The Protection Gender Inclusion Dignity Access Participation Safety Diversity
GRAND REVIEW

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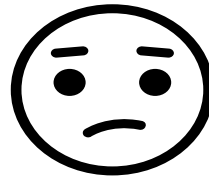
- Why the **change?**

- Why all these **acronyms?**

- What is the **value add? And should the network rename itself?**

- Will it all **change again?**

Why the change? Why all these acronyms?

Gender and Diversity

DAPS

Protection, Gender and Inclusion

Quick historical glance: Introduction and exploration 2015 and 2016

THE POLICIES

The IFRC Gender Policy (2009)

Gender and Diversity Framework 2013-2020

The International Conference Resolution 2 on Sexual and Gender-based Violence: Joint Action Prevention and Response (2015)

THE TOOLS

Pilot Minimum Standard Commitments on Gender and Diversity

Pilot Gender and Diversity Organisational Assessment

7 Moves Training on Gender and Diversity

Pilot SGBV in Emergencies Training Package

Consultation, improvements and fine-tuning 2017 onwards

GENDER AND DIVERSITY…

- A good introduction to the basics
- A good approach for mainstreaming and sectoral advocacy
- A good starting point for basic internal advocacy in the National Society (e.g. gender policy)
- A strong basis for collecting sex and age disaggregated data

Consultation, Improvements and Fine-Tuning

BUT….NOT ENOUGH EMPHASIS ON

- DO NO HARM
- Specialized protection issues such as child protection **and** sexual and gender based violence prevention and response **and** prevention of sexual exploitation and abuse
- Disability (under types of diversity)
- Inclusion and how to include individuals with different vulnerabilities
- **THE APPROACH** OF Dignity, Access, Participation and Safety

Causing a lack of…

Coordination and approach ➡ **Fragmentation**

What is the value add? And should the network re-name itself?

BUILDING BRICKS…

Greater safety and accountability

More coordination, less fragmentation

More funding options

Stronger implementation of DAPS

Do no harm

More specialized, inclusive, articulate

Evolution from the basics

PGI in a nutshell…

- **No-one is left behind:** safe and equitable provision of basic services

- **No-one is left unsafe:** prevention and response to inter-personal violence such as Sexual and Gender Based Violence (SGBV) and violence against children, also through advocacy

- **No-one is left out:** Equal access to opportunities & rights for excluded people

Will it all change again?
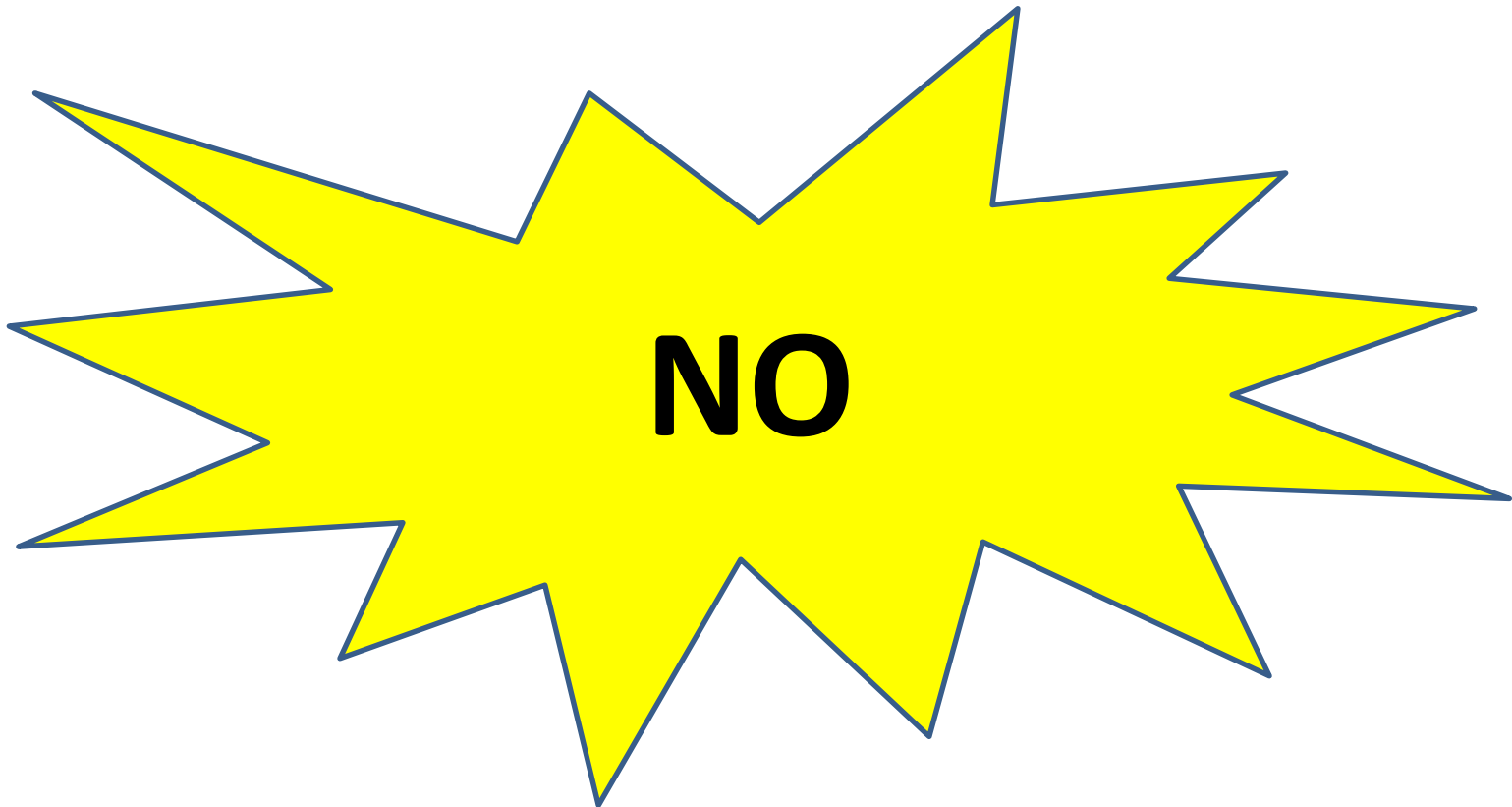
NO

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REVISITING THE CORE CONCEPTS

Core concepts and….more

- Sex versus Gender

- Diversity

- The additional **"stuff :"** Protection, Inclusion

- Sexual and Gender-based Violence

- Child Protection

- Jeopardy

- Prevention of Sexual Exploitation and Abuse (PSEA)

Quick clarifications about the core concepts

- When we speak of **'Gender'** we **do not** just mean women or girls

- **Gender** refers to the **social differences, rather than biological differences** between men and women

- Gender relates to the attitudes, behaviors, roles and expectations put on men and women as a result of being male or female

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
Binary opposites	Degrees of masculinity and femininity – society sets the bar.

Sex or Gender?

- Females can get pregnant
- A higher percentage of American doctors are women, compared to Egypt
- Males have testicles, females have ovaries
- In some countries, women have to cover their heads when they go outside the house
- New Zealand was the first country in the world to give women the vote.

- Males have deeper voices after puberty
- Women tend to do more of the housework than men
- Male new-borns tend to weigh more than female new-borns
- Nursing is often seen as a woman's job, although many men enter the profession
- Females breastfeed
- Women are the main care-givers (for children, aging parents, sick and disabled)

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Diversity

Diversity

The Acceptance and respect for all forms of difference, including for example: gender, sexual orientation, age, disability, HIV/AIDS status, socio-economic status, religion, nationality and ethnic origin (including minority and migrant groups)

Protection: Sphere Protection Principles

1: Avoid exposing people to further harm as a result of your actions

2: Ensure people's **access to impartial assistance** – in proportion to need and without discrimination

3: Protect people from physical and psychological harm arising from violence and coercion

4: Assist people to claim their rights, access available remedies and recover from the effects of abuse

Protection within the Movement

- Protection in humanitarian action is about **keeping people safe from the harm that others may cause them.**

- Protection aims to ensure that the rights of individuals are respected, to preserve the safety, physical integrity and dignity of those affected by natural disasters or other emergencies, armed conflict or other situations of violence.

- Integral to the work of the Movement. **Internally,** it refers to ensuring that the action of the Movement respect, and do not endanger the dignity and safety of the person. **Externally**, It refers to action intended to ensure that authorities and other actors respect their obligation and the rights of the individuals.

Is this Protection?

Listen to my statement and decide if it is considered protection or not.

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Inclusion

Refers to ensuring that the emergency operation reaches all people without discrimination by considering people's **different needs** depending on their **gender, age, physical ability, language**, etc.

What is disability?

UNCRPD

"Persons with disabilities include those who have **long-term physical, mental, intellectual or sensory impairments** which in **interaction with various barriers** may hinder their **full and effective participation** in society on an equal basis with others."

Disability = Impairment + Barriers

Disability

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

Disability

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___% of children with disabilities in developing countries do not attend school	**90%**

What is 'disability inclusion'?

- is both a **process** and an **outcome**
- considers disability as a normal part of human **diversity**
- ensures people with disability **meaningfully participate** in emergency programming activities
- ensures people with disability **equally benefit** from emergency programming
- leads to **broader benefits** for people with disability themselves, their families and communities.

We are required to consider and address barriers to access

*People with disability typically face a number of barriers which prevent them from **accessing** the same opportunities as others. These include:*

- Physical/Environmental
- Attitudinal barriers
- Communication barriers
- Institutional and policy barriers

BREAK TIME

Defining Sexual and Gender Based Violence (SGBV)

"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 woman, man, girl or boy on the basis of their gender. Sexual and GBV is a result of gender inequality and abuse of power." It includes, but is not limited to:

sexual violence	**domestic violence**	**trafficking for sexual exploitation or domestic slavery**	**sexual harassment**
forced or early marriage	**harmful traditional practices**	**gender-based discrimination (e.g. denial service access)**	**forced prostitution;**

Root Cause

Gender inequality and an abuse of power

Activity: How do I explain that? Definitions related to SGBV

Please divide into groups of four.

You will be assigned a definition (for example "domestic violence"). Please write on a piece of paper how YOU, in simple words would explain this term to a person in the community.

Please place this piece of paper in the centre of the room.

Other groups will have to decide what each definition is representing. (Do not put your definition as a heading)

Discuss whether the definition is clear and what may be missing or added

Sexual violence

Includes, at least, rape/attempted rape, sexual abuse and sexual exploitation. Sexual violence is "any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless or relationship to the victim, in any setting, including but not limited to home and work."

Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.

Domestic Violence and Intimate Partner Violence

'Domestic violence' is a term used to describe violence that takes place within the home or family between intimate partners as well as between other family members.

'Intimate partner violence' applies specifically to violence occurring between intimate partners (married, cohabiting, boyfriend/girlfriend or other close relationships), and is defined by WHO as behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours. This type of violence may also include the denial of resources, opportunities or services.

Forced or early marriage

Forced marriage is the marriage of an individual against her or his will.

Child/early marriage is a formal marriage or informal union before age 18. Even though some countries permit marriage before age 18, international human rights standards classify these as child marriages, reasoning that those under age 18 are unable to give informed consent. Therefore, child marriage is a form of forced marriage as children are not legally competent to agree to such unions.

Child sexual abuse

The term child sexual abuse is generally used to refer to any sexual activity between a child and closely related family member (incest) or between a child and an adults or older child from outside the family. It involves either explicit force or coercion or, in cases where consent cannot be given by the victim because of her young age, implied force.

Why say survivor instead of victim?

Victim versus Survivor

- What kind of person do you imagine when you hear the terms 'victim'?

- What would 'a victim' look like?

- How is a 'victim' likely to behave?

- What do you think when you hear survivor?

What is the survivor centred approach again?

- SAFETY
- CONFIDENTIALITY
- RESPECT
- NON-DISCRIMINATION

What is a multi-sectoral referral pathway?

In summary

Video on GBV in emergencies

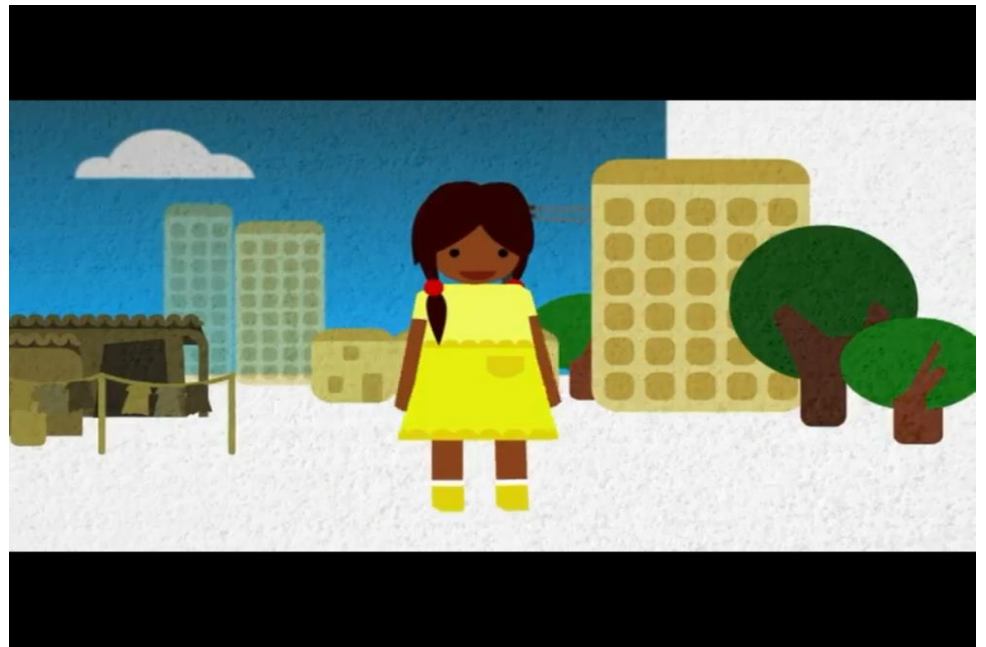International Federation
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CHILD PROTECTION

Child Protection – Samira Video

http://www.youtube.com/watch?v=pEaNwDtQRwI

This is Samira –Global

Protection Cluster

Child Protection

Working Group

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What is Child Protection?

The prevention and response to <u>abuse</u>, <u>neglect</u>, <u>exploitation</u> and <u>violence</u> against children.

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What is Child Protection?

This includes:

✓Establishing programs that prevent and respond to child protection issues in and as a result of emergencies.

✓Reducing children's exposure to abuse, neglect, exploitation and violence in emergencies and/or helping them recover.

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Definitions

Unaccompanied children: separated from both parents, AND other relatives, AND are not being cared for by an adult responsible for doing so.

Separated children: those separated from both parents or from previous legal or customary primary caregiver, but not necessarily from other relative.

Causes of Separation

- Migration

- Disasters – natural or man-made

- Pandemics and epidemics

- Armed conflict and other situations of violence

- Imprisonment and detention

- The death of a parent or close relative

- Seeking refuge

- Human trafficking.

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Causes of Separation

Spend ten minutes with your group discussing the following:

- **What might be some of the consequences of separation for children?**

Write down your answers on the post-it notes, one reason per post-it.

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What are the risks that children or UAMs may face during or/and the aftermath of an emergency?

-Physical, emotional or sexual abuse, neglect, exploitation and violence

-Child Labour

-Arbitrary detention

-Trafficking/smuggling

-Discrimination as well as denied access to food, shelter, health services and education

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What are the risks that children or UAMs may face during or/and the aftermath of an emergency?

-Sickness, further harm, trauma

-Absence of supportive family environment and lack of continuity of care that may result at serious damage for their healthy development into adulthood.

-Separation from primary caregivers and family

-Loss of identity, citizenship

Categories of abuse

- **Physical** – actual or potential physical harm

- **Sexual** – involvement of child in sexual activity

- **Emotional** – failure to provide supportive environment and/or actions that harm development

- **Neglect** - chronic inattention to needs

- **Exploitation** - trafficking, sex trade, child labour, drugs smuggling, child soldiers, sex for food.

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Exercise: Category of Abuse

- Repeatedly shouting and humiliating a boy who is not doing well at school
-Leaving a small girl at home all day on own
-Beating a child with a rod
-Forcing a child to watch pornography
-Giving a child alcohol or illegal drugs
-Exchanging Humanitarian Aid items for sexual favours

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Exercise: Category of Abuse

Repeatedly shouting and humiliating a boy who is not doing well at school
Emotional

Leaving a small girl at home all day on own   Neglect

Beating a child with a rod   Physical

Forcing a child to watch pornography   Sexual

Giving a child alcohol or illegal drugs   Physical

Exchanging Humanitarian Aid items for sexual favours
Sexual exploitation

Category of Abuse

Remember……

Children may experience more than one of these five forms of abuse at the same time!

Handling Disclosures with children

How do I handle disclosures?

Basic Elements of Effective Communication

- Active listening
- Non-verbal communication
- Tolerating silence
- Showing empathy and compassion

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Guidelines on Active Listening

- <u>Attentive focus</u>: Do not talk, just listen; Block out any distractions; Try not to interrupt or even to agree with the child; Be aware of your own body language; Recognize and Control your own listening barriers and emotional triggers.

- <u>Paraphrasing</u>: Reiterate key words; Mirror what was said; Describe rather than interpret what you have heard; Keep an eye on non-verbal contradictions, e.g. Body language

- <u>Encouragement:</u> Convey warmth and positive sentiments in both verbal and non-verbal communication; Verbal and non-verbal encouragement.

Guidelines on Active Listening

- <u>Questioning/ Clarifying:</u> Use open-ended questions. Use Topics holding important information about the child's perspective or experience: – "Would you want to tell me more about this?" – "Is that what you mean?

- <u>Summarizing:</u> Reflect what the child has been saying throughout the conversation. Identify and reflect important key points the child has raised in your conversation.

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Why is it important?

- **Reduce stress and tension**

  When a child feels heard and understood, stress and tension is reduced. Active listening also invites to dialogue and leads to openness, and may contribute to a sense of calm and reflection.

- **Empower creative problem solving**

  Improved communication may empower creative problem solving.

- **Improve the sense of safety and hope**

  Active listening may help improve the child's sense of safety and replace dread and hopelessness with realistic and constructive hope for the future

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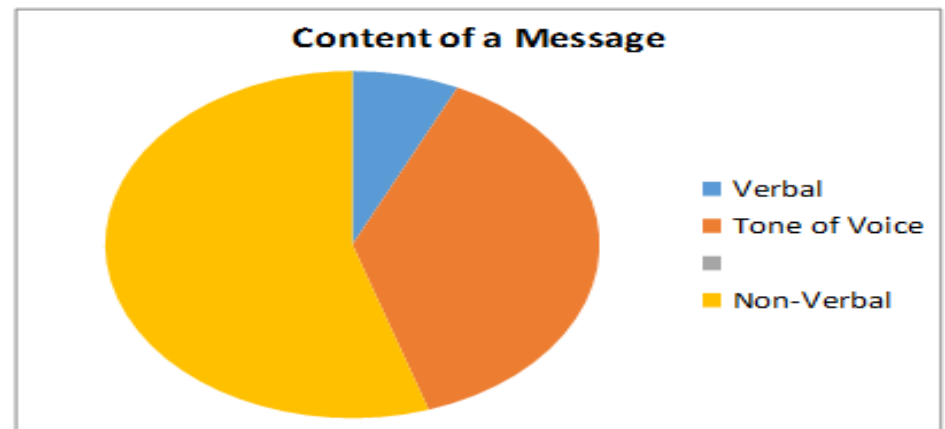of Red Cross and Red Crescent Societies

Non Verbal Communication

Studies have found that the total impact of a message is about:
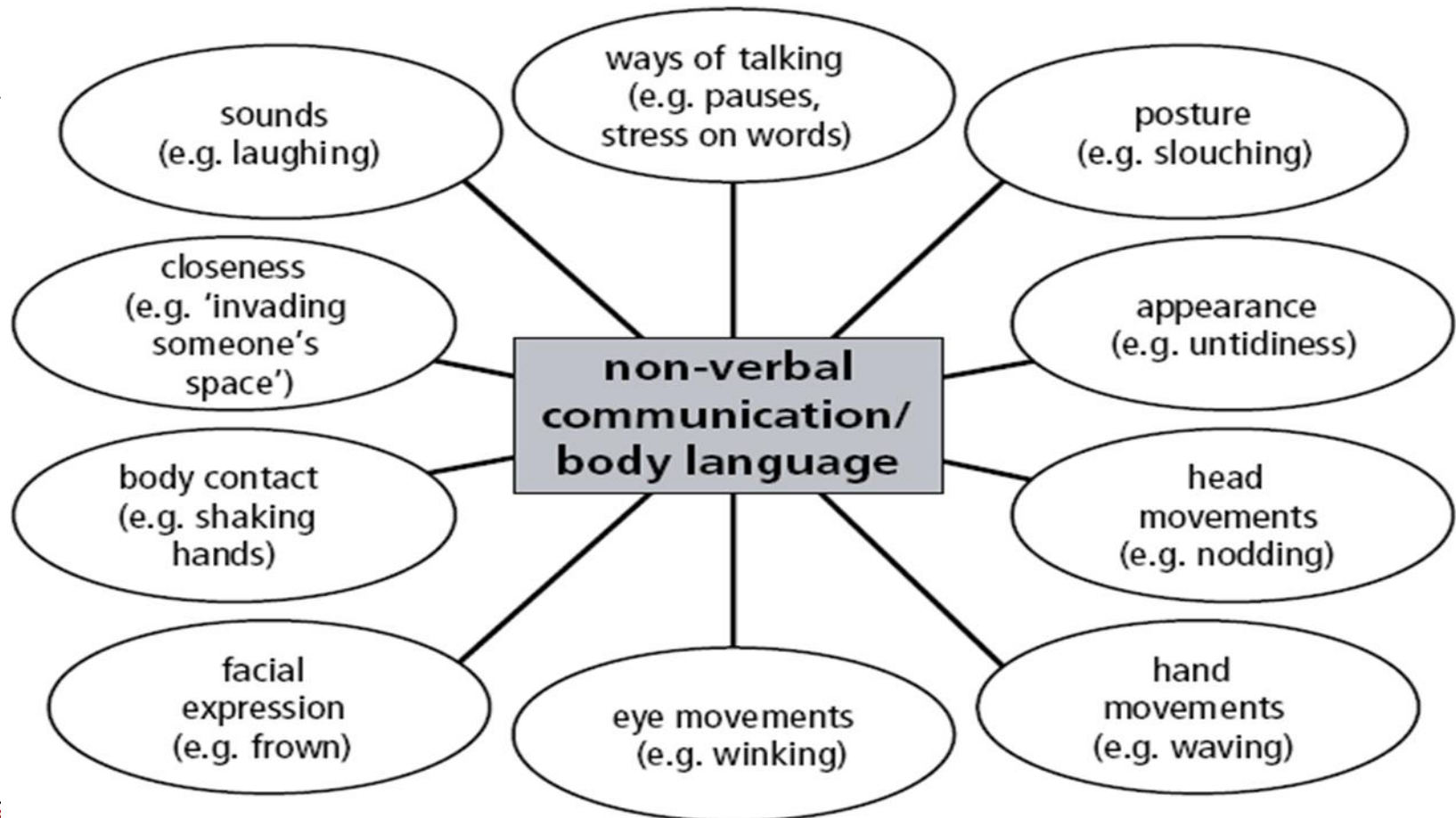
7% verbal,

38% tone of voice,

55% non-verbal (posture, gesture, eye contact, face expression)

Content of a Message

- Verbal
- Tone of Voice
-
- Non-Verbal

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Non Verbal Communication

sounds (e.g. laughing)

ways of talking (e.g. pauses, stress on words)

posture (e.g. slouching)

closeness (e.g. 'invading someone's space')

appearance (e.g. untidiness)

body contact (e.g. shaking hands)

non-verbal communication/ body language

head movements (e.g. nodding)

facial expression (e.g. frown)

eye movements (e.g. winking)

hand movements (e.g. waving)

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Tolerating Silence

Allow children **time** and **space** to think:

- Avoid temptation to fill silence.

- Observe, listen to **how** something is said: this may be more important than what is said in words.

- Observe the non-verbal communication:

Crying, shaking, hiding face shows distress. Changing posture, ex. curling into a ball shows that the child feels uncomfortable, doesn't want to continue discussion.

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Showing Empathy

Comment about what a child is telling you show you are listening and trying to understand.

"I believe you"

"I'm glad you told me"

"I'm sorry this happened to you"

"This is not your fault"

"You are very brave to talk with me and we will try to help you"

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What do you think are some key principles for child protection?

Pick one principle and give a specific example of how you have applied it or how you would apply it.

Myths or Facts: True or False

- **Children are mostly abused by strangers**

- **It is only men who sexually abuse children**

- **Girls are much more likely to be abused than boys**

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Myths or Facts: True or False

- **Children are mostly abused by strangers**

- -> FALSE: Children are mainly abused by people they know and trust.

- **It is only men who sexually abuse children**

- -> FALSE Some women sexually abuse but it is mainly men.

- **Girls are much more likely to be abused than boys**

- -> FALSE The risk is about equal.

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Myths or Facts: True or False

- It is more acceptable in some cultures for children to be abused

- Children under five are more likely to be abused than older children

- Disabled children are less likely to be victims of abuse

Myths or Facts: True or False

It is more acceptable in some cultures for children to be abused

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->**FALSE** No societies condone child abuse, although they differ on what this means.

- **Children under five are more likely to be abused than older children**

->**TRUE** In general, younger children are more at risk

- **Disabled children are less likely to be victims of abuse**

->**FALSE** Disabled children are *more* at risk

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Myths or Facts: True or False

- **It is only adults that are responsible for child abuse**

-> FALSE Children may be at risk from or abused by other children

- **Children's natural resilience means they recover quickly from abuse**

-> FALSE Children can recover but they need special help

Myths or Facts: True or False

•**Children often falsely accuse adults of child abuse**

•**As an organization implementing Child Protection programs we can be confident that our activities always benefit children and never cause them harm**

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Myths or Facts: True or False

• **Children often falsely accuse adults of child abuse**

->FALSE It is rare for children to make up stories about being abused

• **As an organization implementing Child Protection programs we can be confident that our activities always benefit children and never cause them harm**

• **^->FALSE** Whilst we always try to improve children's lives in our work, our actions can sometimes have other consequences. We also know that some people that work with NGOs do harm children, intentionally or unintentionally. This is why the Child Safeguarding Policy is so important.

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PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

What is power?

- Force
- Influence
- Strength
- Pressure
- ?

Who holds power?

- Men or women
- Driver or manager
- Adult or child
- Beneficiary or government official
- Military or civilian
- Beneficiary or relief worker

What is power imbalance?

- When one person has a lot more leverage or opportunity to make another person do something.

- Result?

- The ability to make a person feel that he or she must do or believe what another person says.

- The ability to make somebody do something that they do not want to do or know to be wrong.

How does IFRC try to ensure that power is not abused?

- The Code of Conduct

- The Child Protection Policy

- The Anti-Harassment Guidelines

- International Conference Resolution 3 on Joint Action on Prevention of and Prevention to Sexual and Gender-based Violence (SGBV) during emergencies

- The Whistleblower Policy

- The PSEA Policy

Which particular abuses of power cause IFRC the greatest concern?

- Staff behaviour towards other staff

- Staff behaviour towards beneficiaries

Clarification on PSEA

- **"Sexual Abuse"** refers to the actual or threatened physical or psychological intrusion of a sexual nature, whether by force or under unequal or coercive conditions when committed against Affected Persons.

- **"Sexual Exploitation"** refers to any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes with respect to Affected Persons, including, but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another. Any payment (through cash or any other commodity or favour) for sexual services is considered to constitute sexual exploitation.

- **"Prevention and Response to Sexual Exploitation and Abuse" (PSEA)** refers to policy, rules and actions intended to prevent IFRC Personnel from engaging in any form of sexual exploitation and abuse and to respond where it has occurred.

Purpose

- IFRC takes every necessary step to prevent sexual exploitation and abuse by IFRC Personnel and to respond adequately to those incidents it cannot prevent. Ensuring the well-being of the survivor and accountability and integrity of our engagement with members of local communities is inherent to this aim. Ensuring fair treatment of personnel accused of SEA in accordance with the IFRC Internal Rules is inherent to this policy.

- Existing internal reporting, investigation and follow-up systems regarding possible SEA-related violations of the Code of Conduct and Staff Rules and Regulations are being strengthened via this policy and its procedures.

Purpose

- Strengthens and develops accountability systems in order for sexual exploitation and abuse survivors and IFRC and Third Party Personnel or anyone who becomes aware of SEA to feel comfortable to report and be protected from retaliation.

- Engaging with local communities, promoting community-based complaint mechanisms and providing assistance to survivors are important components of this policy's spirit, procedures and Action Plan.

Key Points

- ZERO Tolerance for sexual exploitation and abuse
- The IFRC applies a survivor-oriented approach to PSEA. This entails the following principles:

a) Do no harm: no action should be taken that would worsen the situation of a survivor of sexual exploitation or abuse.

b) Respect: all actions taken are guided by respect for the choices,wishes, rights and dignity of the survivor.

c) Safety: the safety and security of the survivor is the number one priority for all actors.

Key Points

d) **Confidentiality:** There must be strict adherence to confidentiality regarding the survivor's identity and other identifying information in every aspect of case handling. All actions are to be taken to ensure that any matter is handled in full confidentiality.

e) **Non-discrimination:** IFRC provides equal and fair treatment to anyone in need of help due to an SEA incident involving IFRC Personnel.

f) **Child protection:** Children survivors are to benefit from a particular attention and their specific needs must be addressed. Child protection specialists are consulted regarding the care for children.

Key Points – Reference to 2007 Code of Conduct

a) Not commit any act of sexual exploitation or abuse.

b) Not engage in any sexual activity with:

• Persons under the age of 18 years, regardless of the age of

▪ majority or consent locally (ignorance of or mistaken belief in the age of a child is not a defense).

▪ Adults who look to benefit or already benefit from IFRC's protection or assistance.

▪ Sexual activity includes all forms of activity and abuse of a sexual nature, with or without physical contact and whether either party is aware of such abuse.

Key Points – Reference to 2007 Code of Conduct

- Not exchange money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour. This applies regardless of the legal status of prostitution in the laws of the IFRC staff members' home country or duty stations.

- Not produce, procure, distribute or use pornographic material in IFRC offices or on IFRC equipment, including reading/surfing pornographic websites or message boards or sending or engaging with pornographic emails.

Responsibility of Senior Managers

Please review and report back in plenary

Internal Reporting Systems

- 1. There should be multiple avenues for reporting in order to reduce stigma.
- 2. People have knowledge of the procedure and easy physical access to it.
- 2. The procedure itself should be non-threatening.
- 3. There should be clear parameters in terms of what kinds of complaints are received (i.e. those directly related to the services that the given agency provides).
- 4. Complaints should be recorded and transmitted without changes made to the content.
- 5. Complainants should be given tangible (written) acknowledgment that the complaint has been received.
- 6. A time limit for the answer should be provided.

Internal Reporting Systems

- 7. All complaints should be dealt with confidentially.

- 8. The complainant should receive a clear response, including reasons for the decision and an explanation of the process undertaken.

- 9. The complainant should acknowledge that he or she has understood the answer.

- 10. The complainant and staff should be informed of alternative grievance channels.

Other initiatives and Best Practices

- Please see online examples

Southeast Asia Gender and Diversity Network Workplan 2018 -2019

Discussion on Workplan

- **What three activities can the NETWORK implement between 2018-2019?**

Please be specific about:

- When these activities will take place
- What types of funds these activities would require
- How the network will measure the outcomes of these activities

- **What three activities can your NATIONAL SOCIETY commit to and implement between 2018 – 2019 relevant to protection gender and inclusion?**

(these activities should preferably not require additional funding)