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Dignity, Access, Participation and Safety

Operationalizing Gender and Diversity in Disaster Management

AHA Centre Executive (ACE) Programme

August 2018

Objectives

- **To understand importance** of mainstreaming gender and diversity in different sectors within disaster management
- Introduction to **IFRC's approach** and guiding frameworks
- **To feel confident to articulate** the reasons that we should implement gender- and diversity-sensitive programming and some practical ways to achieve it
- Confident in the **practical use of tools -** IFRC Minimum Standard Commitments to Gender and Diversity

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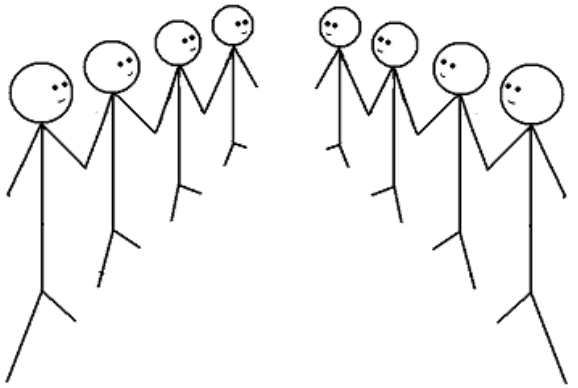
Speed debating



Group exercise

In disaster response we are so busy. Addressing gender and diversity must wait.

Group exercise

In a disaster response, trying to meet the distinct needs of people with a disability represents an unacceptable burden on limited resources.

Group exercise

In disasters the elderly are dependent and always need help

Group exercise

Adolescent/teenage girls; woman or child?

In our emergency programmes, it makes no difference as long as they are included in the overall number.

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 and beliefs
Binary opposites	Degrees of masculinity and femininity – society sets the bar on attitudes, behaviours etc.

Sex or Gender?

- Females can get pregnant
- Males have testicles, females have ovaries
- In some countries, women have to cover their heads when they go outside the house
- Women are the main care-givers (for children, aging parents, sick and disabled)
- Males have deeper voices after puberty
- Women tend to do more of the housework than men
- Females breastfeed

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*

Diversity

…The respect and acceptance of the differences between people

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**.

Includes but not limited to: **sexual violence, domestic violence, trafficking, forced/early marriage, forced prostitution, sexual exploitation and abuse, and denial of resources, opportunities and services.**

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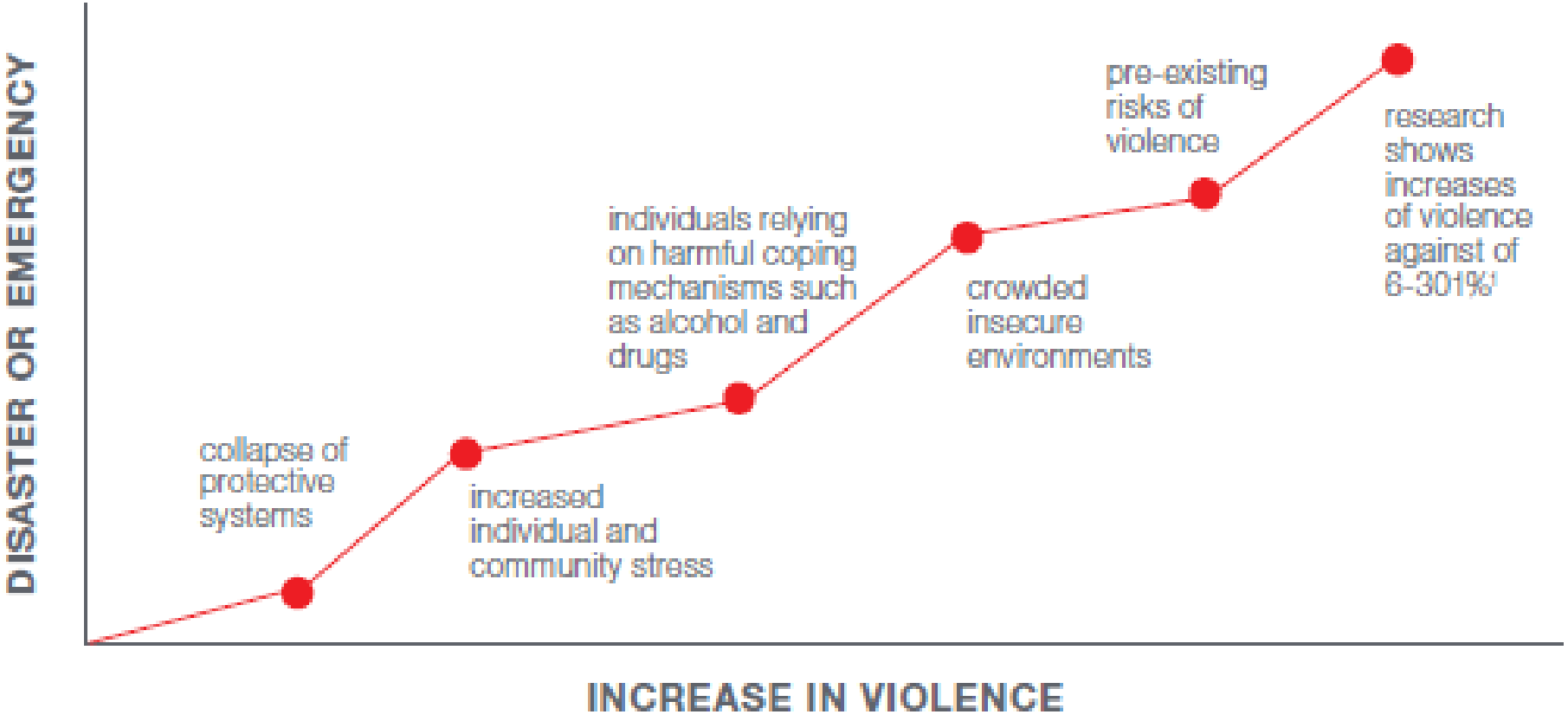
VIOLENCE INCREASES IN DISASTERS



IFRC's approach

- The IFRC's gender and diversity work is not a separate or new component

- It is rooted in its humanitarian mandate & fundamental principles, to **prevent and alleviate human suffering without discrimination** and to protect human dignity.

- The RCRC recognizes 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

Organisational Policies and Tools

Power of humanity
32nd International Conference of
the Red Cross and Red Crescent
8-10 December 2015, Geneva

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

Dignity

Safety

How can we apply this?

Access

Participation

The Gender, Diversity and Gender-based Violence

Quiz

Age

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

Age

% 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%**

Pregnancy

___% of women of reproductive age (i.e. 15 - 45 years), including refugees and IDPs, are pregnant at any given time.

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

20%

Disability

Around ____% of the total world's population live with a disability	
____% of the world's poorest people with some kind of disability	

15%, 20%, 2%

Disability

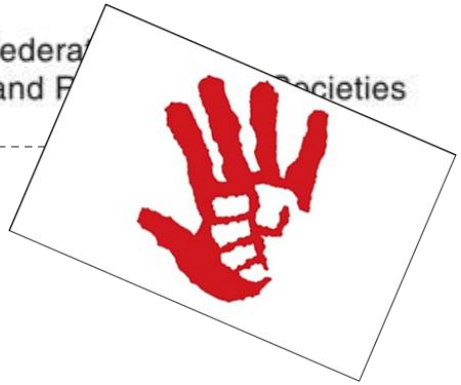
Around ____% of the total world's population live with a disability	**15%**
____% of the world's poorest people with some kind of disability	**20%**

LGBTI

- Being lesbian, gay, bisexual, transgender or intersex is illegal in how many countries?

Is it 25, 47 or 76?

76 countries (or 78 depending 'countries')

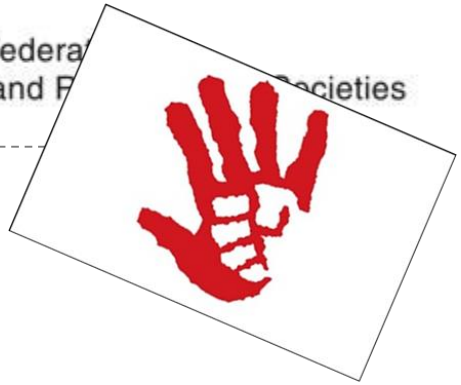


Violence

- 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%



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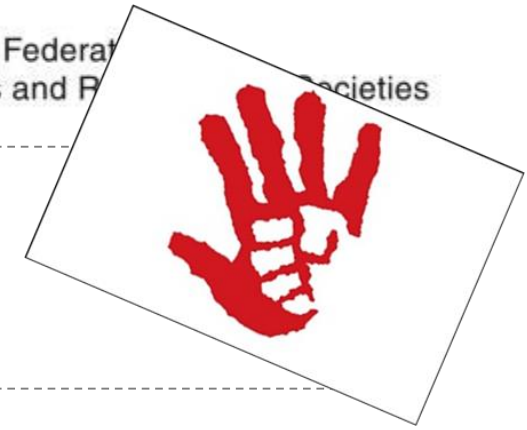
- In Cambodia? **22%**
- In Vietnam? **35%**

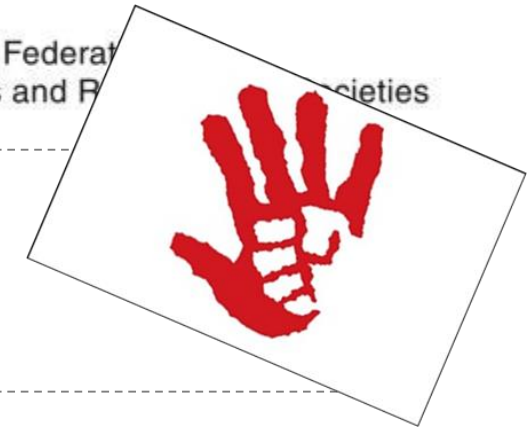


Violence

- What % of the 4.5 million people forced into sexual exploitation are women and girls?

Is it 75, 88 or 98%

98%

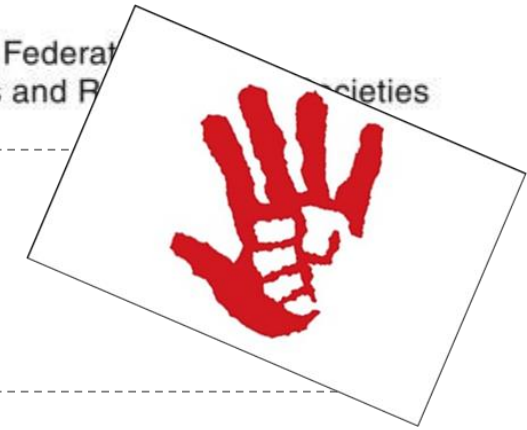


Violence

- 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

Why does it matters in our approach to disasters?

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

- Indian Ocean Tsunami, 2004 → **+80% fatalities women**
- Japan earthquake → **65% of casualties 60+**
- Cyclone Nargis, 2008 → **61% deaths women**

Accountability **Cost effective** **Do no harm**

Quality **Address vulnerability** **Fundamental Principles**

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Impartiality, non-discrimination

The scene of a (mega) disaster

Inside disaster Haiti - trailer

"Everything needs to be done at once but we just can't"

Jean-Pierre Taschereau, IFRC Team Leader

What challenges do you see in integrating gender and diversity in disaster response?

Prioritisation

- Due to funding limitations, not always possible to reach everyone.
- Need to target and prioritise most vulnerable.
- Assess, and develop beneficiary selection and prioritisation criteria
- Need to consult with affected community
- Ensure transparency and communication – safety and security of staff

Beneficiary Registration

- Opportunity to understand population's assistance and protection needs (Quan/Qual)
- Is the basis for planning programmes and immediate response
- *Individual registration* – especially for protection needs
- Where individual registration not feasible, ensure individual registration of persons with specific needs (secondary data).

If you're not counted, then your needs don't count

Needs Assessments – Gender & Diversity Analysis

Who** is affected**? Why and how** are they affected**? What are their distinct needs, protection concerns and priorities?

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

**Dependent on programme focus or how data will be used

0-5		6-12		13-17		18-40		41-50		51-60		61+	
F	M	F	M	F	M	F	M	F	M	F	M	F	M
2	4	6	5	2	3	25	44	2	4	1	2	3	3
5	6	14	15	17	19	0	0	0	0	1	2	5	3

Needs 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.)

This should be used across all assessments and in advance of assessments/registrations to understand local context

Gender and diversity analysis

Who does what? How? Where? When? Why? (Labour, formal/informal)

Who uses/ cannot use what? How? Where? When? Why? (Access)

Who controls what? How? Where? When? Why?
(Decision making and control = Power) e.g. money, land, assets

Who knows what? How? Where? When? Why? (Information = Power)

Who benefits from what? How? Where? When? Why?

Needs Assessments – Gender & Diversity Analysis

Challenges in collecting and analysing SADD

- No harmonised way to collect SADD & GD analysis
- 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?

Needs Assessments – Gender & Diversity Analysis

Price of not including a gender and diversity analysis

- We limit the effectiveness of humanitarian operations
- Humanitarian operations do not reach the most vulnerable
- Potential to deepen pre-crisis inequalities
- We do not meet donor requirements

Equal Access: Considering our teams

- Team composition doing assessments is important, we risk not allowing people to truly tell us about their needs

- We also need to consider practical ways in emergencies to transform our teams to meet needs – simple measures e.g wrist bands, volunteerism and local knowledge, and leveraging all capacities in the community

Thank you!

Any questions?

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Inside the disaster – survivors

Exercise

Minimum Standard Commitments to Gender and Diversity in Emergency Programming

- **Seven sectors** – health, food, WASH, shelter (and settlements), livelihoods, NFIs
- **Four Commitments** (with corresponding standards)
- **D** – dignity
- **A** – access
- **P** – participation
- **S** - safety

Exercise

- Each person's distinct needs – health, food, WASH, shelter (and settlements), livelihoods, NFIs
- Each person's protection risks and capacities
- Consider issues such as referrals and partnerships
- 10 minutes with 'your' person; rotate for three minutes with each person in the gallery; stop when back where you started.
- Does each point noted address the survivor's **dignity (D)**, **access** to assistance **(A)**, **participation (P)** and/or **safety (S)**