Topics

- IDP Women’s Participation Project
- IDP Adolescent Girls Programming
- Implications for Gender Equality
Hypothesis: Increasing women’s participation in leadership structures can increase their safety

- Focus Camp Coordination/Camp Management (CCCM) Sector
- Locations: KRI, South Sudan, Nigeria, Ecuador, and the Philippines
- 2 stage project targeting at supporting opportunities for women’s equal and meaningful participation in camp governance structures
  - 1st stage: conducting qualitative assessments to map out existing governance structures
  - Developed pilot projects
- 2nd stage: assessing if activities succeeded in fostering women and girls’ participation in camp governance and led to changes in perceptions of safety
Key Lessons

• Space to participate in militarized environments particularly restricted
• Must begin with assessment of how power is manifested, exercised and varied in any given context
• Important to look at formal and informal structures
• Widely different understandings of participation
Key Lessons

- Building networks as critical as building skills
- Increasing self-esteem and resilience
- Social norm change is not linear
- Crises can shift social norms – backwards as much as forward
- Changes in leadership roles & participation benefitted some, not all
- Disability does not mean inability
- Ability to participate valuable in and of itself
Recommendations

• Support participation in informal as well as formal spaces
• Design projects that strengthen women’s capacity to build networks as well as skills
• Include increased self-esteem and resilience as activity objectives, not just by-products
• Ensure that women of all ages and backgrounds can participate; this includes adopting a rigorous approach to engaging adolescent girls and women with disabilities
https://womenindisplacement.org
I’m Here: Adolescent Girls in Emergencies
South Sudan, Yemen, Mali, KRI
Viewed as **in the roles & responsibilities they assume**

Intersecting vulnerabilities

**Unique protection risks, including exploitation, violence & harmful practices**

Research. Rethink. Resolve.
Camp Mapping | Key Output
Visualizing where emergency actors work
**Girl Roster | Key Output**

*Timely, actionable data for decision-making in emergency context*

What are adolescent girls’ realities in the area where you are responding to the crisis?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Unmarried</th>
<th>Married</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In School</td>
<td>Out Of School</td>
</tr>
<tr>
<td>Living with both parents</td>
<td>Living with just one or neither parent</td>
<td>Living with both parents</td>
</tr>
<tr>
<td>06-09</td>
<td>Yellow</td>
<td>Yellow</td>
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<tr>
<td>10-14</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>15-17</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>18-24</td>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>

**Yellow** = girls who are at heightened vulnerability, with particular risks and needs

**Green** = girls who are potential (peer or adult) mentors

Research. Rethink. Resolve.
# Results From South Sudan
(6-17 years)

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</tr>
<tr>
<td>06-09</td>
<td>62</td>
<td>7</td>
</tr>
<tr>
<td>10-14</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>15-17</td>
<td>19</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 291
Focus Group Discussions | Initial Results (Priority Needs)

Visualizing relationship between frequency & prioritization
Assets: Building Blocks for Keeping Girls Safe

- Physical
- Natural
- Financial
- Social
- Human
Adolescent Girls – WRC’s I’m Here Approach

- Resources
- Girl Roster
- Participatory Ranking Exercises
- Project design/Content: Building Assets
- Real-time Monitoring Dashboard
Implications for Gender Equality

- Beyond the binary
- Intersectionality
- Which women? Which girls? And which men and boys?
- Start with girls to succeed with women
- Gender analysis
- Gender indicators
- Gender transformation