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Gender and Diversity in Vulnerability and capacity assessments

Dignity, Access, Participation & Safety

21st – 26th May 2017

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Day 1



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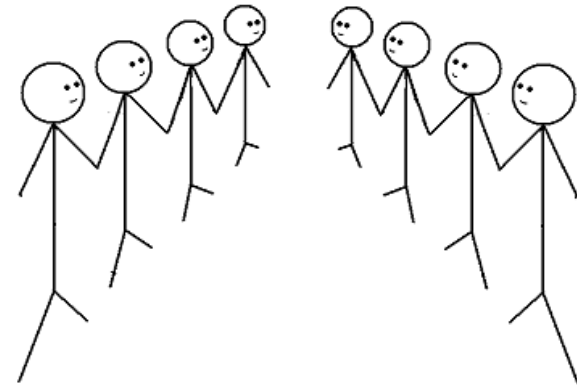
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DIGNITY

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Group exercise

Speed debating



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Discuss...

In disasters we are so busy. We need to focus on lifesaving actions; addressing gender and diversity must wait

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Discuss...

Conducting assessments separately with men and women is a waste of limited time & resources.

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Discuss...

It makes no difference if we categorise an adolescent girl as an adult or a child

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Discuss...

If we can't access ethnic minority groups in a community, it is ok.

The village leader can speak for everyone. He knows his community the best.

What do we hear about gender and diversity?



COMMON CHALLENGES

- Too busy
- No resources
- Not a priority
- I do not know how to do it
- It is for someone else to do

Core Concepts

Sex	Gender
Biological differences	Social differences
Male, female	Masculine, feminine
Born male or female; difficult to change	We become masculine or feminine. Changes across the life-cycle, within and between cultures, traditions, beliefs
Binary opposites	Degrees of masculinity and femininity – society sets the bar, on attitudes, behaviours

Defining 'gender'

- Gender - a confusing and a contested term (not only women)
- Gender as a *concept* refers to the **social differences** between men and women
- Provides us a lens through which we can view and understand the attitudes, behaviors, roles and expectations put on men and women as a result of being male or female
- Gender as an *analytical tool*
- Gender (equality) as a *strategy or an approach*

Sex or Gender?

Females can get pregnant

**Males have deeper voices
after puberty**

**New Zealand was the first
country in the world to give
women the vote.**

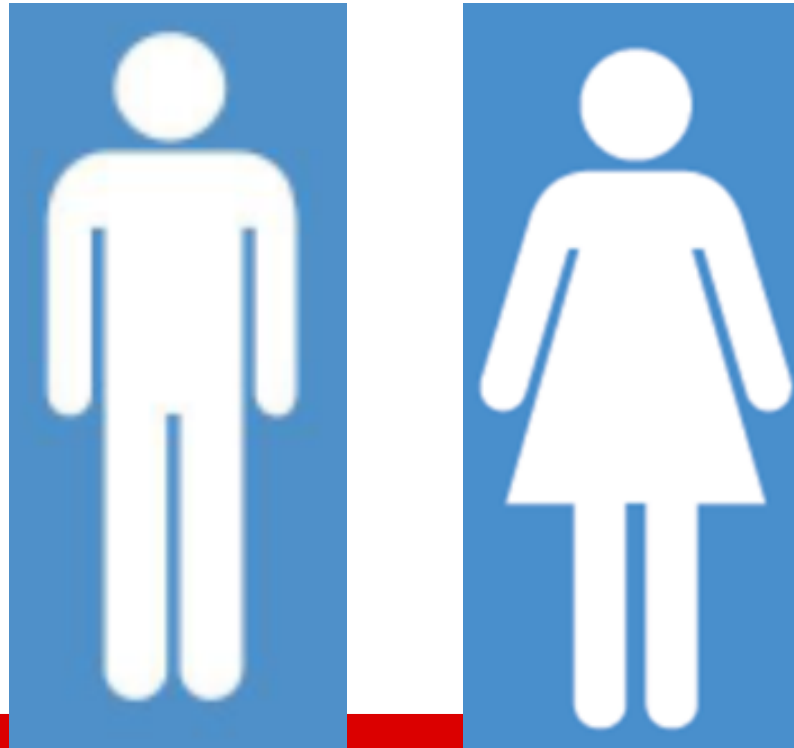
**In many societies, women are
the main care-givers (for
children, aging parents, sick
and disabled)**

**Globally the majority of pilots
are male**

**More than 90% of current
head of state are men**

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Male and female/masculine and feminine?





Diversity



**...The respect
and
acceptance of
the
differences
between
people**

Why it matters in our approach to disasters?

Women, girls and boys are 14 times more likely to die during a disaster than are men (UNDP)

- Indian Ocean Tsunami, 2004  **+80% fatalities women**
- Japan earthquake 2011  **65% of casualties 60+**

Accountability

Address vulnerability

Do no harm



Sexual and Gender-based Violence (S/GBV)

An **umbrella term** for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a person on the basis of their gender. **A result of gender inequality and abuse of power.**

sexual violence

domestic
violence

trafficking

sexual
harassment

forced or early
marriage

harmful
traditional
practices

gender-based
discrimination
(e.g. denial
service access)

forced
prostitution;

VIOLENCE INCREASES IN DISASTERS

- Must be recognized as crosscutting even if there is no available data
- Women, girls and men who do not confirm – more at risk



Examples of GBV during disasters

Indonesia:

“Girls in Indonesia, India and Sri Lanka have been pressed into marriages with so-called ‘tsunami-widowers,’ in many instances to receive state subsidies for starting a family. After the 2004 tsunami, early marriage increased in Indonesia as families in refugee camps saw it as the only protection for their daughters from rape” (Singh, 2012 –PLAN UK)

Myanmar:

Out of 4,841 respondents interviewed three months after Cyclone Nargis, 31.4% were afraid they were going to be raped and 20.4% were worried about increased violence at home. (Women’s Protection Technical Working Group, 2010)

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IFRC's approach

- The IFRC's gender and diversity work is not a separate or new component
- It is rooted in its humanitarian mandate to **prevent and alleviate human suffering without discrimination** and to protect human dignity.
- Rooted in RCRC recognition that women and men have different **capacities, strengths, needs and vulnerabilities** which can impact their resilience to disasters





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Organisational Policies and Tools



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Minimum Standard Commitments to Gender and Diversity in Emergency Programming

- Relevant to entire full spectrum of the emergency programme cycle

Dignity

Access

Participation

Safety

Emergency Health

Food Security

WASH

Emergency Shelter

Livelihoods

Non-food Items

Disaster Risk

Reduction (pp. 38)



Minimum standard commitments
to gender and diversity in
emergency programming
Pilot Version

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Organisational Policies and Tools

Since 2015

- Sexual and gender-based violence: joint action on prevention and response (IFRC-ICRC)
- Strategic framework on disability inclusion



Minimum standard commitments
to gender and diversity in
emergency programming
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ACCESS





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The Gender, Diversity and Gender-based Violence Quiz



- Between 1990 and 2013, in Thailand, the number of female migrants has risen by _____%?
- 150%, 20%, 652% or 33%?

652%





% of world's population aged between 0 and 14 years	26%
% of world's population aged between 15 and 24 years	17%
% of world's population aged between 25 and 54 years	41%
% of world's population aged between 55 and 64 years	8%
% of world's population aged over 65 years	8%

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Pregnancy

____% of women of reproductive age (i.e. 15 to 45 years),

Is it 7%, 10%, 20% or 25%?

20%

Disability

Around ____% of the total world's population live with a disability	15%
____% of the world's poorest people with some kind of disability	20%
In countries with life expectancies over 70 years of age, people spend on average ____% of their life span living with disabilities.	12%
____% of children with disabilities in developing countries do not attend school	90%

- Being lesbian, gay, bisexual, transgender or intersex is illegal in how many countries? **Is it 25, 47 or 76?**

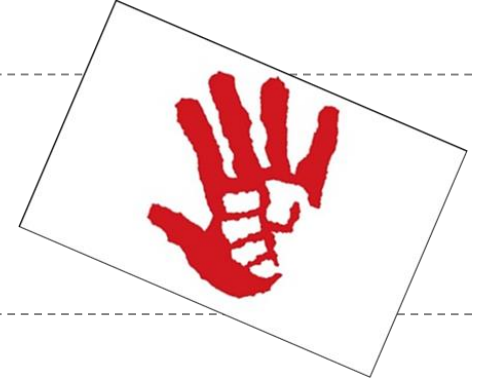
76 countries

- How many countries could sexual orientation result in the death penalty?

7 countries



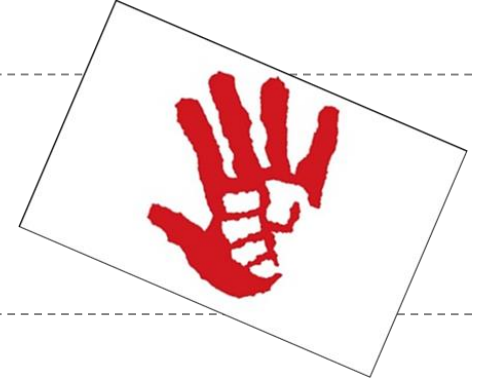
Violence



- What % of women have reported experiencing physical violence by either an intimate and/or non intimate partner in their lifetime?
- In Cambodia?
- In Vietnam?

Is it 5%, 13%, 22%, 35% or 50%

Violence



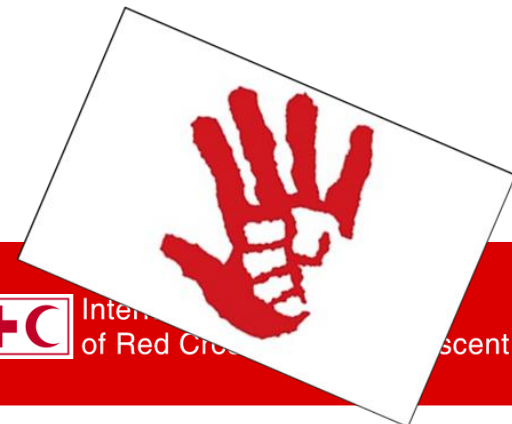
- What % of women have reported experiencing physical violence by either an intimate and/or non intimate partner in their lifetime?
- In Cambodia? **22%**
- In Vietnam? **35%**

Is it 5%, 13%, 22%, 35% or 50%

Violence

- How often does an adolescent girl die as a result of violence in the world? Is it every 30, 20 or 10 minutes?

Every 10 minutes



Violence

- How many countries only recognise female victims of rape? 42, 62 or 82

62



Impartiality and the importance of information for **non-discrimination**

- **Principle of impartiality:** It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavors to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress
- Secondary data provides initial understanding of the context
- Cannot be substitute for gender and diversity analysis
- Primary data needs to build on what we know and ensure we use information and data to reach those most vulnerable

Assessments – Gender & Diversity Analysis

Sex- and age-disaggregated data (SADD) – data broken out by sex and age (or age group)

0-5		6-12		13-17		18-59		60+	
F	M	F	M	F	M	F	M	F	M
2	4	6	3	4	6	25	44	2	4
5	6	14	19	2	7	1	6	22	23

....and
disability

The first step towards an analysis of who we are reaching and not reaching in the communities

Assessments – Gender & Diversity Analysis

Challenges in collecting and analysing SADD

- No harmonised way to collect SADD
- Different people in chain of collection, analysis and design
- If collected, who does the analysis? (Who has capacity?)
- If collected and analysed, who feeds/how is this fed into project design?
- Ensuring we are culturally sensitive and are able to collect and analyse the right information e.g. ethnicity



Top tips for ensuring effective SADDD



- Ensure there is an **awareness** of why we are collecting SADDD
- **Collect and analyse data separately**. Look at the data separately for males and females, and different age groups. Analyse based on disability, minority groups and at risk groups.
- **Use this analysis** for targeted or adapted programming
- **Ensure commitment** within the teams at all levels and at all stages of data management, to use, analyse and report based on SADDD

Assessments – Gender & Diversity Analysis

Gender analysis examines relationships between females and males; their roles, responsibilities, access to and control of resources and constraints they face relative to each other.

Diversity analysis – examines the distinct reality of being a particular age/age group, disabled and other contextual factors (e.g. minority group, ethnicity, etc.)

A GD analysis should be the foundation of our approach when planning, conducting and analysing assessments to ensure programmes increase the resilience of all in the community.

Assessments – Gender & Diversity Analysis

Sex, age diversity disaggregated data and GD analysis can tell us:

*Who is affected?
(Not only total HHs)*

*Why and how are
they affected?*

*What are their
distinct needs,
protection concerns
and priorities?*

*Who have we
missed?*

*Can everyone
access our services
equitably?*

Needs Assessments – Gender & Diversity Analysis

Price of not including a gender and diversity analysis

- We limit the effectiveness of programmes and operations
- Humanitarian operations/community programmes do not reach the most vulnerable
- We have the potential to deepen pre-crisis inequalities
- We also may not meet donor requirements



All knowledge to develop a gender analysis exists
among the people in the community...

....We just need to ask



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PARTICIPATION

Group exercise



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Inside disaster risk reduction



Exercise

- The hazards affecting each community member
- The specific protection risks that they face?
- Their distinct needs / vulnerabilities – e.g. in health, food, WASH, shelter, livelihoods, non food items (NFIs)
- Each community member's capacities
- **10 minutes with 'your' community member**; rotate for three minutes with each community member; stop when back where you started.

▪ You are back with your original community member:

Does each point noted address the community member's **dignity**, **access**, **participation** and/or **safety**?

What can we learn from this exercise?

- We must not look only at a community as an entity in itself, but focus also on individual needs, vulnerabilities, risks, capacities, personal impacts from hazards
- We should go further than sector needs e.g. 'health' or 'wash'
- If we do not ask, we will not know
- To ensure the active inclusion of men, women, girls and boys and diverse groups in the community, we should refer to 'DAPS' (dignity, access, participation and safety)



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SAFETY

Internal protection systems

- Code of Conduct
- Child protection
- Prevention of sexual exploitation and abuse
- **Sexual exploitation:** any actual or attempted abuse of vulnerability, differential power or trust for sexual purposes – benefiting politically, socially or financially from exploiting someone.
- **Sexual abuse:** actual or threatened physical intrusion of a sexual nature by force or under coercive conditions ie. the person is left with no choice.

Practice what we teach

- As a voluntary organization, we are mandated to serve those in our communities, prioritising those most in need
- Our duty is to protect and to work without expectation for gain (financial or otherwise)
- We must hold ourselves and our organisation accountable to high standards, in the prevention of sexual exploitation and abuse
- We need to do so, to protect staff, volunteers, and those we serve in the community

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To Serve with Pride



To Serve with Pride: Zero tolerance for sexual exploitation and abuse by our own staff

Six Core Principles

- a. Sexual exploitation and sexual abuse constitute acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal
- b. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence
- c. Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to

beneficiaries

Six Core Principles

- a. Sexual relationships between staff and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine credibility and integrity and are strongly discouraged;
- b. Where a staff member develops concerns or suspicions regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not, he or she must report such concerns via established reporting mechanisms;
- c. Staff are obliged to create and maintain an environment that prevents sexual exploitation and sexual abuse. Managers at all levels have a particular responsibility to support and develop systems that maintain this environment.

IFRC's reporting mechanism

Main documents include:

- Anti harassment guidelines
- Child protection policy
- Code of Conduct

Reporting mechanism

- 1) Line manager
- 2) Head of HR
- 3) National Societies may have their own mechanism

Prevention first!

- Response is important but it is fundamental to raise awareness before an incident occurs especially for staff who work directly with beneficiaries
- Sexual exploitation and abuse can have long term impacts on all areas of a person's life – including their health (physical or mental), shame, exclusion or stigmatization
- SEA is not addressed only as a sexual and gender- based violence issue but also as an integrity and ethical organizational concern since it affects a humanitarian agency's principles and contradict its core values.

IFRC's commitments to PSEA

- The 32nd International Conference (2015) Resolution condemns sexual and gender-based violence (SGBV) in all circumstances
- The Resolution also calls the Movement **to adopt and enforce zero-tolerance policies on *sexual exploitation and abuse* of beneficiaries by their staff and volunteers**
- IFRC by the end of 2017 will have a PSEA policy and will ask National Societies to commit to adopting a PSEA policy with agreed minimum elements..

Starting from who we are...



- Together, we are the IFRC (*movie*)
- Community resilience
- Leaving no one behind
- VCA : a key tool for community resilience
- A field school for practitioners

Background

- Southeast Asia
 - Regional Resilience Initiative – focus on Gender and Diversity approaches to DRR
 - Request from several NSs in SEA for trainings on VCA, with a G&D approach
- At global level
 - Ongoing review of the VCA toolbox ongoing
 - Launch of the Roadmap for Community Resilience and Community Engagement and Accountability guide early 2017

The process

Step 1 (this week)	At the end of the training, participants from each National Society will have increased skills and capacity to incorporate Gender and Diversity in VCA's at the National Level
Step 2 (by end of 2017)	By the end of 2017, each NS will implement follow-up actions at national level to incorporate Gender and Diversity within their VCA

Expectations

1. Each participant writes 2 expectations on different post-it (3mn)
2. In each table, share about your expectations as a group (5mn)
3. Each group shares in plenary the most important expectations (5mn)

Our expectations as facilitators

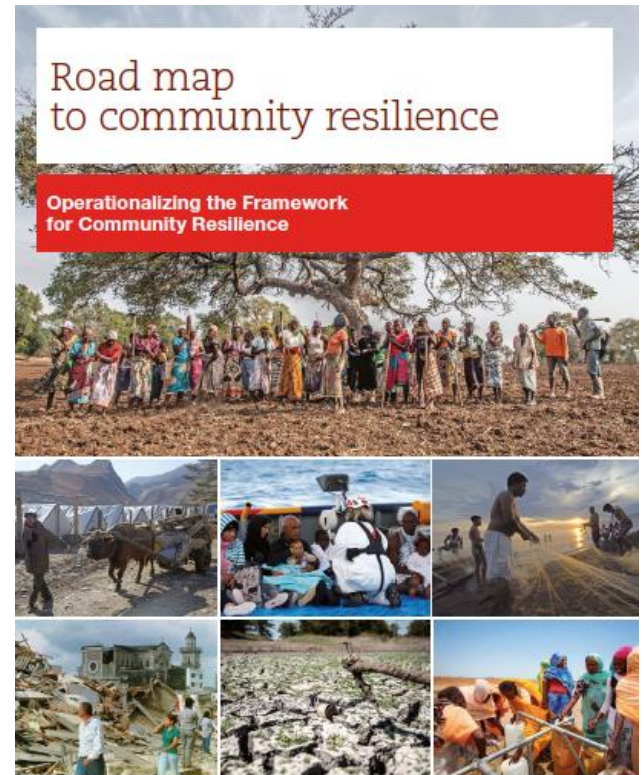
- 1.** Participants will gain an **overview of gender and diversity key concepts** and practical application, including gender and diversity analysis
- 2.** Participants will be trained on the **adapted tools and methodology** for the gender and diversity VCA
- 3.** Participants will **experience field testing** of the tools including planning, implementation of assessment and analysis of information
- 4.** Participants will form an **informal working group** to feedback on the tools and guidelines to inform the global revision process.

Agenda


Day / location	Theme
Sunday 21 May (hotel)	Introductory session and special focus on Gender and Diversity
Monday 22 May (hotel)	Overview of the VCA approach, tools and methodology with a gender and diversity sensitive approach
Tuesday 23 May (hotel)	Introduction to the Thai Red Cross CBDRR programming, the target community and preparation for the field work
Wednesday 24 May (hotel and community)	Data collection in the community (morning) and initial data analysis in the afternoon (hotel)
Thursday 25 May (hotel and community)	Data collection in the community (morning) and further analysis / planning in the afternoon (hotel)
Friday 26 May (hotel)	Presentation of group findings, next steps in NSs, recap and closing sessions

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New global guides



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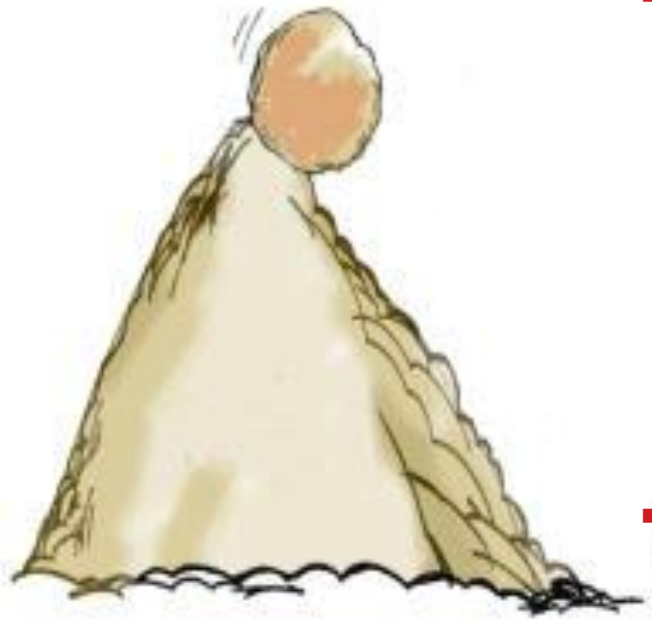
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Key terminology

Sunday 21 May 2017

Hazards, threats...



- From UNISDR: *a process, phenomenon or human activity that **may cause** loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation.*
- Natural hazards vs. man-made hazards
- Multi-hazards approach

Vulnerability and exposure



- **Vulnerability:** the conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.
- **Exposure:** the situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard-prone areas.

$$\text{Risk} = \frac{\text{Hazard} \times \text{Vulnerability}}{\text{Capacity}}$$

- The expected or anticipated loss (in terms of lives, livelihoods, property and/or economic activity) due to the impact of a given hazard on a given element at risk over a specific period of time.
- Risk is defined differently by people in different situations.
- The concepts of vulnerability, hazard, and risk are related.

Capacity

- The combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce risks and strengthen resilience.
- Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management.

Disaster

- A serious disruption of the functioning of a community or a society at any scale...
- ... due to hazardous events interacting with conditions of exposure, vulnerability and capacity...
- ...leading to one or more of the following: human, material, economic and environmental losses and impacts (*UNISDR definition*)

Resilience

The ability of communities (and their members) **exposed to disasters, crises** and underlying **vulnerabilities** to **anticipate, prepare for, reduce the impact of, cope with and recover from** the effects of **shocks and stresses** without **compromising** their long-term prospects.

A resilient community...

... is knowledgeable, healthy and can meet its basic needs



... is socially cohesive



... has economic opportunities



... has well-maintained and accessible infrastructures and services



Community

For the Red Cross Red Crescent, a community is

- a group of people
- who may or may not live within the same area, village or neighbourhood,
- and share a similar culture, habits and resources.

Communities are ‘groups of people exposed to the same threats and risks such as disease, political and economic issues and disasters’.

Advocacy

- Advocacy is about persuading people to make changes, whether in policy, practice, systems or structures.
- In the Red Cross Red Crescent, we persuade decision-makers and opinion leaders to act in the interests of vulnerable people, and with full respect for fundamental humanitarian principles.
- Advocacy can bring communities together and encourage them to respond to external threats.