	-0.099 (0.76)	0.010 (0.0092)	0.0017 (0.0057)	0.0051 (0.023)	0.27 (0.41)	0.41 (0.29)
Trader	0.15 (0.16)	-0.31 (0.56)	0.038 (0.033)	0.0043 (0.0053)	0.078 (0.073)	-0.0038 (0.21)	-0.034 (0.17)
Artisan/skilled worker	-0.40 (0.39)	0.70 (0.68)	0.015 (0.014)		0.018 (0.039)	0.24 (0.35)	-0.053 (0.26)
Civil servant	1.26*** (0.26)	3.39*** (0.82)	0.023 (0.023)	0.0044 (0.0089)		0.30 (0.46)	0.50 (0.32)
Housewife	0.19 (0.16)	-0.39 (0.56)	0.0038 (0.0087)	0.0057 (0.0068)	-0.0084 (0.020)	-0.35* (0.20)	-0.23 (0.17)
Domestic worker	0.21 (0.25)	0.24 (0.55)	0.0072 (0.0068)	0.0037 (0.0041)	0.015 (0.019)	-0.15 (0.21)	-0.073 (0.17)
Student	-0.099 (0.17)	-0.94 (0.72)	0.013 (0.013)	0.00093 (0.0045)	0.031 (0.032)	-0.30 (0.27)	-0.15 (0.21)
Other occupation	0.43 (0.39)	2.21 (1.69)	0.00054 (0.0073)	-0.00025 (0.0049)	-0.0058 (0.020)	0.53** (0.25)	0.60** (0.24)
No occupation	-0.083 (0.21)	-0.16 (0.64)	-0.0039 (0.0092)	0.00047 (0.0055)	-0.0051 (0.038)	-0.095 (0.24)	-0.12 (0.18)
Head of household is employed	-0.22** (0.099)	0.93** (0.41)	-0.017 (0.012)	-0.0064 (0.0060)	-0.032 (0.030)	0.19 (0.12)	0.076 (0.10)
Dependency ratio	0.15 (0.18)	0.80 (0.87)	0.0021 (0.015)	0.015 (0.016)	-0.027 (0.040)	0.30 (0.28)	0.044 (0.21)
Bamboo/stone and mud walls	-0.16 (0.13)	0.98** (0.37)	-0.00049 (0.0038)	0.00046 (0.0019)	-0.0098 (0.014)	0.13 (0.14)	0.10 (0.13)

TABLE 10:

## Impact of GEP on food security and nutrition outcomes: III (continued)

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Proportion of malnourished boys in household	(6) Number of daily meals usually eaten by girls	(7) Number of daily meals usually eaten by boys
Other walls	0.082 (0.17)	1.98** (0.98)	-0.030 (0.022)	-0.0032 (0.0062)	-0.055 (0.049)	0.44 (0.36)	0.61* (0.31)
No walls	-0.054 (0.12)	0.43 (0.84)	-0.0043 (0.0054)	-0.00092 (0.0018)	-0.019 (0.025)	-0.33 (0.32)	-0.21 (0.20)
Private toilets	-0.033 (0.14)	0.46 (0.53)	0.0026 (0.0054)	-0.00097 (0.0051)	0.016 (0.013)	0.13 (0.15)	0.18* (0.11)
Own arable land	-0.14 (0.093)	-0.078 (0.55)	0.0098 (0.0072)	0.0038 (0.0036)	0.020 (0.019)	0.090 (0.18)	0.076 (0.13)
Constant	0.61*** (0.22)	1.69** (0.66)	0.0074 (0.013)	-0.010 (0.012)	0.047 (0.040)	1.01*** (0.24)	1.20*** (0.23)
Observations	209	210	144	119	112	201	202
r2	0.20	0.25	0.13	0.11	0.22	0.20	0.25

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 11:

## Impact of GEP on food security and nutrition outcomes: IV

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Number of daily meals usually eaten by girls	(6) Number of daily meals usually eaten by boys
GEP Index_FFA	0.36* (0.18)	0.72 (0.89)	-0.022 (0.021)	-0.035 (0.025)	-0.11 (0.19)	-0.13 (0.15)
Primary education	-0.12 (0.19)	-0.84 (0.73)	0.0050 (0.0039)	-0.025 (0.020)	0.83*** (0.17)	0.98*** (0.17)
Adult education	-0.21 (0.23)	-0.90 (3.16)	-0.0023 (0.0093)	— —	0.042 (0.29)	-0.089 (0.27)
Female-headed household	0.17 (0.12)	0.16 (0.46)	0.013 (0.0084)	0.0053 (0.0073)	0.21 (0.19)	-0.20 (0.21)
Farmer/fisherman	-0.064 (0.24)	-0.69 (1.05)	0.013 (0.023)	-0.0079 (0.0081)	0.48 (0.53)	0.11 (0.46)
Trader	0.097 (0.17)	-1.59 (1.87)	-0.00045 (0.012)	0.013 (0.0087)	0.78 (0.56)	-0.086 (0.40)
Artisan/skilled worker	0.29 (0.19)	-0.93 (1.80)	0.026 (0.016)	0.032** (0.015)	0.42 (0.54)	-0.60 (0.51)
Housewife	0.00024 (0.23)	-1.75 (1.11)	-0.0016 (0.013)	0.0081 (0.011)	0.55 (0.54)	-0.0081 (0.51)
Domestic worker	0.20 (0.14)	-0.81 (0.78)	0.0059 (0.011)	0.015 (0.012)	0.69*** (0.25)	-0.20 (0.26)
Student	0.0093 (0.14)	-2.56 (1.84)	-0.00027 (0.0082)	0.017** (0.0079)	0.34 (0.42)	0.030 (0.17)
No occupation	0.37 (0.26)	-2.05* (1.07)	— —	— —	-0.39 (0.61)	0.38 (0.57)
Head of household is employed	0.36*** (0.12)	1.27* (0.64)	-0.033* (0.017)	-0.043** (0.019)	0.45** (0.18)	0.14 (0.28)
Dependency ratio	0.18 (0.29)	0.47 (1.81)	0.034 (0.025)	0.054** (0.026)	-0.12 (0.45)	-0.57 (0.44)
Bamboo/stone and mud walls	0.13 (0.095)	1.96 (1.30)	0.0051 (0.0059)	0.0041 (0.0033)	0.062 (0.19)	-0.090 (0.23)
Other walls	-0.45 (0.36)	6.18*** (1.92)	-0.0073 (0.022)	-0.012 (0.0079)	1.86*** (0.40)	1.90*** (0.38)
No walls	-0.022 (0.035)	0.54 (0.98)	-0.0034 (0.0030)	-0.0025* (0.0014)	0.083 (0.082)	0.035 (0.072)

TABLE 11:

## Impact of GEP on food security and nutrition outcomes: IV (continued)

	(1) Household members often go to bed hungry in dry season	(2) Food Diversity Index (max=12)	(3) Proportion of malnourished children in household	(4) Proportion of malnourished girls in household	(5) Number of daily meals usually eaten by girls	(6) Number of daily meals usually eaten by boys
Private toilets	0.41 (0.31)	-4.03*** (1.24)	-0.0012 (0.018)	0.0035 (0.0051)	-0.68* (0.34)	-0.81** (0.31)
Own arable land	0.16* (0.084)	-0.96 (0.57)	0.0098 (0.010)	0.0024 (0.0057)	-0.13 (0.14)	-0.037 (0.17)
Constant	0.019 (0.28)	3.43 (2.09)	0.0047 (0.015)	-0.0069 (0.018)	0.37 (0.62)	1.54*** (0.55)
Observations	69	69	54	48	67	67
r2	0.70	0.50	0.27	0.31	0.61	0.56

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 12:**  
**Impact of GEP on GBV: I**

	(1) Husband threatened to leave	(2) Husband threatened to take another wife	(3) Suffered verbal abuse	(4) Suffered physical abuse
Number of programmes household benefits from	0.066 (0.14)	0.16 (0.16)	-0.10 (0.14)	-0.30*** (0.11)
GEP Index	-2.63*** (0.94)	-2.60*** (0.95)	-0.84 (1.04)	0.80 (0.88)
Primary education	-0.70 (0.60)	0.12 (0.55)	0.98 (0.77)	1.37** (0.60)
Adult education	14.9*** (1.13)	15.8*** (1.57)	15.7*** (1.39)	17.8*** (1.47)
Secondary education and above	0.94 (0.90)	1.33 (0.97)	2.60*** (0.83)	-0.030 (1.73)
Female-headed household	-0.50 (0.65)	0.41 (0.60)	-0.15 (0.82)	-1.14 (1.33)
Farmer/fisherman	1.09 (1.49)	-1.52 (1.71)	-0.30 (1.08)	0.40 (1.22)
Trader	1.45 (1.04)	0.43 (0.94)	-1.73 (1.12)	0.29 (1.19)
Artisan/skilled worker	2.47 (1.74)	1.64 (1.39)	20.8*** (1.21)	-17.3*** (1.48)
Civil servant	-0.55 (1.30)	0.63 (1.26)	15.1*** (1.38)	17.3*** (1.65)
Housewife	0.99 (0.84)	0.31 (0.79)	0.22 (0.92)	-0.77 (1.04)
Domestic worker	0.97 (1.00)	-0.30 (0.84)	0.95 (0.85)	0.91 (1.02)
Student	0.73 (0.94)	-1.33* (0.77)	0.28 (1.10)	-16.9*** (1.33)
Other occupation	-15.7*** (1.15)	-14.9*** (1.22)	-18.2*** (1.58)	-17.0*** (1.33)
No occupation	1.59 (1.51)	0.087 (1.33)	0.80 (1.15)	0.31 (1.61)
Head of household is employed	-0.15 (0.52)	0.011 (0.65)	-0.43 (0.62)	-0.76 (0.54)
Dependency ratio	-0.84 (1.32)	-3.77** (1.55)	0.91 (1.54)	0.90 (1.30)

**TABLE 12:**  
**Impact of GEP on GBV: I (continued)**

	(1) Husband threatened to leave	(2) Husband threatened to take another wife	(3) Suffered verbal abuse	(4) Suffered physical abuse
Bamboo/stone and mud walls	-0.68 (0.47)	0.23 (0.60)	-0.13 (0.83)	-0.53 (0.68)
Other walls	1.01 (0.88)	3.15*** (0.92)	0.82 (1.09)	0.76 (0.94)
No walls	0.38 (1.14)	0.74 (1.68)	-0.41 (1.58)	-0.76 (1.26)
Private toilets	-0.98 (0.90)	-0.21 (0.52)	-0.55 (0.98)	0.22 (0.69)
Own arable land	1.04* (0.61)	-0.32 (0.72)	2.57*** (0.72)	2.36*** (0.67)
Observations	164	168	158	154
r2				

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 13:**  
**Impact of GEP on GBV: II**

	(1) Husband threatened to leave	(2) Husband threatened to take another wife	(3) Suffered verbal abuse	(4) Suffered physical abuse
Number of programmes household benefits from	0.045 (0.15)	0.12 (0.18)	-0.14 (0.19)	-0.31** (0.12)
Satisfaction Index	-0.57** (0.22)	-0.73*** (0.23)	-0.20 (0.25)	0.13 (0.19)
Influence Index	0.039 (0.31)	-0.23 (0.42)	-1.01 (0.71)	-0.43 (0.43)
Sensitivity Index	0.64 (0.48)	0.41 (0.39)	-0.44 (0.42)	-0.74 (0.54)
Primary education	-0.57 (0.59)	0.29 (0.58)	0.90 (0.86)	1.41** (0.67)
Adult education	14.7*** (1.12)	16.0*** (1.76)	17.7*** (1.47)	17.9*** (1.44)
Secondary education and above	1.04 (0.88)	1.58 (1.03)	2.25** (1.11)	-0.13 (1.55)
Female-headed household	-0.56 (0.66)	0.34 (0.64)	0.35 (0.85)	-1.11 (1.30)
Farmer/fisherman	1.23 (1.53)	-1.44 (1.96)	-0.48 (1.15)	0.53 (1.18)
Trader	1.65 (1.08)	0.86 (1.07)	-2.01 (1.34)	0.43 (1.25)
Artisan/skilled worker	2.59 (1.80)	1.92 (1.60)	19.1*** (1.11)	-16.8*** (1.64)
Civil servant	-0.75 (1.46)	1.25 (1.41)	16.7*** (2.14)	18.8*** (1.85)
Housewife	1.07 (0.81)	0.44 (0.77)	0.21 (1.00)	-0.57 (1.04)
Domestic worker	1.01 (0.97)	-0.18 (0.91)	1.10 (0.88)	1.27 (1.07)
Student	0.88 (1.05)	-0.67 (0.93)	1.47 (1.39)	-16.9*** (1.74)
Other occupation	-15.6*** (1.12)	-15.2*** (1.15)	-17.8*** (1.65)	-17.1*** (1.35)
No occupation	1.69 (1.49)	0.33 (1.23)	-0.25 (1.29)	0.071 (1.71)

**TABLE 13:**  
**Impact of GEP on GBV: II (continued)**

	(1) Husband threatened to leave	(2) Husband threatened to take another wife	(3) Suffered verbal abuse	(4) Suffered physical abuse
Head of household is employed	-0.035 (0.56)	0.13 (0.79)	-0.18 (0.61)	-0.74 (0.59)
Dependency ratio	-0.76 (1.34)	-4.23** (1.79)	0.80 (1.54)	1.05 (1.20)
Bamboo/stone and mud walls	-0.78 (0.55)	0.24 (0.54)	-0.38 (0.87)	-0.74 (0.67)
Other walls	1.05 (0.87)	3.49*** (1.11)	0.80 (1.08)	0.49 (0.95)
No walls	0.29 (1.06)	1.05 (1.39)	-0.74 (2.31)	-1.34 (1.47)
Private toilets	-0.94 (0.95)	-0.24 (0.57)	-1.09 (1.02)	0.043 (0.72)
Own arable land	1.07* (0.60)	-0.23 (0.69)	3.00*** (0.88)	2.73*** (0.87)
Observations r2	164	168	158	154

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 14:**  
**Impact of humanitarian programmes on GBV: I**

	(1) Suffered verbal abuse	(2) Suffered verbal abuse	(3) Suffered verbal abuse	(4) Suffered verbal abuse	(5) Suffered verbal abuse	(6) Suffered verbal abuse	(7) Suffered verbal abuse	(8) Suffered verbal abuse	(9) Suffered verbal abuse
General food distribution	0.029 (0.39)								
FFA		0.11 (0.48)							
School meals			-0.23 (0.33)						
Schools				-0.099 (0.28)					
Health					0.072 (0.37)				
Water						-0.20 (0.44)			
Training							-0.47 (0.50)		
Livestock care								-0.77 (0.48)	
HSNP									0.12 (0.50)
Primary education	0.13 (0.40)	0.11 (0.41)	0.15 (0.41)	0.14 (0.40)	0.12 (0.41)	0.11 (0.40)	0.14 (0.41)	0.20 (0.42)	0.12 (0.40)
Adult education	0.013 (0.65)	-0.015 (0.67)	0.089 (0.63)	0.057 (0.64)	0.0011 (0.66)	0.026 (0.65)	-0.018 (0.65)	0.0023 (0.63)	-0.0016 (0.67)
Secondary education and above	0.45 (0.42)	0.46 (0.42)	0.43 (0.43)	0.46 (0.42)	0.45 (0.42)	0.43 (0.43)	0.47 (0.44)	0.41 (0.41)	0.43 (0.43)
Female-headed household	0.31 (0.71)	0.31 (0.71)	0.31 (0.69)	0.31 (0.70)	0.33 (0.71)	0.26 (0.70)	0.27 (0.66)	0.25 (0.68)	0.32 (0.71)
Farmer/fisherman	0.074 (0.56)	0.077 (0.56)	0.16 (0.58)	0.12 (0.58)	0.056 (0.57)	0.091 (0.55)	0.13 (0.54)	0.25 (0.48)	0.060 (0.56)
Trader	-1.14 (0.70)	-1.13 (0.69)	-1.07 (0.71)	-1.12 (0.70)	-1.14 (0.70)	-1.10 (0.69)	-1.08 (0.68)	-1.12 (0.69)	-1.13 (0.70)
Artisan/skilled worker	0.74 (0.76)	0.74 (0.74)	0.79 (0.75)	0.75 (0.75)	0.72 (0.75)	0.73 (0.75)	0.78 (0.74)	0.88 (0.72)	0.74 (0.75)
Civil servant	0.97 (0.97)	1.00 (1.00)	1.05 (1.00)	1.00 (0.99)	0.96 (0.96)	1.01 (0.95)	0.96 (0.98)	1.02 (0.96)	0.96 (0.97)

**TABLE 14:**  
**Impact of humanitarian programmes on GBV: I (continued)**

	(1) Suffered verbal abuse	(2) Suffered verbal abuse	(3) Suffered verbal abuse	(4) Suffered verbal abuse	(5) Suffered verbal abuse	(6) Suffered verbal abuse	(7) Suffered verbal abuse	(8) Suffered verbal abuse	(9) Suffered verbal abuse
Housewife	0.24 (0.53)	0.24 (0.51)	0.30 (0.53)	0.26 (0.52)	0.23 (0.52)	0.25 (0.52)	0.25 (0.52)	0.30 (0.52)	0.23 (0.53)
Domestic worker	1.13* (0.66)	1.12* (0.66)	1.18* (0.67)	1.14* (0.66)	1.11* (0.67)	1.16* (0.67)	1.18* (0.66)	1.19* (0.65)	1.12* (0.66)
Student	0.19 (0.90)	0.19 (0.89)	0.27 (0.90)	0.21 (0.88)	0.19 (0.89)	0.22 (0.88)	0.29 (0.88)	0.18 (0.89)	0.21 (0.90)
Other occupation	0.27 (1.23)	0.26 (1.22)	0.36 (1.24)	0.27 (1.21)	0.24 (1.24)	0.22 (1.23)	0.24 (1.23)	0.33 (1.30)	0.31 (1.21)
No occupation	-0.35 (0.64)	-0.33 (0.64)	-0.31 (0.63)	-0.33 (0.64)	-0.36 (0.64)	-0.32 (0.63)	-0.35 (0.64)	-0.29 (0.61)	-0.33 (0.66)
Head of household is employed	-0.10 (0.28)	-0.10 (0.29)	-0.082 (0.29)	-0.098 (0.29)	-0.11 (0.29)	-0.10 (0.29)	-0.071 (0.28)	-0.063 (0.29)	-0.091 (0.29)
Dependency ratio	-0.16 (0.79)	-0.17 (0.78)	-0.098 (0.79)	-0.15 (0.79)	-0.16 (0.79)	-0.18 (0.80)	-0.14 (0.79)	-0.073 (0.78)	-0.16 (0.78)
Bamboo/stone and mud walls	0.45 (0.49)	0.45 (0.48)	0.45 (0.49)	0.45 (0.48)	0.46 (0.48)	0.43 (0.47)	0.45 (0.48)	0.43 (0.47)	0.45 (0.48)
Other walls	0.32 (0.72)	0.31 (0.70)	0.33 (0.73)	0.31 (0.71)	0.33 (0.69)	0.34 (0.73)	0.43 (0.73)	0.38 (0.73)	0.33 (0.70)
No walls	0.21 (0.93)	0.22 (0.93)	0.17 (0.89)	0.19 (0.91)	0.23 (0.93)	0.13 (0.96)	0.18 (0.93)	0.24 (0.88)	0.23 (0.93)
Private toilets	-0.059 (0.60)	-0.057 (0.59)	-0.014 (0.59)	-0.030 (0.58)	-0.073 (0.60)	-0.048 (0.59)	-0.048 (0.59)	0.030 (0.60)	-0.060 (0.60)
Own arable land	1.44*** (0.51)	1.43*** (0.51)	1.44*** (0.50)	1.44*** (0.50)	1.44*** (0.50)	1.44*** (0.50)	1.48*** (0.50)	1.45*** (0.49)	1.44*** (0.50)
Observations r2	304	304	304	304	304	304	304	304	304

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 15:**  
**Impact of humanitarian programmes on GBV: II**

	(1) Suffered physical abuse	(2) Suffered physical abuse	(3) Suffered physical abuse	(4) Suffered physical abuse	(5) Suffered physical abuse	(6) Suffered physical abuse	(7) Suffered physical abuse	(8) Suffered physical abuse	(9) Suffered physical abuse
General food distribution	-0.61* (0.34)								
FFA		-0.10 (0.48)							
School meals			-0.60* (0.34)						
Schools				-0.50 (0.36)					
Health					-0.93** (0.42)				
Water						-1.14*** (0.40)			
Training							-0.034 (0.53)		
Livestock care								-0.088 (0.48)	
HSNP									-1.12* (0.64)
Primary education	0.31 (0.36)	0.36 (0.35)	0.43 (0.39)	0.45 (0.39)	0.51 (0.39)	0.38 (0.40)	0.36 (0.37)	0.37 (0.38)	0.38 (0.37)
Adult education	1.73 (1.25)	1.78 (1.24)	1.98 (1.29)	1.94 (1.27)	2.10* (1.22)	2.15* (1.30)	1.77 (1.26)	1.78 (1.27)	1.74 (1.33)
Secondary education and above	-0.35 (0.63)	-0.28 (0.56)	-0.34 (0.52)	-0.29 (0.54)	-0.24 (0.57)	-0.18 (0.50)	-0.27 (0.57)	-0.28 (0.56)	-0.18 (0.64)
Female-headed household	0.73 (0.63)	0.77 (0.64)	0.70 (0.61)	0.76 (0.61)	0.62 (0.59)	0.49 (0.60)	0.76 (0.63)	0.75 (0.64)	0.86 (0.64)
Farmer/fisherman	-0.59 (0.71)	-0.56 (0.70)	-0.40 (0.72)	-0.38 (0.72)	-0.37 (0.71)	-0.42 (0.76)	-0.56 (0.70)	-0.55 (0.70)	-0.48 (0.74)
Trader	-0.81 (0.65)	-0.81 (0.63)	-0.64 (0.62)	-0.71 (0.61)	-0.65 (0.59)	-0.65 (0.63)	-0.81 (0.63)	-0.81 (0.62)	-0.83 (0.65)
Artisan/skilled worker	-0.38 (0.92)	-0.40 (0.91)	-0.24 (0.87)	-0.35 (0.88)	-0.079 (0.84)	-0.48 (0.92)	-0.41 (0.89)	-0.39 (0.88)	-0.41 (0.92)
Civil servant	0.043 (1.06)	0.10 (1.06)	0.39 (1.08)	0.35 (1.07)	0.37 (1.14)	0.56 (1.08)	0.12 (1.05)	0.12 (1.04)	0.094 (1.04)

**TABLE 15:**  
**Impact of humanitarian programmes on GBV: II (continued)**

	(1) Suffered physical abuse	(2) Suffered physical abuse	(3) Suffered physical abuse	(4) Suffered physical abuse	(5) Suffered physical abuse	(6) Suffered physical abuse	(7) Suffered physical abuse	(8) Suffered physical abuse	(9) Suffered physical abuse
Housewife	-1.08 (0.66)	-1.08* (0.64)	-0.96 (0.65)	-1.00 (0.63)	-1.00 (0.65)	-1.12* (0.62)	-1.08* (0.63)	-1.07* (0.63)	-0.92 (0.69)
Domestic worker	0.25 (0.72)	0.33 (0.66)	0.48 (0.67)	0.37 (0.66)	0.56 (0.70)	0.58 (0.66)	0.32 (0.66)	0.33 (0.66)	0.39 (0.69)
Student	-16.6*** (1.30)	-17.4*** (1.18)	-16.0*** (1.15)	-16.3*** (1.11)	-15.8*** (0.99)	-15.9*** (0.88)	-17.4*** (1.18)	-16.6*** (1.17)	-17.7*** (1.28)
Other occupation	-16.1*** (0.74)	-17.3*** (0.82)	-15.8*** (0.76)	-16.5*** (0.83)	-15.5*** (0.83)	-17.0*** (0.73)	-17.4*** (0.78)	-16.6*** (0.77)	-17.6*** (0.86)
No occupation	-1.16 (0.88)	-1.21 (0.86)	-1.07 (0.83)	-1.08 (0.82)	-1.05 (0.87)	-1.03 (0.85)	-1.20 (0.86)	-1.19 (0.85)	-1.18 (0.81)
Head of household is employed	-0.028 (0.42)	-0.055 (0.41)	-0.064 (0.40)	-0.088 (0.41)	0.0020 (0.39)	-0.19 (0.41)	-0.059 (0.41)	-0.059 (0.42)	-0.11 (0.44)
Dependency ratio	1.05 (1.00)	0.98 (1.05)	1.12 (1.05)	1.00 (1.04)	1.01 (1.04)	1.06 (1.07)	0.98 (1.03)	0.99 (1.04)	0.88 (1.06)
Bamboo/stone and mud walls	0.067 (0.37)	0.15 (0.38)	0.18 (0.38)	0.12 (0.38)	0.038 (0.39)	0.16 (0.39)	0.16 (0.38)	0.16 (0.38)	0.21 (0.39)
Other walls	-0.28 (0.86)	-0.16 (0.89)	-0.22 (0.93)	-0.29 (0.95)	-0.30 (0.96)	-0.0045 (0.97)	-0.17 (0.91)	-0.17 (0.89)	-0.29 (0.91)
No walls	0.27 (0.89)	0.26 (0.90)	0.14 (0.85)	0.19 (0.86)	0.020 (0.90)	-0.024 (0.91)	0.26 (0.91)	0.26 (0.89)	0.29 (0.92)
Private toilets	0.027 (0.55)	-0.077 (0.54)	0.048 (0.51)	0.085 (0.50)	0.068 (0.49)	-0.073 (0.57)	-0.075 (0.53)	-0.065 (0.53)	0.042 (0.55)
Own arable land	1.18*** (0.38)	1.07*** (0.38)	1.08*** (0.37)	1.04*** (0.37)	1.13*** (0.43)	1.29*** (0.38)	1.07*** (0.38)	1.06*** (0.38)	1.16*** (0.37)
Observations r2	289	289	289	289	289	289	289	289	289

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 16:

## Impact of GEP on agency and optimism of women

	(1) Feelings of agency	(2) Feels like her plans can succeed	(3) Feelings of agency	(4) Feels like her plans can succeed
Number of programmes household benefits from	0.18 (0.12)	0.11 (0.095)	0.16 (0.12)	0.12 (0.090)
GEP Index	1.41*** (0.53)	0.94** (0.40)		
Satisfaction Index			0.27** (0.12)	0.32*** (0.11)
Influence Index			0.39 (0.27)	0.22 (0.22)
Insensitivity Index			-0.38 (0.26)	0.13 (0.23)
Primary education	-0.27 (0.54)	0.31 (0.41)	-0.24 (0.54)	0.24 (0.42)
Adult education	13.8*** (1.03)	-0.26 (0.80)	14.1*** (1.10)	0.019 (0.75)
Secondary education and above	-0.29 (0.76)	-0.24 (0.57)	-0.33 (0.83)	-0.37 (0.64)
Female-headed household	0.75* (0.41)	0.70* (0.37)	0.79* (0.42)	0.79** (0.40)
Farmer/fisherman	0.56 (0.71)	-0.20 (0.67)	0.43 (0.74)	-0.40 (0.70)
Trader	0.45 (0.93)	-0.99 (0.76)	0.32 (0.98)	-1.25 (0.83)
Artisan/skilled worker	0.34 (0.86)	-1.61* (0.92)	0.15 (0.84)	-2.02** (0.88)
Civil servant	1.22 (1.11)	-0.62 (1.09)	0.80 (1.18)	-0.86 (1.25)
Housewife	0.11 (0.68)	-0.65 (0.69)	-0.13 (0.71)	-0.80 (0.73)
Domestic worker	0.64 (0.70)	-1.05* (0.58)	0.58 (0.69)	-1.31** (0.60)

TABLE 16:

## Impact of GEP on agency and optimism of women (continued)

	(1) Feelings of agency	(2) Feels like her plans can succeed	(3) Feelings of agency	(4) Feels like her plans can succeed
Student	0.59 (0.64)	-0.53 (0.79)	0.41 (0.69)	-0.87 (0.87)
Other occupation	-0.80 (1.32)	-0.83 (1.11)	-1.17 (1.49)	-1.27 (1.22)
No occupation	0.18 (0.92)	-1.49* (0.88)	-0.060 (0.99)	-1.77* (0.91)
Head of household is employed	-0.050 (0.34)	0.30 (0.38)	-0.011 (0.31)	0.22 (0.37)
Dependency ratio	1.12 (0.73)	0.86 (0.57)	1.36* (0.78)	1.01* (0.60)
Bamboo/stone and mud walls	0.39 (0.45)	0.38 (0.49)	0.43 (0.47)	0.45 (0.49)
Other walls	0.38 (0.71)	0.15 (0.78)	0.44 (0.74)	0.15 (0.73)
No walls	0.46 (0.95)	-0.97 (1.30)	0.11 (1.07)	-1.50 (1.19)
Private toilets	-0.30 (0.61)	-0.12 (0.44)	-0.22 (0.62)	-0.11 (0.43)
Own arable land	0.12 (0.50)	-0.13 (0.63)	0.11 (0.51)	-0.22 (0.63)
Observations r2	265	317	265	317

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

**TABLE 17:**  
**Impact of GEP on financial autonomy of women**

	(1) Men decide alone on spending on food	(2) Men decide alone on spending on household equipment	(3) Men decide alone on spending on education	(4) Men decide alone on spending on health care
Number of programmes household benefits from	-0.0086 (0.011)	-0.013 (0.011)	-0.0093 (0.015)	-0.028*** (0.010)
GEP Index	-0.038 (0.064)	-0.12** (0.062)	-0.076 (0.063)	-0.070 (0.058)
Primary education	-0.057 (0.057)	-0.085 (0.061)	-0.047 (0.049)	-0.089* (0.053)
Adult education	0.23 (0.26)	0.065 (0.18)	0.13 (0.18)	0.097 (0.18)
Secondary education and above	-0.069 (0.074)	-0.041 (0.093)	-0.16* (0.091)	-0.069 (0.10)
Female-headed household	-0.11** (0.050)	-0.15*** (0.050)	-0.21*** (0.047)	-0.18*** (0.048)
Farmer/fisherman	0.031 (0.10)	-0.10 (0.13)	-0.16 (0.14)	-0.058 (0.14)
Trader	0.066 (0.099)	0.0027 (0.13)	-0.14 (0.12)	-0.017 (0.13)
Artisan/skilled worker	-0.16 (0.11)	-0.062 (0.13)	-0.21* (0.12)	-0.024 (0.14)
Civil servant	0.35 (0.27)	-0.051 (0.33)	-0.099 (0.28)	-0.12 (0.32)
Housewife	-0.039 (0.085)	-0.087 (0.11)	-0.20* (0.11)	-0.100 (0.11)
Domestic worker	0.031 (0.079)	-0.0047 (0.096)	-0.12 (0.10)	0.060 (0.091)
Student	0.043 (0.11)	-0.026 (0.11)	-0.19 (0.17)	-0.0036 (0.11)
Other occupation	-0.11 (0.073)	-0.25* (0.14)	-0.34** (0.15)	-0.16 (0.17)
No occupation	-0.031 (0.093)	-0.17 (0.11)	-0.23* (0.12)	-0.15 (0.10)
Head of household is employed	0.034 (0.040)	0.085* (0.045)	0.16*** (0.049)	0.14*** (0.048)
Dependency ratio	-0.078 (0.13)	0.0044 (0.14)	0.025 (0.16)	-0.025 (0.14)

TABLE 17:

## Impact of GEP on financial autonomy of women (continued)

	(1) Men decide alone on spending on food	(2) Men decide alone on spending on household equipment	(3) Men decide alone on spending on education	(4) Men decide alone on spending on health care
Bamboo/stone and mud walls	-0.030 (0.059)	-0.066 (0.063)	-0.093 (0.065)	-0.040 (0.065)
Other walls	-0.13* (0.078)	-0.015 (0.095)	0.070 (0.12)	0.085 (0.12)
No walls	-0.19*** (0.069)	-0.14 (0.12)	-0.15 (0.17)	-0.31** (0.13)
Private toilets	0.075 (0.070)	0.033 (0.075)	0.0066 (0.070)	-0.0018 (0.079)
Own arable land	0.027 (0.059)	0.083 (0.075)	0.050 (0.093)	0.044 (0.076)
Constant	0.24** (0.11)	0.30** (0.14)	0.40*** (0.13)	0.35** (0.14)
Observations	412	410	404	407
r2	0.088	0.11	0.14	0.15

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

TABLE 18:

## Impact of FFA on financial autonomy of women

	(1) Men decide alone on spending on food	(2) Men decide alone on spending on household equipment	(3) Men decide alone on spending on health care	(4) Men decide alone on spending on education
FFA	-0.013 (0.037)	-0.061* (0.037)	-0.11*** (0.033)	-0.040 (0.042)
Primary education	-0.075** (0.037)	-0.11** (0.042)	-0.075* (0.045)	-0.071* (0.038)
Adult education	0.19 (0.16)	0.061 (0.14)	0.22 (0.16)	0.14 (0.14)
Secondary education and above	-0.036 (0.046)	-0.031 (0.051)	-0.053 (0.057)	-0.027 (0.063)
Female-headed household	-0.078** (0.032)	-0.13*** (0.032)	-0.16*** (0.035)	-0.19*** (0.036)
Farmer/fisherman	-0.019 (0.056)	-0.12** (0.057)	-0.071 (0.067)	-0.056 (0.085)
Trader	-0.0054 (0.054)	-0.041 (0.067)	-0.059 (0.068)	-0.072 (0.072)
Artisan/skilled worker	-0.13** (0.056)	-0.080 (0.060)	0.0018 (0.078)	-0.13 (0.080)
Civil servant	-0.040 (0.12)	-0.10 (0.13)	-0.16 (0.13)	-0.21 (0.13)
Housewife	-0.064 (0.055)	-0.086 (0.057)	-0.097 (0.060)	-0.11 (0.073)
Domestic worker	-0.049 (0.054)	-0.057 (0.050)	-0.0099 (0.062)	-0.070 (0.069)
Student	-0.037 (0.066)	-0.068 (0.068)	-0.043 (0.072)	-0.087 (0.098)
Other occupation	-0.13*** (0.047)	-0.25*** (0.081)	-0.057 (0.11)	-0.12 (0.12)
No occupation	-0.066 (0.046)	-0.14*** (0.043)	-0.091* (0.053)	-0.11 (0.069)
Head of household is employed	0.059** (0.025)	0.095*** (0.033)	0.17*** (0.033)	0.20*** (0.038)
Dependency ratio	-0.0028 (0.069)	-0.016 (0.089)	0.053 (0.083)	0.10 (0.088)
Bamboo/stone and mud walls	-0.019 (0.034)	-0.078* (0.044)	-0.057 (0.042)	-0.094** (0.044)

**TABLE 18:**  
**Impact of FFA on financial autonomy of women (continued)**

	(1) Men decide alone on spending on food	(2) Men decide alone on spending on household equipment	(3) Men decide alone on spending on health care	(4) Men decide alone on spending on education
Other walls	-0.077* (0.046)	-0.024 (0.055)	0.15* (0.082)	0.046 (0.085)
No walls	-0.10** (0.048)	-0.13* (0.069)	-0.22** (0.086)	-0.14 (0.088)
Private toilets	0.033 (0.054)	0.0013 (0.057)	-0.058 (0.061)	-0.039 (0.060)
Own arable land	0.019 (0.057)	0.065 (0.062)	0.081 (0.074)	0.030 (0.093)
Constant	0.15*** (0.051)	0.25*** (0.079)	0.15* (0.077)	0.17** (0.073)
Observations	650	648	645	642
r2	0.054	0.092	0.14	0.13

Village-clustered standard errors in parentheses \*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ . Omitted categories: no education, herder, thatch/makuti walls. All regressions include village fixed effects. Data: Turkana Household Survey on Humanitarian Action.

## ANNEX E.

# Questionnaires for Key Informant Interviews and Focus Group Discussions

## Questions to agencies:

### Data

- SADD: Data gathered as SADD? What information is gathered on women, men, boys, girls? (Just population or also skills, needs, division of labour, power distribution, social structures, local justice and community governance structures?)
- Is it analysed and used to plan ways to address gaps?
- Education data
  - Number of boys and girls in education (pre-school, primary, secondary; boy- or girl-headed households, girl mothers, boy fathers, number of orphans, literacy)
  - Number of female/male students and teachers and education committee members
  - Enrolment rates, dropout rates, attendance rates, by grade level
  - Number of reports of abuse in school
  - Sex-disaggregated achievement data (exam results?)
- Health/nutrition data
  - Data on malnutrition rates (stunting, wasting, underweight; micronutrient deficiency), SADD?
  - Mortality rate, SADD?
  - Data on number of households headed by males/females/children
  - Number of unaccompanied children/elderly/disabled/pregnant/lactating
- Non-food item data
  - SADD data on non-food item needs gathered? Analysed? Reported on?
- Beneficiaries' access to services
  - How do you ensure that all equally access humanitarian services and assistance? What obstacles have there been to this? Have these obstacles been addressed?
- Systems for beneficiaries to express their needs?
- What is done to ensure security? (Appropriate lighting in areas frequented by women and girls? Monitoring in high-risk areas?)
- Hygiene and privacy

### Education

- What is the impact of crisis on the education of girls and boys? On teachers? On the host community? How has the crisis changed gender perspectives in terms of education?
- Do girls and boys have the same proficiency in language of instruction?
- Do some suffer from stigma (rape, child soldiers)? Does this affect their attendance/learning?
- Do you sensitize communities concerning the importance of girls' and women's education? Has this had an effect on behaviour?
- Education access provided to all boys and girls? Recreational and sports activities?
- Are sanitary supplies provided? Clothes and other supplies for school?
- Are teachers trained to create gender-sensitive learning environments?
- How do you monitor GBV in schools? Are there confidential complaint-reporting mechanisms?

### Food security, food distribution and nutrition

- All have equal access to safe and nutritious food? Are adequate supplies of food available to women, men, boys, girls? (Quality, quantity, nutrition-wise, diversity of diet?)
- What are the distinct roles of men and women in food security and nutrition?
- Division of tasks and control over productive resources between women and men?
  - What are men's and women's roles in food production, food distribution, nutrition? In the community? In the household? Who in the household is responsible for food safety, hygiene etc.? (Is providing food considered the woman's responsibility?)
  - Is there a difference in calorie intake according to gender—are some more likely to be malnourished?
- How is food distributed? Do people keep their rations or sell them? Does this impact men's and women's diets differently?
- Cash for work/food for work/food for assets?
  - Are cash/food-for-work opportunities provided? Do men and women have access to these programmes? Did any problems occur in the division of labour?

- All systematically consulted? Involved in decision-making around food?
- Training and capacity building?
- Actions to prevent GBV?
- Discrimination in allocation of food resources? Are they redressed?
- Impact of food aid programme on men, women, girls, boys assessed?
- Nutrition programmes designed according to needs of all? (Especially lactating/pregnant women?)

### Health

- What diseases affect women and men differently?
- Are there disproportionate deaths among women, girls, boys and/or men? If so, what are the reasons?
- Are community response mechanisms to psychosocial problems in place?
  - Is culturally appropriate social and psychological support available for survivors of GBV?
- Who takes care of sick members of the family? Is there a particular burden on women, girls, men, boys?
- Do health service manuals include provisions for equitable access for women, men, boys, girls to medicine and health care?
- Have you hired and deployed male and female health workers?
- Equal pay and equal opportunities for training and working in health?
- Men and women involved in monitoring and evaluation?

### Questions to beneficiaries:

#### 1. INTRODUCTION

#### 2. FIRST QUESTIONS

- (MIGRATION): How long have you been living in this village/settlement? Were you born here?
  - Where were your parents born?
  - Do you have children? How many people in your family?

#### 3. EDUCATION

- Those who have children: do they go to school?
  - Do more boys or more girls go to school?
  - Are girls and boys equally able to keep up with lessons?
    - If not, why not?

- Do boys and girls equally attend the lessons?
  - Does work interfere with school for boys or girls?
  - What is the relationship between water, firewood collection or other responsibilities, and school attendance?
  - Early marriage?
    - At what age do girls get married? If they drop out, why?
    - In your opinion, what's the best age for a girl to get married? Why?
- Do boys and girls both feel comfortable going to school?
  - Are there separate latrines for boys and girls?
- Teachers: Are there female and male teachers?
  - Does this make a difference in motivating girls to take an interest in school? Do you think it matters for the children?

#### 4. GENDER BALANCE IN LEADERSHIP

- Agencies: gender balanced?
- Beneficiaries' involvement in decision-making
  - How is management organized? Beneficiaries brought into decision-making through committees? Decisions on what?
  - Are perceptions of all taken into account in design, targeting, implementation in policies, strategies and interventions? Has this had a positive effect?
- Women, men, boys, girls are consulted in each of these?
  - Are men and women equally represented in decision-making (50 per cent of committees)? Age represented (old and young)? Language proficiency?
  - Token participation or quality of participation? Do women express their opinions when in a committee with men? Do women participate equally in these committees?
  - Does this create conflict? Are there some committees where men don't participate?
  - Do you feel that this structure helps to address the needs of everyone? Is it effective?
  - Do you support the leadership capacity of women and adolescents?

## 5. FOOD SECURITY, NUTRITION, INDEBTEDNESS

- Do you receive food aid? How much of the food is from aid?
- Are women, men, boys, girls equally able to access food aid?
  - Is it more difficult for women to get food than men?
  - How does distribution work? Who controls the distribution? Who decides on how much is given to each household? Do all receive equal access?
  - Within the household, who receives the food? Who divides the food?
    - If food is scarce, who in the household reduces their food intake?
    - What other coping strategies?
  - Are there complaints mechanisms for when food or non-food items are not properly distributed? How do these work?
- Do you sell your food? Do you exchange or sell other things for food?
- Do you receive ration cards? Who in the household receives them? Men or women? Who is more likely to obtain credit? To carry debts?

## 6. HEALTH

- Who takes care of sick members of the family? Is there a particular burden on women, girls, men, boys?
- Are there more deaths among women, girls, boys and/or men? If so, what are the reasons? Disease? Injuries from violence? Who is more likely to be targeted?
- Has the number of children risen? Have child deaths become more common or less common or the same? Where do you go for child delivery? Who assists? Do you breastfeed?

## 7. WASH

- What are the levels of knowledge and skills in water/sanitation and their relationship to health (women, girls, boys, men)?
  - What are the patterns of water access, water source control and collection?
  - What are the different uses and responsibilities for water by women, girls, boys,

men (e.g., cooking, sanitation, gardens, livestock); patterns of water allocation among family members (sharing, quantity, quality); decision-making on uses?

- What is the gender division of responsibilities for maintenance and management of water and sanitation facilities?
- Who maintains toilets/water points?
  - Who pays the costs associated with maintenance?
  - Are they able and willing to pay?
  - Does the community need training for operation and maintenance, including management?
- What are the usual means and responsibilities for managing excreta and urine disposal; anal cleansing; disposal of children's faeces?
- Are water points, toilets and bathing facilities located and designed to ensure privacy and security?
- Are water points safe? Can users (especially women and children) access them safely?
- What are the cultural assumptions with regard to water and sanitation activities, for example during menstruation, etc.?
- How do women perceive themselves in traditional roles and active participation? How much of this can be changed and how much cannot be changed?
- In your opinion, have water, sanitation and hygiene interventions upheld dignity, for women and girls in particular? Is their design culturally appropriate?
- Are other women used as facilitators in discussions around women and WASH? Is dignity upheld? And confidentiality?
- Are water sites, distribution mechanisms and maintenance procedures accessible to women, including those with limited mobility?
- Are communal latrine and bathing cubicles for women, girls, boys, men sited in safe locations and culturally appropriate? Do they provide privacy? Are they adequately illuminated and accessible by those with disabilities?

#### 8. GBV/HIV:

- Are there bandits? Cattle raiders? Rape? Human trafficking?
- When there is conflict, are boys made to join in the fighting?
- Is support available to survivors of GBV?
- Do you feel safe in your village?
- Have there been instances where women were required to exchange sex for food or anything else in times of crisis?

#### Gender roles/women's empowerment

##### Questions for men:

- How have gender roles changed?
- Has the emphasis on women's empowerment caused problems?

##### Questions to women:

- How have gender roles changed?
- Do women have more power in decision-making?
- How do men react to the emphasis on women empowerment? Are they upset that they are no longer as powerful?

**ANNEX F.**

**Questionnaire for Household Survey**

**[READ OUT ITALICS]**

*Good morning/afternoon. I am [NAME INTERVIEWER] from the Agency for Development Research (ADR) Survey Company. Together with the Institute of Development Studies (IDS), we are conducting a survey to study humanitarian aid projects in Turkana county. Your household has been chosen by a random selection process.*

*We are inviting you to be a participant in this study. We value your opinion and there are no right or wrong answers to the questions. We will use approximately one hour of your time. There will be no cost to you other than your time. There will be no risk as a result of your participating in the study. Your participation in this research is completely voluntary. You are free to withdraw your consent and discontinue participation in this study at any time.*

*This study is conducted anonymously. You will only be identified through code numbers. Your identity will not be stored with other information we collect about you. Your responses will be assigned a code number, and the list connecting your name with this number will be kept in a locked room, and will be destroyed once all the data have been collected and analysed. Any information we obtain from you during the research will be kept strictly confidential.*

*Your participation will be highly appreciated. The answers you give will help provide better information to policy-makers, practitioners and programme managers so that they can plan for better services in response to crisis situations.*

**The researcher read the consent form to me and explained its meaning. I agree to take part in this research. I understand that I am free to discontinue participation at any time if I so choose, and that the investigator will gladly answer any question that arises during the course of the research.**

<b>ARE YOU WILLING TO TAKE PART IN THIS SURVEY?</b>	
<input type="checkbox"/> <b>YES</b>	<input type="checkbox"/> <b>NO</b>

## INTERVIEWER INSTRUCTIONS

IN GENERAL, THE PERSON INTERVIEWED SHOULD BE THE HEAD OF HOUSEHOLD. IF HE/SHE IS NOT AVAILABLE, FIND A PRINCIPAL RESPONDENT TO ANSWER THE QUESTIONS IN HIS/HER PLACE. THE PERSON SELECTED MUST BE A MEMBER OF THE HOUSEHOLD WHO IS ABLE TO GIVE INFORMATION ON THE OTHER HOUSEHOLD MEMBERS. THE RESPONDENT MUST BE MORE THAN 18 YEARS OLD. IF ONLY CHILDREN ARE PRESENT IN THE HOUSEHOLD, THE HOUSEHOLD SHOULD BE REPLACED INDICATING AS A REASON FOR REPLACEMENT "NO COMPETENT RESPONDENT."

THROUGHOUT THE QUESTIONNAIRE, QUESTIONS SHOULD BE ASKED OF EACH ITEM IN THE ORDER IN WHICH THEY APPEAR UNLESS A SKIP IS INDICATED. SKIPS ARE INDICATED WITH ARROWS. A SINGLE ARROW, >, INDICATES THE NEXT QUESTION TO BE ASKED IF THAT PARTICULAR ANSWER HAS BEEN GIVEN. A DOUBLE ARROW, >>, INDICATES THE QUESTION TO BE ASKED NEXT REGARDLESS OF THE ANSWER GIVEN.

EVERYTHING THAT IS WRITTEN IN CAPITAL LETTERS IS FOR THE INTERVIEWER ONLY AND IS NOT TO BE READ ALOUD. EVERYTHING IN SMALL (LOWERCASE) LETTERS IS TO BE READ TO THE RESPONDENT EXACTLY AS IT IS WRITTEN. THE ONLY EXCEPTION IS THAT THE INTERVIEWER MUST REPLACE [NAME] OR [ITEM] WITH THE APPROPRIATE NAME OR ITEM WHEN READING THE QUESTION.

FOR EVERY QUESTION A SET OF RESPONSES IS PROVIDED WITH CODES FOR EACH RESPONSE. THE INTERVIEWER SHOULD WRITE ONLY THE CODES ON THE QUESTIONNAIRE. THE ONLY EXCEPTION IS WHEN THERE IS A LINE TO SPECIFY ANOTHER ANSWER AND EVEN THEN THE CODE FOR "OTHER" MUST BE ENTERED.

THERE ARE NO CODES FOR NOT APPLICABLE. THE INDICATED SKIPS ARE DESIGNED TO ENSURE THAT QUESTIONS THAT ARE NOT APPLICABLE ARE NOT ASKED. THE BLANKS FOR ANY SKIPPED QUESTION MUST BE LEFT EMPTY.

THERE ARE NO CODES FOR REFUSED TO ANSWER. IF A RESPONDENT REFUSES TO ANSWER, THE INTERVIEWER SHOULD REMIND HIM OR HER OF THE IMPORTANCE AND CONFIDENTIALITY OF THE SURVEY. IT IS VERY IMPORTANT THAT ALL ANSWERS ARE COLLECTED FOR EACH QUESTION. THERE ARE CODES FOR 'DON'T KNOW' FOR SOME OF THE QUESTIONS. IF THE RESPONDENT DOES NOT KNOW THE ANSWER THE INTERVIEWER SHOULD WRITE "DK/CS".

AT ALL TIMES THE INTERVIEWER MUST REMAIN PROFESSIONAL AND EXPRESS NO REACTION TO THE ANSWERS THAT ARE BEING GIVEN. THE RESPONDENT MUST FEEL COMFORTABLE TO TELL THE TRUTH. THE VALIDITY OF THE SURVEY RESULTS WILL BE HARMED IF RESPONDENTS TRY TO PROVIDE THE ANSWERS THAT THEY THINK THE INTERVIEWER WOULD APPROVE OF.

### *Contact Persons:*

*Caren Kiptoo (ADR Supervisor) – Phone: 0722977618*

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**APPENDIX A1. HOUSEHOLD ROSTER—ADDITIONAL PAGE FOR SECTION 1**

**APPENDIX A2. EDUCATION, EMPLOYMENT AND HEALTH—ADDITIONAL PAGE FOR SECTION 2**

**APPENDIX A3. MIGRATION—ADDITIONAL PAGE FOR SECTION 3**

## SECTION 0. QUESTIONNAIRE INFORMATION

### TO BE COMPILED BY THE ENUMERATOR

1 Date:		Start Time:		End Time:	
---------	--	-------------	--	-----------	--

2a	1st Enumerator Name:	Initials/Code	2c Supervisor/Team Leader Name:	Initials/Code
2b	2nd Enumerator Name:	Initials/Code		

3 Questionnaire number	
4 Village/settlement (name)	
5 Sub-location	
6 Location	
7 Division	
8 Sub-county/district	
9 GPS coordinates (report degree, minutes and seconds)	X: Y:

10. Is this a replacement household? 1 = YES > <b>Q11</b> 2 = NO > <b>Q12</b>		
11. List how many unsuccessful attempts you had before within this village and select the reason for replacement. 1 = Dwelling not found (unclear if it still exists) 2 = Dwelling is unoccupied 3 = No competent respondent 4 = Household refused 5 = Other (SPECIFY _____)		
1st unsuccessful attempt	2nd unsuccessful attempt	3rd unsuccessful attempt

PLEASE COMPLETE THE FOLLOWING TWO QUESTIONS AT THE END OF THE INTERVIEW.

12. This interview has been: 1 = Fully completed 2 = Partially completed	
--	--

13. Questionnaire checked and approved: 1 = Yes 2 = No	
--	--

Enumerator Signature: \_\_\_\_\_ DATE \_\_\_\_\_

Supervisor/Team Leader Name Signature: \_\_\_\_\_ DATE \_\_\_\_\_

## SECTION 1. HOUSEHOLD ROSTER

### TO BE COMPLETED FOR ALL HOUSEHOLD MEMBERS

I would like to make a complete list of all the people who normally live, eat their meals together and share expenses in this dwelling. First I would like the names of all the members of your immediate family who normally live, eat their meals together and share expenses in this dwelling. Include the head of the household, his wife (or her husband), and his or her children in order of age.

Please give me the names of any other persons **related to the head of the household** or to his/her wife/husband, together with their families who normally live, eat their meals together and share expenses here.

Please give me the names of any other persons **not related to the head of household** or to his/her wife/husband but who normally live, eat their meals and share expenses here. For example, tenants, lodgers, servants or other persons who are not relatives. Are there any other persons **not present now but who normally live**, eat their meals here and share expenses? For example, anyone studying somewhere else or who is away visiting other people?

1. WRITE THE NAMES OF ALL INDIVIDUALS IN THE HOUSEHOLD.  ALWAYS WRITE DOWN THE HEAD OF THE HOUSEHOLD FIRST, FOLLOWED BY HIS/HER SPOUSE AND THEIR CHILDREN IN ORDER OF AGE.	RESPONDENT (TICK APPROPRIATE ROW)	ID CODE	2. SEX 1 = MALE 2 = FEMALE	3. RELATION TO THE HEAD OF THE HOUSEHOLD 1 = HEAD 2 = SPOUSE 3 = SON/DAUGHTER 4 = SON-IN-LAW/DAUGHTER-IN-LAW 5 = FATHER/MOTHER 6 = FATHER/MOTHER OF THE HEAD'S WIFE 7 = FATHER/MOTHER OF THE HEAD'S HUSBAND 8 = BROTHER/SISTER 9 = GRANDCHILD 10 = GRANDPARENT 11 = COUSIN 12 = OTHER RELATIVE 13 = NO RELATION 14 = SERVANT, NANNY 15 = LODGER/TENANT	4. Can you tell me the month and year of birth of [NAME]?  IF THEY DON'T KNOW THE DATE USE THE EVENTS CALENDAR ALLOW "00" IF DON'T KNOW	5. How old is [NAME]?  ALLOW "0" IF YOUNGER THAN A YEAR.	6. The place where [NAME] was born is: 1 = This village/settlement 2 = Other village/settlement in the same sub-location 3 = Another location in same division 4 = Another division in the same sub-county/district 5 = Another sub-county/district 6 = Another county (SPECIFY _____) 7 = Another country (SPECIFY _____) 8 = DK/CS	7. Family status of [NAME]?  READ TO RESPONDENT 1 = Married 2 = Not officially married, but living together as a family 3 = Divorced 4 = Living apart but not divorced 5 = Widow/widower 6 = Never married	8. Did [NAME] reside here yesterday? 1 = YES 2 = NO	9. What is [NAME]'s tribe? 1 = Turkana 2 = Pokot 3 = Marakwet 4 = Tugen 5 = Other (SPECIFY _____)
NAME			CODE ↑	CODE ↑	MM / YYYY	YEARS	CODE ↑	CODE ↑	CODE ↑	CODE ↑
		01								
		02								
		03								
		04								
		05								
		06								
		07								
		08								
		09								
		10								
		11								
		12								

NOTE FOR THE INTERVIEWER: MORE LINES AT PAGE 17 OF THIS LEAFLET.

>>> SECTION 2

## SECTION 2. EDUCATION, EMPLOYMENT AND HEALTH

1. Can you/[NAME] read and write a letter?  EVEN IF IT IS JUST THE TURKANA LANGUAGE  1 = YES, WITHOUT DIFFICULTIES 2 = YES, BUT WITH DIFFICULTIES 3 = NO	2. What was the highest class you/[NAME] completed at school? ALLOW FOR "00" IF CLASS IS NOT KNOWN		3. What is the occupation/work/activity of [NAME] in the last 7 days? ONLY RECORD MAIN ACTIVITY/OCCUPATION.		4. Have you/[NAME] had any of the following illnesses/injuries in the last 30 days?  ALLOW FOR MORE THAN ONE CODE  1 = COLD/FLU 2 = MALARIA 3 = URINARY TRACT INFECTION 4 = STOMACH 5 = DIARRHOEA 6 = DYSENTERY 7 = HEADACHE 8 = HEART 9 = LUNG 10 = BROKEN BONE 11 = MEASLES 12 = CHICKEN POX 13 = POLIO 14 = MALNUTRITION 15 = SICK BUT CAUSE UNKNOWN 16 = OTHER (SPECIFY _____) 17 = NONE >NEXT PERSON	5. Did [NAME] seek medical attention because of any of these illnesses or injuries?  1 = YES 2 = NO
	LEVEL: 1 = None 2 = Pre-primary 3 = Primary 4 = Adult education 5 = Post-primary/vocational 6 = Secondary 7 = College 8 = University 9 = Master/postgraduate 10 = DK/CS	CLASS: 1-3 1-8 - 1-3 1-6 1-3 1-6 1-6	<b>Occupation:</b> 1 = LIVESTOCK HERDER 2 = FARMER 3 = SHARE CROPPER 4 = FARM LABOURER 5 = NON-FARM LABOURER 6 = FISHERMAN 7 = TRADER/SMALL BUSINESS 8 = CRAFTWORKER/ARTISAN 9 = SKILLED WORKER 10 = CIVIL SERVANT 11 = TEACHER 12 = HOUSEWIFE 13 = DOMESTIC WORKER/SERVANT/AYAH 14 = STUDENT 15 = OTHER (SPECIFY _____) 16 = NONE	<b>Employment status:</b> 1 = Worked for pay (salary, wage, self-employed) 2 = Worked without pay (apprentice, family business) 3 = Did not work but have a job 4 = Did not work but looked for a job  <b>Did not work because:</b> 5 = Only studied (student) 6 = Too young (not student) 7 = Too old/retired 8 = Home/household work (includes live-in servant) 9 = Disabled/invalid/ ill 10 = Don't need to 11 = Other (SPECIFY _____)		
CODE ↑	LEVEL	CLASS	CODE ↑	CODE ↑	CODE ↑	CODE ↑
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						
11						
12						

NOTE FOR THE INTERVIEWER: MORE LINES AT PAGE 18 OF THIS LEAFLET.

>>> SECTION 3

## SECTION 3. MIGRATION

### TO BE COMPLETED FOR ALL HOUSEHOLD MEMBERS

ID CODE	1. Is [NAME] currently present in his/her house? This means that [NAME] is around and she/he spends the night in this house.  1= YES >Q7 2= NO	2. Where has [NAME] gone?  1 = Other village/ward/settlement in the same sub-location? 2 = Another location in same division? 3 = Another division in the same sub-county/district? 4 = Another sub-county/district? 5 = Another county? (SPECIFY _____) 6= Another country (SPECIFY _____) 7=DK/CS	3. How long has [NAME] been away?	4. In how many days will you expect [NAME] to be back? ALLOW TO WRITE "00" IF DON'T KNOW	5. Why is [NAME] away? 1 = MIGRATED WITH THE LIVESTOCK 2 = SCHOOL, STUDY 3 = BECAUSE OF PAID WORK 4 = VISITING RELATIVES 5 = HEALTH REASONS 6 = OTHER (SPECIFY _____) 7 = DK/CS  IF ANSWER DIFFERS FROM "1" >Q7	6. How far away by walking distance is [NAME] from here? ALLOW TO WRITE "00" IF DON'T KNOW	7. How often has [NAME] been away with the livestock over the last three years?  WRITE DOWN THE NUMBER OF TIMES FOR EACH OF THE PAST THREE YEARS. ALLOW TO WRITE "00" IF DON'T KNOW OR IF NOT APPLICABLE			8. How many days in total was [NAME] away during the last 12 months?
							2011	2012	2013	
	CODE ↑	CODE ↑	# OF DAYS	# OF DAYS	CODE ↑	# OF DAYS	NUMBER	NUMBER	NUMBER	# OF DAYS
01										
02										
03										
04										
05										
06										
07										
08										
09										
10										
11										
12										

NOTE FOR THE INTERVIEWER: MORE LINES AT PAGE 19 OF THIS LEAFLET.

>>> SECTION 4

## SECTION 4. PARTICIPATION IN HUMANITARIAN PROGRAMMES

Now, I will ask you questions about your participation in humanitarian interventions and programmes.

1. Service/ humanitarian programmes	SERVICE CODE	2. Has your household benefited from [SERVICE] in the past 12 months?  INCLUDE CURRENTLY  1 = YES 2 = NO > NEXT SERVICE	3. Do you know which organization or NGOs is or was providing the [SERVICE]? (Do not prompt, record all that apply)  ALLOW "00" IF UNKNOWN	4. How many times has your household benefited from [SERVICE] in the past 12 months? DIFFERENTIATE BETWEEN DRY AND RAINY SEASONS 1 = DAILY 2 = WEEKLY 3 = TWICE A MONTH 4 = MONTHLY 5 = QUARTELY 6 = YEARLY 7 = OTHER (SPECIFY _____)	5. When did your household first start receiving [SERVICE] from the programme?	6. When did your household last receive [SERVICE]?	7. In your opinion, do you think that the <b>quantity</b> of this [SERVICE] fits your and your household members' needs?  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	8. In your opinion, do you think that the <b>quality</b> of this [SERVICE] fits your and your household members' needs?  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	9. Do you think that you have room to influence the delivery of this [SERVICE]?  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	10. Does this programme adequately fit [RESPONDENT SEX] needs?  1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree
		CODE ↑		CODE ↑	MM / YYYY	MM / YYYY	CODE ↑	CODE ↑	CODE ↑	CODE ↑
				DRY SEASON	RAINY SEASON					
General food distribution	01									
Food for assets/ cash for work	02									
School meals	03									
School facilities (including toilets in the school)	04									
Health facility points (including supplementary feedings, etc.)	05									
Water points (boreholes, wells, piped water)	06									
Water trucking	07									
Community sanitation facilities (latrines, communal toilets, etc.)	08									
Training programmes (credit, peace resolution, infrastructure maintained, etc.)	09									
Veterinary/livestock care (breeding, deworming, feeding, etc.)	10									
Livestock restocking	11									
Food production (seeds distribution, tools, and pesticides)	12									
Pest control (locusts, etc.)	13									
Shelter provision and non-food item provision	14									
HSNP	15									
Other cash transfers	16									
Other (specify _____)	16									

>> SECTION 5

## SECTION 5. PARTICIPATION IN COMMUNITY GROUPS/SOCIAL CAPITAL

Now I will ask you questions about your participation in community groups in the village.

1. COMMUNITY GROUP	COMMUNITY GROUP CODE	2. Does this [COMMUNITY GROUP] exist in the village/settlement?  1 = YES 2 = NO > NEXT COMMUNITY GROUP	3. Did any member of the household belong to or participate in this [COMMUNITY GROUP] over the last 12 months?  IF YES WRITE THE ID CODE OF THE PERSON WHO PARTICIPATED  1 = YES 2 = NO > Q8		4. What is the role that you/[ID CODE] have in the [COMMUNITY GROUP]?  1 = PRESIDENT/CHAIRMAN/CHAIRLADY 2 = VICE PRESIDENT 3 = SECRETARY 4 = JOINT SECRETARY 5 = TRESURER 6 = MEMBER 7 = BENEFICIARY	5. How many times did you/[ID CODE] attend these meetings in the last 12 months?	6. Why have you/[ID CODE] been a member of this [COMMUNITY GROUP] during the last 12 months?  (Do not prompt, record all that apply)  ALLOW TWO ANSWERS  1 = INFORMATION/GET TRAINING 2 = PARTICIPATE IN THE DECISION PROCESS (FOOD DISTRIBUTION OR INFRASTRUCTURE MAINTAINANCE) 3 = ACCESS TO CREDIT/PRODUCTION INPUTS 4 = SOCIAL GATHERING 5 = OBTAIN USEFUL CONTACTS 6 = EASIER ACCESS TO GOODS/ SERVICES 7 = SERVE THE COMMUNITY 8 = OTHER (SPECIFY _____) 9 = DK/CS	7. What problems did the group encounter in its activities during the last 12 months?  (Do not prompt, record all that apply)  ALLOW TWO ANSWERS  1 = NO PROBLEM 2 = TOO FEW MEMBERS 3 = MEMBERS NOT MOTIVATED 4 = NO LEADERSHIP 5 = LACK OF FUNDS 6 = LACK OF RULES 7 = LACK OF INFLUENCE IN THE COMMUNITY 8 = POLITICAL INTERFERENCE 9 = CLAN DISPUTES 10 = OTHER (SPECIFY _____) 11 = DK/CS	8. Can you tell me how many people participate in this [COMMUNITY GROUP] and how many are women?  WRITE A NUMBER FOR TOTAL PARTICIPANTS AND A NUMBER FOR FEMALE PARTICIPANTS.  ALLOW "00" IF DON'T KNOW.	
		CODE ↑	CODE ↑	ID CODE	CODE ↑	NUMBER	CODE ↑	CODE ↑	TOTAL	WOMEN
DISASTER RISK REDUCTION GROUP (example: community managed disaster risk reduction, etc.)	01									
WATER INFRASTRUCTURE MANAGEMENT GROUP	02									
OTHER INFRASTRUCTURE MANAGEMENT GROUP	03									
PEACE COMMITTEE	04									
WOMEN'S GROUP	05									
YOUTH GROUP	06									
OTHER MICROCREDIT GROUP	07									
OTHER (SPECIFY _____)	08									
OTHER (SPECIFY _____)	09									

>>> SECTION 6

## SECTION 6. FOOD SECURITY

1. In the past 12 months, how often did you or any members of the household go to bed hungry during the rainy season? [ ]

- 1 = Often  
2 = Sometimes  
3 = Rarely  
4 = Never

2. In the past 12 months, how often did you or any members of the household go to bed hungry during the dry season? [ ]

- 1 = Often  
2 = Sometimes  
3 = Rarely  
4 = Never

3. Which household members are deprived the most by this shortage of food?

Male adults [ ] Female adults [ ]

Male children/boys [ ] Female children/girls [ ]

4. What actions did your household take to deal with not having enough food to eat?

LIST UP TO THREE ACTIONS IN ORDER OF IMPORTANCE.

(Do not prompt, code all that apply)

1st ACTION [ ]

2nd ACTION [ ]

3rd ACTION [ ]

- 1 = ATE LESS FOOD  
2 = ATE LESS MEAT/VEGETABLES/LESS FOOD VARIETY  
3 = BORROWED MONEY FROM FRIENDS/RELATIVES (FOOD CREDIT)  
4 = BORROWED MONEY FROM COMMUNITY (FOOD CREDIT)  
5 = SOLD LIVESTOCK OR OTHER ASSETS TO PURCHASE FOOD  
6 = ATE YOUR LIVESTOCK (CATTLE, CAMELS, ETC.) USUALLY KEPT AS ASSETS OR FOR MILK  
7 = GOT FOOD AID FROM NGOS  
8 = RURAL TO URBAN MIGRATION TO ACCESS PAID JOB  
9 = COLLECTED WILD FRUITS/HUNTING/FISHING

5. How many meals did household members consume yesterday? [# OF MEALS]

Male adults [ ] Female adults [ ]

Male children/boys [ ] Female children/girls [ ]

6. What constraints do you face in accessing sufficient food for household consumption? (Select all that apply.)

(Do not prompt, code all that apply) [ ]

- 1=Quality of food aid is poor (expired/spoiled)  
2=Quantity of food aid is not enough  
3 = Not targeted by food aid  
4=Prices have increased/food too expensive  
5=No money to buy food  
6=Food scarce in the market  
7=Poor crop production  
8=Non-preferred food is distributed  
9=Distributions are disorganized/chaotic/violent  
10=Not enough land to cultivate  
11=Discrimination/corruption in food distribution process  
12=Food aid arrives late  
13=Market is too far away  
14=No problems accessing food  
15 = Food distribution point is too far/unable to access it  
16=Other (Specify\_\_\_\_\_)

## SECTION 6. FOOD SECURITY (CONTINUED)

7. I would like to ask you about the types of foods that you or anyone else in your household ate yesterday during the day and at night. 1 = YES 2 = NO		8. Please tell me the number of days you or anyone in the household have eaten the following foods within the last week (maximum 7 days).		9. Where did you obtain the mentioned food items? 1 = Formal food aid/rations 2 = Own production 3 = Hunting/gathering/fishing 4 = Market//shops 5 = Gifts from friends/relatives (incl. sharing) 6 = Received in kind against labour or other items 7 = Borrowed 8 = Trading 9 = Other (SPECIFY _____)	
CODE ↑		NUMBER OF DAYS		CODE ↑	
Any cereals, e.g., maize, wheat, posho, sorghum, millet?		# of days in the last 7 days ?			
Any potatoes, sweet potatoes, cassava (manioc) or other root or tuber foods?		# of days in the last 7 days ?			
Any vegetables, e.g., cabbage, lettuce, tomatoes, onions, carrots, peppers, spinach, lettuce?		# of days in the last 7 days ?			
Any papaya, mangoes, pineapple, bananas or other fruits?		# of days in the last 7 days ?			
Any meat or chicken?		# of days in the last 7 days ?			
Any eggs?		# of days in the last 7 days ?			
Any fish?		# of days in the last 7 days ?			
Any beans, peas, lentils, groundnuts, sunflower or sesame?		# of days in the last 7 days ?			
Any milk or milk products?		# of days in the last 7 days ?			
Any oil or butter or fat?		# of days in the last 7 days ?			
Any sugar or honey?		# of days in the last 7 days ?			
Any other foods such as spices, salt, coffee, tea, soft drinks?		# of days in the last 7 days ?			

>> SECTION 7

## SECTION 7. VIOLENCE, DROUGHT, LOCAL TENSION AND SAFETY

1. Would you agree that people can be trusted in your village/settlement?		1 = Fully Agree 2 = Somewhat Agree		3 = Somewhat Disagree 4 = Fully Disagree	
2. How common is it that people in your village/settlement discuss together the problems of the community?		1 = Never happens 2 = Rare 3 = Sometimes		4 = Fairly common 5 = DK/CS	
3. How common is it that people in your village/settlement help each other out?		1 = Never happens 2 = Rare 3 = Sometimes		4 = Fairly common 5 = DK/CS	
Violent events	4. Now I will list several events. Please tell me whether they have occurred in the last 12 months in your village. 1 = YES 2 = NO	5. Were you or any member of your household personally affected by any of these events in the last 12 months? 1 = YES 2 = NO > Q7	6. What happened? Describe the event in a few words. <i>(Do not prompt, record all that apply)</i>	7. How did you overcome the economic loss from these events? <i>(Do not prompt, code all that apply)</i> ALLOW UP TO THREE ANSWERS.	
				1 = Sold assets (excl. livestock) 2 = Sold livestock to private person 3 = Sold livestock to government 4 = Ate your own livestock 5 = Ate less food to reduce expenses 6 = Ate lower quality food to reduce expenses 7 = Took children out of school 8 = Gave daughter to marriage for dowry 9 = Forced to change occupation	10 = Emergency receipt of remittance 11 = Took loan from NGO/institution 12 = Took loan from relatives/friends/community 13 = Took loan from women's group 14 = Took gift from NGO/institution 15 = Took gift from relatives/friends/community 16 = Got paid job 17 = Migrated 18 = OTHER (SPECIFY _____) 19 = NONE
	CODE ↑	CODE ↑		CODE ↑	
Cattle raiders					
Stock theft					
Disputes over resources within the village (pasture, water points, etc.)					
Disputes over resources between villages or clans (pasture, water points, etc.)					
Highway bandits					
Problems with neighbours (including disputes over boundaries)					
Disputes over food aid distribution					
Other (SPECIFY _____)					
8. Do you feel safe in your village/settlement?			1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree		4 = Fully Disagree 5 = DK/CS
9. During the last three years did your household experience severe losses of income or livelihoods due to drought? 1 = YES 2 = NO		10. When was the last time that your household was affected by drought? ALLOW "0" IF CURRENTLY AFFECTED BY DROUGHT		11. How did you overcome the economic loss from these events? <i>(Do not prompt, code all that apply)</i> ALLOW UP TO THREE ANSWERS.	
CODE ↑		# OF MONTHS		USE CODE FROM Q7	

## SECTION 8. DWELLING CHARACTERISTICS AND SERVICES

Now, I would like to ask you some questions about your housing conditions.

1. What is the major construction material of the external walls?

IF MORE THAN ONE HUT, REFER TO THE MAIN BUILDING [ ]

- 1 = NO WALLS
- 2 = CANE/PALM/TRUNKS/ DIRT/MAKUTI/TWIGS (NATURAL WALLS)
- 3 = BAMBOO WITH MUD/STONE WITH MUD
- 4 = UNCOVERED ADOBE/PLYWOOD/REUSED WOOD/CARBOARD (OTHER RUDIMENTARY WALLS)
- 5 = CEMENT
- 6 = STONE
- 7 = BRICKS/OTHER FINISHED WALLS
- 8 = OTHER (SPECIFY \_\_\_)

2. What is the major material of the roof?

IF MORE THAN ONE HUT, REFER TO THE MAIN BUILDING [ ]

- 1 = GRASS/THATCH/MAKUTI/TWIGS
- 2 = DUNG/MUD
- 3 = CORRUGATED IRON (MABATI)
- 4 = PLASTIC SHEETS/TARPAULIN
- 5 = TIN CANS/ASBESTOS SHEET
- 6 = CONCRETE
- 7 = TILES
- 8 = OTHER (SPECIFY \_\_\_)

3. What is the primary material of the floor?

IF MORE THAN ONE HUT, REFER TO THE MAIN BUILDING [ ]

- 1 = EARTH/SAND
- 2 = DUNG
- 3 = WOOD PLANKS
- 4 = PALM/BAMBOO
- 5 = CERAMIC TILES, CEMENT, CARPET, VYNIL, PARQUET OR POLISHED WOOD (OTHER FINISHED FLOOR)
- 6 = OTHER (SPECIFY \_\_\_\_\_)

4. How long has your household been living in this dwelling?

IF MORE THAN THREE YEARS, DO NOT REQUIRE MONTHS.

YEARS [ ]

MONTHS [ ]

5. What is the average monthly income of this household?

ALLOW "00" IF DON'T KNOW

AMOUNT [ ]

PLEASE INSERT THE TOTAL AMOUNT—INCLUDE TOTAL OF CASH AND IN-KIND PAYMENTS OF EACH MEMBER OF THIS HOUSEHOLD. PLEASE MAKE SURE THAT REMITTANCES ARE INCLUDED.

6. What is the main source of water for drinking for your household? [ ]

- 1 = TAP WATER
- 2 = PIPED WATER
- 3 = BOTTLED WATER
- 4 = TUBE WELL OR BOREHOLE
- 5 = RAINWATER PROTECTED WELL
- 6 = UNPROTECTED WELL
- 7 = PROTECTED SPRING
- 8 = UNPROTECTED SPRING
- 9 = ROCK CATCHMENT/DAMS
- 10 = RIVER, STREAM, LAKE, POND
- 11 = TANKER TRACK
- 12 = CART WITH SMALL TANK
- 13 = OTHER (SPECIFY \_\_\_)

7. What is the distance to the drinking water source and how long does it take you to get there?

ONE-WAY BY FOOT ONLY

USE METRES IF LESS THAN ONE KILOMETRE

USE MINUTES IF LESS THAN ONE HOUR

KILOMETRES (0.00) [ ]

METRES [ ]

HOURS [ ]

MINUTES [ ]

8. How do you treat your drinking water?

**READ THE OPTIONS BELOW** [ ]

- 1 = BOIL IT
- 2 = FILTER IT
- 3 = ADD CHEMICALS
- 4 = LET IT STAND AND SETTLE
- 5 = STRAIN THROUGH A CLOTH
- 6 = SOLAR DISINFECTION
- 7 = OTHER (SPECIFY \_\_\_\_\_)

9. Which type of toilet do you use/have? [ ]

- 1 = PRIVATE
- 2 = SHARED WITH A FEW OTHER FAMILIES
- 3 = PUBLIC/COMMUNITY LEVEL
- 4 = OPEN DEFECATION/BUSH
- 5 = OTHER (SPECIFY \_\_\_\_\_)

## SECTION 8. DWELLING CHARACTERISTICS AND SERVICES (CONTINUED)

FACILITY CODE	10. FACILITY	11. How far is it from your house to the [FACILITY]?  USE METRES IF LESS THAN ONE KILOMETRE		12. How long does it take to travel from here to this [FACILITY]? ONE WAY BY FOOT ONLY USE MINUTES IF LESS THAN ONE HOUR	
		KILOMETRES (0.00)	METRES	HOURS	MINUTES
01	School				
02	Health point facility				
03	Water point facility				
04	Post office/bank				
05	Church/mosque				
06	Veterinary facility				
07	Police station				
08	Village chief office				
09	Other (SPECIFY _____)				

13. How long does it take you to walk to the nearest vehicle passable road from your dwelling?

USE MINUTES IF LESS THAN ONE HOUR

HOURS [            ]

MINUTES [            ]

14. Is this road accessible to vehicles even during the rainy season? [            ]

1 = YES

2 = NO

>> SECTION 9

## SECTION 9. FARMING, LIVESTOCK AND ASSETS

I am going to ask you questions about the land you (or any member of your household) use for farming, and land you rent out or sharecrop to others.

1. Which type of land do you have access to for farming?	1 = NONE > <b>Q6</b> 2 = Farming own land 3 = Sharecropper on land 4 = Rent land 5 = Free access to community land	6 = Rent out land 7 = Sharecrop out land 8 = Gave land to someone else for free
2. How many acres?	NUMBER	
3. If it is cultivated, which crop is it? ALLOW MORE THAN ONE CODE.	1 = MAIZE 2 = BEANS 3 = MILLET	4 = SORGHUM 5 = OTHER (Specify _____)
4. Do you eat or do you sell the cultivated crop?	1 = ALL EATEN AT HOME > <b>Q6</b> 2 = PARTIALLY EATEN, PARTIALLY SOLD	3 = ALL SOLD
5. To whom did you sell the crop?	1 = At the market 2 = Trader/wholesaler 3 = Relative 4 = Neighbour/friend	5 = NGOs 6 = Government 7 = Other (Specify _____)

I am going to ask questions about your livestock.

6. Animal	ANIMAL CODE	7. During the last year, has any member of the household raised livestock? 1 = YES 2 = NO > <b>Q10</b>	8. How many [ANIMALS] are owned by your household today?	9. How many [ANIMALS] did your household receive for free from aid during the last year (Restocking)? WRITE "0" IF NONE.
		CODE ↑	NUMBER	NUMBER
CATTLE	01			
CAMELS	02			
DONKEYS	03			
GOATS	04			
SHEEP	05			
CHICKENS	06			
OTHER (Specify _____)	07			

I would like to ask you questions about your household's assets. Does your household own any of these assets?

## SECTION 9. FARMING, LIVESTOCK AND ASSETS (CONTINUED)

10. Description of asset	ASSET CODE	11. Does your household own this [ASSET]? 1 = YES 2 = NO
		CODE ↑
Radio	01	
Television	02	
Mobile phone	03	
Solar panel	04	
Stove	05	
Furniture	06	
Cooking utensils	07	
Farming implements or tools	08	
Bicycle	09	
Motorbike	10	
Car	11	
Mosquito net	12	
Boat	13	
Fishing gear	14	
Other (Specify_____)	15	
Other (Specify_____)	16	
Other (Specify_____)	17	
Other (Specify_____)	18	

➤➤ SECTION 10

## SECTION 10. WOMEN'S STATUS

SUPERVISOR: NAME OF THE WOMAN SELECTED: \_\_\_\_\_ ID CODE: [                    ]

WRITE "00" IN THE ID CODE SPACE IF NO WOMAN ELIGIBLE FOR THE INTERVIEW WAS FOUND.

WRITE "99" IN THE ID CODE SPACE IF HUSBAND/ RELATIVE DOESN'T ALLOW THE INTERVIEW.

I would like to ask you some questions about your situation within and outside the household.

1. First of all, let me check your marital status again [                    ]

- 1 = Never married
- 2 = Married, lives with husband
- 3 = Married, does not live with husband
- 4 = Widow (IF WIDOW, DO NOT ASK QUESTIONS Q15 TO Q18)
- 5 = Divorced
- 6 = Separated/Deserted

2. As you know, some women take up jobs for which they are paid in cash or kind. Others sell things, have a small business or work on the family farm or in the family business. In the last seven days, have you done any of these things or any other work? <b>(Note: if the woman says no, check she does not engage in agriculture, petty trade, money lending, etc.)</b>	1 = YES > <b>Q3</b> 2 = NO > <b>Q4</b>
3. If yes, is this work or business within humanitarian programmes?	1 = YES > <b>Q6</b> 2 = NO > <b>Q6</b>
4. If not, why?	1 = Husband/in-laws won't allow > <b>Q5</b> 2 = Society doesn't like it > <b>Q5</b> 3 = Take care of children/household work > <b>Q8</b> 4 = I don't want to > <b>Q8</b> 5 = I don't need to > <b>Q8</b> 6 = Am unable to work > <b>Q8</b> 7 = Lack of demand for the work that I have skill to do > <b>Q8</b> 8 = Other (Specify _____) > <b>Q8</b> 9 = DK/CS > <b>Q8</b>
5. Why won't your husband or your in-laws, or society let you work?	1 = Believes women should not work to earn income > <b>Q8</b> 2 = Household has enough income > <b>Q8</b> 3 = Wants me to look after household work > <b>Q8</b> 4 = Doesn't want me to mingle with other men > <b>Q8</b> 5 = Other (Specify _____) > <b>Q8</b> 6 = DK/CS > <b>Q8</b>
6. What do you do with the money you earn?	1 = Investing in goats or poultry 2 = Investing in other livestock 3 = Buying food 4 = Buying furniture or other household utensils 5 = Investing in education for children 6 = Investing in health 7 = Leisure 8 = Other (Specify _____)
7. Who usually decides how to spend the money you earn?	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (Specify _____)
8. Have you ever taken any loans from humanitarian programmes/NGOs/ women's group?	1 = Yes 2 = No > <b>Q11</b>
9. Whose decision was it to take the loan?	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (Specify _____)
10. Who usually decides how to spend the money from the loan?	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (Specify _____)

## SECTION 10. WOMEN'S STATUS (CONTINUED)

11. Who decides how to spend money on the following items?	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (Specify _____)	
11a Food		
11b Housing (furniture, clothing, utensils, etc.)		
11c Health care		
11d Education		
11e Livestock care		
12. Do you have your own money to buy any of the following items?	1 = YES 2 = NO	
12a Food from the market		
12b Home utensils from the market		
12c Medicine for yourself		
12d Clothes/beads/jewellery for yourself		
13. Who decides whether you can go by yourself to the following places?	1 = Yourself 2 = Your husband 3 = Self and husband 4 = Someone else (Specify _____)	
13a Outside the community to visit friends or relatives		
13b Market		
13c Hospital/clinic/doctor		
13d Training for NGO/programmes		
14. If you have children, did you breastfeed your last child?	1 = YES 2 = NO	
15. Has any of the following happened to you in the past year?	1 = Never happens 2 = Rare 3 = Sometimes 4 = Fairly common 5 = DK/CS	DO NOT ASK THIS QUESTION IF THE FEMALE RESPONDENT IS A WIDOW
15a Your husband threatened to leave you?		
15b Your husband threatened to take another wife?		
15c Your husband, another family member, or household resident verbally abused you?		
15d Your husband, another family member, or household resident physically abused you?		
16. If any answer to Q15a-Q15d is YES, did you want to leave?	1 = YES 2 = NO > <b>Q19</b>	DO NOT ASK THIS QUESTION IF THE FEMALE RESPONDENT IS A WIDOW
17. Did you leave?	1 = Yes, permanently > <b>Q19</b> 2 = Yes, but I came back 3 = No	DO NOT ASK THIS QUESTION IF THE FEMALE RESPONDENT IS A WIDOW
18. If you did not leave permanently, why not?	1 = He was angry and didn't mean it 2 = My husband and I came to an agreement 3 = I could not support myself financially 4 = My parents would not have accepted 5 = I came back for my children 6 = Because of social pressure	DO NOT ASK THIS QUESTION IF THE FEMALE RESPONDENT IS A WIDOW
19. Below are a series of statements that you may agree or disagree with. Using the scales below indicate your agreement with each item. Please be open and honest in your response	1 = Fully Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Fully Disagree	
19a My life is determined by my own actions.		
19b My life is chiefly controlled by other people.		
19c To a great extent my life is controlled by accidental/chance happenings.		
19d When I make plans, I am almost certain/guaranteed/sure to make them work.		













**UN WOMEN IS THE UN ORGANIZATION  
DEDICATED TO GENDER EQUALITY  
AND THE EMPOWERMENT OF WOMEN. A  
GLOBAL CHAMPION FOR WOMEN AND  
GIRLS, UN WOMEN WAS ESTABLISHED  
TO ACCELERATE PROGRESS ON  
MEETING THEIR NEEDS WORLDWIDE.**

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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