TRAINING MANUAL: GENDER LEADERSHIP IN HUMANITARIAN ACTION

Institutionalizing Gender in Emergencies:
Bridging Policy and Practice in the
Humanitarian System

OXFAM

Acknowledgements

Contents

Acronyms

AAP	Accountability to Affected Populations
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CVA	Capacity and vulnerability analysis
DRR	Disaster risk reduction
EFSVL	Emergency Food Security and Vulnerable Livelihoods
GBV	Gender-based violence
GENCAP	Gender Standby Capacity Project
GLP	Gender Leadership Programme
HIV/AIDS	Human immunodeficiency virus/acquired immunodeficiency syndrome
HR	Human resources
IASC	Inter-Agency Standing Committee
IDP	Internally displaced person
INGO	International NGO
LGBTI	Lesbian, gay, bisexual, transgender and intersex
M&E	Monitoring and evaluation
MEAL	Monitoring, evaluation, accountability and learning
NFI	Non-food item
NGO	Non-government organization
PSEA	Protection from sexual exploitation and abuse
SEA	Sexual exploitation and abuse
STI	Sexually transmitted infection
UN	United Nations
VAW	Violence against women
WASH	Water, sanitation and hygiene
TLWR	Transformative leadership for women's rights

INTRODUCTION AND NOTES FOR THE FACILITATOR

Introduction

GENDER EQUALITY IN HUMANITARIAN ACTION

Gender interacts with multiple factors including but not limited to age, ethnicity, disability, caste, class, religion and environment, to determine an individual's ability to be aware of, lay claim to, and access their rights and entitlements. These include essential services such as health and education, legal protection, access to capital and equal opportunity for active social and political participation – all of which affects individuals, their families and communities.

In times of crisis – whether slow or sudden onset, climate or conflict driven – there are shifts in how these factors interact that present opportunities and risks for women, girls, men and boys in accessing their rights, in the short, medium and longer term. Humanitarian (and development) actors need to be sensitive to these risks and opportunities.

Humanitarian crises affect all members of society but each person can experience these impacts very differently. Women, girls, men and boys all suffer in emergencies but are affected in very different ways. For example, many women drowned during the 2004 Indian Ocean tsunami because they had never learned to swim, while many who survived became single heads of households with increased responsibilities for childcare. In times of armed conflict, men and boys may be conscripted into armed forces or groups while women and girls may be deliberately targeted through sexual violence as a weapon of war. However, due to prescribed gender roles, inequalities and resulting discrimination against women and girls in many societies, they tend to be more marginalized and more vulnerable to harm.

What is gender?

Gender is not synonymous with women (and girls). Rather, the term captures the dynamic relationship between and among women, girls, men and boys that is present in every context. Thus, attending to 'gender' supports identification of the needs, priorities and capacities of all persons which, in turn, informs humanitarian responses and enables humanitarian actors to prioritize those women, girls, men and boys who are most in need; from young, rural widowed women, adolescent girls from ethnic minorities, out-of-school urban adolescent boys, to elderly, lower-class urban men, for example.

Gender, together with age, sexual orientation and gender identity, determines roles, power and access to resources. People's standing in any given society is also affected by other diversity factors such as disability, social class, race, caste, ethnic or religious background, nationality, language, economic wealth, marital status, displacement situation and urban/rural setting.

Often there are negative consequences for individuals who do not adopt assigned gender roles and characteristics. In particular, lesbian, gay, bisexual, transgender and intersex (LGBTI) people often face a wide range of challenges and threats in their everyday lives, which can be hugely exacerbated in crisis settings.

Source: Based on draft version of The Gender Handbook for Humanitarian Action (IASC, forthcoming 2017)

The opportunity to access assistance and recover from crisis is also impacted by gender. Indeed, humanitarian assistance can either reinforce or challenge pre-existing gender inequalities and vulnerabilities and traditional gender stereotypes or roles – e.g. by including or excluding marginalized women in patriarchal societies from projects that increase access to productive income-generating resources. Another example is that in contexts where men are seen as providers for the family and/or own more valuable assets than women, women's assets may not be considered in damage assessments, which means they may not receive assistance to resume their productive roles.

And where temporary emergency shelters are unsafe and inadequate for women/girls to undertake daily responsibilities such as collecting water and firewood, caring for children and cooking, they are put at risk of sexual violence – including contracting HIV or other sexually transmitted infections (STIs) – and their domestic burden increases, giving them less time to earn income or pursue educational opportunities.

To ignore these differences when responding to emergencies may perpetuate gender inequalities, further marginalizing women and girls, and can cause harm. It may also fail to challenge the idea of women as helpless victims and to recognize the role they play in humanitarian response.

On the other hand, acknowledging and working with the differences experienced by women, girls, men and boys results in a more effective response – better targeting, more appropriate assistance, and more lives saved. It is widely regarded as international best practice. In addition, humanitarian response can support the empowerment of women and girls by building on opportunities offered by the social upheaval caused by disasters to support them in taking on new social, economic and political roles (including taking on leadership positions), and thereby help to 'build back better' in terms of power relations between women and men.

Yet despite evidence of the above, and the existence of a plethora of gender mainstreaming tools, the differential impact of disasters on women, girls, men and boys is still often overlooked. While the challenges of applying a gendered lens to humanitarian work are often considerable, they are not insurmountable. There is a humanitarian imperative to addressing gender inequality issues in emergency work: it saves lives and livelihoods. To ignore this poses a threat to the effectiveness of humanitarian response.

THIS TRAINING MANUAL
The purpose of this training manual is to support the institutionalization of gender equality and women's rights in all humanitarian action. It was developed by Oxfam to support the implementation of the project Institutionalizing Gender in Emergencies: Bridging Policy and Practice in the Humanitarian System supported by the European Commission's Humanitarian Aid and Civil Protection department (ECHO) during 2015 to 2017. It sought to enhance collaboration, the sharing of learning, and mutual support between individuals and organizations at country level, and to equip participants with the capacity to lead change on gender within their own organizations and in the wider humanitarian community.

The aim of this initial training is to develop a critical mass of committed gender leaders – some might call these 'change agents' or 'change-makers' – who can together influence changes in policy and practice at different levels across the humanitarian system. The fundamental challenges are: to find entry points for people to reflect on the gendered impact of the way they carry out humanitarian work; to understand and feel passionate about the need for change; to develop the confidence and competence to challenge the status quo; and to propose alternatives that protect and promote gender equality and women's rights.

The manual provides comprehensive guidance to facilitators and is designed in a modular format so that facilitators can adapt it to local needs.

It draws mainly on the following sources:
  • Oxfam (2013, unpublished). Training Manual: *Gender Equality and Women's Rights in Emergencies*;
  • Oxfam (2016). Introduction to Gender Equality online course;
  • Oxfam Gender Leadership Programme;
  • IASC Gender in Humanitarian Action: Different Needs – Equal Opportunities online course;
  • IASC (2006). *Women, Girls, Boys and Men: Different Needs – Equal Opportunities*
    (Revised handbook, forthcoming 2017, draft version)

Standards and approaches: The manual takes as its starting point a number of international sets of standards and approaches to incorporating gender equality in humanitarian action: those of the United Nations Inter-Agency Standing Committee (IASC), ECHO and Oxfam, and in line with the Core Humanitarian Standard. These approaches are explained and there are exercises to help participants understand how to apply them in practice.

Sectoral focus: Case studies and examples focus on emergency food security and vulnerable livelihoods (EFSVL), water, sanitation and hygiene (WASH), and shelter and protection.

Leadership model: The manual proposes that, given the challenges of institutionalizing gender equality within the humanitarian machinery of organizations, gender leadership is needed to take this agenda forward effectively. The leadership model proposed is Srilatha Batliwala's model of Feminist Leadership for Social Transformation, which distinguishes itself from other forms of leadership in that it adopts an explicitly feminist political agenda, with women's empowerment and gender equality at its heart. This is the model that underpins Oxfam's Gender Leadership Programme (GLP). This manual draws on the GLP's training materials in attempting to apply the model to the practicalities of humanitarian action.

Skills practice exercises from more traditional leadership models are also included in the training and, wherever possible, their relevance to the feminist leadership model and humanitarian action is made clear.

Continuous learning: Evidence shows that leadership training is most effective when embedded in a long-term process of sustained awareness-raising and support. This gender leadership training manual, which focuses specifically on the humanitarian sector, therefore proposes a long-term approach, with an intensive five-day training course designed to kick-start a process of personal reflection, action planning, implementation and further learning. This process of continuous and supported learning over time can enable the personal transformational change needed to build gender leadership. This approach was originally applied to support the ECHO-funded country-level gender working groups, and the joint action plans that were developed and formed the basis for ongoing work and change within individuals, organizations and across the sector.

It is up to each facilitator / trainer and participants to decide how they wish to continue learning, and how to influence other staff within their own organizations. The five-day training is thus one part of a longer-term process of capacity building, which will be supported by other elements of gender-related work.

There remains an enormous job to be done in changing attitudes and beliefs about gender equality in humanitarian action, and influencing practice across the humanitarian community. It is hoped that the gender leadership model integrated into this training will support a new cadre of gender leaders in a number of ways. Firstly, it should enable them to reinforce the rationale for putting gender equality and women's rights at the heart of humanitarian action. Secondly, it should help them to clearly articulate the principles, purpose and power issues involved in doing so. Finally, it should influence positive practices so as to save more lives and livelihoods in the immediate term, and create widespread and sustainable change in the longer term.

Notes for the facilitator

COURSE OBJECTIVES

By the end of this workshop, participants will:

- understand the rationale and principles behind promoting gender equality and women's rights in humanitarian action, the challenges of doing so, the fundamental need to change attitudes and beliefs, and the need to promote a more equal balance of power between women and men;
- know the key global standards and approaches which guide good practice on gender in humanitarian action, and be confident in carrying out a gender analysis and using it to shape programme design and implementation;
- have identified how their own personal beliefs about gender impact on their work, understand the need to transform the attitudes and beliefs of others, and feel inspired to champion change on this issue;
- understand what gender leadership in humanitarian action is, and feel inspired to promote it with confidence and authority, both within their organization and in the wider humanitarian community;
- have developed a plan for their role in leading change on gender equality in humanitarian action.

PARTICIPANTS

The course is designed to include participants from different organizations and, primarily, is for those who have experience in humanitarian work, particularly those in strategic or technical roles such as programme managers and technical team leads. It is for those who wish to learn how to develop gender leadership in humanitarian programming within their organizations. It assumes some basic knowledge of gender issues and is therefore pitched at intermediate level, but can be adapted for more beginner-level participants since it includes a review of the basic gender concepts. Participants are also asked to do some online preparation prior to attending the training.

It is important to consider diversity issues when selecting participants, in particular aiming for a gender balance. In addition, a spread of expertise across the humanitarian sectors will make for richer learning.

This training should be used as part of emergency preparedness work, or during the early stages of recovery when teams have a little more time to reflect on their practice.

In addition to being run as a five-day training course, this manual can be used for the induction of humanitarian staff into gender issues, including by the Oxfam Global Humanitarian Team.

The maximum number of participants should be 24. This will keep the course manageable for facilitators and ensure a more participatory experience for participants.

FACILITATION TEAM

Ideally, there will be two or three co-facilitators, at least one of whom should be familiar with the local context (language and culture). They should all have practical experience and a good understanding of gender in humanitarian situations. However, one may be stronger than another in a certain area and they can work together and support each other.

Ideally, facilitators should have some experience in training or facilitation and they definitely need confidence and enthusiasm!

Facilitators may also wish to invite external people with local expertise to support the following sessions:

Day 5 (Module 14, page 254) Consolidating a gender leadership model. This needs to be someone who will be comfortable to support the model of Feminist Leadership for Social Transformation being used, and who can support a discussion on the attributes and practices of a gender leader.

Day 5 (Session 13.1, page 248) Inter-agency coordination. This should be someone who understands the process of gender mainstreaming in the inter-agency/UN humanitarian architecture (e.g. from UN Women or GenCap).

INVITED SPEAKERS SHARING PERSONAL EXPERIENCES OF LEADERSHIP
A key part of the training is the involvement of external speakers who are able to describe their own leadership journeys. The facilitation team is specifically tasked to find two speakers, as outlined below, to join the training in order to share their personal experience. These sessions could be done over dinner, or after dinner, on a residential course.

Day 2 (Session 5.4, page 115) Leadership in action. This person should be someone who has demonstrated inspirational leadership – whether in the field of gender and humanitarian work or another area – and is able to share insights and stories on how to effectively lead change. It could be a local women's rights organization leader, a director of a national or local NGO, the Oxfam Country Director, or someone from outside the development and humanitarian sector. They should be prepared to share insights and stories on how to effectively lead change in terms of both practical programme leadership and thought leadership. This should include the personal and political challenges they have faced as leaders and how they have navigated them.

Day 3 (Session 8.1, page 183) Leadership in action. This person should be someone who has demonstrated leadership in the field of gender-based violence, and is able to share insights and stories on how to effectively lead change on this issue. This should include the personal and political challenges they have faced as leaders and how they have navigated and overcome them, and what impact has been achieved. They will also be asked to identify some key lessons from their experience to guide participants in leading work on this issue.

Prepare your guest speakers well by providing them with information on the context of the training ('Introduction' section); course objectives, overview of modules and sessions, and the profile of participants. Be very clear what you would like them to talk about (see above for suggestions). Make sure they plan to leave enough time for questions and discussion. Invite them to facilitate one or two other sessions if appropriate. Variety is always motivating for participants.

METHODOLOGY
The manual uses a combination of training approaches with an emphasis on participatory methods including group work, case studies, role-plays, small group practical exercises, video clips, personal reflections, group discussions and presentations.

STRUCTURE
Length of course: This is a five-day course.

Modules: The training comprises 15 modules. Each has an expected outcome and an estimated time required, which is given within the schedule and plan. Each module is broken down into one or more sessions.

Sessions: Each session includes a session summary, learning objectives, estimated time needed, preparation required, background reading, detailed instructions, facilitator's notes, handouts and PowerPoint slides.

The **training manual** is available to facilitators on CD so that they can prepare training resources (e.g. handouts).

A **PowerPoint presentation** to accompany the whole course is available. This covers all the material that the facilitator needs to present. The presentation is referenced within the session plans. Facilitators are welcome to adapt this PowerPoint to suit their style, include local images and stories, etc.

Handouts are also provided at the end of the relevant session.

Background reading: References to background reading are given throughout and can be shared with participants as appropriate.

Case studies: If there is insufficient time to read out case studies, these can be printed and handed out to participants to read in their own time. All case studies can be replaced by local examples if the facilitator chooses to do so.

DELIVERY

Timing: Ideally, the complete five-day training as presented in the manual will be delivered. It is also possible to 'cherry pick' specific modules from the manual according to context and needs.

There are approximately 5.5 to 6.5 hours of training time per day. Although the activities are varied and interactive, the pace of the course is brisk and it covers a lot of ground so it is fairly intensive. The facilitator will need to exercise discretion as to whether to drop parts of some sessions if the pace feels too fast and in order to keep training time to a maximum of 6.5 hours a day.

Start time, finish time, lunchtime and break time can be determined by the facilitator as best suits the context, although we have suggested natural breaks to the schedule.

Local relevance: Sessions and activities are designed to be participatory thereby ensuring that discussions and practical work are locally relevant. This can be enhanced by:
- using culturally appropriate refresher exercises;
- using locally relevant case studies and images. This will depend on the facilitator being able to source these ahead of time. See next section 'Preparing for the workshop' for more details;
- adapting other parts of the manual to the local context and needs of participants. Facilitators should use the manual as a guide and resource rather than feeling the need to stick rigidly to the content.

PREPARING FOR THE WORKSHOP

Pre-course preparation for participants

Two weeks before the course begins, ask participants to do the following:
- Take the IASC/UN Women online course 'Gender in Humanitarian Action: Different Needs – Equal Opportunities' https://trainingcentre.unwomen.org/course/index.php?categoryid=1 (3 hours).
- Think about a leader that has inspired them most, and why. Be ready to share ideas in a small group in 2 minutes on Day 2 (Session 5.2).

Pre-course preparation for facilitators
- Invite between two and four external speakers / resource people to join individual sessions as specified in the earlier section on 'Methodology'. Two of these would be invited to speak on their experience of leadership. The other two are recommended but optional and could be invited as resource people to support specific sessions.
- Look at other case studies in the training material and consider whether there are local case studies that could be substituted to make the context more relevant to participants. For example, in the 'Power walk' (Day 1, Session 3.2, page 58), the scenario could be adapted according to the context. Also national statistics could be used for the 'Quiz on facts and figures' in Module 2.
- Add or replace images in the PowerPoint presentation with any you have that are more appropriate to your country. If you have a video clip showing local good practice on gender equality in humanitarian programme work, this could be substituted for the Oxfam Asian tsunami video (Day 1, Session 3.3, page 65).
- Adapt Module 13 (Day 5, page 248) on 'Inter-agency coordination' as appropriate to your country context.

Equipment needed

The training can be adapted according to the resources available. For presentations by the facilitators, PowerPoint, OHP or flip charts can be used.

If using PowerPoint you will need a laptop and data projector. If these are not available, PowerPoint slides can be printed as handouts or summarized/written out on flip chart paper.

You will also need the following items: flip charts, markers, Post-it notes / sticky notes, Blu-Tack or masking tape, and coloured pens.

Materials and handouts for participants

There are a number of handouts that need to be prepared before the course begins and handed out as appropriate during the training.

Other key documents / tools referenced throughout are available for download from the internet and their web URL is given in the session plan. You may decide some of these are appropriate to print and hand out to participants. This could be done prior to the workshop.

Countdown to the workshop
One month before the workshop: Confirm the training venue. Ideally, this should be residential and preferably not in a city so as to minimize distractions for participants. The training room should have chairs and tables in a semi-circle / horseshoe shape (if these are the most culturally appropriate) and facilities to support electronic equipment (projector, good power supply) as well as a flip chart stand.

Two weeks before the workshop: Send participants an outline of the workshop, including titles of modules and sessions to be covered, and background preparation to be done before the workshop.

One week before the workshop: Prepare all presentations and handouts including workshop agenda and list of resources. Prepare any materials needed (e.g. flip charts, notebooks, etc.). Prepare a folder for each participant to hold all documents. This will contain the workshop agenda, any logistical information (accommodation, meals, transport, local maps), a list of the names of all participants and their organizations, handouts, and a notebook. Confirm refreshments, including lunch and two tea breaks. Ensure that any food and drink ordered will be culturally appropriate.

Two days before the workshop: Check to make sure that lighting, adaptors, extensions leads, plugs, as well as IT equipment are all working. Remember to test that you can open all the documents (and show the videos) you will be using during the training, and that the equipment is compatible.

FACILITATING THE WORKSHOP
Each session includes a detailed procedure. Below are some general facilitation tips.

Inclusion. Participants must feel included in order for them to fully participate. Feelings of inclusion can be promoted by giving time for introductions – even if participants already know each other – and including the facilitators. Facilitators also need to monitor group dynamics to ensure that people are not being excluded; this may involve steering group discussions away from more dominant people and encouraging others, and asking for input and sharing of experiences. People who already know each other well and are sitting together may also dominate and disturb the larger group dynamic. Consider moving people around if this is happening. Small group work is also valuable as some people may feel more comfortable contributing in small groups.

Respect. Participants also need to feel respected in order for them to fully participate and be most receptive to learning. Listen to and acknowledge everyone while keeping the sessions on track.

Safe for sharing. Provide a safe learning environment where people feel able to share by explaining programme objectives and the training agenda, facilitate the participants getting to know each other, and promote a respectful environment. This will give participants some control and knowledge, which will make them feel safe and therefore more likely to contribute. Seating arrangements for participants are also important here – pay attention to cultural norms around women and men in the public domain. Is it appropriate for men and women to sit next to each other or work together? Respecting cultural norms will also enhance feelings of safety. See 'Local context' below.

Clearly state the ground rules. To ensure that the workshop runs smoothly there should be some general rules that participants agree and adhere to – e.g. being on time, not interrupting sessions or not using laptops or mobile phones during sessions. This is covered in Session 1.1 (Day 1, page 27).

Time. Keep to time – have a schedule and try to stick to it. Nominate someone to keep time. Allow discussion and debate but move things along when needed. Issues outside the scope of the workshop or that have not been addressed due to lack of time can be 'parked' and saved for another time or day. This course is fairly intensive and covers a lot of ground. Time for discussion and reflection is built in regularly, but these need to be fairly brisk and boundaried.

Language. The timing of the course is designed for it to be delivered in English without interpreters.

However, be aware that participants may not be able to follow everything if they are not working in their first language, and invite people to ask questions if this is so. Try to translate technical concepts if necessary. If possible, have a language resource person available to translate or ask questions back to the group; someone from the group may volunteer to assist.

Local context. Be mindful of local cultural and religious contexts. For example, it may be appropriate to separate male and female participants into different groups for some sessions. You may need to allocate extra time for prayers, or there may be specific dietary requirements for catering.

Managing conflict. When participants have different viewpoints, encourage debate but do not let it intrude on allocated time for the training. Suggest that the conversation continues at a break time. Remain respectful of the different points of view.

Check in. Remember to 'check in' with participants throughout the training. What are the gender and other power dynamics? Make sure that everyone remains engaged. Are some people speaking more than others? Is everyone feeling comfortable and safe enough to participate? Make sure to include those who have not yet contributed.

Motivate and energise. Energisers are short activities for when participants are tired or need a break. You can ask participants if they have any to share (these will need to be culturally appropriate) or some examples are listed below. You could nominate a group of people as the 'energisers' (see Session 1.1). Try not to take extra time for sessions from break time – informal spaces are important for discussions and networking.

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Example energisers

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Mood metaphors - Ask participants to say a colour or animal that matches their mood, and explain their choice to the group.

Balloon in the middle – Ask everyone to stand in a circle. Throw a balloon in the middle of the group and ask everyone to keep it from touching the ground.

Rain – Ask participants to stand up and start tapping the top of their head lightly with their fingers like soft rain. Tell them to make the 'rain' heavier as it falls down their body so that when they reach their lower leg they are clapping hard. The 'rain' should get lighter as they move back up their body back to the top of their head.

Songs – Ask participants to choose and sing a local song.

NB. It is important to be aware of what is culturally appropriate when using energisers!

OVERVIEW OF MODULES AND SESSIONS

Day 1. Setting the scene: why gender equality matters in humanitarian action

Aims: To instil a sense of purpose and urgency about promoting gender equality and women's rights in responding to humanitarian crises, and an understanding of why it is critical to responding effectively.

Registration (15 mins)

Module 1 Workshop opening (45 mins)

Outcomes: Participants understand the aims and overall direction of the workshop, have started to get to know each other, feel able to share and learn in an environment of trust, and are motivated to participate actively.

Session 1.1 Introduction, expectations, objectives and ground rules (45 mins)
- To introduce participants to one another
- To introduce the workshop purpose and content
- To set expectations and ground rules

Tea and coffee

Module 2: What is gender equality? Facts, figures, stereotypes and influencing positive attitudes (2 hours)

Outcomes: Participants understand the meaning of gender equality and women's rights, have reflected on their own experience of gender inequality and stereotyping, are aware of some of the resistance they may meet to addressing gender issues in humanitarian response, and know how to deal with such resistance.

Session 2.1 Why gender matters (1 hour 15 mins)
- To discuss what is meant by gender equality and women's rights, and the concept of transformative change in gendered power relations
- To reflect on participants' beliefs, experiences and attitudes about gender, both in their personal lives and in the workplace
- To increase awareness of global gender inequality

Session 2.2 Influencing positive attitudes to gender in humanitarian response (45 mins)
- To practise how to challenge resistance to working on gender in humanitarian situations, and how to foster understanding and influence positive attitudes

Lunch break

Module 3: The different impact of disasters and humanitarian response on women, girls, men and boys (2 hours 45 mins)

Outcomes: Participants understand how humanitarian disasters and the response to them impact differently on women, girls, men and boys, and share good practice examples of humanitarian programmes where gender equality has been successfully promoted.

Session 3.1 How disasters impact differently on women, girls, men and boys (1 hour)
- To consider how disasters impact differently on women, girls, men and boys in both conflict and natural disaster scenarios, and to understand the reasons for gender-differentiated mortality

Session 3.2 Power walk through a disaster response scenario (45 mins)
- To explore the power issues that influence the extent to which different individuals in a community can survive and recover from humanitarian disasters, and the critical role that gender plays in these power dynamics

Tea and coffee

Session 3.3 Gender-responsive humanitarian programming (1 hour)
- To explore what gender-responsive humanitarian programming looks like by discussing examples of best practice.
- To engage the interest of participants in learning how to develop this type of programme response.

Module 4: Simulation exercise: thematic programming – preparation (2 hours 30 mins)

Outcomes: Participants will have practised conducting a rapid assessment of a hypothetical humanitarian disaster to design a gender-sensitive humanitarian programme (shelter, livelihoods and water, sanitation and hygiene (WASH)) that meets the needs of women, girls, men and boys. They will have improved their capacity to do this by learning from each other and reviewing various written resources during the course of an extended role-play. They will be aware of the gaps in their knowledge and their learning needs for the rest of the training. They will have reflected on the need for leadership to drive gender-sensitive assessment and planning.

Session 4.1 Simulation exercise preparation (30 mins)
- To practise gathering and assessing gender-related information for a thematic programme in the early phase of a humanitarian response (using situation reports, observation, interviews, focus group discussions)
- To practise encouraging the participation of women, girls, men and boys in assessment and planning
- To practise incorporating gender-sensitive activities into programme planning, and devising gender-sensitive indicators to monitor impact
- To map activities related to different parts of the humanitarian programme cycle onto the wall. These will be referred to throughout days 3, 4 and 5
- To reflect on the leadership necessary to drive effective gender-sensitive humanitarian assessment and planning processes

Review of day and recap

Day ends

Day 2. Gender in humanitarian settings: the need for leadership

Aims: To enable participants to understand the issues and scale of the challenge involved in embedding gender in humanitarian assessments and programme planning and the need for strong gender leadership. To share the experiences of various inspirational leaders, explore the concept of 'gender leadership', and introduce a feminist leadership model.

Welcome, recap and tea and coffee

Module 4 (continued): Simulation exercise: Hatuk scenario – thematic programming (shelter, WASH and livelihoods) (2 hours 30 mins)

Session 4.2 Simulation exercise (2 hours 30 mins)
- To practise gathering and assessing gender-related information for a thematic programme in the early phase of a humanitarian response (using situation reports, observation, interviews and focus group discussions)
- To practise encouraging the participation of women, girls, men and boys in assessment and planning
- To practise incorporating gender-sensitive activities into programme planning, and devising gender-sensitive indicators to monitor impact
- To map activities related to different parts of the humanitarian programme cycle onto the wall. These will be referred to throughout days 3, 4 and 5
- To reflect on the leadership necessary to drive effective gender-sensitive humanitarian assessment and planning processes

Module 5: The need for gender leadership (3 hours 30 mins)

Outcomes: Participants have shared the challenges they face in promoting gender equality in humanitarian action, and understand the need for strong leadership to create change at scale. They understand Batliwala's model of Feminist Leadership for Social Transformation as a potentially useful framework, and are ready and motivated to use it over the next three days to understand what the theory of gender leadership in humanitarian action looks like in practice. They have practised using influencing and negotiation skills to handle conflict and achieve gender equality outcomes, and are inspired by the leadership of others in creating change.

Session 5.1 Challenges of promoting gender equality in humanitarian response (30 mins)
- To explore the challenges of promoting gender equality in humanitarian response both at the global level and within partner organizations

Lunch

Session 5.2 The concept of gender leadership (1 hour 30 mins)
- To enable participants to share their own personal experiences of inspirational leaders.
- To introduce the concept of 'gender leadership' and the model of Feminist Leadership for Social Transformation, which addresses principles, politics, power and practices

Session 5.3 Influencing and handling conflict (1 hour)
- To introduce Thomas-Kilmann's strategies for handling conflict effectively and influencing constructively
- To role-play a conversation in which commitment to gender mainstreaming is a point of conflict, and to reflect on the effectiveness of different strategies employed by themselves and others to try to resolve the conflict

Tea and coffee

Session 5.4: Leadership in action – external speaker on leading change (30 mins)
- For participants to learn from, and be inspired by, the personal story of a local inspirational leader and their journey of creating change, and to derive lessons which can inform their own potential for leading change on gender in humanitarian work

Review of day and recap

Day ends

Day 3. Good practice (part I): gender analysis and standards in humanitarian action

Aims: To equip participants with knowledge of the key international standards and approaches to gender in humanitarian work, and the skills to carry out a rapid gender assessment of an emergency situation. To be inspired by the leadership experience of others in leading change on gender-based violence (GBV).

Welcome, recap and tea and coffee

Module 6: International principles, standards and approaches (1 hour 30 mins)

Outcomes: Participants know some of the key international standards and gender markers for guiding gender equality in humanitarian action and are able to use these in their work.

Session 6.1 Core Humanitarian Standard on Quality and Accountability (30 mins)
• To explain the Core Humanitarian Standard and its relevance to promoting gender equality

Session 6.2 Inter-Agency Standing Committee (IASC) guidance for gender programming in humanitarian action (30 mins)
• To discuss donors' increasing use of standards and gender markers to track and measure good practice
• To learn about the IASC guidance on gender equality, and how to use its Gender Marker for accountability'y

Session 6.3 Oxfam Minimum Standards for Gender in Emergencies (30 mins)
• To introduce Oxfam's Minimum Standards and the guidance on how to use them

Module 7: Gender in programme analysis and design (4 hours)

Outcomes: Participants know what gender analysis means and why we need it, and have the skills to carry out a rapid gender analysis as part of a humanitarian assessment. They understand what practical and strategic needs are, and feel confident to identify gender-sensitive indicators. They understand the twin-track approach of gender mainstreaming and targeted action on gender equality, and the importance of linking gender equality objectives across humanitarian and long-term development work.

Session 7.1 What is gender analysis? (1 hour)
• To know what gender analysis is, and what it can be used for
• To be able to do a rapid gender analysis as part of a humanitarian assessment, including how to collect and use sex-disaggregated data

Session 7.2 Practical and strategic gender needs (30 mins)
• To learn to use gender analysis to identify and differentiate practical and strategic gender needs
• To understand how strategic gender needs can be met by humanitarian programmes, and how this can open up opportunities for sustainable change in power relations between women and me

Lunch

Session 7.3 Gender in monitoring, evaluation and learning (1 hour)
• To be aware of what a gender-sensitive approach to monitoring, evaluation and learning (MEL) means, and how to develop gender-sensitive indicators
• To be aware of how a feminist approach to monitoring, evaluation, accountability and learning (MEAL) can enrich the process of gender-sensitive MEL, and enable a deeper exploration of the complex issues involved in changing gendered power relations

Tea and coffee

Session 7.4 Gender mainstreaming and targeted action (1 hour)
- To explore the twin-track approach to designing gender equality programmes of gender mainstreaming and targeted action
- To discuss how advocacy on issues such as peace and security, GBV and women's participation can support targeted action on women's rights and gender equality in humanitarian disasters

Session 7.5 Linking action on gender equality across humanitarian and long-term development work (30 mins)
- To understand that efforts to promote gender equality need to be linked across humanitarian and development work, from disaster risk reduction and emergency preparedness to acute response, recovery and long-term development
- To understand how sustainable change in gendered power relations can be fostered when actions across all the above interventions reinforce each other

Module 8: Leadership skill development – influencing (30 mins + 30 mins optional extra)

Outcomes: Participants feel informed and inspired by the leadership experience of an external speaker who has led change on gender-based violence, and are aware of the attributes of an effective gender leader.

Session 8.1 Leadership in action – external speaker on leading change (30 mins)
- To hear from an external speaker with experience of leading change on gender-based violence about the personal and political challenges of doing so and how they rose to these challenges
- For participants to reflect on any key lessons that can inform their own potential for leading and influencing change on gender in humanitarian work

Session 8.2 The attributes of a gender leader (30 mins optional session)
- To identify some of the key attributes of an effective gender leader, with reference to Goleman's theory of emotional intelligence

Review of day and recap

Day ends

Day 4. Good practice (part II): participation, dignity, empowerment, protection from sexual exploitation and abuse (PSEA) and gender-based violence (GBV)

Aims: To enable participants to understand the principles and practicalities of enabling the active participation of women and girls in humanitarian programming, and ensuring their dignity, empowerment and leadership. To ensure that participants understand what they can and must do to prevent and respond to GBV and sexual exploitation and abuse (SEA), and explain the links with the Do No Harm and Safe Programming concepts.

Welcome, recap and tea and coffee

Module 9: Access, participation, dignity, empowerment and women's leadership (2 hours 30 mins)

Outcomes: Participants can encourage the full and active participation of women and girls, as well as men and boys, in humanitarian interventions. They understand the gender dimensions of dignity and empowerment, what the barriers are to achieving them, what strategies can be used to overcome those barriers, and what opportunities there may be for strengthening the leadership of women in communities affected by disaster. They have considered how women's rights organizations can be most effectively engaged in humanitarian action.

Session 9.1 Access and participation (45 mins)
- To understand the potential barriers to women and girls having safe and equal access to resources and services in a humanitarian response, and develop strategies to overcome those barriers
- To understand the potential barriers to women and girls enjoying safe, equal and meaningful participation in humanitarian programmes, and develop strategies to overcome those barriers

Session 9.2 Dignity and empowerment (45 mins)
- To recognize potential risks to women's dignity and opportunities for women's empowerment throughout all stages of the humanitarian response

Session 9.3 Women's leadership and working with women's rights organizations (1 hour)
- To know the evidence for the effectiveness of women's leadership in humanitarian disaster and response
- To understand the barriers that grassroots women's rights organizations face in engaging in the leadership of humanitarian response, and what needs to be done to support their effective engagement
- To discuss the challenges and ways forward for supporting grassroots women leaders and women's rights organizations in preparing for and responding to humanitarian crises in the local contexts of participants

Lunch

Module 10: Addressing gender-based violence (2 hours)

Outcomes: Participants understand what GBV is and have a clear understanding of what they can and must do to reduce the risk of GBV, and feel confident to encourage other staff in their organization to take responsibility for action on GBV.

Session 10.1 Gender-based violence in humanitarian crises (2 hours)
- To know what GBV is, why it increases during humanitarian crises, and with what consequences.
- To understand what is meant by Safe Programming and the Do No Harm approach, and what all humanitarian workers can and must do to prevent and respond to GBV
- To practise designing Safe Programming interventions for different sectors

Tea and coffee

Module 11: Safeguarding and protection from sexual exploitation and abuse (1 hour)

Outcome: Participants understand what sexual exploitation and abuse (SEA) by humanitarian actors is, why it occurs in humanitarian contexts, what forms it takes, and why it is important to protect people from it. They are motivated to take action to ensure that steps are being taken to protect beneficiaries from SEA perpetrated by anyone in their organization.

Session 11.1 Safeguarding and protection from sexual exploitation and abuse (PSEA) (1 hour)
- To understand what sexual exploitation and abuse (SEA) is and why it occurs in humanitarian contexts
- To know how and why action must be taken to eradicate SEA through safeguarding strategies and policies
- To raise awareness of the UN's policy of zero tolerance of SEA
- To reflect on the potential for SEA occurring in our own organizations, and identify practical steps we can take to build a culture of responsibility to prevent it occurring

Review of day and recap

Day ends

Day 5. Consolidating a gender leadership model

Aims: For participants to create a model of gender leadership in humanitarian action, and a plan to put this into practice, thereby creating a roadmap for achieving change at the individual, organizational and sector-wide levels. To be clear and confident about their leadership roles, and to be inspired by the potential to support transformational change in gendered power relations.

Welcome, recap and tea and coffee

Module 12: Internal organizational practices (1 hour)

Outcomes: Participants recognize the impact of internal organizational practices on programme outcomes on gender equality, and have considered how to make their own organization's internal practices more gender-responsive.

Session 12.1 Internal organizational practices (1 hour)
- To understand how the internal practices of organizations influence programme outcomes on gender equality
- To identify the strengths and weaknesses of the internal practices of participants' own organizations, and consider how these practices can be made more gender-responsive
- To identify positive and empowering ways of holding teams and colleagues accountable for good practice on gender equality

Tea and coffee

Module 13: Inter-agency coordination on gender in humanitarian action (1 hour)

Outcomes: Participants agree some joint actions that they can take as a group to promote gender equality in humanitarian action and to support accountability against gender standards.

Session 13.1 Inter-agency coordination (1 hour)
- To understand the inter-agency/UN architecture that exists in the country for coordination and accountability on gender in humanitarian work
- To identify the strengths and weaknesses of the coordination mechanisms, and how they can be used to strengthen good practice
- To agree two or three joint actions participants can take as a leadership group to promote good practice on gender equality, both locally and nationally, across the humanitarian network

Module 14: Consolidating a gender leadership model (2 hours)

Outcomes: Participants have created a model of gender leadership in humanitarian action, are confident, inspired and clear about their role as gender leaders, and feel confident and inspired to take on the role of gender leader and to motivate others to do the same.

Session 14.1 Developing a model of gender leadership in humanitarian action (purpose, principles, and power dynamics) (1 hour)
- To create a model of leadership for transformational change in gender relations in humanitarian contexts, and feel able to articulate its purpose, the principles underlying it, and the power dynamics involved
- To craft a short 'elevator' pitch to succinctly communicate what we mean by gender leadership in humanitarian action

Lunch

Session 14.2 The practices of gender leadership in humanitarian action (1 hour)
- To identify the practices and types of work needed to lead others through transition and change, and thereby complete the gender leadership model

Tea and coffee

Module 15: Action planning and wrap-up (1 hour 30 mins)

Outcomes: Participants are clear about the learning they will take away from the training, have developed an action plan for putting this into practice, and feel confident and inspired about their forthcoming work as gender leaders.

Session 15.1 Key messages and action planning (1 hour)
- To give participants an opportunity to reflect on what they have learned and will take away from the training, and to offer them a summary of key messages
- To develop a consolidated action plan for putting into practice learning from the course at the individual, organizational and project levels, aiming to influence sector-wide change

Session 15.2 Evaluation and close (30 mins)
- To evaluate the training programme as a group and via an individual feedback form

End of training

DAY 1

Setting the scene: why gender equality matters in humanitarian action

Aims: To instil a sense of purpose and urgency about promoting gender equality and women's rights in responding to humanitarian crises, and an understanding of why it is critical to responding effectively.

Module 1: Workshop opening (45 mins)

Module 2: What is gender equality? Facts, figures, stereotypes and influencing positive attitudes (2 hours)

Module 3: The different impact of disasters and humanitarian response on women, girls, men and boys (2 hours 45 mins)

Module 4: Simulation exercise: thematic programming – preparation (30 mins)

Training time for the day: 6 hours

Module 1: Workshop opening

Outcomes: Participants understand the aims and overall direction of the workshop, have started to get to know each other, feel able to share and learn in an environment of trust, and are motivated to participate actively.

One session only

Session 1.1 Introduction, expectations, objectives and ground rules (45 mins)
- To introduce participants to one another
- To introduce the workshop purpose and content
- To set expectations and ground rules

Total time: 45 mins

Session 1.1: Introduction, expectations, objectives and ground rules (45 mins)

Session summary

This session formally introduces the workshop. The facilitator clearly sets out and addresses the expectations of the participants. Participants are introduced to one another and to the facilitator and feel included and reassured about the workshop.

As well as outlining course objectives for the workshop, the session clarifies responsibilities of participants throughout the workshop to ensure that it runs well. Participants express their expectations of the facilitator and of the workshop, and understand which expectations can and cannot be met. They also agree their responsibilities during the course.

Preparation
- Sticky notes, pens
- Coloured cards
- Video clip *'Leadership lessons from the Dancing Guy'* (3 mins)
  https://www.youtube.com/watch?v=fW8amMCVAJQ
- PowerPoint slides
- Photocopy an Overview of Modules and Sessions for each participant
- Prepared flip chart with list of responsibilities

Learning objectives

- To introduce participants to one another
- To introduce the workshop purpose and content
- To set expectations and ground rules

Timing	Activity	Resources
5 mins	**Introduction** Welcome participants and introduce the workshop. Introduce yourself and any other facilitators by giving your name and a short summary of your background and current role. Provide details of facilities (toilets, etc.) and safety (in case of fire, natural disaster, accident, etc.). Tell participants that you will outline the agenda and schedule shortly but first you want to make sure everybody has been introduced.	N/A
10 mins	**Warm-up activity** Tell participants that you will do a short warm-up exercise to introduce each other and share expectations of the workshop. Ask each participant to take a couple of minutes to write on one or two coloured cards something about what they would like to know, feel or be able to do – hopes and expectations – by the end of the course. One idea per card in large letters. Ask participants to stand in a circle. Go round the circle with each person saying their name, organization and job title, and reading out one or two of their hopes or expectations for the course. They then stick their card on a flip chart. This has to be done very quickly so as not to take up much time but allow everyone's voice to be heard (30 seconds maximum for each person!). As the cards are put up, one of the facilitators groups them into themes.	Coloured cards – one per participant and marker pens

Timing	Activity	Resources
	Briefly comment on how the course objectives will respond to these learning needs. Identify any that are beyond the scope of this course and, if possible, suggest how interested participants could gain access to that knowledge. There may be someone in the workshop who could help. Explain that you will shortly move on to explaining the objectives of the workshop and how these will meet participants' hopes and expectations.	
5 mins	**Video clip** This is a fun, short video clip on how to make a movement happen. Just use it as an energiser to start the course: to illustrate that this course is about inspiring gender leadership and that you will be using some fun exercises among the more theoretical content over the five days. Invite participants to share creative and fun ideas along the way too. You will return to this video clip again on Day 5 to look more carefully at its message on movement building.	Video clip: *'Leadership lessons from the Dancing Guy.'* https://www.youtube.com/watch?v=f-W8amMCVAJQ
5 mins	**Introduce the objectives of the workshop** Show slide 1. The overall purpose of the workshop is to support the institutionalization of gender in emergencies and women's rights in humanitarian action. The aim is to equip participants with the capacity to lead change on gender in their own organizations and in the wider humanitarian environment. Go through each objective, taking time to be sure participants fully understand it. Deal with any questions or concerns. Link the objectives to the expectations just raised by participants and highlight which ones will be met.	PowerPoint

Slide 1

Course objectives
Understand the rationale and principles behind promoting gender equality in humanitarian action, the challenges, the fundamental need to change attitudes and beliefs, and the need to promote a more equal balance of power between women and men. Participants will:

- know the key global standards and approaches that guide good practice on gender in humanitarian action;
- be confident in carrying out a gender analysis and using it to shape programming;
- have identified how personal beliefs about gender impact on work;
- understand the need to transform the attitudes and beliefs of others;
- understand what gender leadership in humanitarian action is, and feel inspired to promote it with confidence and authority, both within an organization and in the wider humanitarian community;
- have developed a plan for their own role in leading change on gender equality in humanitarian action.

Timing	Activity	Resources
10 mins	**Overview of workshop content day-by-day** Refer participants to the agenda in their folders. This gives the breakdown of all aims, modules and sessions. Go through this briefly. Refer to slide 2 if necessary to reference each day.	PowerPoint

> **Slide 2**
>
> **Course content**
>
> DAY 1
> Setting the scene: why gender equality matters in humanitarian action
>
> DAY 2
> Gender in humanitarian settings: the need for leadership
>
> DAY 3
> Good practice (part I): gender analysis and standards in humanitarian action
>
> DAY 4
> Good practice (part II): participation, dignity, empowerment, protection from sexual exploitation and abuse (PSEA) and gender-based violence (GBV)
>
> DAY 5
> Consolidating a gender leadership model

Answer any questions on the course content. Close by saying that now that participants know what the workshop aims to do and what the modules and sessions are, you will look at how to ensure the workshop runs smoothly. Given that the attendance of participants in this workshop means that their organization is investing in them, ask them for their full commitment, 100 percent of their attention, and ask them to try to minimise being distracted by phone calls, etc. The training will only achieve the desired impact if all participants take responsibility for their own learning and engage fully.

Timing	Activity	Resources
5 mins	**Ground rules** Put up the prepared flip chart and read through the ground rules:	Flip chart prepared with bullet points

- Cell phones on silent (only answer for emergencies)
- No texting or reading of mobile messages
- No laptops
- Respect time – let's try to start and end on time (slow clapping of those who arrive late works well!)
- Be respectful of other participants and the facilitators (no interrupting)

Ask participants if there are any other ground rules they think should be added. Discuss and agree. Write these on the flip chart.

Elect someone to be in charge of timekeeping, and someone to be in charge of monitoring cell phone/laptop use.

Assign a group of people to be in charge of energisers. This responsibility should rotate daily throughout the workshop.

Timing	Activity	Resources
	As above, assign a group of people to be responsible for recapping the previous day's learning. This should be done at the start of each day. This responsibility should rotate throughout the workshop; depending on the number of people, it could change every day.	
5 mins	**Agreement and wrap-up** Ask participants if they understand and agree to fulfill their responsibilities. Thank the participants for agreeing to these responsibilities, which will help to ensure the workshop runs well. This concludes the first module. This module has introduced the workshop, introduced participants to each other and to the facilitator(s), clarified expectations and objectives, and outlined key responsibilities of participants to ensure that the workshop is a success. We are now ready to begin!	N/A

Module 2: What is gender equality? Facts, figures, stereotypes and influencing positive attitudes

Outcomes: Participants understand the meaning of gender equality and women's rights, have reflected on their own experience of gender inequality and stereotyping, are aware of some of the resistance they may meet to addressing gender issues in humanitarian response, and know how to deal with such resistance.

Session 2.1 Why gender matters (1 hour 15 mins)
- To discuss what is meant by gender equality and women's rights, and the concept of transformative change in gendered power relations
- To reflect on participants' beliefs, experiences and attitudes about gender, both in their personal lives and in the workplace
- To increase awareness of global gender inequality

Session 2.2 Influencing positive attitudes to gender in humanitarian response (45 mins)
- To practise how to challenge resistance to working on gender in humanitarian situations, and how to foster understanding and influence positive attitudes

Total time: 2 hours

Session 2.1: Why gender matters (1 hour 15 mins)

Session summary
This session clarifies what we mean by gender equality and women's rights, and it articulates gender as a form of power inequality that needs to be tackled across the development–humanitarian continuum. Participants learn from the 'light bulb' moments of others – i.e. when they really understood what gender equality was all about – and from a quiz about the global impact of gender inequality.

Preparation
- PowerPoint slides
- Prepare Session 2.1 handout 'Patrick's story' – one for each participant (or replace with a local case study if you have one)
- Prepare Session 2.1 handout 'Key gender terms' – one for each participant
- Read Session 2.1 facilitator's notes: 'Gender, power and intersectionality'
- Read Session 2.1 facilitator's notes: 'Gender in the workplace'
- Prepare nine flip charts based on the facilitator's notes 'Quiz questions and answers'. On each one, write one question and its three optional answers in big letters. Stick the flip charts around the room where the participants can walk around them.

Background reading
- S. Williams, J. Seed and A. Mwau (1994). *The Oxfam Gender Training Manual*. Oxford: Oxfam GB. This manual is packed with simple training exercises on gender and development.
- G. Terry (2007). *Women's Rights. Small Guides to Big Issues*. London: Pluto Press.

Learning objectives

- To discuss what is meant by gender equality and women's rights, and the concept of transformative change in gendered power relations
- To reflect on participants' beliefs, experiences and attitudes about gender, both in their personal lives and in the workplace
- To increase awareness of global gender inequality

Timing	Activity	Resources
20 mins	**The gender inequality quiz** Explain that this is a rapid activity that illustrates the impact of gender inequality in the world today. There are nine flip charts stuck around the room each with a question and multiple choice answers. Ask participants to walk around the room in pairs, visit each flip chart, and tick the answer they believe to be correct for each question. One tick or initial per pair. Walk around each flip chart giving the correct answer, doing a rough check on how participants scored, and giving the explanation for the correct answer. *You could give a prize to the winning pair – perhaps a copy of a gender publication, or something more fun of your choosing.*	9 flip charts displayed on the wall, written out from Session 2.1 facilitator's notes: 'Quiz questions and answers'

Timing	Activity	Resources
	Explain that the gender inequalities we see in humanitarian crises have their roots in the structures, institutions, norms and beliefs of societies, which create and perpetuate discrimination against women and girls. Using these facts on gender inequality can be a powerful way of persuading people that alleviating poverty and suffering cannot be achieved without making progress on gender equality and women's rights.	
10 mins	**Inequality illustrated: Patrick's story** Read or tell the story of how Patrick, an Oxfam employee in Mozambique, came to understand not just that in order to overcome poverty, women must be supported to claim their rights, but also the importance of working with men as well as women. This could be read by a participant, or it could be substituted by a local story, perhaps from one of the participants. Ask participants if anyone wants to briefly share similar 'light bulb' moments – personal or professional – of when they really understood what gender equality was all about.	Session 2.1 handout : 'Patrick's story' from Mozambique PowerPoint
15 mins	**Gender equality and women's rights, and the concept of transformative change** Give out the handout 'Key gender terms' and explain that in this session we are going to review some of the key terms listed on the sheet. *1. Gender equality and women's rights* Ask participants what they understand by the terms 'gender equality' and 'women's rights'. Reveal slide 3 and slide 4 and give participants time to read the definitions, inviting people to ask any questions. **Slide 3** **Gender equality** Gender equality, or equality between women and men, refers to the equal enjoyment by females and males – of all ages and regardless of sexual orientation or gender self-identification – of rights, opportunities, resources and rewards. Equality does not mean that they are the same, but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they are female or male. **Slide 4** **Women and girls' rights** Women and girls are entitled to the full and equal enjoyment of all of their human rights and to be free from all forms of discrimination – this is fundamental to achieve human rights, peace and security, and sustainable development. It includes rights to health, education, political participation, economic well-being and freedom from violence. All major international human rights instruments stipulate ending discrimination on the basis of sex. Almost all countries have ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), described as the women's international bill of rights.	Session 2.1. handout: 'Key gender terms' PowerPoint Session 2.1 facilitator's notes: 'Gender, power, intersection-ality and transforma-tive change'

Timing	Activity	Resources

2. Gender, power and intersectionality
We live and work in societies that are permeated by gender differences and inequalities, which shape the way that decisions are made, resources get allocated, and opportunities for change are accessed. Women often have less access than men to resources, opportunities and power, both within and outside the home.

Slide 5

Gender inequality
Women often have less access than men to:
- material resources;
- legal recognition;
- public knowledge and information;
- decision-making power;
- economic power.

They also have little control over their fertility, sexuality and marital choices.

Look at the diagram on slide 6 and explain that gender inequality is a form of power inequality and that it intersects with other forms of identity. This is what we mean by 'intersectionality'.

Slide 6

Gender, power and intersectionality
Gender inequality is a form of power inequality and is influenced by other factors of identity such as class, ethnicity, (dis)ability, age and sexuality. The intersection of these various identities can result in marginalization and inequality.

Timing	Activity	Resources
	3. Transformative change Show slide 7 and explain that the long-term goal of gender equality work is to achieve sustained, widespread changes in attitudes and beliefs about gendered power relations, as well as changes in laws and policies, and access to resources. It is about structural change, and challenging unequal power relations at all levels of institutions. This is sometimes known as transformative change. What this means in practice will be explored over the next few days. In humanitarian programmes there may be opportunities to further these goals alongside meeting the immediate practical needs of women, girls, men and boys. The importance of linking this work across the humanitarian–development continuum or cycle is explained in Session 7.5 on Day 3, page 178.	

Slide 7

Transforming gendered power relations
At their most basic, humanitarian programmes need to assess gender-differentiated needs, vulnerabilities and capacities and respond accordingly.

But opportunities should also be taken to shift the balance of power between men and women toward greater equality. This is sometimes knows as *transformative change*.

Timing	Activity	Resources
20 mins	**Reflecting on our own roles, attitudes and beliefs – gender stereotyping in the workplace** Show a clip (4 mins) of Dustin Hoffman talking about the making of the film Tootsie and his personal experience of gender stereotyping and assumptions. Explain that a stereotype is a type of prejudice that makes widespread, simplified conceptions of people – e.g. 'homosexuals are feminine' or 'all men are violent'. Provide a definition of gender stereotyping as written on slide 8.	Video clip: https://www. youtube.com/ watch?v=x-PAat-T1uhE

Slide 8

What is a gendered stereotype?
'A gendered stereotype consists of beliefs about the psychological traits and characteristics of, as well as the activities appropriate to, men or women'.
(Source: Linda Bannon, Gender, Psychological Perspectives, Sixth Addition, 2015)

Gender roles are defined by behaviours, but gender stereotypes are beliefs and attitudes about masculinity and femininity.

Ask participants to give examples of gender stereotyping that they have come across in their workplace. Collect ideas on a flip chart.

Then show slide 9 containing typical male and female stereotypes.

Timing	Activity	Resources

Slide 9
Typical gender stereotypes

Masculine	Feminine
Aggressive	Timid
Dominant	Submissive
Worldly/adventurous	Domestic/home
Independent	Dependent
Strong	Delicate
Logical	Emotional
Analytical	Verbal

Note that notions of male and female leadership are often stereotyped, with male leaders being more frequently associated with characteristics such as competitiveness, aggression and individual decision making; and women with characteristics such as collaboration, cooperation, collective decision making and relationship-building. While it is true that men and women may bring different qualities to leadership, these stereotypes can be harmful. It is important, as you will discuss in Day 2, to draw the distinction between notions of 'feminine leadership' and the more political notion of 'feminist leadership'.

Ask participants to think about *their own* experience of when they have felt stereotyped by others and how they felt about it. How would, or does, stereotyping affect their role as a gender leader in their organization? (If there is time you could do this as a discussion in pairs.)

Sum up by noting how our gender, and our personal beliefs about gender equality, impact the way we interact with male and female colleagues in the workplace, and the way we design and implement humanitarian programmes. As gender leaders, we need to encourage all staff to be aware of these dynamics and to challenge gender stereotyping and discrimination wherever it occurs.

Other key gender terms
Ask participants to go through the handout of 'Key gender terms', clarifying any other terms that are new or difficult.

Timing	Activity	Resources
10 mins	**Sum up: leadership reflection and discussion** We need to find ways of helping humanitarian staff to clearly and simply articulate the rationale for promoting equality in gendered power relations. Using real-life stories can be a very powerful tool to do this, particularly if they tell a personal story. Ask participants to listen carefully to the experiences of others as they go through the training, and to identify stories (their own or those of others) that they can use to transform the attitudes and beliefs of other humanitarian staff. Ask participants what they could do as gender leaders to create safe spaces within their organizations where staff can hold honest and challenging discussions about how gender inequality affects themselves and their work colleagues personally. Refer them to Oxfam's *Gender Training Manual* as a rich source of practical exercises to raise awareness about gender issues, which participants can use with their teams. Conclude by sharing the messages on slide 10.	Guide the discussion using the facilitator's notes: 'Gender in the work-place' PowerPoint

Slide 10

Leadership reflection: gender in the workplace
- We all share responsibility for promoting gender equality in programmes and in the workplace.
- We need to be aware of our own personal biases and beliefs about gender and how these affect our interactions with colleagues.
- Leadership needs to tackle negative gender stereotyping and discrimination, create safe spaces for discussion, and put safeguards in place.

Session 2.1 handout: Patrick's story (Mozambique)

Patrick's story (Mozambique)

Oxfam employee Patrick visited Mozambique for the first time in order to undertake a research project. He knew gender justice was an important goal for Oxfam but his experience during a focus group discussion there opened his eyes to the real-life gender inequalities faced by women and men every day. Here, Patrick shares his story of discovering the connection between achieving women's rights, gender justice and Oxfam's overall goal of overcoming poverty.

'A few years back I was involved in a research project that was studying a recently passed Mozambican Family Law. As part of the research we held focus group discussions within a Manica village. During one of these discussions a woman told us her story. What I found out is that her story was a very common story. The woman was married at a young age and her family paid the traditional bridewealth (cows and other assets) to the groom's family.

'After the marriage she moved into a small house that he built for her with a small plot of agricultural land (enough to feed them and any children they have). Over the years they had four children, and the family were an integral part of their community. When the youngest child was 5 (and the oldest 13), the husband fell ill and died suddenly of a 'wasting disease'. The woman became a widow with four children to feed.

'She managed for a while to keep herself and her family healthy. She continued to manage her small plot of land, feed her young children and carry on. This is when her husband's brothers got involved. They began to harass her and claim that she was a witch, who had brought this sickness on their brother. They made this claim to the traditional leader and he, along with the brothers, began to harass her. One brother physically beat her in a confrontation, claiming she was not a part of their kinship line and that she needed to leave their community and go back to her 'real family'.

'She became increasingly fearful and marginalised in the community. Eventually she left, returning to her own kin with the smallest children in tow. The brothers didn't allow her to leave with the eldest son, who was taken in by the brother as his own. When she returned to her family's village she had nowhere to live, no home and no access to money or other resources.

'When I heard this story I recognized so many issues that women around the world often face: early marriage; dependency on their husband or other male relatives; physical and psychological abuse; lack of control over the decisions that shape their family's lives; lack of financial independence; and the lack of resilience to shocks and sudden changes that comes from all of that.

'I knew then that if Oxfam's work was to be successful in overcoming poverty we must work with women to achieve their rights. In that one moment, that one experience in a small village, it struck me that the inequality of women and men is both a cause and a result of the inequality that drives poverty.'

Men and gender equality: 'In this same focus group discussion, all of a sudden, an older man ran up to our group. He was carrying a small boy in his arms. The man, who was maybe 50 or 60, interrupted our discussion with the woman to tell us his story. His wife and daughter had both died of AIDS. They left him with this small boy and he told us he was all alone. He told us he could not care for this child, and he asked us, the researchers, to take the boy. He needed us to care for the boy, since he, his grandfather, could not. Eventually, realising we could not help him, he walked away with the child.

'In that moment I also realised how work on gender justice means that we need to work with both men and women. In that small community there was a need to support men to see beyond the potential limitations of their own perceptions about what it is to be a man or a woman. There is work to be done to explore what a man's role can be in society – and what it can be in the fight to overcome inter-generational struggles with poverty, AIDS and injustice.'

Source: Oxfam's Introduction to Gender Justice online course (2016)

Session 2.1 handout: Key gender terms

Empowerment is the state of having (or gaining) control over one's self, the environment, and the systems and resources which determine power. Women's empowerment is the process through which women (individually and collectively) become aware of how power structures operate in their lives and gain the confidence to challenge the resulting gender inequalities.

Feminism is the belief that men and women deserve equality in all opportunities, treatment, respect and rights. There are many 'feminisms' – i.e. different interpretations of the causes of inequalities between women and men; and many different ways in which groups and movements prioritize and organize.

Gender refers to the social attributes and opportunities associated with being male and female, and the relationships between women and men and girls and boys. These attributes, opportunities and relationships are socially constructed, learned, and changeable over time. Sex, in contrast, refers to the physical differences between males and females that are determined by biology.

Gender analysis is the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender. A gender analysis should be integrated into all assessments or situational analyses to ensure that humanitarian interventions do not exacerbate gender-based injustices and inequalities and, where possible, promote greater equality and justice in gender relations.

Gender balance is the participation of an equal number of women and men within an activity or organization. Examples include representation in committees or in decision making structures.

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.

Gender disaggregated data is the collection of data on males and females separately in relation to all aspects of their identity – i.e. ethnicity, class, caste, age and location, etc.

Gender discrimination is prejudice based on gender differences – e.g. women tend to get paid less than men; some armed forces exclude homosexual men from service.

Gender equality is where women and men enjoy the same status and have equal conditions, responsibilities and opportunities for realising their full human rights and potential, regardless of being born male or female. Gender equality encompasses equality in social relations and equal access to, and control over, resources by women and men.

Gender equity is considered part of the process of achieving gender equality and refers to fairness of treatment for women and men according to their respective needs. This may include equal treatment (or treatment that is different but considered equivalent) in terms of rights, benefits, obligations and opportunities.

Gender equality programming is an umbrella term encompassing all strategies to achieve gender equality. Examples include gender mainstreaming, gender analysis, prevention and response to gender-based violence (GBV), promotion and protection of human rights, empowerment of women and girls, and gender balance in the workplace.

Gender justice is the goal of full equality and equity between women and men in all spheres of life, resulting in women (jointly and on an equal basis with men) defining and shaping the policies, structures and decisions that affect their lives and society as a whole, based on their own interests and priorities. A commitment to gender justice entails taking a gender perspective on the definition and application of civil, political, economic and social rights.

Key gender terms *(continued)*

Gender mainstreaming is a strategy which aims to bring about gender equality and advance women's rights. It aims to do so by taking account of concerns about gender equality and building gender capacity and accountability into all aspects of an organization's policy and activities, in order to contribute to a profound organizational transformation. Such activities may include policy and programme development and implementation, advocacy, organizational culture and resource allocation.

Participation is a process through which stakeholders influence and share control over initiatives, decisions and resources that affect them. The level and nature of participation varies from passive participation (the affected population is informed of what is going to happen) through to locally driven initiatives (the affected population conceives and runs its own initiatives).

Power can be defined as the degree of control over material, human, intellectual and financial resources exercised by different sections of society.

Practical and strategic gender needs Practical gender needs are related to daily activities and responsibilities. They are linked to helping women and men with the roles they are given by society. Strategic gender needs are related to changing the relationships, roles and responsibilities of women and men in society. These are usually long term and non-material, such as increased participation in decision making and legislation for equal rights.

Sex refers to the biological differences between men, women and intersex persons – i.e. the biological, physical and genetic composition with which we are born.

Sex-disaggregated data gives the number of males and females in a specific population.

Sexual exploitation and abuse in the context of emergency relief refers to the misconduct of humanitarian workers against beneficiaries. Sexual exploitation is any abuse of a position of vulnerability, differential power or trust for sexual purposes. It includes profiting monetarily, socially or politically from the sexual exploitation of another – for example, staff asking beneficiaries for sex in return for relief entitlements and other humanitarian assistance. Sexual abuse is actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions – for example, using overtly sexual remarks, gestures or physical contact to intimidate beneficiaries from receiving their relief entitlements.

Stereotype is a type of prejudice that makes widespread, simplified conceptions of people – e.g. 'homosexuals are feminine' or 'all men are violent'.

Transformative change is fundamental, lasting change. In terms of gender equality, it means changes in the structures and cultures of societies, as well as in ways of thinking and believing.

Transformative leadership is a social change strategy that focuses on providing an enabling environment which allows people to realize their leadership potential and influence others to, in turn, create an environment which empowers others. It includes every act of leadership, in the home, at work, in formal settings and informal ones.

Vulnerability is the susceptibility of a person, group or society to harm. In an emergency context, vulnerability will depend on a number of social factors in any given setting – e.g. gender, age, class, caste, religion, tribe, and area of residence (urban or rural).
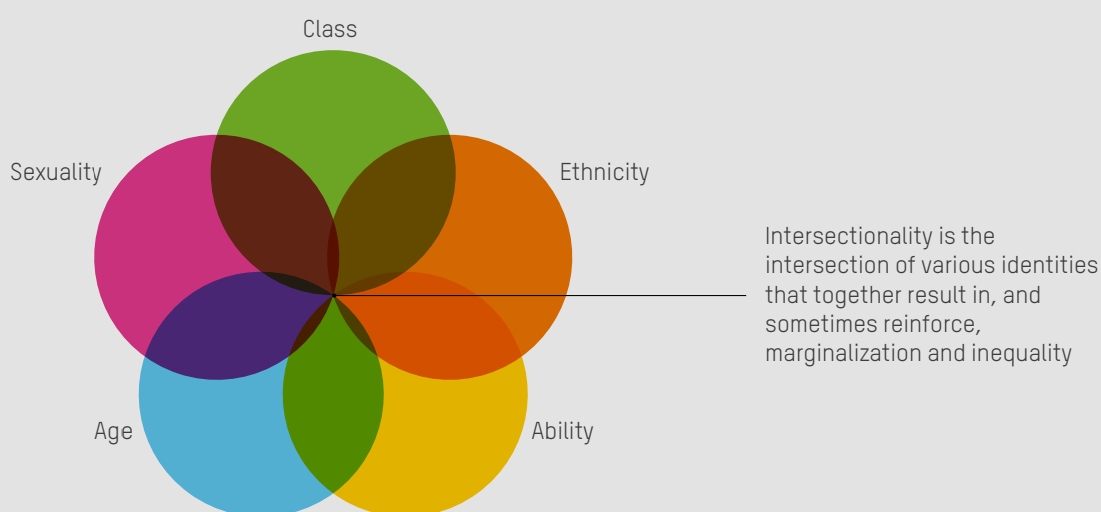
Sources: Oxfam Training Manual: Gender Equality and Women's Rights in Emergencies (2012), and Oxfam: Gender Justice: An Introduction, online course (2017) and for GBV definition IASC: Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action (2016)

Session 2.1 facilitator's notes: Gender, power, intersectionality and transformative change

Gender, power, intersectionality and transformative change

We all live and work in societies that are permeated by gender differences and gender inequalities, which shape the way that decisions are made, resources get allocated, and opportunities for change are accessed. Women often have less access than men to material resources, legal recognition and public knowledge and information, and less decision making power, both within and outside the home. Women in many parts of the world frequently have little control over their own fertility, sexuality and marital choices as well as little economic and political power.

Gender, power and intersectionality

Intersectionality is the intersection of various identities that together result in, and sometimes reinforce, marginalization and inequality

Gender inequality is a form of power inequality that can also be affected by other factors of identity, such as class, ethnicity, (dis)ability, age, and sexuality. Intersectionality is the intersection of various identities that together result in, and sometimes reinforce, marginalization and inequality. Polygamy is also a factor as polygamous marriages involve a power dynamic in which women are discriminated against – e.g. through reduced financial assets for the woman and her children, and increased risk of contracting HIV.

Power imbalance is particularly unjust between men and women. Gender injustice is rooted in the historical subordination of women and minority groups such as transgender individuals. This results in inequalities and power imbalances in societies and cultures everywhere. Social institutions and structures reflect these gender biases, which are manifested in multiple formal and informal settings, in the form of:

- unequal relations in the household;
- limited representation of women in politics and decision making positions;
- inherently gender-biased markets and enterprises.

Image credit: Gender Justice: An Introduction, Oxfam 2017, online course

Gender, power, intersectionality and transformative change *(continued)*

From meeting basic humanitarian needs of women and men to transforming gendered power relations

The long-term goal of gender equality work is to achieve sustained, widespread changes in attitudes and beliefs about gendered power relations, as well as changes to laws and policies, and access to resources. This shifting of the balance of power between women and men is sometimes known as *transformative change*.

Transformative change:
- challenges unequal power relations between women, girls, men and boys, so that women and girls take power in order to realize their rights with dignity and on an equal basis with men;
- challenges unequal power relations at all levels of institutions and all sites where gendered power relations are played out: the individual, the household, the community, and the national and global levels;
- refers to structural change – i.e. it addresses the root causes of the problem rather than the symptoms. This requires challenging and proposing alternatives to:
  - the discriminatory social norms, attitudes, beliefs and structures that create and perpetuate discrimination against women and girls;
  - the discriminatory policies and practices of institutions, governments and businesses. This can happen when active citizens hold duty-bearers to account.
- involves widespread and sustainable change over the long term.

This process of change needs to start with an analysis of gender and social discrimination in a particular setting. It needs to start 'at home', whether this is the household in affected communities or in our own organizations, and expand out to the community, and to the national and international levels.

In humanitarian response, the priority is saving lives and livelihoods, and this means assessing gender-differentiated assistance and protection needs, vulnerabilities and capacities, and shaping programme response accordingly. At times, this is all that will be possible. However, there will also be opportunities for more aspirational work on shifting the balance of power between women and men and *transformative change*. What is important here is to build strong linkages between gender equality initiatives in development and humanitarian interventions so that each reinforces the other (see Session 7.5, Day 3, page 178).

Session 2.1 facilitator's notes: Gender in the workplace

1. Shared responsibility for promoting gender equality
In any rights-based organization which believes that gender inequality is both a root cause and a result of poverty, everyone has a role in putting gender equality and women's rights at the heart of their work, both in our workplace relations and in programmes. This is important because:

- where staff have deeply held beliefs which discriminate against women, these are likely to negatively impact on female colleagues, and to negatively affect the analysis and design of programmes and policies;
- it would be both a missed opportunity and a risk to their credibility for any rights-based organization not to practice in the workplace what they preach in their programmes on gender equality.

2. Personal awareness of gender stereotyping and discrimination
- Our own personal biases and cultural beliefs influence how we interact with our colleagues and how we do our work.
- We all need to understand the different ways that we, as individual men and women, experience marginalization and power, and the ways in which our beliefs and behaviours can reinforce negative stereotypes, in the home, community and workplace.

3. Leadership issues
- We need to tackle negative gender stereotyping and discrimination directly and effectively in the workplace.
- We need organizational policies and practices to safeguard the rights of women and men in the workplace. On Day 4 we will look at 'Internal organizational practices' in relation to gender and consider how policies and practices could be further developed.
- Dealing with gender equality is a deeply personal issue. It is therefore important that there are safe spaces within our organizations to debate, question, challenge and hold ourselves and others to account on this issue.

Session 2.1 facilitator's notes: Quiz questions and answers

1. What percentage of maternal deaths take place in settings of conflict, displacement and natural disaster? 42% 60% or 85%?

Answer: 60%

Source: World Health Organization (2015, 5 August). Reproductive Health in Humanitarian Emergencies Remains Fatal Omission. The Partnership for Maternal, Newborn & Child Health, www.who.int/pmnch/media/events/2015/iawg/en/

2. What percentage of the people who died in the 2004 Asian tsunami were women? 42% 60% or more than 70%?

Answer: more than 70%

Source: United Nations Population Fund (UNFPA), Women's Environment & Development Organization (WEDO) (2009). Climate Change Connections: Women at the Forefront, p 2, www.unfpa.org/sites/default/files/pub-pdf/climateconnections_1_overview.pdf

3. According to the United Nations, men account for which percentage of illiterate people: 33%, 50% or 71%?

Answer: 33%

Explanation: Where girls are less likely to be enrolled in school than boys, it follows that women are more likely to be illiterate. Illiteracy has an effect on many other aspects of women's lives.

Source : United Nations Statistics (2010). http://unstats.un.org/unsd/demographic/products/Worldswomen/WW2010pub.htm

4. According to the World Health Organization (WHO), how many women die each day during pregnancy or childbirth (on average): 200, 800 or 1,400?

Answer: 800

Explanation: Maternal deaths vary widely both between and within regions and countries, evidencing a high level of inequality. The high number of maternal deaths in some areas of the world reflects the fact that many women have little or no control over their fertility and reproductive health, which leads to them having children too young or too old. At the same time, inequities in access to health services, lack of skilled health professionals, distance from health services, poverty, lack of information and cultural practices are all factors that can prevent women receiving the care they need during pregnancy and childbirth.

Source: WHO (2013). Women's Health. Factsheet No. 334. http://www.who.int/mediacentre/factsheets/fs334/en/index.html

5. According to the WHO, what percentage of women aged 15-44 have experienced violence from their intimate partner or sexual violence in their lifetime: 15%, 25% 35%?

Answer: Recent figures indicate that 35% of women worldwide have experienced either intimate partner violence or non-partner sexual violence in their lifetime. On average, 30% of women who have been in a relationship experienced some form of physical or sexual violence by their partner. Globally, as many as 38% of murders of women are committed by an intimate partner.

Source: WHO (2013). Women's Health. Factsheet No. 334. http://www.who.int/mediacentre/factsheets/fs334/en/

6. How many refugees or displaced women in complex humanitarian settings have experienced sexual violence: 1 in 5, 1 in 15, or 1 in 30?

Answer: 1 in 5

Source: A. Vu, A. Adam, A. Wirtz, K. Pham, L. Rubenstein, N. Glass, C. Beyrer and S. Singh (2014). The Prevalence of Sexual Violence among Female Refugees in Complex Humanitarian Emergencies: A Systematic Review and Meta-Analysis. PLoS Currents. Public Library of Science.

7. 19% of landholders globally are women. What is the percentage of female landholders in conflict and post-conflict countries? 2%, 9% or 25%?

Answer: 9%

Source: UNHCR (2016). Syria Regional Refugee Response, Inter-agency Information Sharing Portal. http://data.unhcr.org/syrianrefugees/regional.php

Quiz questions and answers *(continued)*

8. On average what percentage of seats in national parliaments are occupied by men: 55%, 68% or 79%?

Answer: 79%

Explanation: Around the world, a lack of gender balance in decision making positions in government persists. Women continue to be under-represented in national parliaments, where on average only 21% of seats are occupied by women. In many societies traditional role divisions between men and women inhibit women taking on more roles and occupations in public life. And when they do, they are often faced with obstacles.

Source: Inter-Parliamentary Union (2013). Women in National Parliaments. http://www.ipu.org/wmn-e/world.htm

9. In 2010, of the 500 largest corporations in the world, how many had a female chief executive officer: 10, 23 or 75?

Answer: 23

Explanation: In the private sector, women are on most boards of directors of large companies but their number remains low compared to men. Furthermore, the 'glass ceiling' has hindered women's access to leadership positions in private companies. This is especially notable in the largest corporations, which remain male-dominated.

Source: Catalyst. http://www.catalyst.org/knowledge/women-ceos-fortune-1000

Session 2.2 Influencing positive attitudes to gender in humanitarian response (45 mins)

Session summary

This session consists of a 'fish bowl' discussion exercise to allow the group to think about challenging negative attitudes towards promoting gender equality and influence those views towards promoting change. The fish bowl methodology is used to get a rapid and participative debate going. Quieter members of the group may feel rather exposed being in the fish bowl so those entering the fish bowl should be volunteers. The session should equip participants with some useful responses to challenging questions about working on gender equality during emergencies. The session also aims to debunk some of the old myths and arguments that continue to circulate about emergencies being the wrong place to tackle gender inequality.

Preparation
- 4 chairs placed in the centre of the room
- Handout with questions and possible answers (to be given out at the end of the session)

Learning objectives
• To practise how to challenge resistance to working on gender in humanitarian situations, and how to foster understanding and influence positive attitudes

Timing	Activity	Resources
5 mins	**Introduction to the fish bowl exercise** Explain to participants that you would like them to participate in a fish bowl exercise to debate some common challenges that are sometimes put to promoters of gender equality in humanitarian situations. Those who do not want to debate can be involved through voting on who wins the argument. *Session alternative: the exercise can be done in groups of three with one person asking the questions, another responding, and the third observing and feeding back on how responses could have been strengthened.*	N/A
35 mins	**The fish bowl exercise** Ask for four volunteers to take the seats in the centre of the room. Explain that you will read out a question. The task of the four people seated is to take three minutes to debate the issue. Two people take one view; the other two people take a different view. The aim is to 'win' the argument.	Session 2.3 handout: 'The fish bowl: questions and possible answers'

Timing	Activity	Resources
	Read out the first question	

Q1. Everyone insists on calling it 'gender equality' but in reality it's only about women. Do you agree? Why/why not?
After three minutes stop the debate. Ask the 'public' (everyone else in the room) to vote with a show of hands which pair they think 'won' the debate. Offer any additional thoughts on possible responses.

Repeat with the other three questions. For each question, ask four new people to come into the fish bowl.

Q2. It is a luxury to consider gender issues in life and death situations and one that we can't always afford. The focus should be on saving lives. Do you agree? Why/why not?

Q3. Gender is too complex to address during a crisis. It should be left to those involved in long-term development as it requires long-term changes in attitudes and beliefs. Do you agree? Why/why not?

Q4. Emergencies are not an appropriate time to be trying to change cultural norms. Do you agree? Why/why not?

After the debate, provide a handout of possible responses to all four questions.

Timing	Activity	Resources
5 mins	**Wrap-up** This concludes Module 2. Remind people that in this module we have looked at what is meant by gender equality and women's rights, facts and figures about gender inequality, stereotyping and discriminatory views, and how to challenge negative views and champion change on gender in humanitarian action. Ask people to reflect on what they will take away from this module and how it will influence the way they carry out their work. Invite any thoughts to be shared.	Refer back to the programme schedule and learning objectives

Session 2.2 handout: The fish bowl: questions and possible answers

Q1. Everyone insists on calling it 'gender equality' but in reality it's only about women. Do you agree? Why/why not?
Possible answer: Achieving gender equality is not only about women. It involves understanding the relationship between women, girls, men and boys, and the way each is affected by disaster in different ways and each faces different risks. However, programming is often strongly focused on women and girls because they are almost always disproportionately affected by disaster, and face greater levels of discrimination on account of their gender and subordinate position in almost every society.

Q2. It is a luxury to consider gender issues in life and death situations and one that we can't always afford. The focus should be on saving lives. Do you agree? Why/why not?
Possible answer: It is not a luxury. There is a humanitarian imperative to provide protection and assistance to communities and individuals appropriate to their need – i.e. to provide equitable assistance and to contribute to the protection of civilians so that those at greatest risk receive the support they need. This must be based on an understanding of the vulnerabilities and capacities of different groups, including those who are disadvantaged and marginalized. This means we must pay attention to gender dynamics. When we have limited resources, we must ensure that they are used to assist those who are most affected and most vulnerable.

Q3. Gender is too complex to address during a crisis. It should be left to those involved in long-term development as it requires long-term changes in attitudes and beliefs. Do you agree? Why/why not?
Possible answer: It is not too complex. Indeed, it is as critical to address gender before, during and after an emergency as at any other time. Ignoring the different needs of women, girls, men and boys may result in unintentional harm and have serious implications for the protection and survival of people caught up in a crisis. Also, addressing gender equality in emergency programming sets a strong foundation for sustainable recovery.

Q4. Emergencies are not an appropriate time to be trying to change cultural norms. Do you agree? Why/why not?
Possible answer: It is appropriate and possible for cultural norms to shift during emergencies. Sometimes the social upheaval caused by disaster and conflict opens up opportunities for positive change, enabling women and men to take on more progressive gender roles (e.g. men having to share more of the caring responsibilities in the household; women assuming non-traditional economic roles; women assuming more prominent peace-building roles). These opportunities need to be seized, and the gains made by women supported so that after the emergency, gender roles do not slip back into the old status quo. Women's active engagement in shaping humanitarian response will support this process by ensuring that opportunities for progress are identified and acted on.

Module 3: The different impact of disasters and humanitarian response on women, girls, men and boys

Outcomes: Participants understand how humanitarian disasters and the response to them impact differently on women, girls, men and boys, and share good practice examples of humanitarian programmes where gender equality has been successfully promoted.

Session 3.1 How disasters impact differently on women, girls, men and boys (1 hour)
- To consider how disasters impact differently on women, girls, men and boys in both conflict and natural disaster scenarios, and to understand the reasons for gender-differentiated mortality

Session 3.2 Power walk through a disaster response scenario (45 mins)
- To explore the power issues that influence the extent to which different individuals in a community can survive and recover from humanitarian disasters, and the critical role that gender plays in these power dynamics

Session 3.3 Gender-responsive humanitarian programming (1 hour)
- To explore what gender-responsive humanitarian programming looks like by discussing examples of best practice
- To engage the interest of participants in learning how to develop this type of programme response

Total time: 2 hours 45 mins

Session 3.1: How disasters impact differently on women, girls, men and boys (1 hour)

Session summary

This session focuses on gender-differentiated mortality in disasters, and looks at the examples of climate-related disasters and conflict-related disasters.

Preparation

- PowerPoint slides
- Prepare Session 3.1 handout: 'Scenarios for group exercise' – one per participant
- Prepare Session 3.1 handout: 'Terminology for disasters and disaster response' – one per participant
- Read Session 3.1 facilitator's notes: 'Impact of disasters on women and men'
- Prepare flip chart paper and pens

Background reading

- For more on the issue of adolescence in humanitarian settings, see Plan International (2016). *A Time of Transition: Adolescents in Humanitarian Settings*. www.plan-international.org/publications/time-transition-adolescents-humanitarian-settings

Learning objectives
• To consider how disasters impact differently on women, girls, men and boys in both conflict and natural disaster scenarios, and to understand the reasons for gender-differentiated mortality

Timing	Activity	Resources
5 mins	**Introduction** Explain that we are looking at *how disasters impact differently on women, girls, men and boys in both conflict and natural disaster scenarios, and the reasons for gender-differentiated mortality* in different types of disaster. Arrange the participants in groups of four or five and allocate each group one of the three case study scenarios: flood, conflict or health epidemic. Give out the handout 'Scenarios for group exercise' and ask participants to read their scenario silently first.	Session 3.1 handout: 'Scenarios for group exercise'
25 mins	**Different types of disaster – small group discussion** Explain that in these small groups the participants should divide their flip chart paper in half and, labelling one half 'men' and one half 'women', try to identify and list what the potential impacts of their scenario on each are likely to be. They should write as many impacts as they can. While the groups are discussing, give out the handout 'Terminology for disasters and disaster response'. Share and discuss the results in plenary, drawing out the differences between the different types of emergencies. Then draw the participants' attention to the terminology handout and ask them to read through it, clarifying and going through any of the terms as required.	Session 3.1 handout: 'Terminology for disasters and disaster response'

Timing	Activity	Resources
20 mins	**Knowledge review** Review the results of the group exercise by discussing the key message that although men and women may suffer different impacts, it is nearly always the case that women are disproportionately affected because of discrimination. You may want to link this back to what was learned on intersectionality in Module 2. Review the points on slide 11.	PowerPoint Session 3.1 facilitator's notes: 'Impact of disasters on women, girls, men and boys'

Slide 11

The impact of disasters on women/girls and men/boys
- Both genders suffer during emergencies but they do so in *different ways*.
- More women than men die in natural disasters.
- More young men than young women die in armed conflict.
- Women are almost always disproportionately affected because of discrimination and their subordinate position due to their gender.
- Women tend to be more vulnerable to the effects of climate change and related disasters.

Show slide 12. Women tend to be more vulnerable to the effects of climate change and related disasters. Go through the reasons on the slide.

Slide 12

Climate change-related disasters
- Women are more vulnerable than men due to their multiple roles as food producers, guardians of health, caregivers and economic actors.
- Women depend more directly on natural resources (water, fuel, rain-fed agriculture).
- Women have fewer economic assets to rely on than men
- Violence against women rises.
- Female-headed households are likely to live in more precarious conditions.

Show slide 13. Living through conflict is experienced very differently by women and men. Their visions of peace may differ. The stereotyped notion of women as victims of conflict may belie their role as combatants and the important roles they play in conflict prevention and peace-building.

Timing	Activity	Resources
	Slide 13 **Impact of conflict on women and men** • Both women and men play roles as combatants, war-makers and peace-makers. • Both suffer sexual violence and rape used as a weapon of war, but women experience this disproportionately. • Women's role in conflict prevention and peace-building is often over-looked. • Growing awareness of gender inequality itself as a driver of conflict. Show slide 14. Women often demonstrate enormous *resilience* during disasters and can also act as powerful *agents of social change*. Disasters offer opportunities to harness women's untapped potential for leadership, with women repeatedly leading the mobilization of communities to prepare for and respond to disaster. **Slide 14** **Resilience and social change** • Women are not just victims of disasters; they demonstrate enormous resilience and can be powerful agents of change, preparing for and responding to disaster. • Their skills and capacities need to be harnessed within disaster management alongside those of men. • Disaster often opens up opportunities for women's empowerment and the transformation of gender roles.	
10 mins	**Wrap-up** Close by asking for and answering any questions and by saying that having looked at the *impact of disasters* on women and men, the next session will look more deeply at how the extent to which an individual is able to exercise power – according to their identity, including gender identity – impacts on their experience of disaster and their ability to engage with, and benefit from, humanitarian response. The final session in the module will look specifically at the different *impact of humanitarian response* to disaster on women and men.	N/A

Session 3.1 handout: Scenarios for group exercise

Flood
In 2010 and 2011, Pakistan faced a series of catastrophic floods, which worsened the prevailing conditions in the country. While floods in 2010 swept through most regions (KPK, Punjab and Sindh), the worst affected province in 2011 was Sindh, leaving more than 400 people dead and almost 7 million people displaced within the province. Women and girls were worst affected due to their existing vulnerable conditions, limited mobility and access to education and information, as well as cultural (Purdah) and social barriers that limited their access to aid and protection mechanisms. The response was criticized for being unable to provide assistance for people with specific needs (disabilities), those who lacked documents or had lost them, or who were separated from their family. After arriving in flood camps especially, women reported that there were neither sufficient arrangements for washing nor hygiene services for menstruating girls and women. These camps did not have formal security mechanisms and structures in place, except where people had organized their own watch groups. Children in the camps suffered from diarrhoea, malaria and other water-borne diseases. The health camps lacked proper medicines and female doctors /attendants to cater to the community.

Conflict, drought and violence
In 2011, as the Horn of Africa drought began to really bite in arid and semi-arid areas of northern Kenya, there was concern among local peace committee leaders in the districts of Isiolo and Meru about increasing levels of violence as competition for scarce grazing and water resources intensified. Animals owned by different pastoralist groups from Isiolo were increasingly encroaching on farmland in Meru, and animals owned by farmers in Meru were also increasingly deprived of adequate grazing and water. Major livestock losses loomed for both groups, and crop failure was imminent for Meru farmers. The local peace council members knew of several well-known locations in the area of Ilaut where reliable sources of water would enable access to considerable grazing resources, but livestock herders from both districts were afraid to go there because it was an insecure area, and there was no way to guarantee their own safety or that of their livestock. District and local peace committees from both Isiolo and Meru tried to convince the police to send their Anti-Livestock Theft Unit to the area to provide security, or else negotiate an agreement among the various livestock-owning communities to share the grazing area equitably. But the fear of commercialized cattle-rustling required more than just an inter-communal agreement. The committees' efforts failed and livestock losses during the drought in Kenya were substantial.

Health epidemic
In 2014 the Ebola epidemic reached the Liberian town of New Kru, 7km north west of Monrovia. The disease spread through human-to-human transmission via direct contact with the blood or other bodily fluids of infected people (through broken skin or mucous membranes) and with surfaces and materials (e.g. bedding, clothing) contaminated with these fluids. Fear fuelled stigmatization and rejection of those suspected of carrying the disease. Women were the main caregivers within households, and were responsible for washing the body during traditional burial practices. Many schools closed. The country's borders also closed, preventing women from engaging in their usual cross-border trading.

Session 3.1 handout: Terminology for disasters and disaster response

Conflict: An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals. Conflicts can be waged violently, as in a war, or non-violently, as in an election or an adversarial legal process.

Contingency planning: A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

Disaster: A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Disaster risk reduction: The concept and practice of reducing disaster risks through systematic efforts to analyse and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness and early warning for adverse events are all examples of disaster risk reduction.

Early warning system: The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Mitigation: The lessening or limitation of the adverse impacts of hazards and related disasters.

Preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent or current hazard events or conditions.

Recovery: The restoration (and improvement where appropriate) of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

Resilience: The ability of a system, community or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Response: The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called 'disaster relief'. The division between this response stage and the subsequent recovery stage is not clear-cut. Some response actions, such as the supply of temporary housing and water supplies, may extend well into the recovery stage.

Sources: United Nations Office for Disaster Risk Reduction (UNISDR) (2009). Terminology on Disaster Risk Reduction. www.unisdr.org/we/inform/publications/7817 and United States Institute of Peace. Glossary of Terms for Conflict Management and Peacebuilding. www.usip.org/peace-terms-glossary

Session 3.1 facilitator's notes: Impact of disasters on women, girls, men and boys

Women, girls, men and boys all suffer in emergencies, but they are affected in very different ways and face different risks. While women are the primary victims of natural disasters, young men are more often the primary victims during armed conflict. Men and boys face gender-specific vulnerabilities such as the loss of economic roles, boys often being targeted for recruitment during armed conflict, and sexual violence during conflict. Yet women and girls are almost always disproportionately affected.

Mortality during disasters
Eighty percent of the 43 million people displaced by conflict globally are women, children and young people.[1] A study of 141 countries found that more women than men are killed during natural disasters, and at an earlier age, particularly in poor communities:[2]
- In parts of Indonesia and India, more than 70% of those who died in the 2004 tsunami were female.[3]
- In the 1991 cyclone disaster in Bangladesh, which killed 140,000 people, 90% of the victims were female.[4]

The reason why women are disproportionately affected, particularly in situations of natural disaster, is because of the discrimination they suffer due to their gender.[5] This is because of their subordinate position within almost every society: they hold less power, have less access to decision making, control fewer resources, have more limited mobility, shoulder the burden of unpaid caring work, and are more vulnerable to gender-based violence.

During crises, this inequality and discrimination is magnified. Pre-existing structures, social roles and power relations determine that some people will be more affected than others. Gender, age, class, ethnicity, caste, religion, sexuality, (dis)ability and other factors all interact to determine a person's entitlements and ability to access resources and services, and thus their vulnerability and capacity to respond to disaster. Women are very often unable to access relief and benefit from humanitarian assistance as easily as men.

The example of climate change-related disaster[6]
The impacts of climate change and disaster magnify existing inequalities between men and women. Women tend to be more vulnerable to the effects of climate change and are affected in their multiple roles as food producers and providers, as guardians of health, as caregivers, and as economic actors.[7] They depend most directly on natural resources to provide for their families, being the main collectors of water and fuel; and most women farmers depend on rain-fed agriculture. Drought, saline intrusion into water sources, and erratic rainfall all cause women to work harder to secure resources such as food, water and fuel. This means that women have less time to earn an income, access education or training, or to participate in decision making processes. This, in addition to the fact that women make up the majority of the world's poor, means that climate change and disaster are likely to have disproportionately negative effects on them, potentially increasing their poverty and unequal status. Some examples of this are as follows:
- Female-headed households are often among the poorest and the most vulnerable to disaster and climate change as they may have little choice other than to live in precarious locations such as flood-prone lands or on steep slopes.
- Women tend to have fewer economic assets to rely on than men – e.g. less likely to own their own land, have access to credit, agricultural extension services, and transportation.
- Violence against women is known to rise in disasters. The risk is increased by: a lack of privacy and safety in camps or shelters; coercion to provide sex for good or services; and backlash against women who have taken on new leadership roles.

Impact of disasters on women, girls, men and boys *(continued)*

The different impact of conflict on men and women

The alarming rise in the number of civilian casualties of war since the last years of the 20th century has led to a greater focus on the different experiences of women and men who live through conflict. The conflicts of the 1990s such as Rwanda and the former Yugoslavia brought to public awareness the way in which rape is now used as a weapon of war, mainly against women, but also against men. Beyond sexual violence, men and women experience conflict very differently. Research by Zohra Moosa in Afghanistan, Liberia, Nepal, Pakistan and Sri Lanka[8] found that women and men living in conflict had very different perceptions of what peace would constitute. Men emphasized the absence of formal conflict and insecurity, and the establishment of formal structures such as governance, the justice sector, and infrastructure such as roads; women's understanding of peace tended to start at the level of family and community and included peace in the home, education, individual rights and freedoms (including freedom of movement), absence of domestic violence, and food security. These different visions of peace from women and men tell us much about their experiences of conflict.

In terms of the roles that men and women have historically played in armed conflict, women have played many roles – not just as survivors and victims of violence, but also as combatants, as supporters of the war effort, and as political leaders deciding upon war or peace. What is often forgotten is that women have also played important roles in non-violent resistance and peace-making – both in terms of peace negotiations and the rebuilding of communities and infrastructure post-conflict.

Recently there has been a growing awareness too of the role that gender inequality itself plays as a driver of conflict. For example, in South Sudan, high bride price can fuel cattle-raiding and conflict between tribes. In Afghanistan, women may be given to other families, tribes or communities to settle disputes or to compensate for a crime such as rape or murder against the family. We need to better understand how gender relations shape the fragility of states with the dual aim of securing women's rights and promoting peace and stability in these contexts.[9]

Impact of disasters on women, girls, men and boys *(continued)*

The specific needs of adolescents

There are also specific and special issues that are related to adolescent boys and girls – on the cusp between childhood and adulthood. Adolescents, due to their unique stage of development, are particularly susceptible to certain forms of threats and risks, which means they have certain needs for support that are specific to them. In humanitarian settings their needs may change, or new areas of concern may arise. These issues are starting to be better understood. For a useful summary, refer to the Plan International report, *A Time of Transition: Adolescents in Humanitarian Settings* (https://plan-international.org/publications/time-transition-adolescents-humanitarian-settings)

The research highlights the particular vulnerability of adolescent girls during disasters. As a result of existing gender inequality and discrimination, they are more likely to drop out of school, suffer from violence and discrimination, be exposed to sexually transmitted infections, marry early, become pregnant and lose their livelihoods.

Resilience and social change

Women are not just victims of disasters though; they demonstrate enormous resilience during disasters and can also act as powerful agents of social change. Women repeatedly lead initiatives to mobilize communities to prepare for and respond to disaster. The skills, experiences and capacities of women need to be harnessed alongside those of men for both preparedness and response work. Disasters often open up opportunities for positive change in gendered power relations and for harnessing women's untapped potential.

[1] www.womensrefugeecommission.org/144-take-action/1576-house-party-talking-points

[2] E. Neumayer and T. Pluemper (2007). *The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981-2002. Annals of the American Association of Geographers,* 97(3), 551–6

[3] Oxfam International (2005). *The Tsunami's Impact on Women. Oxfam Briefing Note.*
http://policy-practice.oxfam.org.uk/publications/the-tsunamis-impact-on-women-115038

[4] K. Ikeda (1995). *Gender Differences in Human Loss and Vulnerability in Natural Disasters: A Case Study from Bangladesh. India Journal of Gender Studies,* 2(2), 171–93.

[5] Neumayer and Pluemper op. cit.

[6] F. Gell (2010). *Gender, Disaster Risk Reduction, and Climate Change Adaptation: A Learning Companion.* Oxford: Oxfam GB.
http://policy-practice.oxfam.org.uk/publications/gender-disaster-risk-reduction-and-climate-change-adaptation-a-learning-compani-218230

[7] WEDO (2007). *Changing the Climate: Why Women's Perspectives Matter'*. New York: Women's Environment & Development Organization.
www.wedo.org/wp-content/uploads/changing-the-climate-why-womens-perspectives-matter-2008.pdf

[8] Z. Moosa, M. Rahmani and L. Webster (2013). *From the Private to the Public Sphere: New Research in Women's Participation in Peace-building. Gender & Development,* 21(3).

[9] L. Fooks (2014, 5 March). *Gender Inequality as a Driver of Conflict.* Oxfam Policy & Practice blog:
http://policy-practice.oxfam.org.uk/blog/2014/03/gender-inequality-as-a-driver-of-conflict

Session 3.2: Power walk through a disaster response scenario (45 mins)

Session summary

In this session participants go on a 'power walk' – an experiential way of highlighting the different impacts of disaster and humanitarian response on women, girls, men and boys. They will explore the role of gender identity in the power dynamics that enable a person to exercise his or her rights to humanitarian assistance and protection, and how this inter-relates with other social inclusion issues. It will enable participants to understand why it is crucial to consider gender in emergencies, and to link this to the gender injustices that existed before the emergency.

Preparation

- Read Session 3.2 facilitator's notes: 'Role-play context, characters and statements' and adapt to your country context. The environmental situation and issues should be appropriate (e.g. drought and food insecurity, climate change and migration, urbanization, conflict and displacement, rural/urban). Characters must be diverse in regards to sex and social status (e.g. educated vs non-educated, wealthy vs poor). The statements must be appropriate to the context and should clearly enable some of the characters to move forward but not others. There should be some in which women are restricted (e.g. visit latrine at night without fear for safety). *If possible, include characters from the lesbian, gay, bisexual, transgender and intersex (LGBTI) community to highlight the discrimination they may face.*
- Keep a printout of your adapted notes for the implementation of the role-play
- Prepare role-play cards, one for each participant, and each with a character description
- Do the exercise outside if possible as space is needed

Background reading

- Oxfam (2014). *Quick Guide to Power Analysis*. Oxford: Oxfam Programme Resource Centre. http://policy-practice.oxfam.org.uk/publications/quick-guide-to-power-analysis-313950

Learning objectives

- To explore the power issues that influence the extent to which different individuals in a community can survive and recover from humanitarian disasters, and the critical role that gender plays in these power dynamics

Timing	Activity	Resources
30 mins	**Introduce the power walk exercise** Make sure that participants are standing in a long line (preferably in a large space or open area). 1. Give each participant a card outlining the characteristics of the person she/he will play. Tell participants they should not reveal their role to anyone while doing the exercise and they must respond to the scenario read out by the facilitator as they imagine their character would. Ask them to consider factors such as their character's likely education level and literacy skills, financial status, social status, support networks and ability to advocate on their own behalf. To enhance the impact of the exercise, assign roles strategically – assign the less powerful roles to the more confident and outspoken participants and vice versa, or assign female roles to males and vice versa. 2. Read out the scenario while each person in the line considers what it would mean for their character. 3. Tell the participants they are starting as equals by standing in the same position in the line. Ahead of them is a better life where they are free from fear and want. Explain that you will read out a list of statements and they must listen, think about what the statement means for their character and either step forward, stay where they are or step back accordingly. 4. Read each statement. Between the statements the participants must move a step, either forward or backwards. 5. By the end of the exercise some characters will have moved forward a great deal, and others will have moved back, visually representing the different power they have in the disaster scenario.	Role-play character cards
10 mins	**Follow-up discussion** Ask participants to stay in position while you facilitate a short discussion. Ask people who have either moved backwards or have not moved at all how they feel. Who are their characters? Ask the people who have moved ahead how they feel. Ask participants why they think some characters were able to move forward quickly while others moved slowly or backwards. What factors impact negatively on their ability to achieve their rights? (E.g. level of education, sex, economic power, political power). What kinds of rights are these? (E.g. right to livelihood, right to basic services such as education, health, safe water, right to be safe, right to be heard, right to be treated as equal).	N/A

Timing	Activity	Resources
	Discuss the different vulnerabilities in terms of the different social inclusion issues and the cultural norms specific to the workshop context. What makes a person vulnerable considering the visible and invisible factors? For example:	

- cultural norms around marriage status – for example, in South Asia, widows suffer discrimination; in Wajir, north Kenya, polygamy is a common norm and there can be discrimination between wives, and between husband and wives;
- caste, class, ethnicity, age or religion – for example, Dalit caste in South Asia, Shia Muslim in parts of South Asia, etc;
- cultural norms regarding clothing and appearance – for example, long dresses and long hair made women more vulnerable to drowning in the Asian tsunami;
- cultural norms around roles and opportunities – for example, in the Indonesian tsunami, many women and girls died because they were unable to swim;
- health status (e.g. disability, pregnant, breastfeeding, HIV status);
- education (e.g. level of literacy);
- economic status (e.g. landowner, trader, farmer, casual labourer).

Timing	Activity	Resources
5 mins	**Wrap-up** Ask participants to return to their seats and reinforce key learning points as follows. Gender – often linked to other forms of identity such as class, caste, age, religion, ethnicity, (dis)ability, sexuality or marital status – is one of the main characteristics that prevent people from 'moving forward'. The way power is exercised means that an individual's identity determines their entitlements and ability to access and control resources, information and services and to participate in society. The intersection of social factors also determines the vulnerabilities and capacities of women, girls, men and boys in natural disasters and conflict. Understanding the power dimensions of a crisis situation helps us to identify the different factors that intersect to reinforce poverty for some members of the community, and to identify appropriate humanitarian response strategies which tackle marginalization and discrimination and ensure that all women, girls, men and boys have equal access to assistance and protection regardless of identity. The next session explores what gender-sensitive humanitarian programmes look like in terms of activities and impact.	N/A

Session 3.2 facilitator's notes: Role-play context, characters and statements

Role-play scenario

Severe flooding has caused the evacuation of your whole village and the government, assisted by several international non-government organizations (INGOs), has established a camp 10km away, on higher ground. Signs have been posted in the camp detailing food and other aid available. A community leadership group has been formed to participate in decisions around type of aid and distribution mechanisms. International aid staff are in the camp and are monitoring distributions.

Role-play characters and statements

(1) Characters

23 are provided here. You can change the characters to suit the context of the workshop

Woman, 46, married with four children, literate, member of the community leadership group

Man, 50, widower, five children, farmer, only has family in a town two hours' bus ride away

Man, 67, chief, large landowner

Woman, 30, widow, head of household, three children, successful trader

Woman, 37, HIV-positive, two children, single mother

Man, 18, illiterate, lives with his brother

Woman, 29, owns small trading business, recently married and six months' pregnant

Man, 38, physically disabled, not married

Girl, 10, lives with her aunt and uncle and their 10 children

Male, 31, teacher, single

Young orphaned woman, 18, looking after her five siblings, and selling fruit and vegetables in the local market

Widower, 35, looking after his three children and has to find casual labour as means of livelihood

Widow, 67, illiterate, lives with her son-in-law

Woman, breastfeeding her 9-month-old son, has a 3-year-old daughter, husband does seasonal work in another town

Man, 32, ethnic/religious minority, casual labourer, just married

Young woman, 18, married with two children, her husband's third wife

Deaf woman, 25, with three children, husband's second wife

Boy, 12, eldest of five siblings who help with the family livelihoods

Girl, 9, has six siblings who help with the household work

Policeman, 28, with four children

Businessman, 40, with two wives and eight children, owns commercial shops

Woman, 45, (primary education) with four children, member of the management committee of informal women's organization

Man, 46, religious leader, married with five children

Role-play context, characters and statements *(continued)*

(2) Statements

If you are able to access food aid easily, step forward.

If you are able to purchase or exchange items in return for additional food items, step forward.

If you are able to safely collect water at water points, step forward.

If you don't know what to do to manage diarrhoea (in yourself or your children) in the current situation, step backward.

If you feel unsafe using the latrine at night, step backward.

If you have no savings or assets, step backward.

If you are able to make a complaint about services provided by NGOs, step forward.

If you are able to get a paid job with one of the NGOs, step forward.

If you are not able to read and write, step backward.

If you participate in community meetings, step forward.

If you know what the aid agencies are providing to evacuees, step forward.

If you are not sure whether you need to pay for assistance, step back.

Session 3.2 facilitator's notes: Power dynamics during disaster response

Power relations
It is important to identify and explore the power dimensions of a given crisis situation. This helps us to better understand the different factors that interact to reinforce poverty. It will also help us to identify appropriate strategies and entry points for our programmes.

Intersectionality
Gender interacts with other factors such as age, ethnicity, caste, class, religion, marital status, and geographical location to determine an individual's entitlements and ability to access and control resources, information, and services and to participate in a given society. This intersection of social factors also determines the vulnerabilities and strengths of women, girls, men and boys in both natural disasters and conflict. For example, in South Asia, a married, uneducated 35-year-old woman from the Dalit caste will have limited opportunities and mobility.

Disasters and emergency response are not gender neutral
We saw in the previous module that women, girls, men and boys are affected differently by disaster and therefore have different needs, vulnerabilities and capabilities due to their different roles and responsibilities. They are also affected differently by the way in which humanitarian aid is delivered. For example, where men are seen as providers for the family and/ or own more expensive assets than women, women's assets may not be considered in damage assessments; therefore women may not receive assistance to resume their productive roles. Or where temporary emergency shelters are unsafe and inadequate for women/girls to undertake daily responsibilities such as collecting water/firewood, caring for children and cooking, they are put at risk of sexual violence – and subsequently of contracting HIV – and their domestic burden increases, giving them less time to pursue extra income/educational opportunities. These gender aspects of crises are often overlooked and invisible when interventions are planned.

Gender roles and relationships are not static and can change in a disaster situation, often according to how humanitarian agencies respond in the aftermath of a crisis.

These changing power dynamics can have a negative impact, which increases vulnerabilities. For example:

- Levels of domestic violence can increase when male breadwinners are stressed and humiliated by losing jobs and livelihoods, and consequently their status.
- Women and girls may become more vulnerable to sexual abuse and exploitation – for example, because of the way WASH and shelter facilities are provided.
- Single female or male-headed households can be further marginalized by not being able to access emergency services or meetings because of childcare responsibilities.

Power dynamics during disaster response *(continued)*

However, changing power dynamics can also mean new opportunities for positive change in the balance of power between men and women, including towards greater gender equality, which can help foster longer-term peace and development. For example:

- Women may learn new skills to meet increased economic responsibilities, which enable them to engage in income-generating work, giving them more financial independence.
- Campaigns/advocacy can focus on and work with organizations promoting the following: lobbying for government implementation of UN Security Council Resolution 1325, which calls for women's equal participation in all peace-building and post-conflict reconstruction; land and property rights for women (e.g. advocating for the granting of land titles to women); before gender-sensitive legal reform and access to justice (e.g. campaigning against discriminatory legislation on domestic violence).

Vulnerabilities and risks are always context-specific
So our response to an emergency should be informed by an analysis of the vulnerabilities and risks in each situation, not by assumptions and generalizations.

Consultation
When analysing a situation, who you consult with has implications not only for what you hear and understand but also for what your response options are likely to be. Women and men often highlight different concerns and bring different perspectives, experiences and solutions to the issues. A clear and accurate picture of a situation cannot be attained if 50% or more of the population has not been consulted.

Session 3.3: Gender-responsive humanitarian programming (1 hour)

Session summary

This session begins to build the picture of what a gender-responsive humanitarian programme might look like (activities and outcomes). The session will also give the facilitator an idea of how much participants already understand about the issues. The session engages the participants' interest in learning how to develop this type of programme response.

Preparation
- PowerPoint
- Read Session 3.3 facilitator's notes: 'The impact of addressing gender in humanitarian programming'
- Read Session 3.3. facilitator's notes: 'Why gendered power relations matter in humanitarian response'
- Prepare Session 3.3 handout: 'Case studies: Ethiopia and Haiti'
- Prepare flip chart paper and pens
- Video clip of the Asian tsunami emergency response programme (2004) showing good practice from Oxfam and partners (for Part 3).(7-minute video). If available, use a video clip from a programme in the country where the training is taking place instead

Background reading
- IASC (2006). *Women, Girls, Boys, Men: Different Needs - Equal Opportunities, Gender in Humanitarian Action;* also IASC (forthcoming). *The Gender Handbook for Humanitarian Action.* www.un.org/en/pseataskforce/docs/iasc_gender__in_humanitarian_action_en.pdf
- Oxfam (2012). *Gender Sensitive Response and Recovery: An Overview.* Oxford: Oxfam GB. http://policy-practice.oxfam.org.uk/publications/gender-sensitive-response-and-recovery-an-overview-247191
- Oxfam (2012). *Post-disaster Humanitarian Work. Gender & Development,* 20(2).
- F. Gell (2010) *Gender, Disaster Risk Reduction and Climate Change Adaptation: A Learning Companion.* Oxford: Oxfam GB.
- M. Ciampi, F. Gell, L. Lasap and E. Turvill (2011). *Gender and Disaster Risk Reduction: A Training Pack.* Oxford: Oxfam GB.

Learning objectives

- To explore what gender-responsive humanitarian programming looks like by discussing examples of best practice
- To engage the interest of participants in learning how to develop this type of programme response

Timing	Activity	Resources
15 mins	**Brainstorm: what does a gender-responsive programme response look like?** Elicit ideas on what a humanitarian programme looks like when gender equality is addressed well, what it looks like when gender equality is not addressed, and how this leads to different outcomes for women and men. Identify and point out any key themes emerging. Emphasize any ideas which emerge relating to gender-differentiated impacts and root causes of these. Sum up the discussion and add supplementary ideas from the facilitator's notes.	Flip chart paper Session 3.3 facilitator's notes: 'Impact of addressing gender in humanitarian programming'
15 mins	**Oxfam video of good practice** Show the video illustrating good practice regarding gender-responsive humanitarian programmes during the Asian tsunami. Ask participants what the main lessons from the video are. Go through the key points from the video: • Many more women died than men because few women could swim or climb trees, and the women were at home when the tsunami struck, while men were out fishing. • Surviving but widowed fathers faced particular hardships and so were targeted by Oxfam for support. One man interviewed had lost his wife, and needed to stay at home to look after his fearful children, so was not able to go out to work and earn money. He was coping with grief and anxiety and grateful for the support of a local organization that offered counselling. • Young women were trained as carpenters and masoners in Sri Lanka as part of reconstruction efforts. This gave them the skills to build their own houses with a tremendous sense of empowerment – a good example of opportunities thrown up by a disaster for women to take on new economic roles.	Video: Oxfam's response to the Asian tsunami
15 mins	**Presentation on local good practice** Oxfam Country Gender Advisor shares a case study of a success story or example of good practice on gender equality in humanitarian practice from the relevant country, preferably drawing on the programme experience of one or more partner organizations. This should briefly describe the context, key elements of the gender analysis, how this informed programme design, and what the impact of the programme has been on gender equality and women's rights. The aim here is to help build the picture of why gender equality matters in emergency situations, and to demonstrate the impact that can be achieved if the right questions are asked at the start of an emergency. If no local case study is available, present the case study from Ethiopia and Haiti.	Session 3.3 handout: 'Case studies: Ethiopia and Haiti'

Timing	Activity	Resources
10 mins	**Module review** Review the following learning points from the facilitator's notes, 'Why gendered power relations matter' • Disasters and emergency response are not gender neutral. We need to understand the gender-specific vulnerabilities and risks in each crisis situation and ensure that this analysis informs programme design. • All protection and assistance activities must be planned and implemented in ways that benefit women and men equally, taking into account an analysis of their different needs and vulnerabilities as well as their capacities. • The different ways that women, girls, men and boys are impacted by humanitarian response must be carefully monitored. • Gendered roles and power dynamics are not static; they may change according to how humanitarian agencies respond in the aftermath of a crisis, with either negative or positive impacts on gender equality. • Crises often offer opportunities for positive change in the power balance between women and men, and these need to be seized and acted on. • Promoting gender equality in crisis situations is not a luxury. It is about contributing to gender justice and helping women as well as men to claim their human rights.	Session 3.3 facilitator's notes: 'Why gendered power relations matter in humanitarian response'
5 mins	**Wrap-up** Close by summarizing that this session has explored what a gender-responsive programme might look like. Over the coming days we will look in more detail at how to design and implement such a programme. We will begin this in the next session by preparing an exercise to simulate a humanitarian response.	

Session 3.3 facilitator's notes: The impact of addressing gender in humanitarian programming

What a humanitarian programme looks like when gender equality is addressed well, what it looks like when gender equality is not addressed, and how this leads to different outcomes for women and men.

During and in the aftermath of conflicts and crises, women and girls are often excluded from recovery, reconciliation and peace negotiation processes, their skills and potential contribution often going unrecognized.

When humanitarian programmes take into account how women, girls, men and boys are affected differently by crises, and when their different needs, capacities and contributions are recognized:
- the different needs of women and men can be met, and both benefit equally;
- neither are put at further risk (e.g. of sexual exploitation and abuse by humanitarian staff, peace-keeping forces or other perpetrators);
- a strong basis is laid down for the transition to gender-responsive longer-term rehabilitation and development work;
- the resilience of women and men, and their capacity to cope with and recover from future crises, will be strengthened.

When programmes **fail** to take into account that women, girls, men and boys are affected differently by crises:
- existing inequalities will deepen;
- targeted efforts to promote gender equality and women's rights will be less effective;
- humanitarian effectiveness will decrease (in terms of lives and livelihoods saved);
- progress towards achieving other development goals will be reduced.

UN Women's research on the effect of gender equality programming on humanitarian outcomes (2015) has developed a measure for Gender Equality Programming (GEP), which beneficiaries contribute to the scoring of. This measure has demonstrated that GEP can make a significant difference to humanitarian outcomes in slow onset, rapid onset, refugee camp and post-conflict settings.

Session 3.3 facilitator's notes: Why gendered power relations matter in humanitarian response

1. Disasters and emergency response are not gender neutral! Women, girls, men and boys are affected differently by disaster and therefore have different needs, vulnerabilities and capabilities due to their different roles and responsibilities. Programme responses should be informed by an analysis of gender-specific vulnerabilities and risks in each situation, and not by generalizations or assumptions.

2. The way humanitarian aid is delivered matters. Women, girls, men and boys are affected differently by the way in which humanitarian aid is delivered. For example:
- Where men are seen as providers for the family and/ or own more expensive assets than women, women's assets may not be considered in damage assessments; therefore women may not receive assistance to resume their productive roles;
- Where temporary emergency shelters are unsafe and inadequate for women/girls to undertake daily responsibilities such as collecting water/firewood, caring for children and cooking, they are put at risk of sexual violence – and subsequently contracting HIV – and their domestic burden increases, giving them less time to pursue extra income/educational opportunities.

These gender aspects of crises are often overlooked and invisible when interventions are planned.

3. Gendered roles and power dynamics are not static. They change in disaster situations, often according to how humanitarian agencies respond in the aftermath of a crisis. These changing power dynamics can have a negative impact, which increases vulnerabilities. For example:
- Levels of domestic violence can increase when male breadwinners are stressed and humiliated by losing jobs and livelihoods, and consequently their status;
- Women and girls may become more vulnerable to sexual abuse and exploitation – e.g. if WASH and shelter facilities do not allow for safe and private access for women and girls;
- Single female or male-headed households can be further marginalized by not being able to access emergency services or attend meetings because of childcare or other domestic responsibilities.

4. New opportunities. On the other hand, changing power dynamics in crisis situations can also open up new opportunities for positive change in the balance of power between men and women. For example:
- Women may learn skills to enable them to engage in new forms of income-generation and take on greater economic responsibilities, giving them more financial independence;
- Men may take on reproductive responsibilities such as more childcare and household chores, thus freeing up women's time to take on new economic, political or educational activities;
- Women's empowerment may be greatly enhanced by crisis interventions that include lobbying for: government implementation of UN Security Council Resolution 1325, which calls for: women's equal participation in peace-building and post-conflict reconstruction; land and property rights for women; and gender-sensitive legal reform and access to justice (e.g. campaigning against discriminatory legislation on domestic violence).

5. Gender justice. Promoting gender equality in crisis situations is not a luxury. It is about contributing to gender justice, and helping women as well as men to claim their human rights.

Session 3.3 handout: Case studies: Ethiopia and Haiti

Food assistance in Ethiopia: why gender analysis matters
Drought, worsened by the effects of the El Niño weather phenomenon, has had a devastating impact on the lives and livelihoods of Ethiopians. According to the Government of Ethiopia and the inter-agency mid-meher and meher seasonal assessments (the main crop production season), the number of people who required food assistance in December 2015 was 10.2 million, making Ethiopia home to the largest acutely food-insecure population in the world.

In order to better understand the emergency situation and to respond based on the different strategic and practical needs of women, girls, men and boys, Oxfam and CARE Ethiopia each conducted a gender analysis during March and April 2016. The analysis showed that women (including pregnant and lactating mothers) are deprioritized in household food consumption. Most importantly, the analysis revealed that polygamous households face a disproportionate degree of vulnerability, as humanitarian assistance may be shared out more thinly among the wives and children. Other vulnerable groups identified include female-headed households, elderly women and disabled people. The evidence in the report is being used to support the demand for increased food rations for polygamous households in future assistance in these regions.

Source: Oxfam (2016). Consolidated Gender Analysis for the Ethiopian Drought Response.
http://policy-practice.oxfam.org.uk/publications/consolidated-gender-analysis-for-the-ethiopian-drought-response-620088

Case studies: Ethiopia and Haiti *(continued)*

Oxfam's response to the cholera outbreak in Haiti
In the cholera outbreak that followed the 2010 earthquake in Haiti, Oxfam was engaged in epidemiological monitoring, distribution of water treatment products, construction and rehabilitation of water and sanitation infrastructure, and public awareness-raising. As part of its cholera prevention work, Oxfam installed chlorine dispensers in some villages, which helped communities disinfect their own water. This effort helped reduce the likelihood of family members getting sick from water-borne diseases. And this, in turn, reduced the time burden on women, who were responsible for taking sick family members to health centres or hospitals, which were often very far away.

Gender discrimination and cultural practices play key roles in how women have come to have primary responsibility for families' water, sanitation and hygiene (WASH) needs. Oxfam used gender analysis to ensure that its WASH programmes were non-discriminatory, and took women's perspectives into consideration. Oxfam provided training for WASH committees in temporary camps, emphasising the differing needs of men and women with respect to WASH, so as to avoid a sense among men that programmes were only for women. Although all residents were able to volunteer to serve on committees, Oxfam made it a point to ensure that all committees had women members.

Women on these Oxfam-trained WASH committees sometimes became pivotal community organizers. For example, Esline Belcombe, a 25-year-old widow (her husband died in the earthquake), became president of one of the water committees in the sprawling Corail camp outside Port-au-Prince, home to 20,000 internally displaced persons (IDPs), in May 2011. She took on the responsibility of explaining to her fellow camp residents why they had to pay a fee of 5 Haitian gourdes for a gallon bucket of water. For the first 12-18 months after the earthquake, camps had received their water for free, with Oxfam and other humanitarian agencies covering the cost. She informed residents that their fees paid for such things as trucking in water. She also took the lead in organizing a local refuse removal company, made up of camp residents, which would employ camp youth. She told Oxfam, 'This is our community now, and we should be responsible. I feel happy and proud to be involved in this work, despite our difficulties here.'

It is important to note that gender analysis and a gender-sensitive approach do not equate with targeting resources to women. In fact, many humanitarian actors in Haiti targeted their cholera treatment and prevention activities to women, assuming that since women usually procure household water supplies, they are more likely to come into contact with contaminated water. But it is absolutely essential to challenge such assumptions based on actual field data. In Haiti's Artibonite Department (province), where the epidemic started, there is evidence that cholera disproportionately affected men, although the reasons for this are not clear. Oxfam therefore targeted both men and women in its cholera programming.

Source: M. Cohen and F. Joseph (2014). Urban Disaster Response and Recovery: Gender-sensitive WASH Programming in Post-earthquake Haiti. http://policy-practice.oxfam.org.uk/publications/urban-disaster-response-and-recovery-gender-sensitive-wash-programming-in-post-311058

Module 4: Simulation exercise: thematic programming – preparation

Preparation exercise : For main module see Day 2 and Annex 1

Session 4.1: Simulation exercise preparation (30 mins)

Session summary

This preparation session is purely to set up the exercise for the following day and give participants time to do their own reading and research.

Preparation

- Read Session 4.1 facilitator's notes: 'Instructions for simulation exercise'
- Read through all session handouts and facilitator's notes in Annex A – being clear which ones are given out at the beginning and which are given out during the simulation
- Prepare Session 4.1 handout: 'Hatuk scenario'
- Copies of the most up-to-date IASC tools for the sector. Two copies for each of the three sector-specific groups: WASH, Shelter and Livelihoods
    a. Sector-specific chapters from IASC (2006) *Women, Girls, Boys and Men. Different Needs – Equal Opportunities. Gender Handbook for Humanitarian Action* or IASC (forthcoming 2017). *The Gender Handbook for Humanitarian Action* https://www.humanitarianresponse.info/system/files/documents/files/Gender%20Handbook.pdf
    b. IASC Gender Marker Tip Sheets: WASH, Food Security 2, Shelter https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english (Summaries for the three sectors are included in Annex A)
    c. IASC guidelines on GBV (2015) http://gbvguidelines.org/ (Summaries for the three sectors are included in Annex A)

Learning objectives

- To practise gathering and assessing gender-related information for a thematic programme in the early phase of a humanitarian response (using situation reports, observation, interviews, focus group discussions)
- To practise encouraging the participation of women, girls, men and boys in assessment and planning
- To practise incorporating gender-sensitive activities into programme planning, and devising gender-sensitive indicators to monitor impact
- To map activities related to different parts of the humanitarian programme cycle onto the wall. These will be referred to throughout days 3, 4 and 5
- To reflect on the leadership necessary to drive effective gender-sensitive humanitarian assessment and planning processes

Timing	Activity	Resources
10 mins	**Introduction to the simulation exercise** **Give participants an overview** of the exercise. Tell them you are going to do a simulation exercise to practise gathering and assessing gender-related information for a thematic programme in the early phase of a humanitarian response, and use it to design a gender-sensitive programme plan. There will be three groups, each taking a different sector: WASH, livelihoods and shelter. This exercise is based on one used in the IASC online training course on Gender in Humanitarian Action. If participants have been able to do that course (suggested as preparation for this course), they will already have done this simulation online for one or more sectors and should now choose to work on a different sector. **Divide participants** into three groups: WASH, livelihoods and shelter. Give each group the Session 4.1 handout: 'Hatuk scenario' (same scenario for each of the three groups). Explain the process for using Session 4.1 facilitator's notes: 'Instructions for simulation exercise' Vote or nominate three strong group leaders as moderators for the three sector groups. These could be participants or co-facilitators and should represent the strongest humanitarian experience in the room. Provide a copy of Annex A to each of the three moderators and ask them to study the process carefully in preparation for Day 2. The handouts will need to be printed, cut out and handed to the group as slips of paper at the appropriate moment in the exercise.	Session 4.1 handout: 'Hatuk scenario' Session 4.1 facilitator's notes: 'Instructions for simulation exercise' Three sets of the detailed instructions for the moderators of WASH, shelter and livelihoods
20 mins	**Reading time** Give the participants time to read the Hatuk scenario and the available gender guidance in detail and make any notes they wish to. The facilitator should circulate around the groups and discuss any questions and issues that have arisen during the day. All other handouts should NOT be shared with the participants until the drama begins!	N/A

Session 4.1 facilitator's notes: Instructions for simulation exercise

Instructions for simulation exercise

Explain that each group will be given the same scenario of a multi-agency response to extreme flooding and internal displacement in an urban environment. Together they will play the role of a humanitarian assessment and planning team. There is an element of role-play in the exercise, with some participants taking on other roles at certain points.

The task of each group is to gather and assess gender-related information that will enable them to plan, implement and evaluate a humanitarian programme that meets the needs of women, girls, men and boys in their chosen sector. The assistance proposed must address the community's needs in a way that ensures gender equality in implementation.

Each group will work together to review a current status report for their sector, hold a focus group session, make observations in the community, interview a community member, analyse the information, review some case studies and draft a report. They will then review the current cluster plan for their sector and, based on their assessment findings, propose how it can be revised and improved to make it more gender-sensitive. Finally, they will propose gender-sensitive indicators for monitoring and evaluation.

The objectives of the exercise are to learn how to conduct an assessment and design a response for a gender-sensitive humanitarian programme, and to consider what leadership means in this context. Specifically:

- to gather and assess gender-related information for a thematic programme in the early phase of a humanitarian response;
- to incorporate gender-sensitive activities into programme planning and implementation;
- to monitor gender equality programming using checklists;
- to encourage the full participation of women, girls, men and boys;
- to demonstrate the leadership qualities necessary to ensure that a quality assessment and planning process takes place.

Participants should take note of the last objective, in particular what leadership roles are taken on by whom, how leadership emerges and changes during the exercise, and what leadership role they choose to take on themselves, if any.

The exercise will give participants practical experience of using various sectoral IASC assessment tools. Remind participants that on Day 2, Session 7.1 on 'Gender analysis', a number of other sector-specific assessment and planning tools are mentioned (Oxfam's pocket guide to gender in humanitarian programmes; Women's Refugee Commission livelihoods guide; Care's Rapid Gender Analysis tool). These won't be used in this exercise but could be explored later.

They have approximately 1 hour 30 mins for the exercise so they need to work fast – this is a simulation of an emergency! They then have 15 mins to reflect on the exercise in their group.

Finally, all three groups will reconvene in plenary to discuss the experience and share what they have learned and apply it to the project cycle.

Session 4.1 handout: Hatuk scenario

Hatuk scenario

For the past six weeks the fictional coastal country of Hatuk has been hit by torrential storms, excessive rainfall and extreme flooding. Many families have lost their homes and thousands of people have been killed or are internally displaced (IDPs). The total number of newly displaced people in Hatuk is estimated at 235,000. Humanitarian assistance is urgently needed to aid those affected. Numerous agencies are responding to the crisis. Several humanitarian 'clusters' and 'areas of work' are represented and the humanitarian response is already under way.

You are part of a team of programme managers and WASH specialists who have been sent to the capital city of Hatuk to respond to this humanitarian crisis and work with the internally displaced community in the affected areas. Your task is to assist in gathering and assessing information so that you are able to propose and evaluate an effective WASH programme plan that is gender-sensitive and based on the needs identified by the community.

Pre-disaster Hatuk

Small villages and rural areas: Many people live in small villages and rural areas with simple housing made from local materials.

Capital city: Hatuk has a population of 4 million. Most people live on less than $2 a day. Population growth, increased food demand and climate change have all contributed to spikes in food prices that have left thousands hungry. Protests, primarily in the capital, the largest city in the country, have recently occurred. The capital city had an estimated population of 2.5 million before the disaster.

Brick factories: Several small towns have brick-making factories. Bricks, used for constructing homes and buildings, are traditionally produced by women in Hatuk.

Large agricultural areas: Hatuk is a traditional pastoralist society. Its economy relies heavily on agricultural farming and livestock. Men and boys typically harvest crops and tend the farms; women and girls typically prepare meals for their families.

Main central market: Many of the stands in the main central market are managed by women.

Schools: Hatuk's education system ranks highly; the literacy rate for girls and boys is 15 percent higher than in neighbouring countries.

Post-disaster Hatuk

Humanitarian Coordination Office: The United Nations Office for Coordination of Humanitarian Affairs (OCHA) reported 3,021 deaths, 2,333 missing persons, and 4,020 injured. Altogether, approximately 360,000 people are affected.

Severely damaged houses: A significant segment of the population has suffered damage to houses and loss of household items. Emergency supplies are running low.

Destroyed bridges and flooding: Some bridges were destroyed, some roads were blocked and large agriculture areas were flooded.

Flooded crops: There is major loss of crops. The worst affected population is farmers and their families, who suffer from the damage to their houses, loss of household items and loss of crops, adding to their already existing economic difficulties.

Hatuk scenario *(continued)*

Damaged health centres: Many health centres are closed due to damage and flooding. The temporary health centres have low stocks of medical supplies and, due to flooding, resupplying these centres is impossible.

Damaged schools: Many schools are closed due to damage and flooding. Those that were partially damaged are being used as temporary shelters.

IDP camps: Families and individuals who suffered loss of or damage to their homes are seeking shelter in IDP camps that are fast becoming overcrowded. The population is suffering protection problems related to the care of unaccompanied children and older and disabled persons. The number of reported incidents of gender-based violence is increasing.

DAY 2

Gender in humanitarian settings: the need for leadership

Aims: To enable participants to understand the issues and scale of the challenge involved in embedding gender in humanitarian assessments and programme planning and the need for strong gender leadership. To share the experiences of various inspirational leaders, explore the concept of 'gender leadership', and introduce a feminist leadership model.

Module 4 (continued): Simulation exercise: Hatuk scenario – thematic programming (shelter, WASH and livelihoods) (2 hours 30 mins)

Module 5: The need for gender leadership (3 hours 30 mins)

Training time for the day: 6 hours

Session 4.2: Simulation exercise (2 hours 30 mins)

Session summary

This is a simulation exercise based on one used in the IASC online training course on Gender in Humanitarian Action. Participants will conduct an assessment and design a response for a gender-sensitive humanitarian programme that meets the needs of women, girls, men and boys. They will work in small groups on the same scenario but planning gender-sensitive interventions in different sectors: WASH, livelihoods and shelter. If there is particular interest from participants in another sector (education, camp coordination and management, non-food items, health, food), the exercise could be adapted by the trainer according to the material in the IASC course.

The exercise will give the facilitator a good idea of the level of understanding that participants have of the issues. It is also a 'leveller' because those newer to this area of work have a chance to catch up by observing others.

Preparation

- Video clip: 'Good teamwork and bad teamwork' (only the first three clips on penguins, birds and crabs: 1–3 mins each.) https://www.youtube.com/watch?v=fUXdrl9ch_Q&ebc=ANyPxKqgna_WPQl6C2YhIA33lXswr5Xz011NhR9NXWd0FOJd2B49k6ClC-DgB7894yvk_Ydzy2uC

- The participants should have prepared for the session in Session 4.1 (Day 1) and have their copy of the Hatuk scenario

- Notes for the three sector moderators should be given in advance alongside other scenario notes (see Annex A for the moderator notes)

- Create a visual of the project cycle onto a white board or a large space on the wall using coloured paper and Blu-Tack. Learning from the simulation will be annotated onto the project cycle

- Copies of the most up-to-date IASC tools for the sector (two copies for each of the three sector-specific groups):

  - Sector-specific chapters from IASC (2006) *Women, Girls, Boys and Men Different Needs – Equal Opportunities. Gender Handbook for Humanitarian Action or IASC* (forthcoming). *The Gender Handbook for Humanitarian Action*. https://www.humanitarianresponse.info/system/files/documents/files/Gender%20Handbook.pdf

    a. IASC Gender Marker Tip Sheets: WASH, Food Security 2, Shelter. https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english (Summaries for the three sectors are included in Annex A)

    b. IASC guidelines on GBV (2015). http://gbvguidelines.org/ (Summaries for the three sectors are included in Annex A)

- Prepare handout Session 4.2: 'Checklist for integrating gender into each stage of the humanitarian programme cycle'

Learning objectives

- To practise gathering and assessing gender-related information for a thematic programme in the early phase of a humanitarian response (using situation reports, observation, interviews and focus group discussions)
- To practise encouraging the participation of women, girls, men and boys in assessment and planning
- To practise incorporating gender-sensitive activities into programme planning, and devising gender-sensitive indicators to monitor impact
- To map activities related to different parts of the humanitarian programme cycle onto the wall. These will be referred to throughout days 3, 4 and 5
- To reflect on the leadership necessary to drive effective gender-sensitive humanitarian assessment and planning processes

Timing	Activity	Resources
5 mins	**Warm-up on teamwork** Since the simulation exercise will require a high degree of teamwork, get participants in the right mood by showing some short video clips on good teamwork and bad teamwork. Discuss the different elements of working together.	Video clip (as above)
1 hour 35 mins	**Simulation** The group splits into three. The moderators each lead a sector session, taking them through the exercises as they appear in the moderator notes. Role-play and scenario cards and handouts are included in the moderator notes and have to be prepared and given out sequentially as the group goes through the simulation. The facilitator can go around the groups and encourage debate and particularly good role-play and drama. Each group should use the tools that are photocopied, or use the handouts.	One copy of each of the three sets of moderator notes Photocopies of all of the IASC tools plus two copies for each of the three sector groups Hatuk scenario handout from Session 4.1 (Day 1) Scissors
15 mins	**Group reflection** At the end of the activities each group discusses the activity in plenary and creates a flip chart listing key insights and new information they learned from the experience.	N/A

Timing	Activity	Resources
20 mins	**Reflection in plenary** Each sector group discusses what they learned, including their revised cluster plan. Each moderator then feeds back on the experience of leadership to the group, as mentioned in the moderator notes.	N/A
15 mins	**Wrap-up: applying gender in the programme cycle** Display the flip charts from the small group discussions. Create the diagram as below in paper on the wall or display on slide 1.	PowerPoint

Slide 1
Humanitarian Programme Cycle

Source: UN OCHA, Visual Information Unit
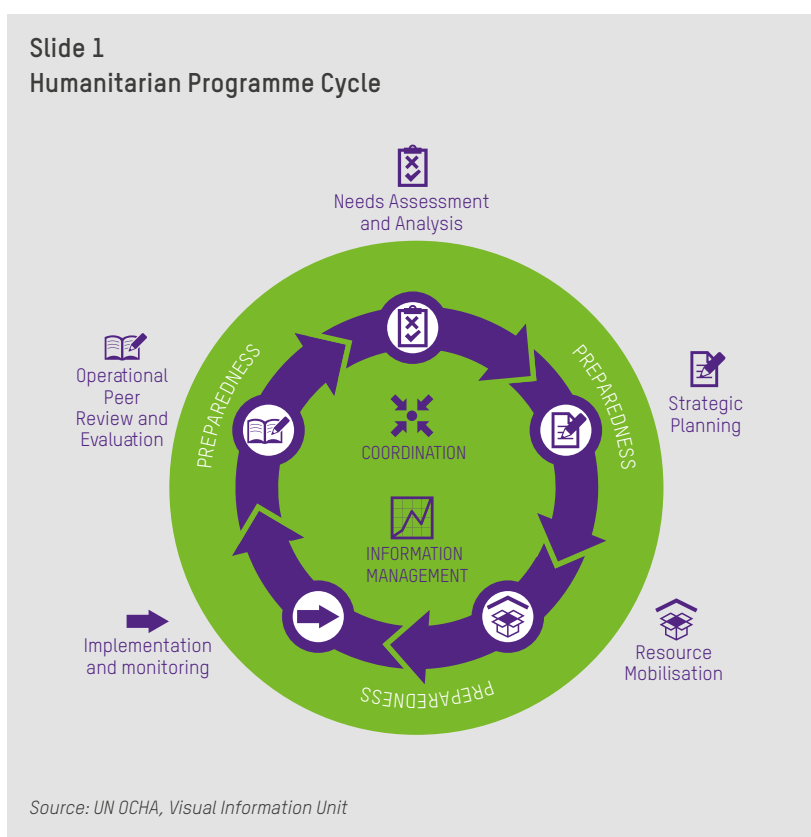
Talk through the programme cycle, and ask participants to relate it to their practical flip charts and think back to activities that were done during the simulation. Share the handout for Session 4.2: 'Checklist for integrating gender into each stage of the humanitarian programme cycle' as a reference point for participants as they go through the course. Note that all will be covered over the duration of the course.

Explain that this visual of the project cycle is our guide as we go through the training, exploring different moments and places in the cycle. We will return to it again, particularly when we look at gender mainstreaming and targeted actions (Session 7.4, Day 3, page 169).

Session 4.2 handout: Checklist for integrating gender into each stage of the humanitarian programme cycle

The checklist below lists gender equality entry points at each phase of the humanitarian programme cycle (HPC).

HPC phase	Key gender equality actions
Preparedness	• Consider how gender can be incorporated into all preparedness activities from the gender balance of stakeholder meetings, emergency simulations and communities of practice, to training of staff on gender in humanitarian action. • Ensure that sex- and age-disaggregated data and gender analysis are integrated robustly into baseline data collection, assessments, information systems, communications and advocacy. • Participate in the creation and implementation of minimum gender equality standards in preparedness for sectors. Ensure that monitoring facilitates re-tracking to effectively address gender, age and diversity issues. • Identification of and coordination with local organizations representing women and girls, including those with disabilities and other marginalized groups.
Needs assessment and analysis	**Initial rapid assessments** • Collect and analyse sex-, age- and disability-disaggregated data. • Consult with women, girls, men and boys to ensure that their particular circumstances, needs, priorities, and capabilities are fully understood. • Ensure an equal balance of men and women in the composition of the assessment team and, where feasible, include a gender specialist and protection/ GBV specialist as part of the team. • Use participatory methods such as focus group discussions, assessment processes like ranking, community mapping, transect walks, etc. and ensure that there are separate groups for women, girls, men and boys, as culturally appropriate and preferred. **In-depth joint assessments** • Ensure the involvement of women, girls, men and boys in assessments and, where feasible and appropriate, break these categories down to include adolescents, youth, people with disabilities, LGBTI, and representatives of other marginalized groups. • Analyse the different priorities, capacities and needs of women, girls, men and boys in your sector. • Be aware of possible biases in information collection and analysis (e.g. if women were not consulted, the identified priorities do not reflect the needs and priorities of the whole community). • Engage local women's organizations and women's leaders, LGBTI networks and youth organizations as sources of information on, and access to, women and girls.

Checklist for integrating gender into each stage of the humanitarian programme cycle *(continued)*

Strategic planning	**Preparatory process** • Ensure that the level of analysis and sex-disaggregated data available for the strategic planning process is as thorough as feasible. • Include the mandatory use of the IASC Gender Marker and other gender markers that your organization and/or donor require that sets out what you need in the proposal and implementation of the project. • Ensure adequate participation of and consultation with gender-focused inter-agency and other coordinating mechanisms – including GenCaps, Gender Focal Points, the Gender Theme Group, and the GBV sub-cluster – to provide technical support and guidance on gender analyses. • Utilize participatory approaches involving women, girls, men and boys in the decision making and planning processes for programmes that will affect them, their households and communities directly so that they are agents of change rather than passive recipients. • Consult preparedness information, such as existing secondary data and analysis on gender roles and inequalities as well as GBV.
	Formulation of the humanitarian needs overview • Break down population figures by sex, age, and other relevant forms of diversity and compare data with pre-crisis information. • Conduct a gender analysis of the situation for women, girls, men and boys including the population figures. Analyse primary and secondary data to identify the different dimensions of the crisis for women, girls, men and boys, such as: their needs and capacities; roles, control over resources, and dynamics; and social inequalities/discrimination. • Identify key gender inequalities and protection risks across sectors. You can use pre-existing context-specific resources, such as your own agency's gender analysis (if it has one), UN Women country profiles, GBV sub-cluster analysis, Humanitarian Country Team gender strategy, protection strategies, Humanitarian Country Team/Inter-cluster Coordination Group minimum commitments, or analyses by NGOs and local institutions.
	Formulation of humanitarian response plans • Plan your response programming so that it is consistent with the gender issues identified in the humanitarian needs overview when developing the strategy narrative, strategic objectives and indicators, cross-cutting issues, response monitoring and cluster response plans. • Address both the immediate practical needs of women, girls, men and boys and their strategic interests, regarding underlying causes of and factors that contribute to gender inequality. • Prioritize prevention and response to GBV. • Apply the IASC Gender Marker and review plans in order to improve gender equality programming. • Engage in equitable and participatory approaches involving women, girls, men and boys in decision making processes so that they are involved in the design and implementation of projects that affect their lives. • Ensure a demonstrable and logical link between the needs identified, project activities and tracked outcomes.

Checklist for integrating gender into each stage of the humanitarian programme cycle *(continued)*

Resource mobilization	• Include gender analysis results in the initial assessment reports to influence funding priorities for the overall response. • Prepare key messages with the gender working groups to enable advocacy for both technical and financial resources with donors and other humanitarian stakeholders. • Apply and track the IASC Gender Marker project code in order to demonstrate gender equality programming and programming coherence. • Report regularly on resource gaps to donors and other humanitarian stakeholders.
Implementation and monitoring	• Develop and maintain feedback and complaints mechanisms that include ways to safely hear and respond to feedback and complaints, both within the agency and with other agencies (where a community-based mechanism is possible). • Engage affected women and men in the delivery of the project as much as possible, as decision makers and implementers, as well as recipients. • Inform women, girls, men and boys of the available resources as well as about the agency itself and how to influence the project. • Monitor the access to humanitarian protection and assistance by women, girls, men and boys as well as indicators designed to measure change for women and girls or men and boys based on the assessed gaps and dynamics. • Contribute to the gender-specific outcomes of the response plan and all other gender transformative outcomes through coordinating with other actors about implementation efforts, achievements and lessons. • Apply the IASC Gender Marker to assess and improve gender equality programming.
Gender and operational peer review and evaluation	• Review the methodologies and processes used in the response plan to determine whether there was equal participation of women and men (and girls and boys, where applicable), both in terms of their access to the services on offer and in their level of decision making in the planning and implementation of the programme. • Where possible, review the project with women and men as well as girls and boys from appropriate age groups. Assess which women and girls were effectively reached and those that were not, and explore the reasons why. • Share the IASC Gender and Age Marker (Monitoring Phase) codings with the cluster and collectively plan how to share good practice and address gaps. Review the levels of user satisfaction, benefits and project problems in order to improve practice and adapt the project (where applicable). • Evaluate the gendered impacts for women, girls, men and boys, as outlined in the United Nations Evaluation Group's guidance, *Integrating Human Rights and Gender Equality in Evaluations*. *Source: Adapted from OCHA's Gender in the HPC Checklist 2016 for the field user*

Module 5: The need for gender leadership

Outcomes: Participants have shared the challenges they face in promoting gender equality in humanitarian action, and understand the need for strong leadership to create change at scale. They understand Batliwala's model of Feminist Leadership for Social Transformation as a potentially useful framework, and are ready and motivated to use it over the next three days to understand what the theory of gender leadership in humanitarian action looks like in practice. They have practised using influencing and negotiation skills to handle conflict and achieve gender equality outcomes, and are inspired by the leadership of others in creating change.

Session 5.1 Challenges of promoting gender equality in humanitarian response (30 mins)
- To explore the challenges of promoting gender equality in humanitarian response both at global level and within partner organizations

Session 5.2 The concept of gender leadership (1 hour 30 mins)
- To enable participants to share their own personal experiences of inspirational leaders.
- To introduce the concept of 'gender leadership' and the model of Feminist Leadership for Social Transformation, which addresses principles, politics, power and practices.

Session 5.3 Influencing and handling conflict (1 hour)
- To introduce Thomas-Kilmann's strategies for handling conflict effectively and influencing constructively.
- To role-play a conversation in which commitment to gender mainstreaming is a point of conflict, and to reflect on the effectiveness of different strategies employed by themselves and others to try to resolve the conflict.

Session 5.4 Leadership in action – external speaker on leading change (30 mins)
- For participants to learn from, and be inspired by, the personal story of a local inspirational leader and their journey of creating change, and to derive lessons which can inform their own potential for leading change on gender in humanitarian work.

Total time: 3 hours 30 mins

Session 5.1: Challenges of promoting gender equality in humanitarian response (30 mins)

Session summary

The session enables participants to explore and express the challenges of working on gender in humanitarian contexts and the barriers to progress, to see them as common problems experienced by other organizations and countries, and as something that can be tackled together as a project team, giving the facilitator a sense of what the major challenges are for participants.

Preparation

- Sticky notes, flip chart paper, pens
- PowerPoint

Background reading

- DARA (2011). *The Humanitarian Response Index 2011: Addressing the Gender Challenge*. http://daraint.org/humanitarian-response-index/humanitarian-response-index-2011/
- UN Women (2015). *The Effect of Gender Equality Programming on Humanitarian Outcomes*. New York: UN Women. www.unwomen.org/en/digital-library/publications/2015/7/the-effect-of-gender-equality-programming-on-humanitarian-outcomes

Learning objectives
• To explore the challenges of promoting gender equality in humanitarian response both at global level and within partner organizations

Timing	Activity	Resources
15 mins	**Brainstorm of challenges** Participants brainstorm the challenges of working on gender in humanitarian contexts and the barriers to progress. Ask them to think particularly about the barriers that have to do with the attitudes and beliefs of humanitarian staff. Get them to write their ideas on Post-it notes and then bring them to the front of the room and share on a flip chart. Facilitate a discussion in which the challenges are divided into three different organizational 'dimensions'.[1] **Make sure that these ideas are transcribed after the session into three flip charts that can be displayed again on Day 5**. • *Political* (e.g. leadership, decision making, accountability, space for influence and innovation). • *Technical* (e.g. policies, procedures, standards, roles and responsibilities, human resources, gender balance of teams, technical expertise). • *Cultural* (e.g. norms and values, attitudes and beliefs, organizational culture, cooperation, learning environment, zero tolerance of sexual harassment, work environment and travel arrangements, logistics, security, facilities). Discuss how developing humanitarian response from a gender equality perspective requires more than technical capacity. It is also about the culture of an organization and the political leadership that is shown.	Flip chart paper and pens

[1] This is based on the model for managing strategic change used by N. Tichy (1983). *Managing Strategic Change: Technical, Political and Cultural Dynamics*. New York: Wiley

Timing	Activity	Resources
10 mins	**Global analysis of challenges** Present slide 2, which shows a global analysis of the challenges to implementing gender-responsive humanitarian programmes in the wider humanitarian community. **Slide 2** **Challenges in implementing gender-responsive humanitarian programmes** • Policies and strategies abound. • The gap is translating them into action. • We need greater political will, leadership, resources, accountability and capacity building. • As well as investment in gender equality *before, during* and *after* crises. • In short, the institutionalization of gender in humanitarian action.	Session 5.1 facilitator's notes: 'Challenges of implementing gender responsive programming' PowerPoint
5 mins	**Leadership reflection** Note that during the course of the next three days you will be addressing many of the issues raised above. **In the next session you will start to look at the concept of gender leadership and how to develop this in order to tackle the challenges that this session has highlighted.** Note in particular the importance of leaders paying attention to the attitudes and beliefs of humanitarian staff toward gender equality, and of finding ways to shift negative attitudes and unblock areas of resistance.	N/A

Session 5.1 facilitator's notes: Challenges of implementing gender-responsive programming

Global analysis of challenges to implementing gender-responsive humanitarian programmes
UN Women has clearly articulated that the failure to address gender issues from before an emergency begins compromises the effectiveness of humanitarian responses aimed at saving lives and preventing suffering. The following excerpts illustrate this point.

The Humanitarian Response Index 2011: Addressing the Gender Challenge
'As the findings from this year's Humanitarian Response Index confirm, far too many people still wrongly assume that the specific threats faced by women should be addressed once broader security threats are solved; that their voices should be heard once peace is consolidated; that their needs will be considered once the emergency situation has stabilised; that, for women and girls, addressing gender equality in humanitarian response is not an urgent, life-or-death matter and can be treated as a secondary priority.

'The opposite is true. Without investing in gender equality before, during and after crises, women will not be able to build a protective environment for their communities. Without security and coverage of basic needs, women and girls will not engage in field-based farming or market activity, so crucial for early recovery and basic food security. Girls will not enrol in schools. Women will not engage in public life or contribute to inclusive decision-making. Without access to livelihoods and resources, such as the departed or deceased spouses' land or property, women are pushed into low-reward, high-risk work, like survival sex, slowing down community recovery and deepening the immiseration and resentment of their children…

'**Donors in particular have an important role to play in transforming political commitments to gender equality into agendas for action for the humanitarian sector… The effectiveness of humanitarian responses aimed at saving lives and preventing and alleviating suffering will be partial at best until they do.**' [our emphasis]

Source: Michelle Bachelet, Executive Director of UN Women (in 2011). DARA (2011). The Humanitarian Response Index 2011: Addressing the Gender Challenge. p 7.

The policy-implementation gap
'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 a core, systematic element of humanitarian action, rather than an after-thought 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**, [our emphasis] including assessment, planning, implementation, monitoring and evaluation.'

Source: UN Women (2015). The Effect of Gender Equality Programming on Humanitarian Outcomes. p 17.

Challenges of implementing gender-responsive programming *(continued)*

Specific challenges

Donor practices: DARA's Humanitarian Response Index 2011 identified key donor challenges on gender as follows:
- Gender remains a low priority for many donors and actors, leaving gaps in responses.
- The politicization of aid undermines the ability of humanitarian organizations to access vulnerable populations and provide aid without discrimination.
- There is inadequate investment in prevention, preparedness and recovery.
- There is weak donor transparency and accountability.

Poor accountability and leadership at the institutional level: Various sources suggest that challenges include the following:
- Weak accountability mechanisms on gender across the humanitarian system.
- Limited cross-sector understanding of gender inequalities in relation to the impact of crises and gender-differentiated needs, and their root causes.
- Limited institutional understanding of existing standards and approaches for gender in humanitarian action.
- When organizational commitments and standards are in place, they are often not met by systematic practical application.
- Lack of country-level gender in emergencies working groups to support gender mainstreaming across sectors.
- Lack of a UN gender cluster for technical leadership, analysis and coordination.
- Lack of leadership for mainstreaming gender and age markers in the cluster systems and coordinating groups.
- The need for national disaster management authorities to do more to engage with women's networks, which play important roles in crisis response (women are often very active in community-based preparedness, yet men continue to dominate at higher levels).

Project level: The challenges are many. Those highlighted by the Oxfam Country Strategy Review (2015) include the following:
- Assessment and evaluation teams do not always include someone with gender and protection expertise, resulting in poor gender analysis.
- Gender may be integrated into the project management cycle but not addressed in relation to issues such as women's participation, empowerment and GBV.
- Learning from gender in emergencies training is not always put into practice because of the challenges of limited time and resources. Management support and leadership are often called for in this regard.
- Training needs to happen before crises occur as part of emergency preparedness.
- Standards on gender compete with many other standards at project level causing 'mainstreaming fatigue' and lack of time. Fostering ownership of meeting gender standards without over-burdening staff is a challenge facing leaders.
- Gender specialist staff need to be included from the start of an emergency response.

Session 5.2: The concept of gender leadership (1 hour 30 mins)

Session summary
The session introduces the need for gender leadership in humanitarian action and motivates participants through the sharing of personal experiences of inspirational leaders. It then gives participants a leadership framework based on Batliwala's model of Feminist Leadership for Social Transformation, which they can use to build their understanding of what gender leadership in humanitarian action means in practice.

Preparation
- Prepare Session 5.2 handout: 'Feminist Leadership for Social Transformation - Srilatha Batliwala (2011)'
- Video clip 'Women speak' from the Gender Equality Knowledge Network. www.youtube.com/watch?v=-Uj6Sc4wgD4
- PowerPoint
- Print the slide 'Feminist leadership diamond' and the following five explanation slides for display in the training room for the remaining days of the training (or reproduce these slides on flip charts).

Background reading
- Srilatha Batliwala (2011). *Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud.* www.justassociates.org/sites/justassociates.org/files/feminist-leadership-clearing-conceptual-cloud-srilatha-batliwala.pdf

Learning objectives

- To enable participants to consider the characteristics of inspirational leadership
- To introduce the concept of 'gender leadership' and the model of Feminist Leadership for Social Transformation, which addresses principles, politics, power and practices

Timing	Activity	Resources
5 mins	**Introduction** Explain that in response to the challenges of promoting gender equality in humanitarian response that were discussed in Session 5.1, this session proposes the need for gender leadership and offers the model of Feminist Leadership for Social Transformation as a framework. First, invite people to share their personal experiences of inspiring leadership.	N/A
10 mins	**Personal experiences of inspirational leaders** Ask each person to speak to the person next to them and to share thoughts on the leader that has inspired them most during their lifetime. Why were they so inspiring and what impact has that person had on the participant's life? In plenary, ask participants to share particular qualities of leadership that they discussed such as 'thinks of others', 'is empathetic'', 'has integrity and vision', and note these on a flip chart.	N/A

Timing	Activity	Resources
15 mins	**Video clip of inspiring women leaders** Show the 3-minute video clip 'Women speak', which features five women speaking about their personal experiences of leadership. Ask participants what key messages about women's leadership they heard in the video. These include the following: • Women's leadership begins with an awareness of the injustice of women's inferior status and oppression in society, and the need to tackle traditional beliefs that women cannot be leaders. • Women's representation in parliament and law-making is critical to protecting and empowering women. • Two women talked about what they had achieved as leaders: a Thai congresswoman's way of tackling poverty was to fight against the ruling dynasty of her area; one woman described how she had won over political opponents so that they joined her commission. • Leadership is not established through self-promotion but by listening to and earning the recognition of your supporter base. Some of these women leaders were speaking out on a women's rights platform and challenging structural inequalities in society which, as we will see in the next section, is the basis of what we are calling 'gender leadership'.	Video clip 'Women speak' from the Gender Equality Knowledge Network: www.youtube.com/watch?v=-Uj6Sc4wgD4
10 mins	**The concept of gender leadership and its roots in the framework of Feminist Leadership for Social Transformation** In order to respond to the enormous challenge of getting gender equality and women's rights embedded in humanitarian action and the institutions that deliver humanitarian aid, we propose the need for 'gender leadership'. Over the next few days we will be exploring what this means and how to put it into practice. The **overall aim** of gender leadership in humanitarian action is to get gender equality understood, articulated, institutionalized and consistently accepted and promoted within the humanitarian machinery of an organization. In order to effect sustainable and significant change, all humanitarian actors need to be engaged and accountable[2] for this work. This will require developing a critical mass of gender leaders within our organizations that are able and willing to lead, inspire and support this change process. Show slide 3. The model of gender leadership proposed in this course is based on the conceptual framework of Feminist Leadership for Social Transformation. This form of leadership is distinct from other forms of leadership and from notions of 'feminine leadership' because it adopts a feminist political agenda, with women's empowerment and gender equality at its heart.	N/A

[2] If required, unpack the concept of accountability, *'Accountability: the process of using power responsibly, taking account of, and being held accountable by, different stakeholders, and primarily those who are affected by the exercise of such power.'* Source: Core Humanitarian Standard on Quality and Accountability, CHS alliance, 2014.

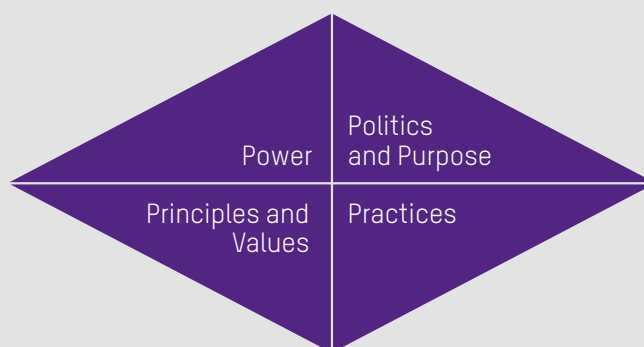| Timing	Activity	Resources
	Slide 3 **Feminist Leadership for Social Transformation** Standard notion of leadership: • Individual decision maker and provider of vision; authority over others; typically male • Feminine leadership: collaboration, collective decision making, relationship-building (always true?) **Feminist leadership: deals with power and politics; transforms relations of power and fights inequality; creates alternative models of power with their own inclusive, non-oppressive structures and processes** The model was developed by the feminist academic and women's rights advocate, Srilatha Batliwala. Its agenda of radical social transformation led Oxfam to adopt it as the basis for developing its global leadership model for the organization. We will return to this at the end of the session.	
20 mins	**Feminist Leadership for Social Transformation** Show slide 4, give out the handout, and explain that this is for participants to refer to and read in detail after the session. Feminist Leadership for Social Transformation contains four essential and inter-connected components (the 'four Ps') which can be represented in the form of a diamond known as the 'feminist leadership diamond'. **Slide 4** **The feminist leadership diamond** Power · Politics and Purpose · Principles and Values · Practices *Source: Based on image in S. Batliwala (2011). Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud. New Delhi: CREA.*	Session 5.2 handout: 'Feminist Leadership for Social Transformation' Session 5.2 facilitator's notes: 'Feminist leadership' PowerPoint

Timing	Activity	Resources

Show slide 5. Leadership is first and foremost about **power** – holding power, exercising power, and changing the distribution and relations of power, in multiple forms and settings.

Slide 5

Leadership as power
- To challenge visible, hidden and invisible power, especially where (in 'deep structures') it creates and reinforces women's subordination, or furthers discrimination against women.
- To create alternative models of power that increase the visible form, and gradually eliminate invisible and hidden power.

Show slide 6. Leadership is informed by our values and principles. **Values** are the ethical norms that guide our behaviour. So, for example, the value of gender equality guides our actions on women's empowerment.

Slide 6

Leadership as principles and values
- Values and principles inform our leadership.
- Feminist values: equality, inclusion, the rights of all people, freedom from violence.
- In disaster and conflict situations they risk being compromised.
- Need clear principles to inform strategic choices during precarious times.

Show slide 7. **Politics and purpose** distinguishes feminist leadership from other forms of leadership because it adopts a feminist political agenda – i.e. one that has women's empowerment and gender equality at the heart of its social transformation goals.

Slide 7

Leadership as politics and purpose
- **Politics:** The analysis of the socio-economic realities and the ideological lens that informs that analysis (e.g. profit, social justice). Starts with gender and social analysis.
- **Purpose:** The vision and mission for change that emerges from our politics.
- Leadership development must enable us to articulate our politics and purpose clearly.

Timing	Activity	Resources

Show slide 8. Transformative feminist leadership is about ways of doing and enabling things. Seven categories of 'work' or 'practices' are described: visioning, political, strategic, relationships, communication, resourcing and managerial. This includes, importantly, advocacy work with decision makers to influence changes in public policies and practices that discriminate against women and perpetuate or worsen gender inequality in humanitarian crises.

It is very important that 'skill-building' to support feminist leadership practices in these seven areas of work is done in a way that connects these practices to power, politics and values.

Slide 8

Leadership as practice
Ways of working which fall into seven categories:
- visioning;
- political;
- strategic;
- relationships;
- communication;
- resourcing;
- managerial.

Building leadership skills in these seven areas needs to be done in a way which connects these practices to power, politics and values.

Show slide 9. So how do we put feminist leadership into practice? How the 'four Ps' diamond plays out in practice depends on local context, and also on the individuals who are leading it, whether individually or with others. It is shaped and transformed, in practice, by the self – i.e. the particular attributes, talents, histories, experiences and psychic structure that each individual brings to the leadership role. The leadership diamond is therefore more accurately depicted with 'self' surrounding the implementation of power, politics, principles and practice.

Slide 9

How can we begin to practice feminist leadership?
Step 1: Analysing power in our organizations and uncovering the 'deep structures'.
Step 2: Examining and articulating our politics and purpose.
Step 3: Clarifying the principles and values that guide our practice.
Step 4: Designing our practice to harmonize better with the other 'Ps'.
Step 5: Checking our 'self' and taking responsibility for how we operate.

Timing	Activity	Resources
10 mins	**How Oxfam has used the model** Explain that Oxfam has developed a global leadership model that is derived from this feminist leadership model. This is a great example of how feminist theory has been used to influence mainstream development thinking on the social injustice of poverty. Oxfam's leadership is defined as: 'People guided by shared values, individually and collectively [shared leadership], using their power, resources and skills [practices] in inclusive structures and processes to mobilize others around a shared agenda of social, economic and political transformation for equality and for a future that is secure, just, and free from poverty [our purpose].' Note the transformational ambition of this statement, which is informed by the concepts of power, purpose, principles and practices. Show the diagram on slide 10. 'Note that the self' surrounds, and therefore influences, the implementation of the four quadrants. This recognizes that we each have our own unique leadership identity and this diversity needs to be respected and valued. The 'enabling environment' is necessary for the leadership of others to emerge and thrive. 'The context' recognizes both global and local issues and emerging trends and identifies what needs to be influenced. The model draws on shared leadership: our individual leadership comes to life through purposeful and enabling relationships with others – with teams, coalitions and alliances – who share a common purpose.	

Slide 10

The feminist leadership diamond

ENABLING ENVIRONMENT

THE SELF

Values | Purpose

TEAMS | COALITIONS | ALLIANCES

Power | Practice

LEADERSHIP IDENTITY

THE CONTEXT

Source: Oxfam leadership model

Timing	Activity	Resources

Show slide 11 and review the points on the slide.

Slide 11

Oxfam's leadership model – elements
Four components: power, values, purpose and practices
- The *Self* (attributes, talents, experiences each leader brings) surrounds the four quadrants and influences their implementation
- Need to value and respect the unique *leadership identity* that each leader brings to the role
- Need to create an *'enabling environment'* for other leaders to emerge and thrive
- Leadership must respond to local context
- *Shared leadership:* individual leadership comes to life through purposeful and enabling relationship with others – with teams, coalitions and alliances – who share a common purpose

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20 mins

Wrap-up
Explain that over the course of the next two to three days you will be looking at international standards and approaches for the analysis and implementation of gender equality in humanitarian programmes. This will provide the input you need to understand the issues of power, principles, politics and purpose, and practices in the context of gender and humanitarian work. In the leadership session on Day 5, you will look again at the model of Feminist Leadership for Social Transformation and consolidate ideas on how it can be practically applied as a framework for Gender Leadership in Humanitarian Action.

Display the printouts of the 'four P' slides in the training room for participants to reflect on.

Explain that, in addition to the gender leadership model, throughout the course you will be introducing some leadership skills practice and tools (e.g. influencing, handling conflict, accountability). Although these do not have their roots in feminist leadership, so long as they are used to promote feminist leadership practices and can be related to the concepts of power, principle and politics, they will be useful skills for gender leaders.

End the session by telling participants that Batliwala concludes her paper by saying that feminist social transformation is about 'making waves' and that the courage to do this is a fundamental attribute of a feminist leader. Show slide 12 and ask participants to share with their neighbour any thoughts on the two questions in the slide.

Timing	Activity	Resources
	Slide 12 **Srilatha Batliwala: Feminist Leadership for Social Transformation (p 74)** 'For every great feminist leader we can think of from anywhere in the world, past and present has one thing in common: she led by challenging and disturbing the status quo.' What does this say to you? Can you think of anyone who fits this description of a feminist leader?	

Session 5.2 facilitator's notes: Feminist Leadership for Social Transformation

There is an important difference between the definitions of:
- a leader – someone who focuses on the attributes and practices of effective individuals; and
- leadership – the process and practice of leading.

In this course we are going to look at a model of 'gender leadership' and then also at the attributes and role of a 'gender leader'.

There are different types of leadership:
- *Standard notion of leadership:* Individual decision maker and provider of vision; authority over others; typically male.
- *Feminine leadership:* Collaboration, collective decision making, relationship-building (always true?).
- *Feminist leadership:* Deals with power and politics; transforms relations of power and fights inequality; creates alternative models of power with their own inclusive, non-oppressive structures and processes; promotes sharing of power, authority and decision making towards common goal of equality and human rights for all; values relationships and cooperation over competition. In sum, it is about building capacity and skills in order to create feminist social transformation. It can be practised at home, in communities, in organizations.

Feminist Leadership for Social Transformation contains four essential and inter-connected components (the 'four Ps') which can be represented in the form of a diamond known as the 'feminist leadership diamond'
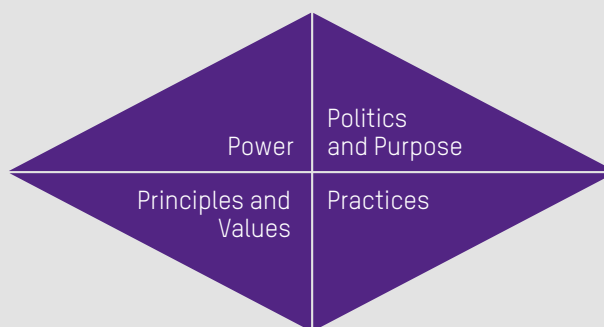
Feminist Leadership for Social Transformation *(continued)*

(a) Power
Leadership is first and foremost about power – holding power, exercising power, and changing the distribution and relations of power, in multiple forms and settings.
- Feminist leadership means functioning with a greater consciousness not only of other people's power but of one's own power.
- It challenges visible, hidden and invisible power, especially where, in 'deep structures', it creates and reinforces women's subordination, or furthers discrimination against women.
- It creates alternative models of power that increase the visible form, and gradually eliminate invisible and hidden power; the practice of power is made visible, democratic, legitimate and accountable, in both private and public realms.
- Analysing and challenging power dynamics is as important in our own organizations as externally.

(b) Principles and values
- Values are the ethical norms that guide behaviour; principles are norms that guide action. For example, the value of gender equality guides our actions on women's empowerment.
- Values and principles inform our leadership: they transform our practice of power and they drive our politics.
- Feminist values and principles include: equality and inclusion, human rights of all, physical security, freedom from violence, peace, honouring diversity, democracy and accountability.
- Values and principles are particularly important in conflict situations when they can risk being compromised amidst the urgency of life-saving work. We need clear principles to inform strategic choices during precarious times.
- Sometimes these are framed by organizations as 'non-negotiables'.

(c) Politics and purpose
- *Politics:* The analysis of socio-economic realities, and the ideological lens that informs that analysis (e.g. profit; social justice, etc.). It starts with the analysis of gender and social discrimination in a particular setting, beginning at home from within one's organization.
- *Purpose:* The longer-term vision and mission for change that emerges from our politics, including the transformation of structures and institutions toward greater equality.
- Leadership development must equip us to articulate our politics and purpose in clear and conscious ways using analytical tools and concepts related to the human rights framework and feminism.
- Politics and purpose distinguishes feminist leadership from other forms of leadership because it adopts a feminist political agenda – i.e. one that has women's empowerment and gender equality at the heart of its social transformation goals.

(d) Practices
- Ways of working which fall into the following categories: visioning, political, strategic, relationships, communications, resourcing and managerial.
- This includes, importantly, advocacy work with decision makers to influence changes in public policies and practices that discriminate against women and perpetuate or worsen gender inequality in humanitarian crises.
- It is very important that 'skill-building' to support feminist leadership practices in these seven areas of work is done in a way that connects these practices to power, politics and values.

Feminist Leadership for Social Transformation *(continued)*

In sum, *gender leadership* is not a set of skills that can be easily delivered and reproduced, but a *metaphor for social transformation*.

The role of 'self' in feminist leadership
How the 'four Ps' diamond plays out in practice depends on local context, and also on the individuals who are leading it, whether individually or with others. It is shaped and transformed, in practice, by the self – i.e. the particular attributes, talents, histories, experiences and psychic structure that each individual brings to the leadership role. The leadership diamond is therefore more accurately depicted with 'self' surrounding the implementation of power, politics, principles and practice.

How can we begin to practice feminist leadership?
- Step 1: Analyse and address **power** in our organizations and uncover the 'deep structures' of our organizations.
- Step 2: Examine and articulate our **politics and purpose.**
- Step 3: Clarify the **principles and values** that guide our practice.
- Step 4: Design our **practice** to harmonize better with the other 'Ps'.
- Step 5: Ensure there are mechanisms for **checking our 'self'** and taking responsibility for how we operate.

Note: If the term 'feminist' is likely to prove controversial, don't get caught up in the semantics of this but use 'gender leadership' instead (while acknowledging Batliwala's use of the term 'feminist').

Session 5.2 handout: Feminist Leadership for Social Transformation – Srilatha Batliwala (2011)

A summary

Srilatha Batliwala's paper aims to generate new thinking and action on transformative feminist leadership in order to advance social justice in ways that other forms of leadership cannot. It looks at how feminist leadership development can equip women and men to lead differently, and transform the architecture of power both within their own organizations and movements, and the wider world. The paper reviews a myriad of different definitions of leaders, leadership and, in particular, feminine and feminist leadership. It then 'unpacks' (looks at in greater depth) concepts around feminist leadership. The paper goes on to consider the sites of feminist leadership (for example, the family, the state, the market and civil society), and finally, asks 'what does it look like?' with some practical examples to ground the discussion. Below is a short summary of some of the key definitions and concepts presented, but we recommend that you read the full article here too: http://web.creaworld.org/files/f1.pdf

Some useful definitions

It is important to recognize the differences between definitions of:
- *a leader* – focusing on the attributes and practices of effective leaders; and
- *leadership* – the process and practice of leading.

A good **standard definition of leadership**, in line with modern leadership theory is described by Batliwala as:

'a set of actions and processe, performed by individuals of character, knowledge, and integrity, who have the capacity to create a vision for change, inspire and motivate others to share that vision, develop ideas, and strategies that direct and enable others to work towards that change, and make critical decisions that ensure the achievement of the goal'.

Common themes from such a standard definition of leadership:
- the individual as leader, and the leader as (usually) a man;
- the leader as a hero, and leadership as heroism;
- the leader as decision maker;
- the leader as embodiment of character and integrity;
- the leader as provider of vision, mission, goals and strategy for the enterprise, and motivating others to share those goals;
- the capacity to influence, inspire and motivate others, directing others' behaviour and actions.

Generally, **feminine leadership** recognizes that women bring different qualities to leadership, with a greater attention to collaboration, cooperation, collective decision making and, above all, relationship-building. The risk of such definitions is that they tend to 'essentialize' women (and men) and play into long-standing stereotypes. They also lack any politics, context or vision about the nature of the 'change' that leadership seeks to bring.

Feminist leadership, on the other hand, deals with power and politics – since the overall goal of feminist leadership is not about creating well-managed organizations that maintain the social status quo, but rather to work to transform relations of power in society (and fight inequality), and to create alternate models of power within their own structures. It is also about the sharing of power, authority and decision making towards a common pursuit (of social, legal, political, economic and cultural equality). So, in sum, feminist leadership is seen as a means, not an end.[3]

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[3] 'We build leadership capacity and skills for something, **to do something or change something**, [our emphasis] and not because leadership is a product or service for consumption.' Source: Batliwala, S. (2011)

Feminist Leadership for Social Transformation – Srilatha Batliwala (2011) *(continued)*

Batliwala's definition of feminist leadership is: 'women with a feminist perspective and vision of social justice, individually and collectively transforming themselves to use their power, resources and skills in *non-oppressive, inclusive structures and processes to mobilise others* – especially other women – *around a shared agenda* (Oxfam's emphasis) of social, cultural, economic and political transformation for equality and the realization of human rights for all'.

In Batliwala's view, feminist leadership is not solely about building the capacity of more women to lead but to build women's capacity 'to lead differently, with feminist values and ideology,' and to 'advance the agenda of social transformation in a way that other forms of leadership do not and cannot'. Seen in this way, she argues, it would be possible to build feminist leadership capacity in non-feminist women and men.

Feminist Leadership for Social Transformation contains four essential and inter-connected components ('four Ps') which can be represented in the form of a diamond known as the 'feminist leadership diamond'.
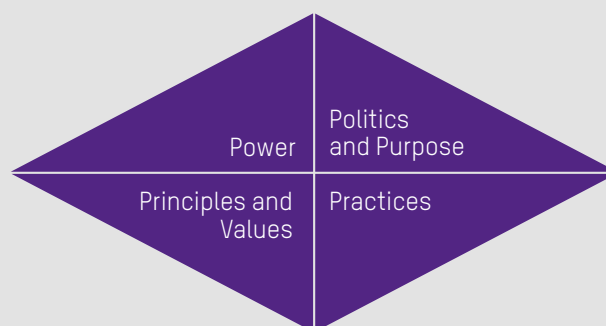
1. Power
Leadership is first and foremost about power – holding power, exercising power, and changing the distribution and relations of power, in multiple forms and settings. Feminist leadership means functioning with a greater consciousness not only of other people's power but of one's own power.

Three types of power are described:
- *Visible power* (aspects of political power that we 'see' – formal rules, structures, institutions and procedures informing decision making).
- *Hidden power* ('agenda-setting power' – e.g. is exercised when powerful people and institutions maintain their influence by setting and manipulating agendas and marginalizing the concerns and voices of less powerful groups. Those with power see and understand these rules of the game; others don't. Sometimes done behind the scenes).
- *Invisible power* (operates through people adopting belief systems created by those with power – e.g. shaping people's self-image, self-esteem, social attitudes and biases, as does the media, advertising, etc.)

The goals of feminist leadership is to **(1) challenge visible, hidden and invisible power** wherever it operates, and especially where it constructs and reinforces women's subordination in both gross and subtle ways, or furthers discrimination against women; and **(2) construct alternative models of power** that amplify the visible form to the maximum extent possible, and gradually eliminate invisible and hidden power. In other words, feminist leadership will strive to make the practice of power visible, democratic, legitimate and accountable, at all levels, and in both private and public realms.

Feminist Leadership for Social Transformation – Srilatha Batliwala (2011) *(continued)*

Another important organizational concept is the 'deep structures', which refers to the hidden sites and processes of power and influence, the implicit culture, the informal values and systems of reward and recognition, all of which have an enormous impact on how people and their organizations actually function. But the more open, transparent, and accountable an organization is, the shallower and less destructive will the deep structure be.

Some facets of the 'deep structure' of organizations:
- Unstated personal biases that override organizational norms (e.g. norms based on class, race, ethnicity, caste, gender, ability, sexual orientation).
- Informal groups / cliques who wield indirect power / influence.
- Informal / covert decision making (the 'friends' whose advice influences organizational decisions).
- Gossip, back-biting, character assassination, spreading rumours, etc.
- Actual vs stated work norms (e.g. higher value for those who work late, on weekends, etc.).
- What kind of behaviour is valued/rewarded in practice (e.g. the 'yes' man/woman vs the 'troublemaker' who questions).

2. Principles/values
Values are the ethical norms that guide behaviour; principles are norms that guide action. Many principles derive from values. For example, the value of gender equality guides actions for empowering women.

Values and principles inform our leadership: they drive our politics and they transform our practice of power.

Principles and values are particularly important in conflict situations such as political crisis or war. This is when principles and values can sometimes be compromised amidst the urgency of life-saving work. Feminist leaders need to ensure that their organizations and movements develop clear principles that can inform strategic choices during precarious times.

Another way that feminist leaders articulate and advance core values and principles is through naming 'non-negotiables'.

Feminist Leadership for Social Transformation – Srilatha Batliwala (2011) *(continued)*

Feminist values and principles	
Values	*Principles*
Equality, equity, and inclusion for all regardless of gender, race, religion, age, ability, ethnicity, class, caste, nationality, location, or sexual orientation.	Equality under law; Equity and equality in policies; Transform all social relations of power that oppress, exploit, or marginalize women and men, on the basis of their gender race, religion, age, ability, ethnicity, class, caste, nationality, location, or sexual orientation.
The human rights of all peoples to achieve their full potential, as long as it does not impede or constrain the rights of others.	Enforcement of the full body of human rights through existing and new international instruments; Against fundamentalisms of all kinds.
The basic right and entitlement of all people to food, shelter, health, education, and livelihood.	Economic justice, including equitable access to productive resources, employment, and basic services for all.
Physical security and integrity, freedom from violence or coercion in any form, and the right to choice in reproductive and sexual life.	Zero tolerance for gender-based and other forms of violence; Freedom of choice in sexual and reproductive life.
Peace.	Non-violence; stand against all forms of war, conflict, militarization.
A healthy planet.	Sustainable development; Ecologically sound practices in personal, organizational life; Public policy that promotes sustainability.
Honour diversity and difference.	Against religious, ethnic, racial and other fundamentalisms.
Democracy, transparency and accountability.	Voice and vote for all people; Participatory, transparent and accountable governance at all levels and in all institutions, private and public; Right to public information; Associational freedom and right to freedom of expression.
Changing the use and practice of power.	Sharing power, consultative, collective, transparent and accountable decision making.

Feminist Leadership for Social Transformation – Srilatha Batliwala (2011) *(continued)*

3. Politics/purpose

Politics: The analysis of socio-economic realities around us, and the ideological lens that informs that analysis (e.g. profit, social justice, etc.). It starts with the analysis of gender and social discrimination in a particular setting, beginning at home, from within the organization or movement that is attempting to change the larger reality.

Purpose: The longer-term vision and mission for change that emerges from our politics, including the transformation of structures and institutions toward greater equality.

Leadership development must equip people to articulate their politics and purpose in clear and conscious ways using analytical tools and concepts related to the human rights framework and feminism.

Politics and purpose distinguishes feminist leadership from other forms of leadership because it adopts a **feminist political agenda** – i.e. one that has women's empowerment and gender equality at the heart of its social transformation goals.

4. Practices

Transformative feminist leadership is about ways of doing and enabling myriad things, which are categorized as the different types of 'work'. These practices fall into seven categories.

- **Visioning work:** Developing and articulating a theory of change, clarifying vision and objectives, determining focus (issue or sector) and approach, etc.
- **Political work:** Assessing political environment and opportunities, social power analysis of the context and intervention area, anticipating political reactions, building alliances, etc.
- **Strategic work:** Developing and guiding strategies, monitoring implementation, evaluating impact, analysing gains and setbacks, revising direction and approach, etc.
- **Relationship work:** This is a critical component of leadership practice, and includes inducting and training others, mobilizing constituents / 'target groups' /stakeholders, motivating and sustaining energy and morale, imparting and imbibing passion and commitment, building alliances and goodwill, resolving conflicts and tensions, etc.
- **Communication work:** This includes internal and external communication systems, creating communication strategies, ensuring quality content, strategic communication when required (e.g. use of media), use of new technologies to create effective and strategic external communication, use of traditional technologies (folk theatre, song, etc.) where more appropriate.
- **Resourcing work:** Finding and sustaining financial and other resources (expertise, materials, information, ideas, etc.) that are critical to the transformation process; this may include some relationship-building work with donors and supporters, and skills such as proposal-writing and building networks of contacts to access expertise, information, materials, trainers, etc.
- **Managerial work:** Seemingly humdrum, but a very critical component of leadership practice, including democratic, transparent and accountable policies and mechanisms for internal functioning, managing financial and legal obligations and requirements, allocating human and financial resources, auditing correct utilization, reporting to external constituencies and stakeholders, etc.

In sum, gender leadership is not a set of skills that can be easily delivered and reproduced, but a metaphor for social transformation. It is very important that 'skill-building' to support feminist leadership practices in these seven areas of work is done in a way that connects these practices to power, politics and values.

Source: A summary drawn from Batliwala's original paper. CREA (2011)

Session 5.3: Influencing and handling conflict (1 hour)

Session summary

Influencing is an important element of gender leadership. Like any issue, driving change on gender will, from time to time, require conflicts to be resolved – perhaps more so for gender than for other issues, because gender is such a personal and therefore contested issue. This session introduces Thomas-Kilmann's strategies for handling conflict and their importance for influencing constructively. Participants will do a short practical exercise to help understand the relevance of these strategies for resolving conflict in humanitarian interventions – e.g. with partner organizations or within teams.
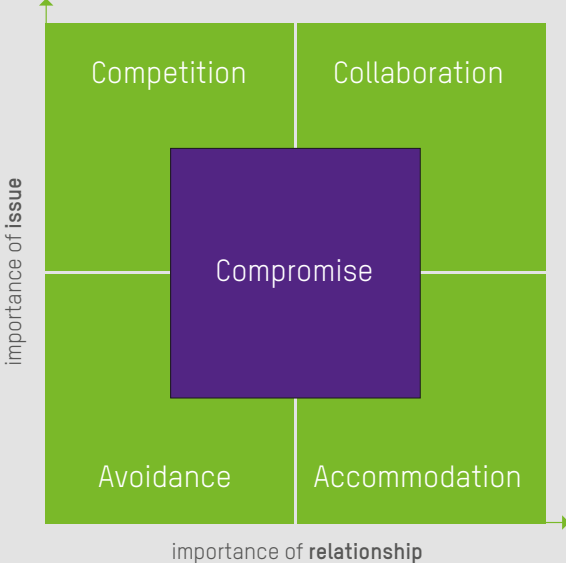
Preparation

- Copies of scenarios for the role-play: eight donor scenarios, eight partner scenarios and eight observer scenarios
- Flip chart with the Thomas-Kilmann diagram drawn out as in the document in the resource folder (more detailed than the one below)

Learning objectives

- To introduce Thomas-Kilmann's strategies for handling conflict effectively and influencing constructively
- To role-play a conversation in which commitment to gender mainstreaming is a point of conflict, and to reflect on the effectiveness of different strategies employed by themselves and others to try to resolve the conflict

Timing	Activity	Resources
15 mins	**Present Thomas-Kilmann's theory of strategies for handling conflict** Show the Thomas-Kilmann theory model on slide 13 and discuss the different axes and how it works. The essence is that the five strategies depicted in the diagram may all be useful in certain situations; you just need to know when to use each one. How you do that successfully will depend on the situation, your goals and the relationship in question.	Session 5.3 facilitator's notes: 'Thomas-Kilmann – conflict-handling strategies' PowerPoint

| Timing	Activity	Resources
	Slide 13 **Influencing and handling conflict** Thomas-Kilmann theory: All five strategies are useful. Deciding which to use depends on the relative importance of the issue/goal versus the relationship. The win-win solution is usually collaboration. *Source: Image design based on the Thomas-Kilmann theory of strategies of handling conflict.*	
30 mins	**Influencing exercise – role-play** Explain to participants that they are going to do a short role-play exercise to practise influencing and conflict-handling skills and to explore the Thomas-Kilmann model. Ask them to form groups of three. Each group will work on the same scenarios of a donor–partner conversation about addressing gender equality during a humanitarian crisis. Within each group, one person will be the donor and one the partner organization. They have different perspectives on how far to prioritize gender in the humanitarian response. Their task is to influence each other's position.	Session 5.3 handout: 'Scenarios for group exercise – for donor organization and partner organization'

Timing	Activity	Resources
	The third person is the observer of the role-play. She or he will observe the discussion and feed back to the other players regarding the different positions taken and strategies employed after the exercise. She or he will observe: • any influencing opportunities that were missed; • positions taken by one player that were misunderstood by the other. Note whether any of the Thomas-Kilmann strategies were adopted (avoidance, accommodation, compromise, collaboration, competition) and with what effect. Suggest how this issue could be better negotiated next time. Hand out the scenarios (pages 111-114): one is for the donor, one for the partner organization, and one for the observer. All include the same scenario but describe different roles for each individual. Participants have 5 mins to read and prepare the role-play, 5 mins to act it out, and 5 mins for feedback. Each group then takes a couple of minutes to distil what they have learned from the exercise. Then invite a few people to share their reflections in plenary. Emphasize that this has to be a quick exercise given limited time so it is just meant to highlight different strategies that can be employed when handling conflict.	
15 mins	**Review and leadership reflection** Participants have played out a scenario that may be fairly common in some humanitarian settings. Dealing with this kind of situation amidst the stress of a humanitarian crisis needs patience and sensitivity. The Thomas-Kilmann model helps us to weigh up whether the strategies we use to negotiate these situations will lead to where we want to go in terms of relationship-building versus achieving our programme goals and how best to reach a win-win situation for both parties. Think about how you work, or would work, with partners with different perspectives on gender, and those who may be very resistant to working on gender in humanitarian crises. Where does commitment to gender equality and evidence of good practice on gender sit in terms of the criteria you use to select partners to work with? Participants take a few minutes to share ideas and experience in pairs. Invite one or two people to share their ideas in plenary.	N/A

Session 5.3 facilitator's notes: Thomas-Kilmann's conflict-handling strategies

All of us have a preferred strategy for handling conflict at work. This is the one we will usually default to, especially when times are tough. To flex our behaviour when handling conflict is really hard; when emotions are high, it's difficult to think creatively. In this case, the Thomas-Kilmann model outlines our typical default strategies. All these strategies may be useful in certain situations; you just need to know when to use each one. How you do that successfully will depend on the situation, your goals and the relationship.
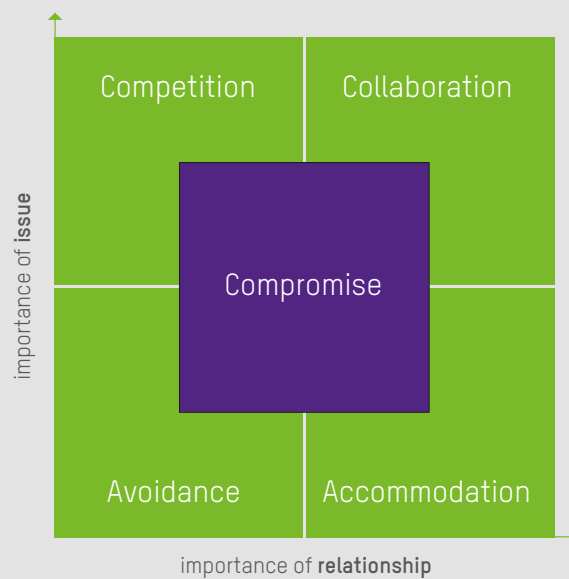
When things start to escalate into conflict it is extremely useful to revisit your strategy and that of the person with whom you are in conflict. It allows you to investigate what you are doing and why it may not be working, as well as what the other person is doing, and why it jars with your style too. This way you can begin to tackle how you either give feedback or even alter your approach for next time.

1. Competing (win-lose)
If you have a competing strategy you try to achieve your goals at all costs, demanding that the other person let you have your way, no matter how much it hurts the relationship. When the goal is very important but the relationship is not, you may want to force the issue. This might be fine as a one-off approach but is not a solid way of building a lasting relationship.

2. Collaborating (win-win)
If you have a collaborative strategy, you ensure that you and the other person both fully meet your goals and maintain the relationship at the highest possible level. The results satisfy both of you and you resolve any tensions between the two of you. When you collaborate, you find solutions that meet all goals and keep your relationship positive.

3. Compromising (win-win + lose-lose)
When you use a compromising strategy, you give up part of your goals and sacrifice part of the relationship in order to reach an agreement. You may want to compromise when neither of you can get what you want. You will be prepared to do this if the goals and the relationship are pretty important to you. Just be aware that both of you may feel that you have had a partial win and a partial loss.

Thomas-Kilmann conflict-handling strategies *(continued)*

4. Avoiding (lose-lose)
When you use an avoidance strategy you give up both your own goals and the relationship to avoid the other person and the issue. It's useful if, for example, you want to avoid a threatening stranger. But at work, in regular interactions, it is not generally useful except as a one-off approach. For example, when you want to back off until you and the other person have calmed down and are in control of your feelings.

5. Accommodating (lose-win)
If you have an accommodating strategy, you give up your goals in order to maintain the relationship at the highest level possible. When the goal is of no importance to you, but the relationship is of the highest importance, you may want to act like a teddy bear and accommodate. When a colleague feels strongly about something, and you don't, it may be a good idea to use an accommodating strategy. It could allow you something reciprocal in the future.

Source: http://www.kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki

Session 5.3 handout: Scenarios for group exercise – influencing and conflict-handling strategies

Instructions for the donor organization Responding to Crisis

Scenario

The country of Balanda is receiving hundreds of people fleeing over the border from the neighbouring country of Inchida because of a civil war that has been going on for two years now. A national organization called Responding to Crisis has been providing humanitarian aid for some time. It wants to start up a new partnership with a local NGO called Water for Life. The Country Director for Responding to Crisis has scheduled a meeting with the Director of Water for Life as a follow-up to having signed a funding contract, and to clarify ways of working, expectation and thematic priorities.

You are a Programme Manager working for Responding to Crisis

Responding to Crisis has made huge progress over the past few years in mainstreaming gender in this national programme in Balanda. One of your main achievements has been substantial donor funding to enable you to focus on women's empowerment and gender equality in humanitarian crises, and to build the capacity of partner organizations to do the same.

As Programme Manager, you have been asked by the Country Director to meet the Director of Water for Life. Your organization has signed an agreement with Water for Life but their commitment to gender equality is not clear. You have never heard of them before and don't know anything about their work. You have doubts about how meaningful the gender mainstreaming has been in this programme. The partner's commitment to gender equality could therefore be an opportunity to strengthen gender components. You would like to do a gender equality assessment and possibly offer capacity building on gender if appropriate. An important indication you are looking for from this partner is a commitment to gender equality and a willingness to engage on the issue. You are less concerned about their actual capacity on gender than their openness to improving it.

Your Director is very keen to have Water for Life as a partner because of their technical expertise in WATSAN, the fact that there are few other WASH experts available with local knowledge, and there is a desperate need for more water and sanitation facilities to meet the needs of the rapidly increasing population.

Be aware of whether you find yourself using any of the Thomas-Kilmann strategies for handling conflict: avoidance, accommodation, compromise, collaboration, competition. Are you more concerned about the relationship or the goal of gender mainstreaming?

Scenarios for group exercise – influencing and conflict-handling strategies *(continued)*

Instructions for the partner organization Water for Life

Scenario

The country of Balanda is receiving hundreds of people fleeing over the border from the neighbouring country of Inchida because of a civil war that has been going on for two years now. A national Balanda organization called Responding to Crisis has been providing humanitarian aid for some time. It wants to start up a new partnership with a local NGO called Water for Life. The Country Director for Responding to Crisis has scheduled a meeting with the Director of Water for Life as a follow-up to having signed a funding contract, and to clarify ways of working, expectation and thematic priorities.

You are the Director of Water for Life

You have never been a partner of Responding to Crisis before, so it is a good opportunity for your organization. You have partnered with a number of other international organizations in the past and they all had a hands-off approach. All your programmes have historically produced very good results, and donors have always been very pleased with the impact your organization has had in local communities.

You believe you have been successful because you have worked very well with local community leaders and heads of households, almost exclusively men. You are very reluctant to engage on any gender mainstreaming or women's empowerment work. You personally do not see this as a priority, nor do you see a problem with the position of women in your country. You believe that talking about gender equality in the communities in which you work would risk the relationships you have spent years building with local leaders. But most importantly, you feel it would be a distraction from the life-saving WASH work you are delivering and that humanitarian crises are the wrong time to be thinking about women's empowerment.

In spite of this, you believe that Responding to Crisis will put strong pressure on you to mainstream gender in your work. You want to avoid this. However, you have also heard rumours that other previous partners of Responding to Crisis were dropped because they did not have gender equality policies. Furthermore, the local humanitarian crisis is growing, with more and more displaced people arriving, and you desperately need sustained funding to continue with your emergency programme.

Be aware of whether you find yourself using any of the Thomas-Kilmann strategies for handling conflict: avoidance, accommodation, compromise, collaboration, competition. Are you more concerned about establishing relations with the donor, or protecting your programmes from what you feel is the damaging influence of discussions about gender equality?

Scenarios for group exercise – influencing and conflict-handling strategies *(continued)*

Instructions for the observer

Scenario
The country of Balanda is receiving hundreds of people fleeing over the border from the neighbouring country of Inchida because of a civil war that has been going on for two years now. A national Balanda organization called Responding to Crisis has been providing humanitarian aid for some time. It wants to start up a new partnership with a local NGO called Water for Life. The Country Director for Responding to Crisis has scheduled a meeting with the Director of Water for Life as a follow-up to having signed a funding contract, and to clarify ways of working, expectation and thematic priorities.

You are the observer in the role-play
The two characters whose discussion you are observing are a Programme Manager from Responding to Crisis and the Director of Water for Life. The Programme Manager is keen to ensure that Water for Life is open to working on gender mainstreaming but is not sure how much commitment there will be. The Director of Water for Life has several reasons for not wanting to get engaged in gender equality and women's empowerment work.

Your role is to watch how each person influences the other and take notes so that you can feed back your observations to them at the end of the role-play.

You may want to keep the following questions in mind:
- Were any influencing opportunities missed by either side?
- Were there times when one person misunderstood the other and an opportunity was missed to clarify the situation?
- Were any of the Thomas-Kilmann strategies used (avoidance, accommodation, compromise, collaboration, competition) and with what effect?
- Can you suggest how this might be better negotiated next time?

You are invited to share your feedback in the following manner:
I observed that...
It felt that...
It sounded as though...
I had the impression that...

Scenarios for group exercise – influencing and conflict-handling strategies *(continued)*

One actor is the Programme Manager of Responding to Crisis
These are her/his instructions:

Responding to Crisis has made huge progress over the past few years in mainstreaming gender in this national programme in Balanda. One of your main achievements has been substantial donor funding to enable you to focus on women's empowerment and gender equality in humanitarian crises, and to build the capacity of partner organizations to do the same.

As Programme Manager, you have been asked by the Country Director to meet the Director of Water for Life. Your organization has signed an agreement with Water for Life but their commitment to gender equality is not clear. You have never heard of them before and don't know anything about their work. You have doubts about how meaningful the gender mainstreaming has been in this programme. The partner's commitment to gender equality could therefore be an opportunity to strengthen gender components. You would like to do a gender equality assessment and possibly offer capacity building on gender if appropriate. An important indication you are looking for from this partner is a commitment to gender equality and a willingness to engage on the issue. You are less concerned about their actual capacity on gender than an openness to improving on it.

Your Director is very keen to have Water for Life as a partner because of their technical expertise in WASH and the fact that there are few other WASH experts available with local knowledge, and there is a desperate need for more water and sanitation facilities given the rapidly increasing population.

The other actor is the Director of Water for Life
These are her/his instructions:

You have never been a partner of Responding to Crisis before, so it is a good opportunity for your organization. You have partnered with a number of other international organizations in the past and they all had a hands-off approach. All your programmes have historically produced very good results, and donors have always been very pleased with the impact your organization has had in local communities.

You believe you have been successful because you have worked very well with local community leaders and heads of households, almost exclusively men. You are very reluctant to engage on any gender mainstreaming or women's empowerment work. You personally do not see this as a priority, nor do you see a problem with the position of women in your country. You believe that talking about gender equality in the communities in which you work would risk the relationships you have spent years building with local leaders. But most importantly, you feel it would be a distraction from the life-saving WASH work you are delivering and that humanitarian crises are the wrong time to be thinking about women's empowerment.

In spite of this, you realize that Responding to Crisis will try to mainstream gender in some of your work. You want to avoid this. However, you have also heard rumours that other previous partners of Responding to Crisis were dropped because they did not have gender equality policies. Furthermore, the local humanitarian crisis is growing, with more and more displaced people arriving, and you desperately need sustained funding to continue with your emergency programme.

Session 5.4 Leadership in action – external speaker on leading change (30 mins)

Session summary

An inspirational local leader is invited to tell their personal story of leadership. Participants feel inspired, informed and motivated by the leadership of others in creating change. They are able to visualize different ways of leading, and to relate this to their own role in leading change on gender in humanitarian situations.

Preparation

- Source a local resource person/speaker – this could be a participant, the Oxfam Gender Advisor, a representative of a local women's rights organization, UN Women, the government, or an international agency. Ask them to prepare a 15-minute presentation based on the above briefing

Learning objectives

- For participants to learn from, and be inspired by, the personal story of a local inspirational leader and their journey of creating change, and to derive lessons which can inform their own potential for leading change on gender in humanitarian work

Timing	Activity	Resources
20 mins	External speaker shares their personal story	N/A
10 mins	Questions and answers	N/A

DAY 3

Good practice (part I): gender analysis and standards in humanitarian action

Aims: To equip participants with knowledge of the key international standards and approaches to gender in humanitarian work, and the skills to carry out a rapid gender assessment of an emergency situation. To be inspired by the leadership experience of others in leading change on gender-based violence (GBV).

Module 6: International principles, standards and approaches
(1 hour 30 mins)

Module 7: Gender in programme analysis and design
(4 hours)

Module 8: Leadership skill development – influencing
(30 mins + 30 mins optional extra)

Training time for the day: 6 hours *plus* 30 mins optional extra

Module 6: International principles, standards and approaches

Outcomes: Participants know some of the key international standards and gender markers for guiding gender equality in humanitarian action and are able to use these in their work.

Session 6.1 Core Humanitarian Standard (30 mins)
- To explain the Core Humanitarian Standard and its relevance to promoting gender equality

Session 6.2 IASC guidance for gender programming in humanitarian action (30 mins)
- To discuss donors' increasing use of standards and gender markers to track and measure good practice
- To learn about the IASC guidance on gender equality, and to understand how to use its Gender Marker for accountability

Session 6.3: Oxfam Minimum Standards for Gender in Emergencies (30 mins)
- To introduce Oxfam's Minimum Standards and the guidance on how to use them

Total time: 1 hour 30 mins

Session 6.1: Core Humanitarian Standard on Quality and Accountability (30 mins)

Session summary
In this session participants are introduced to the Core Humanitarian Standard on Quality and Accountability (CHS) and explore how strengthening accountability against the nine commitments contained in the CHS can support promotion of gender equality.

Preparation
- CHS booklets to hand out if participants are unlikely to be familiar with it. Alternatively, have a few copies available in the training room for reference
- Read Session 6.1 facilitator's notes: 'Core Humanitarian Standard'
- Prepare PowerPoint presentation
- Oxfam videos on the CHS in different languages:
    - English: https://youtu.be/8loayrrECGs
    - Spanish: https://youtu.be/d4bOijyUWT4
    - French: https://youtu.be/Bv-sJu51Ies

Background reading
- Core Humanitarian Standard booklet. https://corehumanitarianstandard.org/the-standard
- 4-minute video on the CHS, produced by the CHS Alliance:
    - English: https://www.youtube.com/watch?v=3X2Tn6jZnEE
    - Spanish: https://www.youtube.com/watch?v=WtnfjKHMNT8&index=3&list=PLh1w1Ldo3QjWibs_UuC88DZUt02NfrKL0

Learning objectives		

- To explain the Core Humanitarian Standard and its relevance to promoting gender equality

Timing	Activity	Resources
5 mins	**Introduction** Explain that there are now a range of different standards for promoting gender equality in humanitarian action. These aim to guide the design of programmes and the evaluation of their outcomes. In this module you will look at some of these key standards, approaches and gender markers. Over the next three days you will be drawing on these to see how they can be applied in practice, and thinking about what kind of leadership is required to get these standards widely institutionalized, both in your own organizations or throughout the UN cluster system.	Video clip (English): https://youtu.be/8loay-rrECGs

Timing	Activity	Resources
15 mins	**Core Humanitarian Standard presentation** Show the video or show slide 1. The Core Humanitarian Standard comprises nine commitments to improve the quality and effectiveness of humanitarian assistance. It describes the essential elements of principled, accountable and high-quality humanitarian action. Humanitarian organizations may use it as a voluntary code with which to align their own internal procedures. It can also be used as a basis for verification of performance. The CHS is now available in 17 languages: Arabic, Bangla, Bahasa Indonesia, English, French, Haitian Creole, Japanese, Khmer, Korean, Nepali, Portuguese, Spanish, Swahili, Thai, Turkish, Ukrainian and Urdu.	Session 6.1 facilitator's notes: 'Core Humanitarian Standard' Video clip (English): https://youtu.be/8loay-rrECGs

Slide 1

Core Humanitarian Standard on Quality and Accountability

- Nine commitments to improve quality and effectiveness of humanitarian assistance.
- Each commitment has quality criteria, key actions and organizational responsibilities.

THE NINE COMMITMENTS

1 Assistance appropriate and relevant to their needs

2 Access to the humanitarian assistance they need at the right time

3 That they are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action

4 To know their rights and entitlements, have access to information and participate in decisions that affect them

5 Access to safe and responsive mechanisms to handle complaints

6 Coordinated complementary assistance

7 Delivery of improved assistance as organisations learn from experience and reflection

8 Assistance from competent and well-managed staff and volunteers

9 That the organisations assisting them are managing resources effectively, efficiently and ethically

COMMUNITIES AND PEOPLE AFFECTED BY CRISIS CAN EXPECT:

HUMANITY · IMPARTIALITY · NEUTRALITY · INDEPENDENCE

Source: www.corehumanitarianstandard.org

Timing	Activity	Resources
5 mins	**The CHS and gender equality** The CHS is not very explicit about gender equality, and it is therefore strongly advisable for it to be used alongside either global standards such as those of the IASC, or those used by individual organizations. For example, Oxfam uses it alongside its own set of Minimum Standards for Gender in Emergencies. Show slide 2. The commitments (and the key actions and organizational responsibilities) that are particularly relevant to this course and gender equality in programming are shown on the slide. **Slide 2** **Core Humanitarian Standard on Quality and Accountability** The commitments set out that communities and people affected by crisis: **Commitment 1:** receive assistance appropriate to their needs; **Commitment 3:** are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action; **Commitment 4:** know their rights and entitlements, have access to information and participate in decisions that affect them; **Commitment 5:** complaints are welcomed and addressed. It is advisable to use these alongside other standards that are more explicit on gender equality commitments. *Source: www.corehumanitarianstandard.org* Hand out the CHS booklet if appropriate (some participants may already be familiar with it but perhaps not all). Ask participants to study it after the session. Invite questions or comments.	PowerPoint
5 mins	**Wrap-up** Having looked very briefly at the broad framework of the CHS and its rather inexplicit references to gender equality, we now move on to look at a very specific set of standards on gender, the IASC Gender Marker.	N/A

Session 6.1 facilitator's notes: Core Humanitarian Standard

The **principles of humanitarian assistance** and protection derive from the International Legal Framework for Protection. This is composed of:
- International Human Rights law (Universal Declaration of Human Rights (1948), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), UN Security Council Resolution 1325 (on women, peace and security), and the UN Convention on the Rights of the Child (1989);
- International Humanitarian Law;
- International Refugee Law;
- Guiding Principles on Internal Displacement.

Rights-based approaches to delivering humanitarian programmes derive from this international framework, as do gender equality objectives. These international laws set the CHS within a framework of the right to a life with dignity, and the right to protection and security.

In terms of specific provisions for gender equality, International Human Rights Law includes:
- CEDAW;
- the 1993 Declaration on the Elimination of Violence against Women;
- UN Security Council Resolution 1325 concerning the participation of women in peace processes.

The **Core Humanitarian Standard on Quality and Accountability (CHS)** is, as of 2014, the common standard used by most humanitarian organizations. It replaces the standards previously laid out by the Humanitarian Accountability Partnership (HAP) International, the People in Aid Code of Good Practice, and the Core Standards of the Sphere Handbook. (The Sphere Minimum Standards for the four technical chapters continue to be widely used.)

The CHS sets out **nine commitments** for humanitarian organizations to improve the quality and effectiveness of their assistance. It enables communities affected by crisis to hold humanitarian organizations to account as it sets out what they can expect in terms of assistance. It is a voluntary code that humanitarian organizations may use for aligning their own procedures.

Each of the nine commitments is supported by quality criteria, key actions to be taken to fulfil the commitment, and organizational responsibilities to support implementation.

The aim of humanitarian action is to save lives, alleviate human suffering, and support the right to a life with dignity. The CHS sets out the **four fundamental principles** that guide humanitarian action: humanity, impartiality, independence and neutrality.

The CHS and gender equality
The CHS is not very explicit about gender equality, and it is therefore strongly advisable for it to be used alongside other gender standards, either global standards such as those of the IASC, or those of individual organizations. For example, Oxfam uses the CHS alongside its own set of Minimum Standards for Gender in Emergencies.

Core Humanitarian Standard *(continued)*

The commitments (and the key actions and organizational responsibilities) that are particularly relevant to this course and gender equality in programming are as follows:

Commitment 1: Communities and people affected by crisis receive assistance appropriate to their needs.
Quality criterion: Humanitarian response is appropriate and relevant
The sessions we will do later today on 'Gender analysis, assessments and programme design' relate directly to this commitment.

Commitment 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.
Quality criterion: Humanitarian response strengthens local capacities and avoids negative effects.
The session we will do on 'Protection from sexual exploitation and abuse' relates directly to this commitment. This is often known as the 'Do No Harm' approach.

Commitment 4: Communities and people affected by crisis know their rights and entitlements, and have access to information and participate in decisions that affect them.
Quality criterion: Humanitarian response is based on communication, participation and feedback.
The session we will do in Day 4 on 'Participation, dignity and empowerment' relates directly to this commitment.

Commitment 5: Complaints are welcomed and addressed.
Quality criterion: Complaints are welcomed and addressed.
This includes complaints of abuse of power by humanitarian agencies and workers, such as sexual abuse. In such cases people must be able to make a formal complaint and to know it will be handled fairly and in a way that does not jeopardize their safety.

The nine commitments of the Core Humanitarian Standard

Source: www.corehumanitarianstandard.org

Session 6.2: IASC guidance for gender programming in humanitarian action (30 mins)

Session summary
This session provides information on IASC guidance on gender programming in humanitarian action including the rationale for, and use of, its Gender Marker.

Preparation
- Video produced by ECHO, 'How a Gender and Age Marker will help humanitarian response (4 mins). https://www.youtube.com/watch?v=_LYX_v-B51Q
- Prepare Session 6.2 handout: 'IASC Gender Marker'
- Prepare 2–3 copies of the sources mentioned in 'background reading' so that you can show the group what they look like and where to find them
- Read Session 6.2 facilitator's notes: 'IASC Gender Guidance and Gender Marker'

Background reading
- IASC (2006). *Women, Girls, Boys and Men: Different Needs – Equal Opportunities*. Gender Handbook in Humanitarian Action. https://www.humanitarianresponse.info/system/files/documents/files/Gender%20Handbook.pdf
- *If available:* IASC (forthcoming 2017) *The Gender Handbook for Humanitarian Action*
- IASC Gender Tip Sheets by sector (see summaries of these in Annex A – simulation exercise tools) https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english
- *If available*: IASC (forthcoming 2017) Gender-Age Marker

Learning objectives	

- To discuss donors' increasing use of standards and gender markers to track and measure good practice
- To learn about the IASC guidance on gender equality, and to understand how to use its gender-age marker for accountability

Timing	Activity	Resources
5 mins	**Introduction to gender markers** Major donors are increasingly showing their commitment to gender equality by making their funding contingent on how well a project scores against their 'gender marker'. Gender markers track and measure the extent to which projects reflect good gender analysis, and they are used to assess the potential gendered impact of a project. Examples include the ECHO Gender and Age Marker, and the IASC Gender Marker. Explain that this session focuses on IASC's standards and its Gender Marker. The focus is on IASC since its inclusive membership means its policies and tools carry a broad consensus within the humanitarian community, particularly across the IASC coordination mechanism at country level.	ECHO video 'How a Gender and Age Marker will help humanitarian response (4 mins). https://www.youtube.com/watch?v=_LYX_v-B51Q

Timing	Activity	Resources
	However, to illustrate the *rationale for gender markers*, we are going to begin by watching a short ECHO video that describes its approach to gender and age-sensitive programming and how that approach underpins the rationale for its Gender and Age Marker. After watching the video make sure that participants captured the four key criteria used by the marker to assess how gender and age-sensitive a programme is: • assess capacities and specific needs of women and men of all ages; • adapt assistance accordingly; • prevent or mitigate negative effects; • ensure participation of all groups of beneficiaries.	
15 mins	**IASC gender guidance and Gender Marker** Explain the various forms of IASC gender guidance available, including the Gender Handbook, Guidelines on GBV and the online training course. Then present the rationale for and use of the IASC Gender Marker, distribute the handout, and explain the sectoral Gender Tip Sheets. Explain that the development of an **IASC Gender-Age Marker** is also under way (due to be published in 2017). Have a few copies of the various resources available in the training room, and invite participants to familiarize themselves with them after the session.	Session 6.2 facilitator's notes: 'IASC gender guidance and Gender Marker' Session 6.2 handout: 'IASC Gender Marker'
10 mins	**Discussion and leadership reflection** Close with a brief group discussion on the following: 1. What experience have participants had in engaging with donors on the use of gender markers? Has using the gender marker improved practice and, if so, how? What have the challenges and lessons been? 2. As gender leaders, what can they do to enable their staff to engage with and report effectively on projects against the IASC Gender Marker?	N/A

Session 6.2 facilitator's notes: IASC gender guidance and Gender Marker

The IASC provides comprehensive and detailed guidance on planning, implementing and monitoring humanitarian programmes through a gender lens. The following are their core gender resources.

Gender Handbook in Humanitarian Action **(2006)**
This is a tool for clusters/sectors to plan, implement, monitor and evaluate programmes with a gender lens. It is designed for field practitioners and those leading humanitarian response. It also assists donors to hold humanitarians accountable for integrating gender perspectives and promoting equality in all aspects of their work.

It provides detailed guidance, by sector, on the following.
• How to analyse the situation from a gender perspective (what do we need to know to plan and implement a gender-responsive programme?)
• What actions need to be taken to ensure gender equality programming?
• A checklist of key issues for gender equality programming (from which indicators of progress can be derived).

It is important to note that IASC sets out its guidance on GBV in a separate set of guidelines (see below), which must be used alongside the Gender Handbook.

The handbook is available in Arabic, Chinese, English, Farsi, French, Russian and Spanish.

An updated version of the handbook is due for publication in 2017. The ADAPT-ACT framework will be replaced by a new model, and therefore this training course does not focus on ADAPT-ACT.

Guidelines for Gender-based Violence Interventions in Humanitarian Settings: Reducing Risk, Promoting Resilience and Aiding Recovery **(2015)**
This is a comprehensive field tool on how to set up a multi-sectoral GBV programme, which stresses the need for a coordinated approach. It comprises actions that all humanitarian workers must take to minimize vulnerability to sexual violence and to ensure appropriate services for survivors for each sector. It is available in English, French and Spanish. The checklists from the IASC GBV guidelines were used in the simulation exercise on Day 2. Guidance for GBV interventions will be further discussed in Module 10 on GBV.

IASC/UN Women e-learning course 'Gender in Humanitarian Action: Different Needs – Equal Opportunities'
This is a 3-hour interactive online training, at basic level, which includes a simulation of an emergency response. It was suggested as pre-course preparation for participants on this GLHA course. https://trainingcentre.unwomen.org/course/index.php?categoryid=1

Gender Marker – see handout

Gender Tip Sheets by sector
These succinct and sector-specific Gender Marker Tip Sheets can be used by clusters to help their partners integrate gender issues into projects. They can help projects identify and respond better to the distinct needs of female and male beneficiaries. In doing so, projects will have the best chance of integrating gender issues and achieving a good Gender Marker code. The majority of all humanitarian projects should mainstream gender (code 2a). There should also be a selected number of targeted actions (code 2b) that address discrimination and/or special needs. Tip Sheets are available for the sectors of camp coordination and management, child protection, coordination, education, food security, health, GBV, mine action, nutrition, protection, early recovery, shelter and non-food items (NFIs) and WASH. They are available at: https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english

Session 6.2 facilitator's notes: IASC Gender Marker

This is a tool that codes, on a 2–0 scale, whether or not a humanitarian project is designed well enough to ensure that women/girls and men/boys will benefit equally from it or that it will contribute to gender equality in another way. If the project has the potential to contribute to gender equality, the marker predicts whether the results are likely to be limited or significant.

The IASC Gender Marker is required for all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster/sector leads should support their partners in the use of the Gender Marker so that all projects in an appeal routinely ensure that ALL segments of the affected populations have equal access to protection and assistance and that targeted support to advance gender equality is based on a gender and age analysis. This makes projects and programmes more effective.

The Gender Marker allows cluster vetting teams to code projects 2a/2b, 1, or 0; each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements:

Gender analysis in (1) Needs Assessment → (2) Activities → (3) Outcomes

The gender code is inserted on the project sheet and uploaded onto the global Online Project System (OPS) and Financial Tracking Service (FTS). This helps to ensure that donors are better placed to identify high-quality, gender- and age-sensitive projects.

Designing and implementing a project that achieves a gender code 2a or 2b can enhance both project performance and funding potential.

IASC Gender Marker *(continued)*

Gender equality in the project sheets

GENDER CODE 2A – GENDER MAINSTREAMING **Potential to contribute significantly to gender equality**	GENDER CODE 2B – TARGETED ACTION **Project's principal purpose is to advance gender equality**
A gender and age analysis is included in the project's needs assessment and is reflected in one or more of the project's activities and one or more of the project outcomes.	The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality. Targeted actions are projects responding to the disadvantage, discrimination or special needs of women, girls, men or boys. All targeted actions are based on gender and age analysis.

CODE 1
Potential to contribute in some limited way to gender equality
There are gender dimensions in only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes.* The project does not have all three: i.e. gender and age analysis in the needs assessment, which leads to gender- and age-responsive activities and related gender and age outcomes.

Where gender and age appear in outcomes only, the project is still considered gender-blind

CODE 0
No visible potential to contribute to gender equality
Gender and age are not reflected anywhere in the project sheet or only appear in the outcomes. There is a risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm. These projects are considered gender-blind.

Note: The development of an IASC **Gender-Age Marker** is also under way by GenCap with publication expected in 2017. (GenCap is the Gender Standby Capacity Project, an IASC initiative created in 2007 in collaboration with the Norwegian Refugee Council to facilitate and strengthen capacity and leadership of humanitarians to undertake and promote gender equality programming).

Session 6.3: Oxfam Minimum Standards for Gender in Emergencies (30 mins)

Session summary
In this session participants are introduced to and discuss the Oxfam Minimum Standards for Gender in Emergencies and know where to look for guidance on implementing them.

Preparation
- Prepare Session 6.3 handout: 'Oxfam's Minimum Standards for Gender in Emergencies'
- Have a few copies of the Oxfam *Handbook on Gender Equality and Women's Rights in Emergencies* available for participants to refer to during the course

Background reading
- Oxfam's *Handbook on Gender Equality and Women's Rights in Emergencies,* 2011

Learning objectives
• To introduce Oxfam's Minimum Standards and the guidance on how to use them

Timing	Activity	Resources
15 mins	**Present Oxfam's Minimum Standards for Gender in Emergencies** Handout a copy of the standards and show slide 3. Oxfam's 16 Minimum Standards for Gender in Emergencies focus on five areas and, while called Minimum Standards, really encompass all the elements of robust and effective gender programming. **Slide 3** **Oxfam's 16 Minimum Standards (MS) for Gender in Emergencies** Promoting gender equality through internal practices (MS 1-4) Gender analysis through the project cycle (MS 5-10) Participation, dignity and empowerment (MS 11-13) Addressing gender-based violence (MS 14-15) Prevention of sexual exploitation and abuse (MS 16) Show slide 4. Each Minimum Standard has key actions, suggested indicators, guidance notes, case studies and other helpful resources. **Slide 4** **Oxfam Minimum Standards** Each of the 16 Minimum Standards has: • key actions; • suggested indicators; • guidance notes; • case studies; • helpful resources.	Session 6.3 handout: 'Oxfam's Minimum Standards for Gender in Emergencies' PowerPoint
15 mins	**Wrap-up and plenary discussion** Participants look through the tools from the three sessions (this could be done by laying out the different documents and walking around the room) and time is given for asking questions.	N/A

Session 6.3 handout: Oxfam's Minimum Standards for Gender in Emergencies

Oxfam's Minimum Standards for Gender in Emergencies

Oxfam's 16 Minimum Standards for Gender in Emergencies draw on both the Sphere Minimum Standards in Humanitarian Response (2011) and the IASC guidelines on gender and gender-based violence in emergencies.

They include the following.
- *Key actions* necessary to meet the Minimum Standards. These may be applied in different ways depending on the context and ways of working of affiliates/partners. Not all will be applicable for everyone all the time.
- *Suggested indicators* to signal whether the Minimum Standard has been achieved. These are suggestions only and can be adapted according to the specific situation or context.
- *Guidance notes* on how to undertake key activities and achieve the indicators.
- *Case studies* of good practice and lessons learned to illustrate the Minimum Standards.
- *Helpful resources.*

Oxfam's Minimum Standards for Gender in Emergencies

Promoting gender equality through internal practices
1. Ensure allocation of appropriate financial and human resources for the promotion of gender equality.
2. Ensure that workplace policies and procedures are in place and communicated to staff and partners to ensure gender equality in the workplace. These are to include human resources (HR) policies that deal with sexual harassment.
3. Ensure accountability of senior management for promoting gender equality.
4. Develop staff, partner and senior management capacity through inductions, training and reflection.

Gender analysis through the project cycle
5. Gender analysis to be included in contingency plans, which will incorporate and consult with existing gender-focused development programmes.
6. In consultation with other stakeholders, collect, analyse and report on gender differences using sex- and age-disaggregated data (and other factors where possible/relevant) starting from the onset of the emergency and throughout the project cycle, taking into account issues of safety and accessibility.
7. In consultation with women, girls, men and boys, design culturally appropriate gender-sensitive programmes that address the needs and safety requirements of the most vulnerable groups
and redress gender-specific injustices. Programme design should incorporate a gender strategy, policy and advocacy elements.
8. Programming is intertwined with gender-related sustainable development objectives for the country, including disaster risk reduction (DRR).
9. Gender analysis informs the development of monitoring, evaluation and learning (MEAL) frameworks and the implementation of monitoring and evaluation (M&E) systems.
10. Gender analysis informs the development and implementation of accountability and learning systems.

Oxfam's Minimum Standards for Gender in Emergencies *(continued)*

Participation, dignity and empowerment

11. Ensure access and participation that is equal and safe, and meaningful participation by specific gender groups in humanitarian sectoral programme activities throughout the project cycle, including distributions, training and livelihood opportunities.

12. In consultation with women and girls, actively promote their dignity and empowerment in programme design and implementation.

13. Develop programmes which ensure that women's and girls' rights are being redressed in emergencies and ensure the support of men and boys (not just consultation), making them allies in the process.

Addressing gender-based violence

14. Implement and monitor interventions to ensure safe programming in all situations in consultation with women, girls, men and boys.

15. Advocate where possible for gender-responsive policies and practices with communities and local authorities.

Prevention of sexual exploitation and abuse

16. Protect beneficiaries from sexual exploitation and abuse by staff and partners.

Module 7: Gender in programme analysis and design (4 hours)

Outcomes: Participants know what gender analysis means and why we need it, and have the skills to carry out a rapid gender analysis as part of a humanitarian assessment. They understand what practical and strategic needs are, and feel confident to identify gender-sensitive indicators. They understand the twin-track approach of gender mainstreaming and targeted action on gender equality, and the importance of linking gender equality objectives across humanitarian and long-term development work.

Session 7.1 What is gender analysis? (1 hour)
- To know what gender analysis is, and what it can be used for
- To be able to do a rapid gender analysis as part of a humanitarian assessment, including how to collect and use sex-disaggregated data

Session 7.2 Practical and strategic gender needs (30 mins)
- To learn to use gender analysis to identify and differentiate practical and strategic gender needs
- To understand how strategic gender needs can be met by humanitarian programmes, and how this can open up opportunities for sustainable change in power relations between women and men

Session 7.3 Gender in monitoring, evaluation and learning (1 hour)
- To be aware of what a gender-sensitive approach to monitoring, evaluation and learning means, and how to develop gender-sensitive indicators
- To be aware of how a feminist approach to monitoring, evaluation, accountability and learning (MEAL) can enrich the process of gender-sensitive monitoring, evaluation and learning, and enable a deeper exploration of the complex issues involved in changing gendered power relations

Session 7.4 Gender mainstreaming and targeted action (1 hour)
- To explore the twin-track approach to designing gender equality programmes of gender mainstreaming and targeted action
- To discuss how advocacy on issues such as peace and security, GBV and women's participation can support targeted action on women's rights and gender equality in humanitarian disasters

Session 7.5 Linking action on gender equality across humanitarian and long-term development work (30 mins)
- To understand that efforts to promote gender equality need to be linked across humanitarian and development work, from disaster risk reduction and emergency preparedness, to acute response, recovery and long-term development
- To understand how sustainable change in gendered power relations can be fostered when actions across all the above interventions reinforce each other

Total time: 4 hours

Session 7.1: What is gender analysis? (1 hour)

Session summary

In this session participants find out what gender analysis means and why we need it. It looks in practical terms at how a gender analysis is constructed before, during or after a humanitarian disaster, the key questions that need to be asked, and why and how it is done. It looks at how to do a rapid gender analysis as part of a humanitarian assessment.

Preparation

- Prepare PowerPoint
- Read Session 7.1 facilitator's notes: 'What is gender analysis?'
- Read Session 7.1 facilitator's notes: 'When and how to collect sex- and age-disaggregated data'
- Prepare Session 7.1 handout: 'Guiding questions for a rapid gender analysis'
- Session 7.1 handout 'Other gender analysis resources
- Prepare Session 7.1 handout: 'So what? questions'

Background reading

- Oxfam (2014). *Quick Guide to Gender Analysis.* http://policy-practice.oxfam.org.uk/ publications/quick-guide-to-gender-analysis-312432
- Oxfam (2014). *Quick Guide to Power Analysis.* http://policy-practice.oxfam.org.uk/ publications/quick-guide-to-power-analysis-313950
- C. March, I. Smyth and M. Mukhopadhyay (1999). *A Guide to Gender-Analysis Frameworks.* http://policy-practice.oxfam.org.uk/ publications/a-guide-to-gender-analysis-frameworks-115397
- IASC (2006). *Women, Girls, Boys and Men. Different Needs – Equal Opportunities.* Gender Handbook in Humanitarian Action. https://interagencystandingcommittee.org/node/2917
- Women's Refugee Commission (2014). *A Double-edged Sword: Livelihoods in Emergencies.* https://www.womensrefugeecommission.org/resources/download/1046
- CARE Rapid Gender Analysis Tool. http://gender.care2share.wikispaces.net/ CARE+Rapid+Gender+Analysis+Toolkit

Learning objectives

- To know what gender analysis is, and what it can be used for
- To be able to do a rapid gender analysis as part of a humanitarian assessment, including how to collect and use sex-disaggregated data

Timing	Activity	Resources
10 mins	**Gender analysis: why we do it and key questions to ask** Show slide 5. We are going to look now at what gender analysis is and why it is so important. Gender analysis is a critical part of assessment, programme planning, and monitoring and evaluation of all humanitarian programmes. Go through the points on the slide.	Session 7.1. facilitator's notes: 'What is gender analysis?' Session 7.1 handout: 'Guiding questions for a rapid gender analysis' Session 7.1. handout: 'Other gender analysis resources' PowerPoint

Slide 5

Introduction: What is gender analysis and why do we need it in humanitarian programmes?
Gender differences and inequalities determine how decisions are made, resources allocated, and how women, girls, men and boys are affected by poverty and disasters. The process of understanding these gendered power relations in a given context is called *gender analysis*.

A gender analysis which uses sex- and age-disaggregated data helps us to deconstruct *'the affected population'* so that we better understand:
- the specific needs and capacities of women, girls, men and boys;
- which of them are benefiting from the assistance;
- who is falling through the cracks.

Ask the question 'What do we use a gender analysis for?' Elicit ideas from participants. Then show slide 6 to see if we missed anything out.

Slide 6

What do we use gender analysis for?
- to understand how women, girls, men and boys are differently affected by a crisis; their specific needs and concerns, and the root causes of these gender-related vulnerabilities to shocks and disasters;
- to design effective interventions that address gender inequalities, do not further promote them, and that strengthen local capacities to cope with shocks and stresses;
- to help develop gender-responsive systems for monitoring, evaluation, learning and accountability;
- to help develop advocacy plans to promote women's rights.

Explain that one of the important tools used to ensure that the initial gender analysis informs programme planning and M&E is the development of gender-sensitive indicators, which measure gender-related changes over time. These will be discussed in Session 7.3.

So what questions do we ask in a rapid gender analysis? Give out the handout for Session 7.1 'Guiding questions' and go through the questions. Explain that participants can use this handout to construct their own assessment tool, adapting it to their needs.

Give out the other handout for Session 7.1 'Other gender analysis resources', and suggest participants follow these up in their own time:
- gender analysis by sector;
- capacities and vulnerabilities analysis;
- power analysis.

Timing	Activity	Resources
10 mins	**Group exercise to explore the purpose of a gender analysis** The 'So what?' exercise allows participants to explore why gender analysis is important. It presents facts or statements that have been collected during a humanitarian assessment in a refugee camp, in preparation for developing a programme plan. For each statement, participants need to respond to the question 'So what? That is, what is the significance of these statements for women and men, and how should they shape the design of the programme? Give out the handout for Session 7.1 'So what? questions' and ask the group to think about these questions in pairs or small groups, and then run through the responses in plenary.	Session 7.1 handout: 'So what? questions'
10 mins	**Sex- and age-disaggregated data – the leadership challenge** Show slide 7. Gender analysis relies on understanding the specific vulnerabilities, capacities and needs of women, girls, men and boys, and on being able to assess the impact of the humanitarian programme on each to see if their specific needs have been met. In order to do this, all data needs to be disaggregated by sex and age. Sex- and age-disaggregated data needs to be collected whenever doing assessments – before an emergency occurs, at the acute stage, and during later stages, for M&E purposes. **Slide 7** **Sex- and age-disaggregated data – when to collect it?** • before an emergency occurs as part of preparedness and contingency planning; • in the acute phase of an emergency for situation reports, action plans, etc; • in later stages for M&E. Show slide 8. Sex- and age-disaggregated data may already be available from previous assessments or evaluations. It can be collected via individual interviews, focus group discussions, observations and registration records, as well as speaking to first responders – local women and men. **Slide 8** **Sources of sex- and age-disaggregated data** • existing sources of information from previous assessments and evaluations; • individual interviews; • focus group discussions; • observations; • registration for distributions; • asking local experts, especially the first responders on the scene (local women and men).	Session 7.1 facilitator's notes: 'When and how to collect sex- and age-disaggregated data' PowerPoint

Timing	Activity	Resources
	The speed of acute emergencies may make it hard for team members to remember to collect sex- and age-disaggregated data.	
	Make it easy for them by using language that differentiates the target groups in all documentation such as assessment and reporting formats, and project proposals (for example, use 'women, girls, men and boys' rather than 'people'). Make sure your teams use the data they have collected; sex- and age-disaggregated data is often collected and then forgotten. The data needs to be analysed, clearly presented and used to design programmes!	
10 mins	**Formulating assessment questions that are gender- and age-disaggregated** Read out the questions on the left of the table and ask participants how they could be adapted to be gender- and age-responsive. Ask them to discuss very briefly in pairs and ask for contributions from the floor. (Possible answers are given on the right.)	

Sample question for interviews	Adapted gender- and age-responsive questions
Name of interviewee	Name, age and sex of interviewee
Are there latrines at the site?	Are there separate, lockable and well-lit latrines at the site?
Is there a queue at the main ater point?	Is there a queue at the main water point and who is queuing?
What are the main safety issues that people in your community face?	What are the main safety issues that women and men of different ages face?
How many meals did people in this household eat yesterday?	How many meals, and what kind of food, did infants, girls, boys, women, men and older people in this household eat yesterday?

Timing	Activity	Resources
15 mins	**Exploring findings of a gender analysis** Show slide 9 and read out the case study from Pakistan. Ask participants why they think so many female-headed households might have been excluded. Discuss in pairs and share ideas in plenary.	N/A

Slide 9

Case study on female exclusion, Pakistan
A multi-cluster/initial rapid assessment of the Punjab monsoon floods in 2014 found that almost 20% of respondents – female-headed households, child-headed households, older persons and people living with disabilities – were excluded from distributions due to gender insensitivity and culturally inappropriate distributions. 7% of these were female-headed households.
Source: Oxfam/ECHO-ERC project proposal, 2016

Then present the actual causes on slide 10.

Timing	Activity	Resources
	Slide 10 **Reasons for exclusion** • female-headed households, such as widows without a national ID card and domicile, were not registered for assistance; • during the rescue and relief operation women stayed with host communities due to lack of specific facilities that met their needs in camps, and were therefore less visible to the assessment teams; • purdah issues in government-organized camps; • lack of women's participation in contingency planning may also have contributed. Note also the exclusion of child-headed households, people with disabilities and older people, and refer to the importance of intersectional analysis, which examines vulnerabilities linked to different types of identity.	
5 mins	**Wrap-up** Close the session by reminding participants that gender differences and inequalities determine how decisions are made, resources are allocated, and how women and men are affected by, and deal with, poverty and disasters. We need to collect and analyse data and develop precise knowledge of the context to properly evaluate needs and determine interventions and targets. It is the process of understanding these relationships and exploring unequal power within them that is called gender analysis. Gender analysis is vital to inform emergency relief work and longer-term development work. The following session will look in more detail at the critical concept of practical and strategic gender needs.	N/A

Session 7.1 facilitator's notes: What is gender analysis?

1. What is gender analysis and why do we need it in humanitarian programmes?
Gender differences and inequalities determine how decisions are made, resources allocated, and how women and men are affected by, and deal with, poverty and disasters. We need to collect and analyse data and develop precise knowledge of the context in order to properly evaluate needs and determine interventions and targets. It is the process of understanding these relationships and exploring unequal power within them that is called gender analysis. It is a critical tool for informing relief work, longer-term development work and campaigning.

Sometimes people describe gender analysis as 'applying a gender lens'. This is a metaphor for examining a situation to identify the social differences between women, girls, men and boys, the social relations between them, their access to and control of resources, how they are affected differently by a crisis, and what the gender inequities are.

We know that poverty, marginalization and disasters interact in such a way as to make women, girls, men and boys experience the impact of disasters differently. Women and girls can be vulnerable; they also have considerable capacities. And men and boys have specific vulnerabilities too. Gender analysis means identifying these aspects of gender relations and inequalities in a given context, and identifying the implications for programming. Using a gender lens helps us to know which members of the population need which services, and who might need additional, specific assistance. Sex- and age-disaggregated data helps us to know who benefits from assistance efforts and who does not. This means knowing who may be falling through the cracks.

A gender analysis helps humanitarian organizations to deconstruct 'the affected population' and better understand the specific needs and capacities of women, girls, men and boys affected by an emergency and the specific threats they face. This enables assistance that is well targeted to the specific needs of different groups – i.e. assistance that is more effective and creates less unintended negative effects.

Gender analysis enables us to identify the different needs and concerns of women and men, and then to identify programme objectives and strategies that promote gender equality, as well addressing poverty, suffering and vulnerability. Conducting a gender analysis is the first step in ensuring that gender is mainstreamed throughout the project cycle. If we fail to base our programme design on gender analysis, and just assume that our assistance will benefit women and men equally, the programme will reflect and probably reinforce the gender imbalances that already exist.

We need to develop humanitarian responses that respond to everyone's needs, and give women, girls, men and boys the opportunities to build their resilience, survive and respond to disasters, and eliminate inequalities. The aim is to ensure that wherever possible, humanitarian programmes promote greater equality, and that they never exacerbate gender-based injustices and inequalities. In order to do this in an informed way, we need to include gender analysis in the planning of all relief, recovery, risk reduction or disaster preparedness work. Gender analysis should thus be an integral part of all assessments and situation analyses.

What is gender analysis? *(continued)*

2. What do we use gender analysis for?

- To understand how women, girls, men and boys are differently affected by a crisis; their specific needs, concerns and priorities; and the root causes of gender-related vulnerabilities to shocks and disasters.

- To inform the design of programmes and targeted action: who are the target groups, what are their needs, and what are the barriers that prevent their access to assistance? For example, where women are excluded from public decision making, they can be consulted separately to ensure that they have a voice, or they could be supported to become active members of WASH committees.

- To help design effective interventions that address gender inequalities and do not further promote them, while also strengthening local capacities to cope with shocks and stresses. For example, by ensuring that women are able to participate in decision making in a safe way, or by including women in employment and training opportunities (while monitoring for backlash).

- To help develop gender-responsive systems for monitoring, evaluation, learning and accountability.

- To help develop appropriate feedback mechanisms – e.g. addressing situations where women have limited mobility, low levels of literacy, do not speak the lingua franca, have daily activities that restrict their ability to visit field offices, or where they only feel comfortable providing feedback to other females.

- To help develop advocacy plans – e.g. at the local level, lobbying for land and property rights for women, to ensure women's input on shelter design, or for protection from sexual violence. Or, at the global level, bringing local issues to a global audience through campaigns as a way to mobilize public opinion and take political action. For example, lobbying for government implementation of UN Security Council Resolution 1325, which calls for women's equal participation in all peace-building and post-conflict reconstruction.

- To help design disaster risk reduction (DRR) programmes and disaster preparedness and contingency plans by better understanding how gender relations shape men and women's vulnerabilities, and strengthening the resilience of both women and men to disaster and conflict in crisis-prone contexts.

- To support the transition to long-term programming by identifying the root causes of existing gender inequalities.

- To support funding proposals and communication plans.

Source: Based on Oxfam training manual, Oxfam (2012). Gender Equality and Women's Rights in Emergencies

Session 7.1 facilitator's notes: When and how to collect sex- and age-disaggregated data

When to collect sex- and age-disaggregated data
- before an emergency occurs as part of preparedness. Developing a profile of the population in areas where you are working is vital to prepare for response to an emergency. This should form part of a contingency plan with key demographic, socio-economic and political data disaggregated wherever possible;
- in the acute phase of a response as part of situation reports, action plans, real-time evaluations. Often only a rapid gender analysis will be possible but this will be sufficient to design a response. More in-depth gender analyses can be undertaken for slower onset emergencies;
- In later stages, for monitoring and evaluation (M&E).

How to collect sex- and age-disaggregated data
The information can be collected in a variety of ways:
- using existing sources of information from previous assessments and evaluations, reports from women's rights groups, etc;
- through individual interviews;
- through focus group discussions: hold separate discussions with males and females in different age groups and aim to ensure that female staff members facilitate discussions for women and girls, and male staff with all men's groups. Discussions could also be held with vulnerable or excluded groups such as widows, young boys, people living with disability;
- observation: note where access to services, infrastructure and facilities is more difficult or blocked for certain segments of the population;
- registration for distributions: ensure that recorded data includes a person's sex and age group.

The **first responders** to a disaster are always local women and men. It is very important that humanitarian organizations that arrive on the disaster scene following a disaster identify and listen to the women as well as the men among these first responders to understand what is already known about existing gender dynamics and the impact of the disaster on different groups of women and men.

Session 7.1 handout: Guiding questions for a rapid gender analysis

Guiding questions for a rapid gender analysis as part of a humanitarian assessment
The following checklist of questions is designed to be used in the assessment phase. If it is not possible to address all of these in the first phase of the response, a more in-depth analysis can follow as part of a progressive line of enquiry as the programme develops.

1. Consultations
- Are assessments being conducted with women, girls, men and boys separately, facilitated by same-sex researchers?
- Have particularly vulnerable groups of women and men (e.g. widows, single fathers, disabled men and women), and groups with distinct needs (e.g. adolescents), been consulted?
- Have risks around single-sex/specific group consultations been mitigated?

2. Who has been affected by the crisis? Sex- and age-disaggregated data
Age is an important factor as the experiences of children, adolescents and elderly people will be very different. Data can also be disaggregated by other factors such as ethnicity or socio-economic status.
- What is the sex and age breakdown of those that have been displaced, killed, or otherwise affected?
- How many households are headed by women, by girls, or by boys?
- How many single male households are there?
- What is the breakdown of potentially at-risk groups, including people living with disability, pregnant and breastfeeding women, elderly people, widows or widowers, survivors of violence, people living with HIV, and unaccompanied children?
- What is the average family size and structure (e.g. polygamous)?

3. What are the roles and responsibilities of women, girls, men and boys?
- What is the division of labour between women, girls, men and boys, and older people, at household, productive and community/social levels? In other words, who does what work (such as caring, farming, earning a cash income)?
- What gendered roles, practices and cultural norms exist in relation to the specific sector you are working in?
- How have these roles and practices changed from before the crisis to now/after the crisis?
- Who needs what support to fulfil their roles now?

4. Who has access to and control over which resources?
- Which household and community resources are controlled by men and which by women?
- Who would have access to and control the resource benefits of the programme e.g. land, livestock, seeds, tools, fishing equipment, food?
- Who has the social resources to benefit from the programme e.g. spare time to engage in project activities, freedom of movement to attend training, social networks?
- Have any of these changed as a result of the crisis? How and why?
- Will the programme channel resources through the appropriate people and aim to empower women? E.g. if women have authority over food preparation in the household, are they involved in decisions about emergency food distributions?

Guiding questions for a rapid gender analysis *(continued)*

5. Who is participating, leading and making the decisions?
- Who makes decisions and sets the agenda over which issues at the household or community level?
- Does the planned humanitarian programme respect these roles?
- Are opportunities for women's increased participation and leadership being sought?

6. What are the key policies, practices and gendered social norms that maintain gender inequality?
This is about cultural, social or religious rules governing gender relations such as the way in which the seclusion or low status of women restricts their active participation in decision making.

7. What are the different vulnerabilities and risks faced by women, girls, men and boys?
- Assistance
  - Which groups are restricted in their access to humanitarian assistance and services?
  - What are the barriers to accessing assistance and services – e.g. linguistic, ethnic or religious identity, disability, caste, women's low mobility, single parenthood, chronic illness?
  - How can they be overcome – e.g. by targeting assistance?
  - What are the risks of targeting only these groups and how could they be mitigated?
- Protection
  - What forms of gender-based violence (GBV) existed before the disaster and what are the risks now – e.g. forced conscription to armed groups, sexual exploitation and abuse, trafficking of unaccompanied children?
  - What is the incidence of GBV and how has it changed since the disaster?
  - What risks are associated with the coping and survival strategies of women, girls, men and boys – e.g. sexual exploitation, rape, sexually transmitted infections (STIs) contracted through transactional sex work?
  - How can the programme protect people from having to resort to risky coping strategies?
  - Will the humanitarian intervention itself pose risks, and how could they be mitigated?
  - Are there laws and services that can support survivors?

8. What are the different practical and strategic needs of women, girls, men and boys and how will they be met by the programme? What do women and men need to improve their well-being, security and dignity?
- *Practical gender needs:* These relate to the responsibilities and tasks associated with the traditional daily gender roles of men and women (e.g. access to food, water, shelter, health care, tools).
- *Strategic gender needs:* These relate to longer-term, non-material changes in roles and responsibilities that challenge existing power relations between women and men (e.g. increased women's participation in decision making; men taking on caring roles; women taking on non-traditional productive roles).

9. What are the different skills and capacities of women and men?
- What skills and knowledge do women and men each bring to the response and recovery work, and how will the programme utilize these capacities?
- What opportunities exist to support women's empowerment?
- What local organizations, especially women's rights organizations, could offer capacity and provide leadership?

Source: Based on Oxfam (2013). Gender in Oxfam's Humanitarian Programmes: A Pocket-sized Guide

Session 7.1 handout: Other gender analysis resources

1. Gender analysis in different sectors of humanitarian response

The 'Guiding questions for a rapid gender analysis' are generic questions about roles, resources, capacities and vulnerabilities, which are relevant to all sectors of humanitarian response.

A range of guidelines also exist for carrying out gender analysis in **specific sectors** of response:
- IASC's 2006 *Gender Handbook in Humanitarian Action* (currently being updated) contains comprehensive guidance for camp coordination and management, education, food issues (food security, distribution and nutrition), health, livelihoods, non-food items (NFIs), registration, shelter and WASH. Each section includes key questions, actions to ensure gender equality, checklists, and further resources.
- Oxfam's 2013 *Gender in Oxfam's Humanitarian Programmes: A Pocket-sized Guide* offers key questions for WASH and NFIs, emergency food security and vulnerable livelihoods (household food security, livelihoods and markets), and protection.
- Women's Refugee Commission (2014). *A Double-edged Sword: Livelihoods in Emergencies.*
- CARE's Rapid Gender Analysis Tool (full range of sectors).

2. Capacities and vulnerabilities analysis framework

This framework is a useful tool for gender analysis, in particular for disaster risk reduction (DRR) work and for promoting a culture of resilience. The vulnerabilities and capacities of women and men are analysed separately and a chart constructed to give an overview.

Factors of vulnerability:
- physical/material - e.g. environmental degradation, hazard-prone location;
- motivational/attitudinal - e.g. dependency on external aid, fatalism, suspicion of change;
- social/organizational - e.g. exclusion of certain groups from decision making.

Capacities refers to the strengths, attributes and resources of a community that determine how people act to reduce the damaging effects of hazards during crises. They include:
- physical/material e.g. cash, land, tools, food, jobs;
- motivational/attitudinal e.g. sense of control, power, confidence;
- social/organizational e.g. social networks, extended family, welfare institutions.

This framework avoids automatically categorizing all women as 'vulnerable', overlooking intersecting aspects of their identity, ignoring their strengths, and excluding them from decision making and leadership roles. It also avoids assuming that there are no men who are vulnerable, potentially denying them access to services they may require.

For more information see:

M. Anderson and P. Woodrow (1998). *Rising from the Ashes*. 2nd ed. IT Publications, pp 9–25

Oxfam GB (2011). *Gender and Disaster Risk Reduction Training Pack.* http://policy-practice.oxfam.org.uk/publications/gender-and-disaster-risk-reduction-a-training-pack-136105

HANDOUT

Other gender analysis resources *(continued)*

3. Power analysis

Power analysis is based on the understanding that unequal power relations are one of the main underlying causes of poverty, suffering and inequality. It involves identifying and exploring the multiple power dimensions that affect a given situation so as to better understand the factors at play. It explores the concepts of 'power over', 'power to', 'power with' and 'power within'. And it asks questions in terms of who, where, what and how power is being exercised.

Having a better understanding of how power relations play out in a humanitarian crisis can help to identify appropriate programme strategies. It is also very relevant to the model of Feminist Leadership for Social Transformation for which the exercise of power is a central concept: holding power, exercising power, and changing the distribution and relations of power.

For a quick reference see:
Oxfam (2014). *Quick Guide to Power Analysis.* http://policy-practice.oxfam.org.uk/publications/quick-guide-to-power-analysis-313950

Session 7.1 handout: So what? questions

Exercise: So what?

- Women collect water between 10-12am and 4-6pm. So what?
- Women wait till after dark to bathe. So what?
- Men make decisions around money in the household. So what?
- Community decisions and information sharing are the preserve of men. So what?
- Men wash hands after eating, women wash their hands after defecating and before preparing food. So what?
- Women cannot leave their household during menstruation. They pound tree pulp to use. They use previously-used pads. If they have cloth, they use it for menstruation, burying it in the ground after dark, then washing it so no one can see. So what?
- Men feel they have lost their livelihoods and cannot provide for the family. They worry they cannot support their wife and children when they see the suffering at home. So what?
- There are areas of the camp that boys/girls avoid. So what?

Source: Oxfam training manual (2012). Gender Equality and Women's Rights in Emergencies

Session 7.2: Practical and strategic gender needs (30 mins)

Session summary
This session explains practical and strategic gender needs. It sets the stage for thinking about emergencies as opportunities for transformational change in women's empowerment. It highlights how humanitarian response work (from emergency preparedness through to long-term development) can link with advocacy work on gender equality. Participants understand what practical and strategic gender needs are in the context of humanitarian emergencies.

Preparation
- Session 7.2 handout: 'Case study'
- Prepare PowerPoint

Learning objectives

- To learn to use gender analysis to identify and differentiate practical and strategic gender needs
- To understand how strategic gender needs can be met by humanitarian programmes, and how this can open up opportunities for sustainable change in power relations between women and men

Timing	Activity	Resources
10 mins	**Practical and strategic gender needs** Show slide 11. Note that in the previous session on gender analysis, we mentioned the importance of identifying the practical and strategic needs of women. This session delves more deeply into the meaning of these terms, as they are key to identifying opportunities for transformational change in power relations between women and men during emergencies. Humanitarian assistance focuses on the 'here and now' – the practical needs of women and men in distress. However, it also needs to address strategic gender needs (i.e. those that address gender inequalities) as it is gender inequality that gives rise to many of women's practical needs.	Session 7.2 facilitator's notes: 'Practical and strategic gender needs' PowerPoint

> **Slide 11**
>
> **Practical and strategic gender needs**
>
> **Practical gender needs**
> e.g needs arising from inadequacies in living conditions, lack of healthcare, childcare, water, food or education.
>
> **Strategic gender needs**
> e.g. promotion of women's labour rights, equal wages, control over their own bodies, protection from gender-based violence, and access and control over resources. In short, more equal power relations between women and men in the household and community.
>
> **Humanitarian action**
> Must address both. Practical needs are important and meeting them can improve lives. But the root causes of gender inequality that lead to these practical needs will only change if strategic gender interests are addressed.

Timing	Activity	Resources
	So what can humanitarian action do to meet strategic gender needs? Show slide 12 and go through the examples.	

> **Slide 12**
>
> **Humanitarian action meeting women's strategic gender needs during crises**
> - challenging traditional divisions of labour: women take on new economic roles (e.g. shelter construction);
> - alleviating women's burden of domestic labour and childcare (e.g. men equally involved in camp cleaning and cooking rosters);
> - increasing women's control over livelihood resources (e.g. joint property rights and land tenure in resettlement);
> - increasing women's household and community decision making (e.g. management of food distributions, cash transfers);
> - taking measures to reduce the risk of gender-based violence.

Timing	Activity	Resources
10 mins	**Group exercise using a case study** Introduce the case study 'Changing gender relations in Rajasthan'. Inform participants that it focuses on disaster risk reduction, in particular reducing vulnerability to the effects of drought. Hand out a copy of the case study. Divide participants into four groups. Give them 20 minutes to read through the case study and think about the following questions: • What are the practical needs and strategic interests of women in this scenario? Were they met by the project? How were they met? • What other strategies would you propose in order to address women's strategic concerns, and thereby reduce the impact of drought on their lives? • What else might you need to know? (What are the gaps in information given in the case studies?) Ask participants to write their answers on a flip chart.	Session 7.2 handout: 'Case study'

Timing	Activity	Resources
5 mins	**Discussion** Invite each group to present their responses to the whole group. Facilitate a short discussion ensuring that the following information is covered: • *Practical needs:* Fodder, wood for fuel, fruits and water are more easily available to women, who are primarily responsible for collection and storage of these items for the household. These resources will also reduce the household's vulnerability to drought. • *Strategic interests:* Women now have ownership and control of assets, namely the rainwater harvesting structure and the materials and land plot; women's mobility has improved; and their decision making and management skills have been proven and recognized by the community. New cultivation skills have been developed. Both men and women have challenged gender stereotypes by taking on non-traditional gender roles.	N/A
5 mins	**Wrap-up** Close the session by reinforcing that practical gender needs are important and meeting them can improve women's lives, but only by addressing strategic gender interests will gender inequality be addressed. Humanitarian programming presents an opportunity to address women's strategic needs and they should always be considered as part of a gender analysis.	N/A

Session 7.2 facilitator's notes: Practical and strategic gender needs

Practical and strategic gender needs
- These terms were coined by Maxine Molyneux in the 1980s and then further developed by Caroline Moser. They differentiate between: (a) actions that address women's immediate practical needs such as inadequacies in living conditions or lack of healthcare, childcare, water, food or education; and (b) actions that promote women's strategic needs (often called 'strategic interests'), empowering women and challenging the existing gendered basis of power – e.g. actions to promote labour rights, equal wages, women's control over their bodies, protection from gender-based violence, and access and control over resources.
- Practical needs are important and meeting these can improve women's lives. However, unless strategic needs are met, gender inequalities that are the root cause of these practical needs will not change. Women's strategic needs refer to the conditions needed in order to challenge existing inequality vis-à-vis men in their households and communities.
- Considering women's practical and strategic needs is an important part of good gender analysis.
- Humanitarian programming is an opportunity to address strategic needs. For example:
   - challenging traditional divisions of labour by supporting women to take on new economic roles such as camp/shelter construction, thereby challenging social norms;
   - increasing women's control over livelihood resources e.g. ensuring that in post-disaster resettlement programmes, land allocation decisions secure joint/equal property rights and land tenure for women;
   - increasing women's roles in household and community decision making e.g. women equally involved in, or in charge of, decisions about who is registered for food distributions, cash transfers, etc;
   - taking measures to reduce the risk of gender-based violence.
- Meeting women's practical and strategic needs is key to transforming power relations between women and men.

Session 7.2 handout: Case study

Changing gender relations in Rajasthan

Rajasthan is an Indian state facing stark gender and caste inequalities. Women experience restricted mobility (many do not step outside the boundaries of their village) and lack decision making power in their households (they cannot speak before the elders of the household and are expected to cover their faces outside their house). They do not inherit property or own any other assets. Despite their long working hours in agriculture and household chores, their productive and reproductive contribution to the household is not recognized.

Omi and her husband Nikkuram live in a remote village in the Thar Desert in western Rajasthan. They own five hectares of land, one buffalo and a few goats. They eke out a living by selling goat kids and buffalo milk, and they practise rain-fed agriculture.

Omi is a member of the women's group organized by a local NGO, Urmul Setu Sansthan (USS). Oxfam and USS, in consultation with the local community, designed a project to promote fodder cultivation in the area, to prevent distress sales of livestock during drought. A gender analysis was conducted to understand the sexual division of labour between men and women as well as to sensitize NGO staff and community members about women's unequal access and control over resources.

Omi is one of the beneficiaries of the programme who developed small 'fodder plots' involving barbed-wire fencing, construction of rainwater harvesting structures, and sowing grass and plants. USS facilitated members of the women's group to take the three-hour bus ride to the district centre to select cement and bricks. In the words of Omi: 'Just like for us women, the first experience of going to a market for purchase of cement and requesting shopkeepers for quotations, the shopkeepers all of which were male were amazed that women could actually be involved in these purchases.' The women were also in charge of supervising the arrival and distribution of construction materials in the villages and quality checks. On one occasion they decided to return a consignment of bricks because the quality was not up to standard.

A separate group was constituted for monitoring construction of the rainwater harvesting structures, and the names of the women were on the construction contracts. According to Omi, for the first time in her life she had a sense of ownership of a tangible physical asset. After her 14-day residential training at an agricultural institute, she carefully tends to the plants in the plot. As a result of the fodder production, the family saved $25 in one month.

Omi has used her own determination and also the vital support of Nikkuram to overcome gender discrimination. Nikkuram relates how initially the villagers used to tell him that his wife was a *phitur* (one who was making her husband dance to her whims). However, Nikkuram dismisses these claims saying, *'Mein manta nahi hoon, woh shikshit ho rahi hai'* ('I won't believe others, she is becoming more educated'). Nikkuram has also changed, taking on household chores including taking care of livestock and cleaning the cow dung (traditionally work done by women) to allow Omi the time for her new work.

Session 7.3: Gender in monitoring, evaluation and learning (1 hour)

Session summary

The session begins by looking at gender-sensitive approaches to monitoring, evaluation and learning (MEL), particularly the development of gender-sensitive indicators. It then examines how Oxfam's concept of 'Feminist monitoring, evaluation, accountability and learning' (Feminist MEAL) extends this approach to enable a deeper exploration of the complex issues involved in changing gendered power relations.

Preparation

- Prepare Session 7.3 handout: 'Another world is possible'
- Prepare Session 7.3 handout: 'Template for WASH monitoring exercise'
- Read Session 7.3 facilitator's notes: 'Gender in monitoring, evaluation and learning'
- Read Session 7.3 facilitator's notes: 'Possible responses for WASH monitoring exercise'
- Prepare PowerPoint slides

Background reading

- IASC (forthcoming 2017). *Gender Handbook in Humanitarian Action.* See monitoring sections of the sectoral chapters
- S. Batliwala and A. Pittman (2010). *Capturing Change in Women's Realities: A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches.* Association for Women's Rights in Development (AWID). https://www.awid.org/publications/capturing-change-womens-realities This is a critical overview of current M&E frameworks and approaches used to measure the impact of gender equality interventions
- S. Batliwala (2011). *Strengthening Monitoring and Evaluation for Women's Rights: Thirteen Insights for Women's Organizations.* Toronto: AWID
- K. Bowman and C. Sweetman (2014). *Introduction to Gender, Monitoring, Evaluation and Learning. Gender & Development,* 22(2)
- R. Davies and J. Dart (2005). The *'Most Significant Change' (MSC) Technique: A Guide to its Use.* www.mande.co.uk/docs/MSCGuide.pdf
- G. Mead. 'Narrative Leadership: Storytelling with a Purpose.' www.narrativeleadership.org
- C. Miller and L. Haylock (2014). *Capturing Changes in Women's Lives. The Experiences of Oxfam Canada in Applying Feminist Evaluation Principles in Monitoring and Evaluation Practice. Gender & Development*, 22(2)
- Oxfam (2014). *Quick Guide to Gender-sensitive Indicators*
- S. Wakefield and D. Koerppen (2015). *Feminist Principles Applied to Program Monitoring, Evaluation, Accountability and Learning.* Oxfam Practice Paper

Learning objectives

- To be aware of what a gender-sensitive approach to monitoring, evaluation and learning (MEL) means, and how to develop gender-sensitive indicators
- To be aware of how a feminist approach to monitoring, evaluation, accountability and learning (MEAL) can enrich the process of gender-sensitive MEL and enable a deeper exploration of the complex issues involved in changing gendered power relations

Timing	Activity	Resources
5 mins	**What is gender-sensitive monitoring, evaluation and learning?** Ask the group to brainstorm the key elements of gender-sensitive MEL. Write them on a flip chart. Then show slide 13.	PowerPoint Session 7.3 facilitator's notes: 'Gender in monitoring, evaluation and learning'

> **Slide 13**
>
> **Gender-sensitive monitoring, evaluation and learning (MEL)**
> - gender analysis in programme design (describes gender roles, responsibilities and relations);
> - sex-disaggregated data for monitoring;
> - gender-differentiated programme outcomes;
> - gender-sensitive indicators;
> - participatory process.

For humanitarian assistance, gender-sensitive MEL should measure the satisfaction with, access to, and benefit from that assistance for women, girls, men and boys.

Show slide 14 and explain the importance of building gender-sensitive MEL into all stages of the humanitarian project cycle (which we will look at shortly, in Session 7.4). The cycle links the stages of assessment, planning/design, appraisal, implementation, and monitoring and evaluation. Show the slide – just to give an overview of the cycle (don't go into detail as this will come in Session 7.4).

Just note the importance of threading gender analysis through each of these stages so that the gender analysis in the assessment stage informs the development of gender-differentiated programme outcomes and gender-sensitive indicators in the planning stage, and that this informs the way M&E is carried out.

Timing	Activity	Resources
	Slide 14 **Humanitarian programme cycle**	

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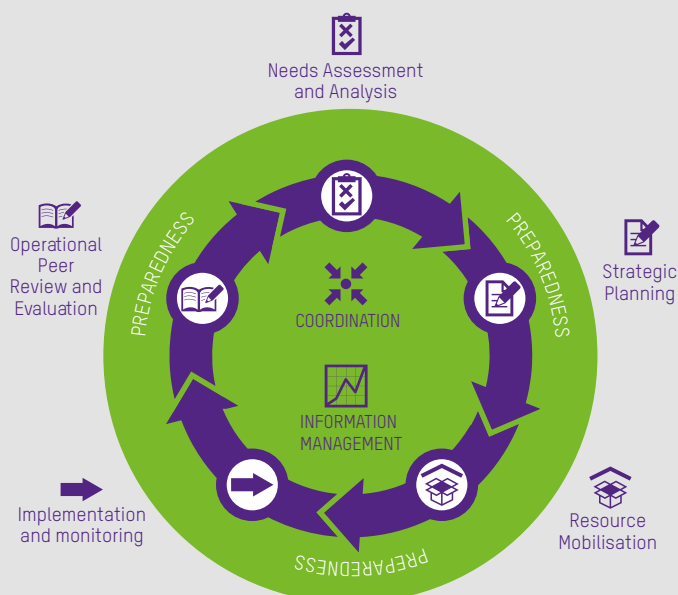
10 mins **Gender-sensitive outcomes and indicators**
In order to be able to assess the gender-differentiated outcomes of a programme, it is necessary to identify gender-sensitive indicators early on in the planning stage of the project cycle.

Ask the group what they understand by the terms gender-sensitive indicator and gender-blind indicator and then go through the points on slide 15.

Slide 15

Gender-sensitive and gender-blind indicators
Gender-sensitive indicators measure gender-related changes over time (men and women's specific interests; women's participation; changes in gender inequalities) with the aim of overcoming gender biases in development and humanitarian interventions. For instance:
- To what extent is the project meeting the needs, priorities and interests of men and women?
- To what extent are women participating actively in project decision making?
- To what extent are gender inequalities reducing as a result of the project – e.g. changes in discriminatory attitudes toward women?

Gender-blind indicators recognize no distinction between the sexes. Assumptions biased in favour of existing gender relations.

Timing	Activity	Resources
	Go through two examples of turning a gender-blind indicator into a gender-sensitive indicator on slide 16.	

Slide 16

From gender-blind to gender-sensitive
Example indicator 1
Gender-blind indicator
At least 90% of beneficiaries have access to clean water.
Gender-sensitive indicator
At least 90% of women, girls, men and boys report satisfaction with the accessibility of water points and water containers.

Example indicator 2
Gender-blind indicator
Established and well-functioning water user committees.
Gender-sensitive indicator
At least 50% of WASH committee membership is female.
At least 90% of WASH committee members report satisfaction with the group membership and the timing of the meetings.
At least 90% of women leaders report that they were able to make decisions.

Timing	Activity	Resources
20 mins	**Exercise on how to use gender analysis to identify, address and monitor gender-differentiated WASH needs** Divide participants into three groups (or work in pairs) and give them each a copy of the Session 7.3 handout: 'Template for WASH monitoring exercise'. The handout comprises three gender analysis questions together with associated potential problems. Ask each group to take one of the questions (a different one for each group). Give them 10 mins to do the following in their small groups and to note their responses on the handout: • propose programme solutions to their gender analysis question and potential problem; • identify gender-sensitive indicators to monitor and evaluate progress against the proposed programme solutions. Alternatively, you may choose to write the question and potential problems on a flip chart for each group, and ask them to write their proposed solutions and indicators directly onto the flip chart. Bring the groups back into plenary and ask them to present their work to each other (10 mins). Use the Session 7.3 facilitator's notes: 'Possible responses for WASH monitoring exercise' to embellish participants' contributions.	PowerPoint Session 7.3 facilitator's notes: 'Gender in monitoring, evaluation and learning' Session 7.3 handout: 'Template for WASH monitoring exercise' Session 7.3 facilitator's notes: 'Possible responses for WASH monitoring exercise'

Timing	Activity	Resources
	Reflect on the fact that the three questions address the following distinct issues, and that each of these always needs to be considered throughout the MEL process. Q1. Gender-differentiated access to services (in this case, practical WASH needs). Q2. Women's gender-specific needs (in this case, practical needs related to menstruation, and the strategic implications related to education). Q3. Women's participation and leadership (strategic need).	
20 mins	**Feminist monitoring, evaluation, accountability and learning (MEAL)** Show slide 17 and present the concept of feminist MEAL. Explain that this is a term coined by Oxfam, based on the theoretical underpinnings of feminist M&E experts, to extend and deepen the concept of gender-sensitive MEL. **Slide 17** **Feminist monitoring, evaluation, accountability and learning (MEAL)** It tracks an intervention's contribution to the transformation of unequal gender and power relations over time. Remind participants what is meant by **transformative change** on gender relations. Oxfam defines transformative change as *'long-lasting, systematic, sustainable change that challenges structures, culture and institutions that preserve inequality and injustice in the status quo'*. A specific example of transformative change is that occurring in the life of a woman living in a patriarchal society, which constrains women's voice and participation, when she learns about her rights and finds a way to express her own opinions to her husband without fear or ridicule. Another example: when female humanitarian workers for whom patriarchal culture forbids them to speak in front of their male colleagues find the opportunities, support and courage to speak out, and have their opinions heard and respected by men, they are contributing to transformative change by challenging deeply entrenched discriminatory social norms. Ask participants for examples of transformative change from their own programme experience. Explain that they will carry out a short exercise in order to further ground the definition of transformative change in reality. This is a very practical grassroots example of planning for transformative change. Hand out the Session 7.3 case study from Andhra Pradesh: 'Another world is possible'. This is an example of a locally owned monitoring process where grassroots women took ownership of an evaluation process by defining their own vision of social change and devising their own indicators to measure that change. It illustrates the importance of deriving indicators in consultation with local women and men so that they reflect local context, culture and relations of power, and are meaningful for local people. This approach is at the heart of feminist MEAL.	PowerPoint Session 7.3 handout: 'Another world is possible'

Timing	Activity	Resources

Ask participants to read the case study, or for one person to read it out.

Then briefly ask them to identify, in plenary:
- the transformative changes that these women seek (girls' education; women taking on new non-traditional economic roles; redistribution of household 'reproductive' chores from women to men; women participating in meetings);
- the indicators they planned to use to track change;
- what made the process of developing the indicators an empowering experience for these women (they defined their vision of social change themselves; they identified the indicators to measure that change themselves; they used images rather than writing to enable everyone's participation and prevent low levels of literacy becoming a barrier).

Show slide 18 and describe how the approach of feminist MEAL extends the concept and practice of gender-sensitive MEL.

Slide 18

How does feminist MEAL extend the concept and practice of gender-sensitive MEL?
- It more explicitly challenges unequal gendered power relations.
- It recognizes that feminist MEAL activities themselves have the potential to challenge unequal power relationships through their approach of empowering stakeholders.

Then show slide 19 and use the points on the slide to discuss the challenges of feminist MEAL – an explicitly political process.

Slide 19

Challenges of measuring changes in gendered power relations
Capturing changes in gender and power can be challenging methodologically and politically:
- **Transformative change** is complex, non-linear, slow and unpredictable. It suffers setbacks, backlash, losing the gains.
- Aid environment increasingly demands easy-to-measure and concrete results, simple stories of success. But changes in women's lives are 'messy'. Feminist MEAL **embraces this complexity** rather than generalizing or simplifying.
- MEL is a **political process**, but is too often regarded as a technical one. In fact, being able to demonstrate progress in gender equality and women's rights, and how change happens, is crucial to the politics involved in advancing gender equality goals.

Timing	Activity	Resources

Explain that we will look now in more depth at two key dimensions of feminist MEAL systems:
- participatory approaches and the role of the evaluator;
- measurement for non-linear and complex change.

Finally we will explore one technique of feminist MEAL – the 'most significant change' technique.

1. Participatory approaches
Show slide 20 on participatory approaches and the role of the evaluator. Go through the learning points, including values, partnership, ownership, flexibility and trust. Women's voice and representation is a key element of feminist MEAL.

Slide 20

Participatory approaches and the role of the evaluator
- uses participatory methods to encourage broad participation, including unheard voices;
- values the learning derived from evaluations as much as the process of demonstrating accountability;
- it is a learning partnership: challenges dominance of the professional 'researcher';
- empowerment and ownership of the process: co-designing the evaluation with stakeholders; building their capacity to evaluate; evaluator becomes 'critical friend;'
- flexibility to revise outcomes and indicators and theories of change as people respond to change;
- builds trust and understanding about how knowledge is used.

Then ask participants what they can do to support these principles in their MEAL work. For example:
- invest in training for local women to enable their participation;
- ensure that there are safe spaces where all women feel able to voice their opinions (e.g. in women-only spaces);
- sensitize men to the critical role they can play in enabling women's participation and respecting their voices, to the benefit of everyone in the community.

2. Measurement for non-linear and complex change
Show slide 21 on the measurement of non-linear and complex change. Explain that the nature of change in gender relations tends to be non-linear and complex. What works in one context may not work in another. Breakthroughs are often followed by backlash and resistance, and progress is not always clear. Capturing how change happens therefore requires the following considerations.

Measuring non-linear and complex change is challenging, but it can and must be done in order to tell the story of how social change happens, to track which interventions are effective and which are not, and make the case for long-term support for this work. It may be more appropriate to build narratives about how a programme or organization has contributed to changing norms and behaviours rather than to seek evidence of the behaviour or norm change itself.

Timing	Activity	Resources

Slide 21

Measurement for non-linear and complex change
- track and capture resistance, unexpected outcomes, reversals in women's status, etc;
- use both quantitative and qualitative methods
- use multiple methods and triangulate;
- accept that change may only be visible in the long term;
- budget for adequate resources for this slow and time-consuming work at the start of the project.

3. The 'most significant change' technique
Feminist MEAL is an approach rather than a particular method or set of techniques.

However, one technique which could be used to assess change in gender relations following disaster and humanitarian intervention is the 'most significant change' (MSC) case study approach. This can be used to identify and reflect on change at the level of the organization, community or individual.

Participants are asked to identify a 'significant change story' that best represents their journey towards gender equality and is related to a specific intervention (e.g. humanitarian intervention).

Show slide 22 and go through the key questions involved in the technique.

Slide 22

The 'most significant change' technique
Participants in the evaluation are invited to tell their change story:
'Please share a story about a "significant change" you have experienced over the past year which you believe is related to the intervention.'
What issue did the intervention seek to address?
Why was this issue perceived as important in your context?
What happened?
Who was involved?
Where/when/why did it happen?
What enabled the change to occur?
What did you do with, or as a result of, this change?
Why do you consider this change to be significant?

Timing	Activity	Resources
	The most significant change story is then selected by a panel of stakeholders who read the stories and discuss the value of reported changes. This facilitates learning and gives stakeholders a sense of ownership of the process and of their own agency in the process of change.	
5 mins	**Reflection** Ask participants to think back to the Andhra Pradesh case study, and reflect on the power of storytelling to shift people's understanding and attitudes about gender equality and women's rights. What can they do in their own organization to foster powerful storytelling about transformative change? If they are interested to develop their storytelling skills further, refer them to Dr Geoff Mead's '*Narrative leadership: storytelling with a purpose*'.	

Session 7.3 handout: Another world is possible

A group of village women in Andhra Pradesh, India, defined their visions of social change and worked out ways to measure that change. The women drew pictures inside a large circle to depict gender inequality in the world today as they perceived it; the pictures included girls working in cotton fields outside a school full of boys, and a woman begging for work from the landlord. In another circle, they showed how the world would look if gender equality became a reality; these pictures depicted girls going to school, a woman working with bullocks, and a man doing housework while his wife attends a meeting.

They used these pictures to develop an action plan. To measure if they were on the right track, they decided to note whether more women were agreeing to sign a pledge to send their daughters to school, and whether training in hand-pump repair, for example, was organized for women's groups.

To tell if they were getting where they wanted to go, the women counted increases in the number of days of agricultural work for women, and increases in the number of girls enrolled in school.

The fact that the women developed their own indicators meant that they were relevant to their daily lives and useful for measuring success in the given context. The use of images helped reduce barriers to participation due to low literacy levels.

Source: Gender and Development In Brief, Bridge bulletin, August 2007 – taken from K. Menon-Sen (2006). 'Another world is possible: an exercise to define change goals and work out ways to track the change process'. Unpublished paper

Session 7.3 handout: Template for WASH monitoring exercise

Group exercise: how to use gender analysis to identify, address and monitor gender-differentiated WASH needs

Gender analysis questions	Potential problems	Solutions to identified problems	Gender-sensitive indicators
QUESTION 1			
Do women, girls, men and boys feel safe to use WASH facilities at all times of day and night?	Women, girls and boys do not feel safe using sanitation facilities because: • location of showers or toilets too far away from homes; • paths to facilities are risky at night; • lack of privacy; • young boys and girls do not feel safe using toilets if dark or toilet bowl too large.		
QUESTION 2			
What are women's and girls' menstruation needs in the catchment area? What types of hygiene materials are appropriate to distribute to women, girls, men and boys?	Women and girls of reproductive age show reproductive health problems due to lack of hygiene and menstruation materials and of private space for their cleaning and disposal. Teenage girls show high rates of non-attendance or dropping out from school due to: poor or no access to sanitation facilities; lack of appropriate sanitation materials;		

Template for WASH monitoring exercise *(continued)*

Gender analysis questions	Potential problems	Solutions to identified problems	Gender-sensitive indicators
QUESTION 3			
Are women, girls, men and boys actively involved in community activities related to WASH? Are women actively involved in decision making in the WASH committee and are their voices heard and respected by the rest of the committee? Are men supporting women's leadership? How can women and men work together effectively on programme management committees?	Women participate less in management committees because: • they have not been invited to join since committees do not specifically call for gender ratios; • they have joined but are not given a voice; • unsuitable timing and/or location of meetings; • cultural norms are a barrier; • men dominate in the WASH committee decision making.		

Source: Extracted from IASC (forthcoming 2017). Gender Handbook in Humanitarian Action.

Session 7.3 facilitator's notes: Gender in monitoring, evaluation and learning

This session emphasizes the importance of gender-sensitive MEL for achieving change on women's rights and gender equality. It looks particularly at the development of gender-sensitive indicators of change, and how this thinking needs to be applied throughout the whole humanitarian project cycle. It then goes on to look at the way Oxfam is applying feminist principles to programme monitoring, evaluation, accountability and learning in an approach it has termed 'feminist MEAL'.

(1) Gender-sensitive monitoring, evaluation and learning (MEL)

Gender-sensitive M&E is well accepted as good practice across development organizations. The focus has traditionally been on:

- integrating gender analysis into programme design: describing gender roles, responsibilities and relations;
- collecting sex-disaggregated data as part of the monitoring process so that women's and men's different needs and interests can be taken into account throughout the programme life-cycle;
- exploring gender-differentiated programme outcomes in evaluation;
- identifying gender-sensitive indicators;
- using a participatory process.

Gender-sensitive MEL ensures that **outcomes** and **indicators** are gender-sensitive rather than gender-blind.

- *Gender-blind indicators* recognize no distinction between the sexes. They make assumptions that lead to bias in favour of existing gender relations, and exclusion or disadvantage of women.
- *Gender-sensitive indicators* use knowledge of gender differences to measure gender-related changes in society over time. They measure the extent to which a project is meeting the needs and interests of women and men; to what extent women are participating actively in the project (e.g. in decision making); and to what extent gender inequalities are reducing as a result of the project (e.g. changes in discriminatory attitudes toward women). They aim to overcome gender biases in development and humanitarian interventions.

(2) Feminist monitoring, evaluation, accountability and learning (MEAL)

Feminist MEAL is about tracking a development intervention's contribution to the transformation of unequal gender and power relations over time. It is a term coined by Oxfam and draws on the theoretical underpinnings of feminist M&E experts such as Srilatha Batliwala and Alex Pittman. This session explains what it means in practice and how it extends the concept of gender-sensitive MEL.

It draws primarily on the work of Wakefield and Koerppen (2015), Batliwala and Pittman (2010), Batliwala (2011), Bowman and Sweetman (2014) and Miller and Haylock (2014). (See 'Background reading' for details.)

Gender in monitoring, evaluation and learning *(continued)*

1. How does feminist MEAL extend gender-sensitive MEL?
Gender-sensitive MEL is felt by proponents of feminist MEAL to be limited in two main respects. First, it tends to *describe* gender roles and relations rather than *challenge* unequal gendered power relations (the extent to which this happens depends on the evaluator). Second, there is not necessarily a focus on creating space for stakeholders to engage directly and take ownership of the evaluation process.

Feminist MEAL draws on many of the same tools as gender-sensitive MEL but it differs in two key areas:
- it more explicitly challenges unequal power relations, and questions assumptions about gender identities and roles;
- it recognizes that feminist MEAL activities themselves have the potential to challenge unequal power relationships through the approach of empowering stakeholders.

It is about **finding ways to tell stories of change through a gendered lens**, through systematized information and management systems, and in ways which reflect the experiences and power of partner organizations, and of individual women and men. This is part of transforming the way we learn, monitor and evaluate our efforts toward gender equality, which will in turn help us to transform development policies and programmes so that they address the interests of women and girls.

2. The challenges of measuring change in gendered power relations
Capturing change in gender and power can be **challenging, methodologically and politically.**

(1) **Transformative change is complex.** Oxfam defines it as *'long-lasting, systemic, sustainable change that challenges structures, culture and institutions that preserve inequality and injustice in the status quo'* (Oxfam Programme Framework, 2015). While we would like to establish clear pathways from programme activities to programme results, it is often not so straightforward. Many programmes deal with complex issues where change takes a long time, is unpredictable and non-linear. There can be setbacks and backlash when power is challenged. Apparent gains can quickly erode. There can be seemingly small steps forward before major achievements are recognized. The reality of how change happens in these non-linear ways is not always fully understood or appreciated.

(2) Trends in the current aid environment – including the predominance of the logical framework approach and the **emphasis on concrete results** that are relatively easy to measure – pose real challenges for understanding and capturing the complex story of how changes happen in women's lives and how gender power relations are challenged. There is pressure, often from donors, to tell a positive, simple story that demonstrates programme impact, preferably backed up by numbers. But telling the story of changes in women's lives is complex and messy (Batliwala and Pittman 2010). Feminist MEAL tries to embrace this complexity rather than generalize and simplify it.

(3) MEL is too often regarded as a technical exercise rather than the **political** one that it really is. It is much more than a tedious round of logframes, flow charts and lists of indicators to be generated in order to keep donors happy. The contexts in which evaluation operates are politicized; and the personal experiences, attitudes and characteristics that evaluators bring to evaluations lead to a particular political stance. Getting MEL right is crucially important for advancing gender equality goals.

Gender in monitoring, evaluation and learning *(continued)*

3. Principles of feminist MEAL systems

(a) Participatory approaches and the role of the evaluator

- **Feminist MEAL uses participatory methods to encourage broad participation**. It values and promotes the perspectives and knowledge of local partners and individual women and men as stakeholders in its development. It involves observing, focusing on the experience of individuals, and enabling them to describe their particular experience. It enables previously unvoiced perspectives to be heard. It supports collective reflection and learning on gender and power relationships. It unearths many different perspectives to give a rounded picture of what is happening rather than a fixed snapshot.
- **It values learning as much as accountability.** Learning is valued as one of the most important outcomes. It happens during the process of the evaluation, not just as a result of the information collected. Spaces are created for collective reflection, consciousness-raising and capacity building.
- **A learning partnership.** It challenges the dominance of professional researchers 'mining' the experience of grassroots women and girls, or putting partner organizations through a performance test. Patterns and events are analysed during the study, with the researcher or evaluator as an insider and a participant in a learning partnership.
- **Empowerment and ownership of the process.** MEAL systems are co-designed with partners and other participants, and processes are in place to collectively review and make sense of evidence generated by the process. This means providing space for stakeholders to examine the meaning of what is to be measured (e.g. what exactly does 'access to' mean), redefine indicators or develop new ones, and challenge pre-defined ideas of changes in gender relations that don't work for them. To enable them to do this, investment is needed to build their capacity to engage in the evaluation process. Working in this way creates stronger local ownership of the process, and shifts the power relationship from partners having M&E conducted 'on them' to being done 'with and for' them. Implicit here is allowing partners to guide the process and for the evaluator to be open to having the process unfold differently than anticipated. The role and skills of the evaluator have to shift somewhat, with more emphasis on playing the role of critical friend than on the notion of an objective, technical expert. S/he has to listen, facilitate and be attentive to unanticipated results, which requires space for open conversation and wider exploration, and this requires time.
- **Flexibility.** Feminist MEAL is flexible, adaptable and responsive to context because originally proposed results and related indicators may be revised as people and organizations respond to change. Organizations can revisit and revise their theory of change as the programme unfolds: these should provide a degree of coherence, but not be a straightjacket.
- **It builds trust and understanding about how knowledge is used.** Knowledge should be a resource of and for the people who create, own and share it. Feminist MEAL creates knowledge that can be used by participants.

Gender in monitoring, evaluation and learning *(continued)*

(b) Measurement of non-linear and complex change

As we have seen, and as with other forms of complex social change, the nature of change in gender relations tends to be non-linear and complex. What works in one context may have an entirely different effect in another.

'When you work for women's interests, it's two steps forward… – and at least one step back. And those steps back are… often evidence of your effectiveness; because they represent the threat you have posed to the power structure and its attempt to push you back' (Batliwala and Pittman 2010: 7).

Sometimes there are breakthroughs which are then tempered by resistance elsewhere. For example, in Oxfam Canada's Engendering Change programme in Zimbabwe, while men were sometimes open to assuming certain tasks stereotypically assumed by women, these roles were not always accepted by others in the community. When a father took a sick child to the health centre, the healthcare professionals would not see the child without her or his mother. This suggests that acceptance by formal institutions, laws and practices is often an important precursor for the acceptance of changes in individual attitudes and behaviours.

Sometimes progress is ambiguous: in other Engendering Change projects, women noted that women who successfully assumed leadership roles were required to take on 'male' characteristics like being aggressive, firm or decisive, which they felt reinforced gender stereotypes rather than creating a different type of leadership.

When measuring these changes it is therefore important to remember some helpful approaches.
  • **Track and capture resistance, reaction, unexpected outcomes**, incremental changes, holding the line, or even reversals in women's status, as part of describing the complexity of challenging and changing gender power relations. This means taking into account that change in gender relations is multi-dimensional, involves multiple actors, and happens over a longer timeframe than many other types of international development programme interventions (Miller and Haycock 2014). Systems must be flexible enough to adapt based on new information gathered.
  • Use both **qualitative and quantitative methodologies** that assess contribution to change. Quantitative data (often through surveys) can be helpful to understand emerging trends. This can then be supported by qualitative methods to deepen understanding of how the programme has been experienced by stakeholders. Case studies are particularly helpful for this. See below for the case study technique of 'most significant change'.
  • Use **multiple methods**, gender analysis tools and frameworks to capture different perspectives. Data from different sources is then triangulated to build a narrative of the programme's performance story.
  • Accept that impact and **change may only be visible in the long term**, and that lasting change in attitudes and behaviours can take a generation to take root. Shorter-term outcomes can be measured alongside these longer-term projections for change.
  • Use **approaches which assess development programmes' contribution to change**, rather than those which focus solely on changes attributable to development programmes 'that seek to claim the entire credit for change'.
  • The process can be slow and time-consuming. Ensure that **adequate resources** are budgeted for in programme design from the beginning.

The feminist MEAL approach does not offer specific feminist evaluation 'methods' distinct from other evaluation approaches. It is more an overall approach or 'lens' that seeks to analyse and understand women's lived experiences from their own perspectives. This is what gives it rigour and validity. Voice and representation of women are key.

Gender in monitoring, evaluation and learning *(continued)*

The 'most significant change' (MSC) case study technique

This technique can be used to reflect on change within an organization or community, or at the level of individual programme participants.

Participants are encouraged to identify a 'significant change story' that best represents their journey towards gender equality over the past year and which they believe is related to a specific intervention. They are encouraged to describe the issue, why they feel it is important, what happened, who was involved, where, when and why it happened, what enabled the change to occur, what they did as a result of the change, and why they consider the change to be significant.

The most significant of these stories is selected by a panel of designated stakeholders or staff. The panellists meet, read the stories together, and have regular and in-depth discussions about the value of these reported changes.

This method facilitates learning because participants continuously exchange views and perspectives among each other and learn from each other's experiences.

If the interviews are carried out by staff and individual men and women affected by an intervention, having been taught how to use MSC, they will have the best chance of being culturally appropriate, accommodating language differences, and being accepted. Videos can be used to capture interviews instead of notes. In this way barriers to participation such as language and literacy can be overcome.

Sufficient time is needed to engage in MSC methodology.

Storytelling is an important strategy for sharing, debating and embracing the complexity of changing gender power relations because it makes change processes easier to grasp than talking about indicators linked to outcomes.

MSC could be used to assess the impact of a humanitarian intervention on gender equality following a disaster.

Session 7.3 facilitator's notes: Possible responses for WASH monitoring exercise

Group exercise: how to use gender analysis to identify, address and monitor gender-differentiated WASH needs

Possible solutions to the problems, together with gender-sensitive indicators of progress, are given in this table.

Gender analysis questions	Potential problems	Solutions to identified problems	Gender-sensitive indicators
QUESTION 1			
Do women, girls, men and boys feel safe to use WASH facilities at all times of day and night?	Women, girls and boys do not feel safe using sanitation facilities because: • location of showers or toilets too far away from homes; • paths to facilities are risky at night; • lack of privacy; • young boys and girls do not feel safe using toilets if dark or toilet bowl too large.	Ensure sanitation facilities have sufficient lighting; provide privacy; have locks on the inside; ensure they are located in sites previously agreed on with women, girls, men and boys Provide adequate lighting on paths to sanitation facilities (if there is electricity), or provide night pots or torches Encourage people not to gather along lighting in latrine pathways as this can deter women and girls from using latrines As a last resort, if it is not possible to site facilities in a location that users feel safe in, establish community-based security patrols of facilities and collection points Provide smaller toilet bowls for girls and boys	100% of public sanitation facilities have lighting and locks provided

Possible responses for WASH monitoring exercise *(continued)*

Gender analysis questions	Potential problems	Solutions to identified problems	Gender-sensitive indicators
QUESTION 2			
What are women's and girls' menstruation needs in the catchment area? What types of hygiene materials are appropriate to distribute to women, girls, men and boys?	Women and girls of reproductive age show reproductive health problems due to lack of hygiene and menstruation materials and a private space for their cleaning and disposal. Teenage girls show high rates of non-attendance or dropping out from school due to: • poor or no access to sanitation facilities; • lack of appropriate sanitation material.	Ensure hygiene kits address menstrual hygiene needs. Provide sanitary bins in toilets. Provide private water point(s) in proximity of the latrines. Ensure sufficient number of gender-segregated toilets, including in schools	100% of public and school sanitation facilities are gender-segregated. At least 90% of female toilets have sanitary bins. At least 90% of girls report no change in school attendance
QUESTION 3			
Are women, girls, men and boys actively involved in community activities related to WASH? Are women actively involved in the decision making in the WASH committee, and are their voices heard and respected by the rest of the committee? Are men supporting women's leadership? How can women and men work together effectively on programme management committees?	Women participate less in management committees because: • they have not been invited to join since committees do not specifically call for gender ratios; • they have joined but are not given a voice; • unsuitable timing and/or location of meetings; • cultural norms are a barrier; • men dominate in the WASH committee decision making.	Establish WASH committees with 50% female membership (or proportionate to gender breakdown in the specific context). Consult with women and men about the timing and location of meetings or training. Discuss with women and men (use local champions) the benefits that can materialize by having full participation of both sexes. Promote women's political empowerment through increasing the number of women in decision making positions in WASH committees, especially during early recovery and longer-term programming	At least 50% of WASH committee membership is female. At least 90% of WASH committee members report satisfaction with the group membership and the timing of meetings. At least 90% of women leaders report that they were able to make decisions

Source: Extracted from IASC (forthcoming 2017). Gender Handbook in Humanitarian Action.

Session 7.4: Gender mainstreaming and targeted action (1 hour)

Session summary
This session explores the twin-track approach to designing gender equality programmes of gender mainstreaming and targeted actions. The different components of gender mainstreaming are explored. The importance of advocacy to support targeted action on women's rights and gender equality in humanitarian disasters is also addressed.

Preparation
- Read Session 7.4. facilitator's notes: 'Gender mainstreaming'
- Read Session 7.4 facilitator's notes: 'Targeted actions on gender equality'
- Read Session 7.4 facilitator's notes: 'Advocacy on women's rights and gender equality'

Background reading
- DG ECHO (2013). Thematic Policy Document No 6. *Gender: Different Needs, Adapted Assistance*
- Oxfam (2011). *Gender in Oxfam's Humanitarian Programmes: A Pocket-sized Guide*

Learning objectives
• To explore the twin-track approach to designing gender equality programmes of gender mainstreaming and targeted action • To discuss how advocacy on issues such as peace and security, gender-based violence and women's participation can support targeted action on women's rights and gender equality in humanitarian disasters

Timing	Activity	Resources
5 mins	**Twin-track approach to gender equality programmes** Introduce this session by explaining that having completed a gender analysis as part of a humanitarian assessment, the next step is to use the analysis to design the humanitarian response. It is surprising how often this is not done! Show slide 23. This session will look at gender-responsive programme design and implementation. There is generally considered to be a twin-track approach to designing gender equality programmes – gender mainstreaming and targeted action on gender equality. Go through the descriptions on slide 23.	N/A
	Slide 23 **Gender in programme design and implementation** *What is gender mainstreaming?* The process of systematically integrating a gender perspective into the needs assessment, design, implementation, monitoring and evaluation of interventions in all sectors of humanitarian assistance. *What are targeted actions on gender equality?* Interventions which target a specific group where a particular need or vulnerability has been identified and specific actions are needed to redress gender inequality.	PowerPoint

Timing	Activity	Resources
15 mins	**Gender mainstreaming** Show slide 24 and remind the group of their discussions during the simulation on Day 2.	Session 7.4 facilitator's notes: 'Gender mainstreaming' PowerPoint

> **Slide 24**
>
> **Humanitarian programme cycle**
>
>
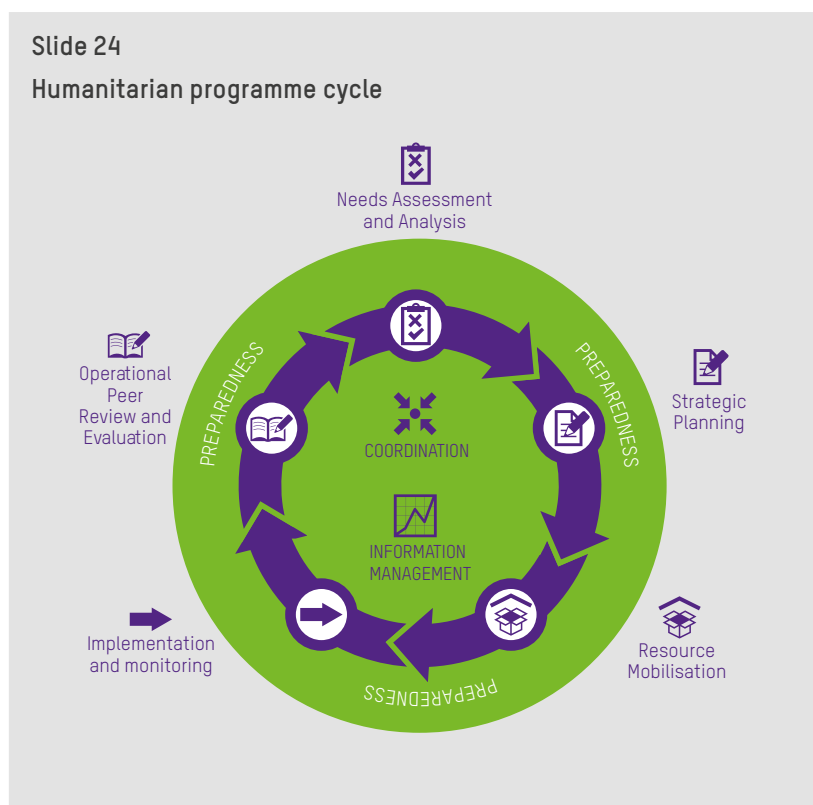
Brainstorm the key elements of gender mainstreaming in humanitarian interventions with the group, and chart the responses on a flip chart.

Use the facilitator's notes and slide 25 to embellish participants' contributions.

> **Slide 25**
>
> **Gender mainstreaming in humanitarian programmes: what is it?**
> - gender-sensitive needs assessment and analysis;
> - sex- and age-disaggregated data;
> - consultations include women and men equally;
> - active participation of women and leadership by women;
> - programme objectives respond to gender analysis;
> - programme budgets adequately resource gender work;
> - design and targeting: assistance adapted to need, equal access and benefit, dignity and empowerment;
> - protection strategies and mitigation of potential negative impact (e.g. violence against women);
> - gender-balanced humanitarian teams;
> - partnerships including women's rights organizations;
> - reporting, including on gender equality objectives;
> - monitoring and evaluation of gender-sensitive indicators;
> - accountability (e.g. community feedback);
> - coordination with inter-agency gender networks.

Timing	Activity	Resources
15 mins	**Group exercise** In pairs, do a quick exercise to practise supporting and challenging your staff on gender mainstreaming. Show slide 26 and assign one of the scenarios to each pair and ask them to take 5 minutes to discuss how they would respond. **Slide 26** **Challenging scenarios** • when a partner organization fails to do a gender analysis and to mainstream gender; • when a female staff member in a given project is not taken seriously by male colleagues; • when a government official you are working with on a given project is aggressively against women's rights. At the end of the 5 minutes ask if one or two pairs for each scenario would like to share their suggestions of how to respond in plenary.	N/A
10 mins	**Targeted actions on gender equality** Use the slides and facilitator's notes to explain what targeted action means and to discuss examples of actions that may target women and girls, as well as those that may target men and boys. **Slide 27** **Targeted actions on gender equality** These are actions which target specific gender or social groups where there is a particular vulnerability. Most commonly **women and girls** are targeted. *Examples:* Protection for those at risk of sexual abuse and rape; joint ownership of newly constructed homes; increased access to cash and technology; strengthening women's leadership. *Aim:* To empower women to claim equal rights with men; involve men and boys as allies to help challenge negative attitudes and behaviours and counter resistance. Sometimes **men and boys** are targeted. *Examples:* Boys at risk of forced recruitment; single male-headed households struggling with new caring responsibilities when women in the household have died. *Aim:* To meet the specific needs of different groups of people. Ask one or two participants to share an example of targeted action on gender equality that they know to have been effective, and to describe the objective or goal of the intervention.	Session 7.4. facilitator's notes: 'Targeted actions on gender equality' PowerPoint

Timing	Activity	Resources
10 mins	**Advocacy/influencing on gender equality** Explain that advocacy is often used to support targeted action on gender equality in humanitarian response. Present key areas of advocacy: UN Security Council Resolution 1325, GBV, women's participation, and reform of the global humanitarian system. **Slide 28** **Challenging scenarios** Advocacy at local, national and global levels is also an important element of gender-responsive humanitarian programming. *Examples:* Government implementation of UN Security Council Resolution 1325 on women's equal participation in peace-building and post-conflict reconstruction; protection from GBV, especially sexual violence; women's land and property rights in resettlement programmes; reform of the global humanitarian system.	Session 7.4. facilitator's notes: 'Advocacy on women's rights and gender equality' PowerPoint
5 mins	**Wrap-up** This session has discussed the twin-track approach of gender mainstreaming and targeted action on gender equality. The next section will address how we need to apply these approaches at all stages of humanitarian response.	N/A

Session 7.4 facilitator's notes: Gender mainstreaming

Designing and implementing a gender-responsive programme

Gender mainstreaming and targeted actions: a twin-track approach

1. Gender mainstreaming
Gender mainstreaming in humanitarian assistance means systematically integrating a gender perspective into the needs assessment, design, implementation, monitoring and evaluation of interventions in all sectors of assistance. It involves the following components.

A gender-sensitive needs assessment and gender analysis – see Module 7.

Sex- and age-disaggregated data –see Module 7.

Consultation: Ensure that women are fully and actively involved in consultations with the community, particularly on issues where they traditionally have authority (e.g. food management). Ensure that women and men are consulted in single-sex groups where appropriate (sensitive issues or where women are not able to speak freely in a mixed group). Be aware of barriers to women's involvement such as childcare, lack of time and limited mobility. Do what you can to mitigate these problems and avoid adding to women's already heavy workloads.

Active participation and leadership of women: Beyond consultations, women should be actively involved in decision making throughout the programme cycle (from assessment to design, implementation and M&E). They should be equally involved with men in organizing distributions, training and livelihoods opportunities. Move increasingly toward strengthening women's leadership in influencing the design of humanitarian programmes, and ensuring that their views are heard and acted on.

Programme objectives: These should acknowledge and address the issues raised in the gender analysis/assessment so as to ensure that all protection and assistance measures are accessible to and relevant for women and men and to all groups regardless of their identity. For example, rather than *'improve people's access to early warning information'* in a disaster-prone area, a gender-sensitive objective might be *'to ensure that women and men have improved and more equal access to early warning information, and that the communications system is tailored to their different behaviour patterns'*. In addition, in order to redress specific imbalances in power it may be necessary to identify specific objectives to strengthen women's empowerment and gender equality (e.g. reducing women's domestic burden or reducing violence against women). Outcome and impact indicators for the change sought on gender should be identified, preferably in consultation with local people.

Programme budgets: These need to include adequate resourcing for gender work.

Gender-balanced humanitarian teams: Ensure that these are composed of female and male staff with gender expertise so as to ensure adequate access to all beneficiaries and properly adapted responses. Including female staff in field teams may require attention to adequate working conditions (safety and dignity) and taking cultural sensitivities into account.

Gender mainstreaming *(continued)*

Design and targeting:
- Assistance should be adapted to the specific needs of women, girls, men and boys as identified in the gender analysis, and takes into account their specific vulnerabilities and capacities.
- Programmes should be designed and implemented so that men and women benefit equally, and are able to access services (e.g. healthcare), goods (e.g. food) and opportunities (e.g. cash-for-work) according to their needs and capacities.
- Ensure that women and men benefit equally from any opportunities for training and that barriers to women's participation (such as childcare, distance from home, timing, safety, mobility, language and cost) are identified and addressed.
- Actively promote women's dignity and empowerment.
- Support women's ownership of and control over strategic assets (e.g. housing or land). Wherever possible, create 'collective asset bases' for women (e.g. shared land or boats); these will be more sustainable as women will be more able to retain control over them.
- Challenge attitudes and beliefs that discriminate against women and girls.
- Work with men and boys to secure their support for programme activities that promote women's rights and empowerment, as well as to ensure that their specific needs are addressed.

Issues of participation, dignity and empowerment will be explored in more detail on Day 4.

Protection strategies and mitigation of potential negative impacts: These need to ensure that women and men are protected from existing risks, are not put at risk by humanitarian operations, and have safe access to humanitarian aid. For example, ensure that interventions do not increase women's workloads, intra-household conflict or domestic violence, and that potential risks are mitigated. Opportunities should be used to raise awareness about gender-based discrimination and violence. Steps should be taken to prevent sexual exploitation and abuse by humanitarian staff.

These issues will be further explored on Day 4.

Partnerships: It is very important that partners with a track record on gender equality are selected. Be sure to involve local, and possibly national, women's rights organizations that can play a catalytic and leadership role in promoting women's rights.

Reporting: Reporting should include sex- and age-disaggregated data, and explanations as to whether the intervention has met the needs of women, girls, men and boys of all ages, as well as challenges encountered and lessons learned.

Monitoring and evaluation: This should include an assessment of whether the humanitarian action has responded effectively to the differentiated needs of the population by gender and age, whether it has provided equitable access to assistance, and whether the action had any positive or negative impact on gender relations. An important step is the identification of clear gender indicators.

Accountability: Ensure that mechanisms for beneficiaries to give feedback on programmes enable women as well as men to express their concerns, as well as those from specific vulnerable groups (e.g. widows and widowers, female-headed households and single male-headed households, adolescent girls and adolescent boys, disabled women and disabled men, and orphaned girls and orphaned boys).

Coordinate with inter-agency gender support networks: Identify opportunities to work with other organizations across the humanitarian system to share knowledge, provide mutual support, and hold each other accountable.

Session 7.4 facilitator's notes: Targeted actions on gender equality

Where a specific need or vulnerability has been identified, certain actions may be taken to target a specific gender or age group, rather than providing assistance to most or all members of the community. For example, targeted actions can focus on boys at risk of forced recruitment by armed groups, or women and girls at risk of sexual abuse and rape. These are interventions that cannot be addressed through a gender mainstreaming approach alone, and which specifically aim to redress gender inequality. Identifying these gender-specific interventions requires a good gender analysis so as to avoid making stereotypical assumptions about gender roles in a given context.

Most commonly, targeted actions address the needs of women and girls as they are among those most affected by discrimination, violence and lack of access to basic assets and services. Interventions may target subgroups such as adolescent girls, female-headed households, disabled women, or women in polygamous households, or survivors of gender-based violence. These interventions aim to empower women and girls and claim their equal rights with men. Examples include: equal pay for women and men in cash-for-work programmes; joint ownership of newly constructed homes and of productive assets; increasing women's access to cash and technology (e.g. mobile phones); and facilitating women to assume leadership and decision making roles.

It is important that men and boys are included in efforts to empower women and girls as they are important allies in challenging gender inequality. Their participation will lower resistance and help to avoid negative repercussions where women and girls receiving targeted assistance.

Sometimes actions targeting men and boys themselves are also appropriate as they have their own specific needs, concerns and vulnerabilities during disaster – e.g. supporting single male-headed households where men find themselves with new caring responsibilities having lost their wives during the disaster.

Session 7.4 facilitator's notes: Advocacy on women's rights and gender equality

Advocacy is very often used to support targeted actions. A crucial part of transforming the structures that perpetuate gender inequality and discrimination against women and girls in humanitarian crises is influencing decision makers to change public policies and practices through advocacy at local, national and global levels.

An important element of the Oxfam/ECHO-ERC project's agenda to strengthen the institutionalization of a gender approach across the humanitarian system at country level must therefore be through a coordinated advocacy strategy. This is a key part of the gender leadership agenda.

Here we highlight several key areas of advocacy work that could inform the development of such a strategy.

(1) UN Security Council Resolution 1325. Women's movements around the world are engaged in lobbying governments to deliver on their commitments on Women, Peace and Security under UN Security Council Resolution 1325. This resolution affirms the critical role of women in the prevention and resolution of conflicts, peace negotiations, peace-building, peacekeeping, humanitarian response and in post-conflict reconstruction. It stresses the importance of women's equal participation and full involvement in all efforts to maintain and promote peace and security. It calls on all parties to conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, in situations of armed conflict. Local efforts to promote gender equality in humanitarian programmes need to be supported by advocacy for government and other parties to deliver on their commitments under Resolution 1325. This needs to make reference to the commitments that arose from the UN's High Level Review of Resolution 1325 in October 2015[1] on its 15th anniversary, and UN Women's Global Study on the implementation of Resolution 1325, which was launched at the same time.

[1] http://www.peacewomen.org/security-council/2015HLR

Advocacy on women's rights and gender equality *(continued)*

(2) Gender-based violence. In Module 10 we will look at the escalation of GBV in disaster and conflict situations, and the crucial importance of strategies to:
- *reduce* risk of GBV through prevention and mitigation strategies;
- *promote* resilience by strengthening national and community-based systems that prevent and mitigate GBV, and by enabling survivors and those at risk of GBV to access care and support;
- *aid recovery* of communities and societies by supporting local and national capacity to create lasting solutions to the problem of GBV.

Significant change in the above areas relies on coordinated advocacy to promote the following issues:
- *Best practice service provision to protect those potentially at risk and support survivors:* Where services do not exist or are poorly resourced, humanitarian actors can advocate for their establishment or support. This could be part of the preparedness phase by advocating for capacity building of government agencies by reproductive health and protection agencies and local women's rights organizations, or by highlighting the issue with donor agencies. In the response phase, inter-agency bodies such as the protection cluster or the GBV sub-cluster can advocate on these issues with government and non-government agencies.
- *Gender-sensitive legal reform:* In the context of complex emergencies, both during a conflict and in its immediate aftermath, the laws that exist to protect people from GBV, and their implementation, are often weak; justice systems may have collapsed or be compromised; survivors may not know about their rights under the law or may feel too ashamed or fearful to pursue justice. Survivors may weigh up all the risks and benefits and logically choose not to pursue legal recourse. Advocacy campaigns to promote legal reform and access to justice can support women to claim their rights to legal protection and create an environment where perpetrators do not feel they have impunity.
- *Supportive community response to survivors.* Advocacy with community leaders can help promote the physical safety of those experiencing violence, including facilitating referrals to appropriate services where they exist.

(3) Women's participation and empowerment. We have seen how disasters and humanitarian interventions often open up opportunities for transformational change in terms of gendered power relations (e.g. women gaining equal property and land rights with their spouses in resettlement programmes). National advocacy for policy change in support of such rights will support local efforts to strengthen the empowerment of individual women. Humanitarian organizations can play an important role in lending support to local women's rights organizations engaged in the struggle for these rights through long-term advocacy work. In the shorter term, humanitarian agencies can play an important role in advocating for women's full and equal participation in emergency response alongside men, particularly in the design of shelter or WASH facilities, or the distribution of food and non-food items.

(4) Reform of the global humanitarian system. During 2016 there was a strong lobby around the World Humanitarian Summit for women's leadership, gender equality and gender-based violence to be at the heart of the proposed structural reforms of the global humanitarian system. Gender leaders have an important role to play in ensuring that all opportunities are taken to engage in advocacy at national level on holding governments to account on gender-related commitments that emerge from the Summit.

Session 7.5: Linking action on gender equality across humanitarian and long-term development work (30 mins)

Session summary
This session considers gender issues at different phases of humanitarian intervention, and the importance of linking analysis and action on gender equality between phases.

Preparation
- Prepare Session 7.5 facilitator's notes: 'Linking action on gender across humanitarian and development work'
- Video: 'Preparing for disasters in the Philippines.' https://www.youtube.com/watch?v=ZgtJZ1exVOY

Background reading
- DG ECHO (2013). Thematic Policy Document No 6. *Gender: Different Needs, Adapted Assistance*
- F. Gell (2013). *Gender, Disaster Risk Reduction, and Climate Change Adaptation: A Learning Companion.* Oxford: Oxfam GB. http://policy-practice.oxfam.org.uk/publications/gender-disaster-risk-reduction-and-climate-change-adaptation-a-learning-compani-218230
- M. Ciampi, F. Gell, L. Lasap and E. Turvill (2011). *Gender and DRR: A Training Pack*. Oxford: Oxfam GB. http://policy-practice.oxfam.org.uk/publications/gender-and-disaster-risk-reduction-a-training-pack-136105

Learning objectives

- To understand that efforts to promote gender equality need to be linked across humanitarian and development work, from disaster risk reduction (DRR) and emergency preparedness, to acute response, recovery, and long-term development
- To understand how sustainable change in gendered power relations can be fostered when actions across all the above interventions reinforce each other

Timing	Activity	Resources
5 mins	**Integrating gender into all phases of humanitarian response** Show slide 29. Explain the importance of integrating gender into all phases of humanitarian intervention, and how long-term transformational change depends on building strong links between each of these areas of action so that they reinforce each other. **Slide 29** **A gender approach must be integrated into all phases of humanitarian response** In **acute crises** so as to respond to immediate gender-differentiated needs and avoid negative impacts. In **DRR, preparedness** and recovery phases when opportunities to promote more transformative approaches and reduce vulnerability often open up. In **recurrent and protracted crises** when gender analysis can be deepened and the impact of interventions assessed over time.	Session 7.5. facilitator notes: 'Linking action on gender across humanitarian and development work' PowerPoint

Timing	Activity	Resources
	Using the facilitator's notes, give examples of what this looks like in practice.	

Show slide 30. Explain that humanitarian programmes need to build on existing long-term development initiatives that aim to strengthen gender equality. This can often be done by working with women's rights organizations and capitalizing on their expertise and analysis. Programmes also need to prepare the ground for further long-term work, and to strengthen women's rights organizations, so that gains in gender equality can be sustained after the emergency.

> **Slide 30**
>
> **Gender equality in the development/humanitarian continuum**
> Humanitarian programmes need to build on existing long-term development initiatives on gender equality and women's rights as well as preparing the ground for longer-term work.
>
> It is important to work with women's rights organizations on the ground to achieve this.

| **10 mins** | **Leadership reflection** | N/A |

Ask participants to take a couple of minutes to think about situations they have known in which gains for women in one phase of humanitarian intervention have impacted on another phase. What factors facilitated this process? Was there any form of leadership that was shown to facilitate it? Invite one or two people to share their ideas in plenary.

Explain that one of the challenges is how to ensure that knowledge gained on gender in each of these phases is used to support the other phases. Staff involved in each phase may not be the same, particularly where emergency teams are brought in from other areas or countries to boost response capacity during the acute phase of a crisis. It is very important that these teams have the opportunity to consult and work with long-term development staff, local organizations and especially women's rights organizations, so as to capitalize on their local knowledge of the gendered impact of disasters, and to listen to their advice as to how to shape the humanitarian response in ways that will lead to sustainable changes in gender relations.

Timing	Activity	Resources
15 mins	**Gender in disaster risk reduction** Watch the video 'Preparing for disasters in the Philippines' (8 mins). SURGE (Scaling up Resilience in Governance) aims to increase the resilience of high-risk communities by promoting inclusive community-based DRR and advocating for improvements in disaster risk management policies. After the video, ask participants what they noticed about the participation of women and discuss the issues raised. Explain that because the coping mechanisms of women and men during a disaster are different, activities that build resilience must be gender-sensitive (see facilitator's notes). Show slide 31 and review and recap.	Video: 'Preparing for disasters in the Philippines' (8 mins). https://www. youtube.com/ watch?v=Zgt-JZ1exVOY

Slide 31

Gender and resilience

Strengthening resilience means providing assistance in ways which build the capacity of households and communities to manage future shocks.

Approaches that build resilience include DRR, emergency preparedness, livelihood support and social protection.

Each of these needs to reflect the different capacities and coping mechanisms of women, girls, men and boys.

Session 7.5 facilitator's notes: Linking action on gender across humanitarian and development work

The integration of a gender approach applies to all phases of humanitarian intervention:
- the first phase response to an acute crisis;
- recovery and transition to development;
- disaster risk reduction, emergency preparedness and contingency planning.

ECHO sets out the level of gender analysis and approach that it expects in each of these phases in its Framework for Operations:
- In acute crises, a basic gender analysis is important so as to understand the differentiated needs and avoid putting any groups at risk.
- Recurrent and protracted crises may offer more opportunities for deeper analysis of gender-specific needs, and the assessment of gender-related impact over time.
- DRR / emergency preparedness (which aim to build resilience and reduce vulnerability) and the recovery phase may offer more opportunities for promoting empowerment and emergency preparedness, livelihood support and social protection.

'Female leadership in building community resilience to disasters is frequently disregarded. Studies demonstrate significant differences in how households headed by women and those headed by men cope with shocks, what coping mechanisms come into play within those households, and how they affect women, girls, men and boys in terms of their access to resources and food security. Therefore to be effective and sustainable, activities that build resilience must be gender-sensitive.'
Source: OCHA (2012). Gender Toolkit. p 21

Achieving gender equality is central to each of these phases of intervention. Achieving long-term, transformational change on gender relations is largely dependent on building strong links between each of these areas of action so that each can reinforce the other. For example:
- Emergency preparedness interventions in which conditions are created for women to participate in contingency planning on an equal basis with men will open up opportunities for women to play leadership roles in emergency response (e.g. leading on food distributions or WASH planning). Public recognition of women taking on these leadership roles, and the confidence, capacity and status gained through this experience, can lead to shifts in social expectations of what women can achieve given equal conditions with men, thereby laying the foundations for longer-term shifts in attitudes towards women.
- Reconstruction programmes in which women are given the opportunity to take on non-traditional economic roles such as carpentry or masonry can both increase their earning power and give them social recognition that could lead to significant changes in their lives.

Gender and resilience
Strengthening resilience means providing assistance in ways that build the capacity of households and communities to manage future shocks. It needs to reflect the distinct capacities and coping mechanisms of women, girls, men and boys. Programme approaches that build resilience include DRR, emergency preparedness, livelihood support and social protection.

Module 8: Leadership skill development – influencing (1 hour)

Outcomes: Participants feel informed and inspired by the leadership experience of an external speaker who has led change on gender-based violence, and are aware of the attributes of an effective gender leader.

Session 8.1 Leadership in action – external speaker on leading change (30 mins)
- To hear from an external speaker with experience of leading change on gender-based violence about the personal and political challenges of doing so and how they rose to these challenges
- For participants to reflect on any key lessons that can inform their own potential for leading and influencing change on gender in humanitarian work

Session 8.2 The attributes of a gender leader (30 mins optional session)
- To identify some of the key attributes of an effective gender leader, with reference to Goleman's theory of emotional intelligence

Total time: 1 hour

Session 8.1: Leadership in action – external speaker (30 mins)

Session summary

An inspirational local leader is invited to tell their personal story of leadership. Participants feel inspired, informed and motivated by the leadership of others in creating change. They are able to visualize different ways of leading, and to relate this to their own role in leading change on gender in humanitarian situations.

Preparation

- The Oxfam Country Gender Advisor should identify an appropriate speaker who has faced challenges and demonstrated tangible transformational leadership. They should be briefed to tell their personal story and to focus on how they have confronted and overcome challenges in a way that allows them to stay true to their politics and purpose. They should give specific examples of challenges they have faced, how their own politics were challenged, and how they have worked with others whose politics and purpose were different from their own.

Learning objectives

- To hear from an external speaker with experience of leading change on gender-based violence about the personal and political challenges of doing so and how they rose to these challenges
- For participants to reflect on any key lessons that can inform their own potential for leading and influencing change on gender in humanitarian work

Timing	Activity	Resources
20 mins	**External speaker shares their personal story**	N/A
5 mins	**Questions and answers**	N/A
5 mins	**Personal reflection** Ask participants to reflect on and discuss with the person sitting next to them: • what they learned from the session and the implications for their own role in leading change on gender equality; • what challenges they may face when leading change on gender in humanitarian action, and what they need to do, or be supported with, in order to develop the competence and confidence to lead that change. As leaders we need to understand how transformational change can happen, and then inspire and build the capacity of others to take action. We will think more about what transformational change means on days 4 and 5.	N/A

Session 8.2: The attributes of a gender leader (30 mins optional session)

Session summary
This section looks at the attributes needed to be an effective gender leader in humanitarian action.

Preparation
- PowerPoint
- Read Session 8.2 facilitator's notes: 'Leadership skills - emotional intelligence'
- Prepare Session 8.2 handout: 'Emotional intelligence'

Background reading
- D. Goleman (1998). *What Makes a Leader? Harvard Business Review*

Learning objectives
• To identify some of the key attributes of an effective gender leader, with reference to Goleman's theory of emotional intelligence

Timing	Activity	Resources
15 mins	**Group brainstorm: what are the attributes of a gender leader in humanitarian action?** Brainstorm what attributes an effective gender leader might have. Suggest that participants think about leaders they have known who have been inspirational and have been effective in creating change. What was it that was inspiring about them? Were there any specific skills or ways of working that they used to create and sustain change? Ask a few volunteers to draw on a flip chart their vision of an effective gender leader. They must not use words, only symbols, to express their vision. Show an example (see slide 32) to motivate their creativity.	PowerPoint

Slide 32

**Attributes of a gender leader in humanitarian action
Big ears for listening!**

Balance : Yin and Yang
The black side is like the dynamic leader (hard aspects) and the white side is like the receptive leader (soft aspects). To be effective there needs to be a balance. Without balance, a change agent or gender leader can be seen as too aggressive or too passive.

Ask each group to stick their creation on the wall and invite all to do a gallery walk. Then ask a representative of each group to explain the image including, if they wish, a word or two about any leaders that inspired it. Keep it brief.

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15 mins | **Leadership skills: emotional intelligence**
Introduce Daniel Goleman's theory of what makes an outstanding leader and his five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills. Give out the handout and explain each component.

These skills of emotional intelligence are needed by leaders more than ever to support humanitarians operating under the stressful conditions of most emergency situations, which can put enormous strain on both individuals and on interpersonal relations in a team.

Invite a brief discussion on the extent to which these attributes resonate with participants' notions of a leader.

If you have time, ask participants what they feel about their own leadership style and skills in relation to these aspects of emotional intelligence.

Refer participants to Goleman's 1998 paper *What Makes a Leader?* for more detail.

PowerPoint
Session 8.2 facilitator's notes:
'Leadership skills - emotional intelligence'
Session 8.2 handout:
'Emotional intelligence'

Session 8.2 handout: Leadership skills – emotional intelligence

Introduce Daniel Goleman's theory of what makes an outstanding leader. He defines the five components of emotional intelligence as self-awareness, self-regulation, motivation, empathy and social skills. These fall into the categories of 'self-management skills' and 'the ability to relate to others'.

While this analysis is nearly 20 years old, it is no coincidence that the model of Feminist Leadership for Social Transformation also positions 'self' as a central factor in determining how its four components of principles, power, purpose and practices shape leadership. On Day 5, in Session 15.1 (page 267), we will see how Oxfam considers awareness of 'self' as critical to effective leadership: self-awareness around our strengths and weaknesses and our impact on others; moderation and self-regulation of our behaviour to channel our impulses for good purposes.

These skills of emotional intelligence are needed by leaders more than ever to support humanitarians operating under the stressful conditions of emergency situations, which can put enormous strain both on individuals and on interpersonal relations in a team.

Session 8.2 handout: Emotional intelligence

Emotional intelligence

Back in 1998 Daniel Goleman identified emotional intelligence as the factor that distinguished an outstanding leader from an adequate leader.

He identified a powerful combination of five components as making up emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills. The first three relate to **self-management skills**; the other two refer to the **ability to relate to others**.

Goleman found evidence that the emotional intelligence of company leaders could be correlated positively with company financial performance. Yet he also found that companies often implicitly discouraged employees from developing these 'soft' attributes.

He believed that these skills could not be taught through traditional training programmes, which targeted the rational part of the brain. Instead, it was through extended practice, feedback from colleagues, and personal enthusiasm for making change that people became effective leaders.

The five components of emotional intelligence at work

	Definition	Hallmarks
Self-awareness	• The ability to recognize and understand your moods, emotions and drives, as well as their effect on others	• Self-confidence • Realistic self-assessment • Self-deprecating sense of humour
Self-regulation	• The ability to control or re-direct disruptive impulses or moods • The propensity to suspend judgement – to think before acting	• Self-confidence • Realistic self-assessment • Self-deprecating sense of humour
Motivation	• A passion to work for reasons that go beyond money or status • A propensity to pursue goals with energy and persistence	• Strong drive to achieve • Optimism, even in the face of failure • Organizational commitment
Empathy	• The ability to understand the emotional make-up of other people • Skill in treating people according to their emotional reactions	• Expertise in building and retaining talent • Cross-cultural sensitivity • Service to clients and customers
Social skills	• Proficiency in managing relationships and building networks • An ability to find common ground and build rapport	• Effectiveness in leading change • Persuasiveness • Expertise in building and leading teams

DAY 4

Good practice (part II): participation, dignity, empowerment, protection from sexual exploitation and abuse (PSEA) and gender-based violence (GBV)

Aims: To enable participants to understand the principles and practicalities of enabling the active participation of women and girls in humanitarian programming, and ensuring their dignity, empowerment and leadership. To ensure that participants understand what they can and must do to prevent and respond to GBV and sexual exploitation and abuse (SEA), and explain the links with the Do No Harm and Safe Programming concepts.

Module 9: Access, participation, dignity, empowerment and women's leadership (2 hours 30 mins)

Module 10: Addressing gender-based violence (2 hours)

Module 11: Protection from sexual exploitation and abuse (1 hour)

Total training time: 5 hours and 30 mins

Module 9: Access, participation, dignity, empowerment and women's leadership

Outcomes: Participants can encourage the full and active participation of women and girls, as well as men and boys, in humanitarian interventions. They understand the gender dimensions of dignity and empowerment, what the barriers are to achieving them, what strategies can be used to overcome those barriers, and what opportunities there may be for strengthening the leadership of women in communities affected by disaster. They have considered how women's rights organizations can be most effectively engaged in humanitarian action.

Session 9.1 Access and participation (45 mins)
- To understand the potential barriers to women and girls having safe and equal access to resources and services in a humanitarian response, and develop strategies to overcome those barriers
- To understand the potential barriers to women and girls enjoying safe, equal and meaningful participation in humanitarian programmes, and develop strategies to overcome those barriers

Session 9.2 Dignity and empowerment (45 mins)
- To recognize potential risks to women's dignity and opportunities for women's empowerment throughout all stages of the humanitarian response

Session 9.3 Women's leadership and working with women's rights organizations (1 hour)
- To know the evidence for the effectiveness of women's leadership in humanitarian disaster and response
- To understand the barriers that grassroots women's rights organizations face in engaging in the leadership of humanitarian response, and what needs to be done to support their effective engagement
- To discuss the challenges and ways forward for supporting grassroots women leaders and women's rights organizations in preparing for and responding to humanitarian crises in the local contexts of participants

Total Time: 2 hour 30 mins

Session 9.1: Access and participation (45 mins)

Session summary
This session looks at access and participation issues and provides participants with practical skills to ensure women's safe and equal access and safe, equal and meaningful participation.

Preparation
- Prepare Session 9.1 handout: 'Role-plays on safe and equal access and meaningful participation'
- Read Session 9.1 facilitator's notes: 'Guiding the discussion during the role-plays'
- Read Session 9.1 facilitator's notes: 'Barriers and strategies regarding access and participation'
- PowerPoint slides

Background reading
- ALNAP (2003). *Participation by Crisis-Affected Populations in Humanitarian Action: A Handbook for Practitioners*. http://www.alnap.org/publications/gs_handbook/gs_handbook.pdf
- *Oxfam Handbook on Gender Equality and Women's Rights in Emergencie*s (2011)
- *Oxfam Quick Guide to Promoting Women's Participation* (2014)

Learning objectives
- To understand the potential barriers to women and girls having safe and equal access to resources and services in a humanitarian response, and develop strategies to overcome those barriers - To understand the potential barriers to women and girls enjoying safe, equal and meaningful participation in humanitarian programmes, and develop strategies to overcome those barriers

Timing	Activity	Resources
10 mins	**Safe and equal access and meaningful participation** Tell the group that we are looking at the issues of access and meaningful participation. Show slides 1 and 2 and note the points. **Slide 1** **Access and participation** **Access** to facilities, services and information (e.g. latrines, wash points, non-food item distributions, entitlements) must be equally and safely accessible to women, girls, men and boys. **Participation** in activities such as meetings, committees, and training and employment programmes must also be equal and safe for all. Note our emphasis on participation being 'meaningful', which means actually contributing to discussions and making decisions relating to the whole community, rather than just being present or consulted on 'women's issues'.	Session 9.1 facilitator's notes: 'Guiding the discussion during the role-plays' PowerPoint

Timing	Activity	Resources
	Slide 2 **Meaningful participation** Participation must be safe, equal and meaningful for women, girls, men and boys. It's not just about *who* is involved in project activities but how they are involved. There are different levels: from attendance, to consultation, to 'self-mobilizing action' linked to empowerment. *Key questions* • Are women and girls actively contributing to discussions? • Are they making decisions? • Are they involved in matters relevant to the broader community or are they just asked about 'women's issues'?	
20 mins	**Role-plays highlighting the barriers to safe and equal access and meaningful participation** Spilt the group in two and each half of the group goes to different rooms or different ends of the room. For 10 minutes one half of the group reads and prepares **Role-play A**, 'Safe and equal access'. They can choose three good performers and discuss as a group what issues to bring into the role-play. The other half prepares **Role-play B**, 'Meaningful participation', which requires six volunteers. Each group performs for the other. The audience group must highlight the **barriers** related to participation and access that are brought out in the role-plays. Record these responses on a flip chart under the headings 'Access' and 'Participation'.	Session 9.1 handout: 'Role-plays on safe and equal access and meaningful participation'
10 mins	**Brainstorm strategies to overcome barriers** In a plenary discussion add any other barriers that can occur in WASH and emergency food security and vulnerable livelihoods (EFSVL) programming. Add these to the flip charts. Use the facilitator's notes to add to the group's ideas.	PowerPoint Session 9.1 facilitator's notes: 'Barriers and strategies regarding access and participation'
5 mins	**Wrap-up** Reinforce that working to ensure safe and equal access and safe, equal and meaningful participation is vital to promote gender equality and women's rights as well as to ensure the overall effectiveness of humanitarian action.	N/A

Session 9.1 handout: Role-plays on safe and equal access and meaningful participation

Role-play A: Safe and equal access (3 volunteers required)

One person is a WASH engineer working in an emergency response programme. He/she is explaining to one woman and to one man (who represent 'the community') about the separate toilets that have been installed for men and women – what the system is, where they are located, how many there are (same number for men and women), etc. The man looks pleased but the woman is looking increasingly concerned. The WASH engineer sees that the woman is looking concerned. He/she tries to reassure the woman that she can have a say at the weekly WASH committee meeting and invites her to come along. The woman just looks more concerned.

Role-play B: Meaningful participation (6 volunteers required)

Three people play women and three play men. All are attending a community meeting. The men are talking a lot while the women are either not engaging at all or are talking quietly among themselves. After a few minutes, two of the women get up and go to the adjoining kitchen and begin to prepare tea. When it is ready they come back and serve it while the men continue their loud and active discussions. The men seem to come to some sort of conclusion and ask the women what they think. The women nod in agreement.

Session 9.1 facilitator's notes: Guiding the discussion during the role-plays

Role-play A: Safe and equal access

1. Ask participants what they see happening in the role-play. Why is the man looking pleased but the woman increasingly concerned? What could be happening here? Answers could include:

- The woman is scared to use the toilets because they are in an unsafe or risky location.
- The woman is scared to use the toilets because there is no lighting at night.
- The woman hasn't been consulted about the siting or design.
- The woman's husband will not allow her to attend meetings.
- The woman does not have time to attend meetings (busy with childcare, household responsibilities, working, etc.).
- The woman has attended a meeting before but no one listened to her.

2. Ask if anyone has seen something similar happen in their work. If yes, encourage the sharing of stories (perhaps just one or two, keeping in mind the time limit). Facilitate a discussion and ensure that the idea of **safe as well as equal access** to facilities and activities such as meetings has been raised.

3. Provide the following information to participants. Access to facilities, services and information (e.g. latrines, WASH points, non-food item distributions, information about entitlements) must be equally and safely accessible to women, girls, men and boys.
Participation in activities such as meetings, committees, and training and employment programmes must also be equal and safe for all.

Role-play B: Meaningful participation

1. Ask participants what they see happening in the role-play. What could be happening here? Answers could include:

- There is female participation but women are not participating in a meaningful way.
- Women are not contributing to discussions publicly with the men.
- Women are not actively contributing to decision making.

2. Ask if anyone has seen something similar happen in their work. If yes, encourage the sharing of stories (perhaps just one or two, keeping in mind the time limit). Facilitate a discussion and ensure that the idea of **meaningful participation** is raised.

3. Provide the following information to participants. Participation must not just be safe and equal for men and women but it also must be meaningful for all – it is not just about who is involved in project activities (e.g. 45% of participants in a meeting were women, or 50% of a WASH committee is female), but how they are involved. There are many different levels of participation, from mere attendance, to consultation, to 'self-mobilizing action' – the latter linking to empowerment. Are women and girls actively contributing to discussions? Are they making decisions? Are they involved in matters relevant to the broader community or are they just asked about 'women's issues'? Monitoring this indicates whether the project activities are contributing to more equal gender relations.

Sources: Based on C. Dureau and K.Winterford (2003). 'Participation and Communication in Development'. Notes from IDSS Community Development Workshop, Melbourne, Australia; and Intermon Oxfam (2010). Guidelines for Integrating the Gender Approach into the Humanitarian Action Project Cycle.

FACILITATOR'S NOTES

Session 9.1 facilitator's notes: Barriers and strategies regarding access and participation

Discussion on barriers and strategies regarding access and participation

Potential barriers:
- Cultural restrictions (e.g. disapproval of women in public without a male companion, or for women to speak in public in mixed forums).
- Language and literacy restrictions (e.g. meetings held or written information disseminated in a language many women and girls do not speak).
- Lack of time for women to participate in meetings or committees due to domestic and childcaring responsibilities.
- Long distance or unsafe route to water points or meeting locations.
- Lack of privacy of washing and bathing facilities and latrines.

Possible strategies:
- Hold meetings with sex- and age-disaggregated groups and use same-sex (and similar age) facilitators and interpreters
- Where women face mobility restrictions, make special efforts to provide information on facilities/ training/meetings by women to women in their homes
- Work with men to understand the benefits of supporting women's participation
- Where female technical staff are scarce, recruit female community mobilizers to support male technical staff or collaborate with women's organizations connected to women and girls in the community
- In settings with strong conservative gender norms, investigate culturally appropriate activities that women feel safe doing as part of cash-for-work programmes
- Ensure equal access to all categories of jobs for women and men in EFSVL programmes
- Seek to develop a gender balance of trainers for programme activities
- Use interpreters or hold meetings in a language accessible to women as well as men and provide clear written information in a widely understood language
- Support women with their caring and domestic responsibilities by facilitating community day-care (e.g. allocate women to look after children and pay them the same rate as men in cash-for-work projects)
- Include women on distribution teams and, where necessary, have separate queues for women and men (especially in places where gender segregation is the norm) and 'express lanes' for parents with children
- Give advance notice of meetings and hold them at convenient times for all groups (e.g. in the evening may be inconvenient for women), and in comfortable and convenient venues, using a culturally appropriate format
- Build trust and develop feedback mechanisms. Let people know how the information they provide will be used and keep them involved and informed. Being accountable to and transparent with women will encourage their participation
- Ensure that WASH facilities are private, safe and culturally appropriate for women, girls, men and boys, and people with limited mobility

Session 9.2: Dignity and empowerment (45 mins)

Session summary
Participants are asked to think about the risks to the dignity and empowerment of women and girls in their setting in WASH and food security and livelihoods interventions, and strategies to promote them. This session provides participants with practical skills to ensure women's dignity and promote their empowerment throughout all stages of humanitarian response.

Preparation
• Prepare Session 9.2 handout: 'Case studies – dignity and empowerment'
• Read Session 9.2 facilitator's notes: 'Dignity and empowerment'
• Read Session 9.2 facilitator's notes: 'Risks to dignity and empowerment'
• Optional: prepare case studies in local context to use instead of handout
• PowerPoint slides

Background reading
• N. Kabeer (1999). *Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment. Development and Change 30*. http://www.utsc.utoronto.ca/~kmacd/IDSC10/Readings/research%20design/empowerment.pdf
• S. Rangaswami (2010). *Ideas that Work – Preventing Violence Against Women Through Water and Sanitation Interventions in Early Emergency Response.* Oxfam
• S. Gomez (2006). *Guidelines for Gender Sensitive Disaster Management*. Asia Pacific Forum on Women, Law and Development
• *Oxfam Handbook on Gender Equality and Women's Rights in Emergencies*
• C. Caton, J. Chaffin, M. Marsh and S. Read-Hamilton (2015). *Empowered and Safe: Economic Strengthening for Girls in Emergencies*. Women's Refugee Commission

Learning objectives
• To recognize potential risks to women's dignity and opportunities for women's empowerment throughout all stages of the humanitarian response

Timing	Activity	Resources
15 mins	**Understanding dignity and empowerment** Select *one* of the dignity case studies and one of the empowerment case studies (or develop your own) suitable for the context of the training. Ask for two volunteers to read out one each. After hearing the case studies ask if they surprise participants. Have they seen or heard of similar situations before? Inform participants that some of these are real stories collected by the Asia Pacific Forum on Women, Law and Development after the Indian Ocean tsunami in 2004. Allow 10 minutes to facilitate a short discussion and the sharing of experience. Go through slides 3, 4 and 5, discussing the meaning of 'dignity' and 'empowerment'.	Session 9.2 handout: 'Case studies – dignity and empowerment PowerPoint

> **Slide 3**
>
> **Dignity** is about having your needs met in a respectful way. This will not happen if you are ignored, discriminated against, insulted, or embarrassed. The needs of an individual will differ in every cultural context so preserving dignity means consulting women and girls on what is needed.

Timing	Activity	Resources
	Slide 4 **Empowerment** is the process of gaining control over the self, over ideology and the resources that determine power. **Women's empowerment** is the process through which women, individually and collectively, become aware of how power structures operate in their lives and gain the confidence to challenge the resulting gender inequalities.	
	Slide 5 **Women's empowerment can take place in different interdependent spheres** Achieving transformational change in power relations between women and men means working across all these interdependent dimensions of women's empowerment in a holistic way: • economic; • social; • political; • personal; • legal.	
10 mins	**Group discussion on risks/barriers to dignity and empowerment, and strategies to overcome them** Ask participants to work in two groups to discuss if there are words for the concepts of dignity and empowerment in their language/s. What is understood by these words? Can they describe a woman who is living in dignity? A woman who is empowered? What about a woman who is not living in dignity and has no power?	Session 9.2 facilitator's notes: 'Dignity and empowerment'
15 mins	**Risks/barriers to dignity and empowerment** In the same two groups, ask participants to brainstorm the *risks/ barriers to dignity and empowerment*, and the strategies to ensure dignity and empowerment in their setting in food security and WASH interventions. The groups should draw up two lists on a flip chart – one for risks/barriers and one for strategies/opportunities, and elect one person to report back to the plenary. *NB. If GBV is raised, inform participants that this will be discussed in detail in the next module*. Use the ideas in the facilitator's notes to start the groups. Conclude the session by handing out the four short case studies on dignity and women's economic empowerment and ask participants to read them later.	Session 9.2 facilitator's notes: 'Risks to dignity and empowerment'

Timing	Activity	Resources
5 mins	**Wrap-up** Ensuring women's dignity and empowerment is critical to (a) achieving an effective humanitarian response and (b) promoting gender equality and women's rights. Risks to dignity and empowerment, and strategies and opportunities to promote them, must be identified and addressed.	N/A

Session 9.2 handout: Case studies – dignity and empowerment

Case studies – Dignity

a. *Post-tsunami Sri Lanka*
The distribution of underwear was carried out publicly, with embarrassing comments about which sizes were appropriate for which women. In addition, distribution of sanitary products was under the control of male camp officials, who handed them out one at a time, so women had to go back and ask again and again. There were no contraceptives available, even though husbands and male partners insisted on sex.
Source: Asia Pacific Forum on Women, Law and Development (2006) documentation project leading to Guidelines for Gender Sensitive Disaster Management. http://www.pacificdisaster.net/pdnadmin/data/original/guidelines_gender_sensitive_dm_06.pdf

b. *Post-earthquake Pakistan*
Women, in the period during their pregnancies and after delivery, had little help in the tents, and were basically looking after themselves, to the extent that some reported fetching water, washing clothes and cooking food themselves. At the Mira Camp, Bisham, North-West Frontier Province, according to a Cuban doctor, women were only brought to them when their condition had deteriorated and become serious, otherwise their husbands or other male household members were not allowing them to seek medical aid. In many of the tent camps there were no female doctors on call.
Source: Asia Pacific Forum on Women, Law and Development (2006) documentation project leading to Guidelines for Gender Sensitive Disaster Management. http://www.pacificdisaster.net/pdnadmin/data/original/guidelines_gender_sensitive_dm_06.pdf

c. *Breastfeeding challenges in emergency contexts: the earthquake in Kashmir, Pakistan*
Following the October 2005 earthquake, women frequently shared shelter with distant male relatives and/or non-related men. The lack of privacy and support led many women to stop breastfeeding as they felt uncomfortable exposing their breasts in front of men. This emphasizes the urgent need for lactation corners in emergency settings to ensure continued breastfeeding.
Source: IASC online course

Case studies – Empowerment

a. *Post-tsunami Indonesia*
According to Islamic inheritance laws and Acehnese tradition, land is transferred from a man to his son or to his brother. A woman can only have a land certificate under her name if she does not have a son and her husband does not have brothers. After marriage, a woman's land certificate can no longer be under her name, and is changed to her husband's. In post-tsunami reconstruction, Islamic inheritance laws clearly prevented women who had lost their husband from registering as potential beneficiaries for housing assistance. In Lampuuk village, with over 90% of its 6,500 population killed in the tsunami, there were many land disputes. Relatives of men who had died living outside of Lampuuk made claims against widows that inheritance of land should be transferred to the family of the deceased husband. This made widows vulnerable to eviction and poverty, and many could not utilize agricultural land around the village because of ongoing land claims.
Source: Asia Pacific Forum on Women, Law and Development (2006) documentation project leading to Guidelines for Gender Sensitive Disaster Management. http://www.pacificdisaster.net/pdnadmin/data/original/guidelines_gender_sensitive_dm_06.pdf

Case studies – dignity and empowerment *(continued)*

b. *Restoration of livelihoods in Sri Lanka*
    Restoration of livelihoods constitutes a large segment of the post-tsunami reconstruction programmes. Much of the focus has been on support for large-scale economic development programmes, often oriented towards men on the basis that they are the head of the household and the primary breadwinner. Thus, there was widespread distribution of motorized fishing boats, nets and other fishing equipment, and reconstruction of big public markets. The Sri Lanka Donor Forum, for example, called for investment in housing, transportation, infrastructure and livelihood restoration for fishermen, small farmers and micro-enterprises, with almost no reference to gender-based livelihood needs and the specificity of women's work in the informal sector. The small-scale but essential activities that women traditionally engaged in – such as processing fish, making and selling foodstuffs, lace-making, making rope, mats and other household items from coconut husk fibre – have been largely ignored even though they constituted a critical part of the family economy.
    Source: S. Kottegoda (2007). In the Aftermath of the Tsunami Disaster: Gender Identities in Sri Lanka. http://www.isiswomen.org/ downloads/wia/wia-2007-2/02wia07_03Features-Sepali.pdf

Case studies on women's economic empowerment

a. *Skills training for women in non-traditional livelihood activities related to reconstruction work in Sri Lanka*
    Women in traditional communities learned basic carpentry and masonry after the tsunami, and were employed as part of rebuilding programmes sponsored by humanitarian organizations. Eager to learn new skills, they were able through the training to handle 'do-it-yourself kits' in order to make furniture and repair damaged shelter components. In addition to the training, small cash grants allowed local women's groups to identify safety upgrades in their communities (solar lanterns, safer cooking stoves).
    Source: IASC Online course

b. *Cash grants through a voucher system: Democratic Republic of Congo (DRC)*
    In the DRC, one organization implemented an innovative pilot project to support displaced families living in host communities. The support to beneficiaries included shelter, water, sanitation and hygiene, non-food items (NFIs) and food interventions. More widely in the communities, the organization carried out hygiene promotion and awareness-raising on GBV in collaboration with community groups. To ensure community participation, the organization worked closely throughout the project cycle with the representative committees elected by the communities. For the NFI and food components, following close consultation with the community on methodology, a voucher system was adopted. These vouchers were given to a female member of beneficiary households because women would best manage the vouchers, given that women would normally be responsible for the purchase of food and non-food items. The vouchers had a monetary value and were redeemable against goods in pre-selected shops during a period of three days for each round of distribution. Beneficiaries appreciated being able to identify and prioritize their own needs and to purchase quality items. Beneficiaries predominantly bought mattresses. In this community, a mattress was said to demarcate matrimonial space, and thus is very important in the crowded conditions of displacement. Beneficiaries were selected based on vulnerabilities and needs. These criteria were adopted in consultation with community members.
    Source: IASC Online course

Session 9.2 facilitator's notes: Dignity and empowerment

Group discussion
Facilitate a general discussion and ensure that the following points are covered.

Dignity is about having your needs met in a respectful way. This will not happen if you are ignored, discriminated against, insulted, or embarrassed. People's needs will differ in different cultural contexts so preserving dignity means consulting women and girls on what they need to maintain their dignity.

Empowerment is the process of gaining control over the self, over ideology and the resources which determine power. **Women's empowerment** is the process through which women (individually and collectively) become aware of how power structures operate in their lives and gain the confidence to challenge the resulting gender inequalities.

Women's empowerment can take place in different interdependent spheres:

Economic: opportunity and skills to earn an income; be engaged in meaningful employment, acquire ownership to property rights and widow inheritance;

Social: having knowledge, education, literacy, access to healthcare; living a life of dignity without violence; facing no social stigma or discrimination;

Political: holding office in government and traditional structures; having decision making power within the family and outside;

Personal: independent identity, skills and confidence, knowledge of their rights, can take control of their own lives and make their own choices;

Legal: protection and access to legal services; equal treatment before law; effective implementation of laws and legislation that protect and benefit women;

Achieving transformational change in power relations between women and men means working across all these interdependent dimensions of women's empowerment in a holistic way.

Session 9.2 facilitator's notes: Risks to dignity and empowerment

Risks to dignity
- A risk to dignity might be men distributing personal items, or personal items being distributed in public. A strategy to ensure dignity would be for culturally appropriate sanitary materials, underwear and clothing as determined through consultation with women and girls, distributed in sensitive ways.
- A risk to dignity might be washing facilities that do not provide adequate facilities for menstruating women. A strategy to ensure dignity would be to identify and provide appropriate washing facilities for menstruating women as determined through consultation with women.
- A risk to dignity might be that pregnant and breastfeeding women are not provided with appropriate facilities or support. A strategy to ensure dignity would be to determine culturally appropriate needs in consultation with pregnant and breastfeeding women (e.g. supplies of nappies, blankets/children clothes, or private spaces in dwellings/training facilities to breastfeed, as well as appropriate support for pregnancy and childbirth).

Risks to empowerment
- A risk to empowerment might be making assumptions about women and livelihoods and thereby reinforcing their involvement in low-paying and low-status work. An opportunity would be to conduct market profiles to obtain information on women and men's preferred forms of assistance in food security and livelihoods programmes, rather than relying on assumptions.
- A risk to empowerment might be to ignore the gender-based distribution of control over assets and property. An opportunity would be to advocate for women's land and property rights, give joint ownership of newly constructed houses to women, and facilitate ownership of productive assets such as fishing boats, thereby redistributing control over resources and meeting the strategic gender needs of women.
- A risk to empowerment might be to accept the lack of women in leadership roles and decision making positions. An opportunity for empowerment would be to work with and support individual women to assume leadership roles and be involved in decision making by, for example, developing the skills and self-confidence of individual women to this end. Another opportunity would be to partner with women's organizations and to accompany them in building their capacities in preparedness and response to emergencies.

Session 9.3: Women's leadership and working with women's rights organizations (1 hour)

Session summary
While the overall purpose of this training manual is to strengthen gender leadership within institutions engaged in humanitarian action, this session deals with strengthening women's leadership in communities affected by disaster. Central to this is looking at why and how women's rights organizations need to be engaged in humanitarian action.

Preparation
- Prepare video: 'Tika's story': Raising Her Voice, Nepal (2013). www.youtube.com/watch?v=Qzov9zoBPuw
- Read Session 9.3 facilitator's notes: 'Women's leadership and women's rights organizations'
- Prepare Session 9.3 handout: 'Women's participation in peace processes'
- PowerPoint slides

Background reading
- ActionAid International (2016). *On the Frontline: Catalysing Women's Leadership in Humanitarian Action*
- J. Hoare and F. Gell (eds) (2009). *Women's Leadership and Participation: Case Studies on Learning for Action*. Oxfam GB and Practical Action
- Oxfam (2014): *Transformative Leadership for Women's Rights.* http://policy-practice.oxfam.org.uk/publications/transformative-leadership-for-womens-rights-an-oxfam-guide-317242

Learning objectives

- To know the evidence for the effectiveness of women's leadership in humanitarian disaster and response
- To understand the barriers that grassroots women's rights organizations face in engaging in the leadership of humanitarian response, and what needs to be done to support their effective engagement
- To discuss the challenges and ways forward for supporting grassroots women leaders and women's rights organizations in preparing for and responding to humanitarian crises in the local contexts of participants

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Timing	Activity	Resources
10 mins	**Introduction** Explain that this session is about *building transformative leadership for women's rights* by and for communities affected by disaster. Provide an example of inspiring grassroots leadership for women's rights by showing the video *'Tika's story'* from Oxfam's Raising Her Voice programme in rural Nepal. Tika tells her personal story of change and how she was influenced by the women's empowerment sessions offered in the community by the local organization WAM (Women's Association for Marginalized Women), and how this led to her becoming a community leader. Invite any thoughts following the video.	Video: 'Tika's story' (3 mins). www.youtube.com/watch?v=Qzov9zoBPuw

Timing	Activity	Resources
	Although this is not a disaster situation, it illustrates some important elements of grassroots women's leadership: the initial resistance from Tika's husband, which gradually gave way to acceptance and appreciation; her conviction that girls and boys have equal rights to education through her participation in a committee to improve the local school; the inspiration she has given her daughter who appreciates her newfound independence and joint economic decision making in the family; and the leadership and support she can now provide to other women in need. These represent strategic gains for women's rights and shifts in gendered power relations, which are at the heart of the notion of transformative change.	
25 mins	**Evidence of the effectiveness of women's leadership in humanitarian action** Despite claims of insufficient proof of the effectiveness of grassroots women's interventions in crisis settings, there is increasing evidence that their leadership and organizing contributes to better disaster preparedness and risk reduction, more effective and efficient response, and peace-building in communities. Show slides 6 to 9.	Session 9.3 facilitator's notes: 'Women's leadership and women's rights organi-zations' Session 9.3 handout: 'Women's participation in peace processes'

Slide 6

What do we need to do to 'work above the line' on gender equality during humanitarian crises?
- Better disaster preparedness and risk reduction
- More efficient and effective humanitarian response
- Inclusive and sustainable peace-building and conflict resolution in communities

Slide 7

1. Better disaster preparedness and risk reduction
Women frequently act as effective leaders in mobilizing communities to reduce the risk of, and prepare for, disaster.

Increasingly they lead initiatives to adapt to the impact of climate change, where their knowledge of natural resource management has often proved critical to community survival.

Slide 8

2. More efficient and effective humanitarian response
There are multiple examples where grassroots women crisis responders have successfully organized themselves to lead humanitarian interventions, often in areas that international agencies have not been able to reach or remain in.

Timing	Activity	Resources

Slide 9

3. Inclusive and sustainable peace-building and conflict resolution in communities
Research on the implementation of UN Security Council Resolution 1325 provides irrefutable evidence that women's participation in peace processes significantly increases the likelihood of peace agreements being reached and implemented.

Agreements were 35% more likely to last for at least 15 years where women were included as witnesses, signatories, mediators or negotiators.

Barriers to women's leadership in humanitarian response
Ask participants: *Given the above evidence for the effectiveness of women's leadership in humanitarian response, why is women's leadership and the work of women's rights organizations still so unsupported?*

After a short brainstorm, present slide 10 and explain that in addition to the widely documented barriers to women's leadership across the board (e.g. patriarchal attitudes and norms restricting public participation, low self-confidence, poverty, burden of unpaid work, low education and literacy), there are specific barriers to leadership in humanitarian context.

Slide 10
Barriers to women's leadership in humanitarian response
- persistent perception of women as victims rather than resilient survivors/ active agents;
- exclusion from humanitarian decision making structures;
- lack of systematic data on the impact of grassroots women responders and their organizations;
- lack of funding to women's rights organizations.

What action is needed to strengthen women's leadership in humanitarian action?
ActionAid International's report to the World Humanitarian Summit set out the following very clear points (slide 11).

Timing	Activity	Resources

Slide 11

What action is needed to strengthen women's leadership in humanitarian action?
- direct funding to women's rights organizations for preparedness, response, advocacy and core admin costs;
- scale up training opportunities for local women leaders in emergency preparedness and response;
- commitment to gender parity in all community-led, national and international representation structures overseeing emergency preparedness and response;
- establishing a mechanism within the UN humanitarian coordination system that focuses on gender equality in humanitarian response, including engagement of women's rights organizations.

We have plenty of agendas for action to support women's leadership in humanitarian response, including that of the World Humanitarian Summit (May 2016). The challenge is in the implementation. Local and international NGOs have an important role to play in advocating for the UN, INGOs and other actors to live up to their commitments. Discuss the points on slide 12.

Slide 12

World Humanitarian Summit, May 2016
Commitment to action
- gender-sensitive humanitarian response;
- draw on expertise of local women and women's groups and empower them as central actors, leaders and agents of change;
- scale up assistance and support to women's groups;
- increase % of implementing partners that are women's groups.

Transformative leadership for women's rights
Transformative leadership for women's rights (TLWR) is described by Oxfam as a process of people working together to transform systemic oppression against women with the ultimate goal being the realization of gender justice and women's rights. Use slide 13 to share aspects of TLWR.

Slide 13

Transformative leadership for women's rights
This is about more than getting more women into positions of power and leadership. We also need to think about the quality and intention of their leadership.

It is about leadership for **sustainable change** that challenges the **root causes of inequality** and builds an **enabling environment** for the leadership potential of individuals.

It means focusing on the **politics and practice of power** and rethinking leadership with the aim of developing and modelling more **equal and inclusive** leadership styles.

Timing	Activity	Resources

TLWR has a twofold goal: improving how leadership is exercised and using leadership to achieve gender justice goals (slide 14).

Slide 14

TLWR has a twofold goal
- improving the way leadership is exercised – more equitable, inclusive, democratic, open, consultative, collective, supportive, self-aware;
- using that leadership to achieve gender justice goals, specifically gender-equitable humanitarian action.

The TLWR programme approach is based on a recognition that women's poverty and inequality can only be ended through the promotion of a women's rights agenda across sectors, and at scale (slide 15). This includes the humanitarian sector. This will mean more women activists and leaders promoting a women's rights agenda in public and private decision making at all levels, as well as changes to governance systems and institutional cultures in all sectors.

Slide 15

Programme approaches for *transformative leadership for women's rights*
Support to individual women to understand their rights and take up leadership positions; strengthen technical and influencing skills of women leaders.

Support to **women's collective action** (alliances, networks) that promotes a women's rights agenda across sectors (including humanitarian) and support for safer and more effective influencing.

Closing the **policy–practice gap** - e.g. legal and policy reform to support women's leadership, implementation of reforms.

Creates an **enabling environment** - e.g. challenges social norms and expectations re. women's leadership; creates safe spaces for women to organize and influence; reduces violence against women and women's time poverty; increases investment for women's rights at work.

Slide 16

Engaging men and boys
Men and boys can be important allies and change agents in transforming damaging social norms (beliefs and behaviours), and helping to minimize backlash from men when patriarchy is challenged.

Timing	Activity	Resources

How can humanitarians engage with this agenda?
TLWR work requires long-term sustained action at many levels across many institutions. What can be achieved in the acute phase of humanitarian response is clearly limited. But laying the foundations for longer-term work by working with women leaders from the start is critical.

As the response moves into the recovery phase, more attention can be given to TLWR. Even in the most challenging environments, such as in fragile and conflict-affected contexts, the way humanitarian programmes are designed can facilitate positive change. Indeed, the social upheaval of conflict and disasters often opens up opportunities and entry points for women's effective participation in community-level conflict prevention, peace-building, protection and state-building. For example, following the genocide in Rwanda in 1994, women's cooperatives were set up, comprising women from different ethnic groups, which provided a forum for reconciliation at community level.

The key aspect of TLWR for humanitarians may be to build mutually supportive partnerships between women activists, leaders and movements engaged in long-term women's rights work, and those involved in delivering humanitarian aid (slide 17).

Slide 17

How can humanitarians engage with this agenda alongside the immediacy of life-saving work?
By building **mutually supportive partnerships** between women activists, leaders and movements engaged in long-term women's rights work, and those involved in delivering humanitarian aid.

Mutually supportive partnerships would involve recognition of knowledge and expertise of women's rights organizations and supporting their engagement with decision making in humanitarian action (slide 18).

Slide 18

What would a mutually supportive partnership look like?
Humanitarians can support local and national women's rights organizations and, in turn harness their support, by:
- recognizing their knowledge, expertise, influencing power, transformative women's rights agenda, and working with them to develop inclusive leadership;
- strengthening their capacity to engage strategically in humanitarian action by funding them, offering training, and ensuring their representation in decision making bodies;
- supporting their wider long-term agendas, including creating an enabling environment for women's rights.

Timing	Activity	Resources
25 mins	**Group discussion** In pairs, ask participants to discuss how the issues raised in the session relate to their national or local context. Use the following questions as prompts. 1. What is their experience of working with grassroots women leaders and women's rights organizations in preparing for and responding to humanitarian crises? 2. What challenges have they encountered and how have they overcome them? 3. What action could they take, individually or collectively, to strengthen the effective engagement of grassroots women leaders and women's rights organizations in humanitarian action? Ask participants to discuss in pairs (10 mins), and then return to share thoughts and discuss in plenary (15 mins). If time is short, conduct the whole discussion in plenary.	N/A

Session 9.3 facilitator's notes: Women's leadership and women's rights organizations

1. EVIDENCE FOR THE EFFECTIVENESS OF WOMEN'S LEADERSHIP IN HUMANITARIAN DISASTER AND RESPONSE

The claim is often made that there is insufficient proof of the effectiveness of grassroots women's interventions in crisis settings. This claim is not just false, it also threatens to divert much-needed resources away from them. It is time to bust this myth. The problem is not that the evidence does not exist, but that grassroots women's organizing is not valued, so sufficient evidence has not been *collected*. When policy makers and researchers have documented such impacts during humanitarian crises, the data confirms that grassroots women's work in war and disaster is very often life-saving (Susskind 2016).

There is increasing evidence that women's leadership contributes to:
1. better disaster preparedness and risk reduction;
2. more efficient and effective humanitarian response;
3. inclusive and sustainable peace-building and conflict resolution in communities.

The following case studies identify some of the evidence.

(1) Better disaster preparedness and risk reduction

Women demonstrate extraordinary powers of resilience during disasters and repeatedly show that they can be powerful leaders in mobilizing communities to reduce the risk of, and to prepare for, disaster. See the example from Tajikistan below. They increasingly lead initiatives to adapt to the impacts of climate change, where their knowledge and responsibilities related to natural resource management have often proven critical to community survival. In politically fragile contexts, they have sometimes been able to act as early warning systems for emerging conflict and closing civil society spaces.

Disaster preparedness and early warning systems in Tajikistan

In Tajikistan, Oxfam runs a disaster preparedness programme in rural areas vulnerable to floods, landslides and earthquakes. Data show that women have low access to technical education, and limited community participation and mobility. Many households are run by women and they are often very vulnerable households, given significant rates of male out-migration to Russia.

The programme encourages women to be actively involved in preparing the community for future hazards and in planning rescue responses. Female trainers and community mobilizers run women-only groups to build women's confidence and encourage them to voice their concerns. They train women from the community in first aid and disaster management, who can then train other women in their locality.

This disaster preparedness is having positive impacts. During a recent landslide threatening 35 households, a female community mobilizer had prepared local women so well that the risk was quickly noticed, a warning given out, the area evacuated, and no lives were lost. Forty years earlier, 134 people died from a landslide in the same village.

Source: Oxfam Tajikistan case study, internal communication briefings, 2009

Women's leadership and women's rights organizations *(continued)*

(2) More efficient and effective humanitarian response
There are multiple examples where grassroots women crisis responders have successfully and rapidly organized themselves to lead humanitarian interventions, often in areas of crisis which international agencies have not been able to reach or remain in. The case study below from Iraq is one such example.

Grassroots women crisis responders in Mosul
'Two years ago, when ISIS invaded the northern Iraqi city of Mosul, women mobilized immediately to set up emergency escape routes for human rights defenders and urgent humanitarian aid deliveries, even as large international aid agencies were pulling out of the danger zones.

I was recently in Erbil, Iraq, to meet with some of these women. I was struck by the gulf between their reality and the myths being perpetuated by some policy makers. With the north of their country still ruled by ISIS and the rest by a government that denies women basic rights, these activists planned strategies to keep their women's shelters open and strong. They debated the best counselling methodologies for girls who were enslaved by ISIS and those who were abused in forced marriages condoned by the state. They honed communication tactics between nodes in the activist network they had built across Iraq, spreading a safety net to communities where no other aid reaches. They hammered out new security protocols because they know they are risking their lives every day to do this work.

Policy makers call these women service providers, but they are so much more. Woven into the strategizing in Erbil were debates over how to push for an end to violence against women – not just the violence of ISIS, but all of it. As an initial step, the women are campaigning locally and internationally to overturn the Iraqi government's ban on the shelters they are currently forced to run illegally. And they're winning; they've already generated unprecedented global pressure on the Iraqi government to change this law.

These women's expertise in policy advocacy is not merely an add-on to their role as care providers. Rather, their work as grassroots organizers informs and motivates their policy prescriptions, turning them into the most valuable policy adviser an official could hope for.

Yet, this opportunity is squandered by policy makers who dismiss the value of women's local organizing. Without bothering to measure the impact these groups are having, they claim that there's no evidence that grassroots women create impact. The real problem is not that there's no evidence, but rather, that women's organizing is not valued, so sufficient evidence hasn't been collected.'

Source: Y. Susskind (2016, June 27). Myth-Busting in Defense of Grassroots Women Crisis Responders.
https://www.opendemocracy.net/5050/yifat-susskind/myth-busting-in-defense-of-grassroots-women-crisis-responder

Women's leadership and women's rights organizations *(continued)*

(3) Inclusive and sustainable peace-building and conflict resolution in communities
Research on the implementation of UN Security Council Resolution 1325 on Women, Peace and Security in 40 peace and transition processes provides irrefutable evidence that women's participation in peace processes significantly increases the likelihood of peace agreements being reached and implemented. Indeed, peace agreements were 35% more likely to last for at least 15 years where women were included as witnesses, signatories, mediators or negotiators.
Source: UN Women (2015). Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study of the Implementation of UNSCR 1325. p 41. See separate handout 'Women's participation in peace processes'

Many local women's organizations come into being as a response to humanitarian disaster or peace-building efforts, and then go on to address wider and longer-term issues facing women in their communities. The following example is from South Sudan.

Safe spaces to heal – supporting women in South Sudan
The New Sudan Women's Federation (NSWF) was founded to counter the fact that women in South Sudan were largely excluded from peace talks and discussions on the future of the country, which led up to the signing of the August 2015 agreement. After the latest conflict began in December 2013, sexual and physical violence against women and girls escalated. The culture of bride price means that girls and young women are seen as a potential source of income in the face of conflict-induced disruptions to livelihoods. As such, forced and early marriage is common.

Challenging this practice meets with huge resistance. NSWF aims to raise awareness about gender-based violence (GBV), create a safe environment where survivors can voice their experiences and find solidarity with other survivors, and document and report cases of abuse so that perpetrators can be brought to justice. Getting acceptance for this work from the communities has been a slow process involving many discussions, importantly including men. Women from NSWF, with support from Oxfam, are playing an important role in bringing together women from different walks of life and from different communities, helping each other to overcome the painful experiences of war and to recover and rebuild their lives.

Source: S. Madete (2015, March 6). Safe Spaces to Heal – Supporting Women in South Sudan. Oxfam Horn, East and Central Africa region blog. www.oxfamblogs.org/eastafrica/?p=7717

A note on impact: Opening up space for women's participation and leadership in decision making in humanitarian response, recovery and peace-building also has the effect of raising the aspirations of women and girls, from the local to the global level, and this contributes to transformations that will gradually reduce women's historical exclusion from accessing power (ActionAid 2016). We saw an example of this in the video clip of Tika's story from Nepal.

Women's leadership and women's rights organizations *(continued)*

2. BARRIERS TO WOMEN'S LEADERSHIP IN HUMANITARIAN RESPONSE

So why is women's leadership in humanitarian disasters, and the work of women's rights organizations, still so unsupported?

In its report to the World Humanitarian Summit on catalysing women's leadership in humanitarian action, ActionAid draws on research which found that while there are clear *opportunities* to build on women's existing capabilities and leadership, women in disaster areas continue to be marginalized within the official humanitarian response, as this case study from Gaza highlights.

Case study from Gaza: recognizing women's existing leadership skills

In Gaza, women mobilized individually and in groups to respond to the needs of their community during the conflict. They provided recreation and informal education for children; collected donations to provide assistance to people who were displaced; established a communications network through social media to communicate the location of shelters and the worst-hit areas; and coordinated volunteers for the school and hospital. In the shelters, women organized the crowd, provided food, looked after the most vulnerable members of the community, and provided advice on women's safety.

'Women organized themselves spontaneously. Each one of us went down the street, we met there and then we became a group. When you are in a crisis, there is no time to procrastinate!' Gaza focus group discussion

There was a clear opportunity for international humanitarian actors to foster and build on women's leadership by engaging them in formal leadership and decision making roles. However, women reported that men were recruited to manage the shelters, which gave them authority and decision making power over women. This meant that women were excluded from ensuring the equal distribution of food and were not able to ensure that women's specific needs were met. Further, giving men the authority over the operation of shelters when the majority of the displaced were women and children further entrenched power imbalances between women and men.

'There will be no women's leadership unless men recognize the great contribution of women at all levels.' Gaza focus group discussion.

Source: ActionAid International (2016). *On the Frontline: Catalysing Women's Leadership in Humanitarian Action.*

The funding issue: In 2013, the AWID report *Watering the Leaves, Starving the Roots* found that although women and girls are being recognized as key agents in development as never before and there is significant interest in investing in women and girls, this has had:

'relatively little impact on improving the funding situation for a large majority of women's organizations around the world. In 2010 the median annual income of over 740 women's organizations surveyed from around the globe was US$20,000. The 'leaves' – individual women and girls – are receiving growing attention without support for the 'roots' – the sustained, collective action by feminists and women's rights activists and organizations that has been at the centre of women's rights advances throughout history.'
A. Arutyunova and C. Clarke (2013). *Watering the Leaves, Starving the Roots: The State of Financing for Women's Rights Organizing and Gender Equality.* AWID. https://www.awid.org/publications/watering-leaves-starving-roots

Women's leadership and women's rights organizations *(continued)*

In disaster situations, the experience of local organizations is very often that large humanitarian organizations siphon funding away from local responders who may be best placed to understand local needs. This can deny local women and men the opportunity to lead their own recovery efforts, develop new skills and build the resilience they need to face the next crisis. Given the proven effectiveness of grassroots women responders, what women and their organizations urgently need is recognition, resources and roles in policy making.

Y. Susskind (2016, June 27). *Myth-Busting in Defense of Grassroots Women Crisis Responders*. https://www.opendemocracy.net/5050/yifat-susskind/myth-busting-in-defense-of-grassroots-women-crisis-responders.

3. WHAT ACTION IS NEEDED TO STRENGTHEN WOMEN'S LEADERSHIP IN HUMANITARIAN ACTION?
Several clear ways forward were set out in ActionAid's report to the World Humanitarian Summit in Istanbul in May 2016. The report sets out the following recommendations for governments, UN agencies and civil society actors.

- Ensure **direct funding** to local and national women's organizations to support their efforts to create safe spaces for women to organize and mobilize in emergencies, and actively engage in crisis response, including resourcing for core operations and advocacy work.
- Scale up **training opportunities** for local women leaders in emergency preparedness, early warning and response so as to facilitate their increased engagement and leadership.
- Commit to gender parity in all community-level, national and international **representation structures** overseeing emergency preparedness and response. Crucial to this is recognizing women's existing leadership skills for humanitarian response.
- Establish a **mechanism within the UN humanitarian coordination system** that focuses specifically on overseeing gender equality in humanitarian responses, including facilitating the direct involvement of local and national women's organizations.

Alongside these, it recommended other broader initiatives to catalyse women's leadership: redistribution of the burden of women's unpaid work; social and economic empowerment through longer-term initiatives; better gender-sensitive targeting of aid through collection of sex-disaggregated data; and prioritizing action to end violence against women.

At the **World Humanitarian Summit**, a commitment to action was signed, which reflected the commitments of many UN agencies and INGOs to:

- ensure that humanitarian response is gender sensitive;
- draw on the skills and expertise of local women and women's groups and empower them as central actors, leaders and agents of change;
- scale up assistance and support to women's groups;
- increase the percentage of implementing partners that are women's groups.[1]

In addition to these commitments, the **Charter for Change on the Localization of Humanitarian Aid** has been signed by many INGOs to demonstrate their commitment to take action to facilitate Southern-based national actors to play an increased role in humanitarian response: allocating more funding to them, advocating with donors to do so directly, and supporting local organizations to become robust actors in humanitarian response. Women's rights organizations are not specifically referenced but, if humanitarian actors take their obligations to gender equality seriously, they should benefit considerably from such commitments.

In short, we have plenty of agendas for action to support women's leadership in humanitarian response. The challenge is the implementation. Local and international NGOs have an important role to play in advocating for the UN and INGOs and other actors to live up to their commitments.

[1] As a progressive example, ActionAid committed to ensuring that at least 50% of its implementing partners in humanitarian action will be women-led or women's organizations by 2020

Women's leadership and women's rights organizations *(continued)*

4. TRANSFORMATIVE LEADERSHIP FOR WOMEN'S RIGHTS IN HUMANITARIAN ACTION
When thinking about transformative leadership for women's rights, we need to think about the **quality and intention** of the leadership.

It is about leadership for sustainable change that *challenges the root causes of inequality* – the structures and ideologies that justify and perpetuate gender inequality and power imbalances – and builds an *enabling environment* for the leadership potential of individuals. It means focusing on the *politics and practice of power* and rethinking leadership with the aim of developing and modelling more equal and inclusive leadership styles.

Oxfam uses the term 'transformative leadership for women's rights' (TLWR) to describe this form of leadership. It has a twofold goal:
1. Improving **the way leadership is exercised** – i.e. a more equitable, inclusive, democratic, open, consultative, collective, supportive, self-aware form of leadership.
2. Using that leadership to **achieve gender justice goals**, in our case more gender-equitable humanitarian action.

Significant change on women's rights needs efforts across all sectors, including, very importantly, the humanitarian sector. The TLWR programme approach is based on the recognition that women's poverty and inequality can only be ended through the promotion of a **women's rights agenda across sectors,** and **at scale**. This will mean more women activists and leaders promoting a women's rights agenda in public and private decision making at all levels, as well as changes to governance systems and institutional cultures in *all sectors*.

Programme approaches
• Support to **individual women** to understand and claim their rights, take up positions of power, and to strengthen the technical and influencing skills of leaders (e.g. negotiation, consensus-building).
• Support to **women's collective action**, and to broad-based alliance and network building that promotes a women's rights agenda across diverse sectors (including humanitarian) and supports safer and more effective influencing.
• Close **the policy–practice/implementation gap** – i.e. legal and policy reform to support women's leadership, addressing the structural and social barriers that prevent their participation; and implementation of those reforms and laws.
• Create an **enabling environment** – i.e. that challenges social norms and limited expectations of women's capacity to lead, creates and protects safe civil society spaces for women to organize and influence, reduces violence against women, reduces women's time poverty, increases awareness of the importance of women's leadership on women's rights, and increases investment for promoting women's rights.

Engaging men and boys: TLWR also aims to engage men more effectively as partners and leaders for women's rights. This is important because too often men are positioned only as barriers or obstacles to gender equality, ignoring their key role as agents of change with whom we need to work to change damaging social norms – including the way men's roles and masculinity are perceived and the social acceptability of violence against women – and to facilitate changes in the beliefs and behaviours of others. In addition, when women challenge patriarchy, backlash from men is inevitable. To mitigate such negative consequences, women need to bring men alongside them in this work, and work at the pace that local women feel is appropriate and safe.

Women's leadership and women's rights organizations *(continued)*

How can humanitarians engage with this agenda?
This work clearly requires long-term sustained action and engagement at many different levels and across many different institutions. How can humanitarians engage with this, alongside the immediacy of life-saving work, so that leadership for women's rights in humanitarian action is truly transformative and responds to this agenda?

Clearly, the opportunities to address these issues will be limited in the acute phase of emergency response but laying the foundations by working with women leaders from the start is critical. And as the response moves into the recovery phase, there may be more opportunities. In contexts of fragility and conflict, there will be significant challenges, and yet the social upheaval of these situations often leads to opportunities for women's leadership and more transformative work, particularly in conflict prevention, peace-building, protection and state-building. For example, following the 1994 genocide in Rwanda, women's cooperatives were set up comprising women from different ethnic groups, enabling women to provide a forum for reconciliation at community level.[2]

A critical foundation is the building of *mutually supportive partnerships* between the women activists, leaders and movements engaged in long-term work for women's rights and gender justice, and the humanitarians engaged in the immediate work of delivering humanitarian response.

Humanitarians can support local and national women's rights organizations, and in turn harness their support, in the following ways.
1. **Listening to their local knowledge** and expertise, recognizing their influencing power, learning from their transformative women's rights agenda, and working alongside them to develop more equal and inclusive styles of leadership.
2. **Strengthening their capacity** to engage strategically as effective humanitarian actors by funding them (including core costs), training them in humanitarian preparedness and response, and ensuring their representation in decision making at all levels of the humanitarian system.
3. **Supporting their wider, long-term agendas** by aligning humanitarian gender equality goals accordingly. This includes the long-term work of women's movements to create enabling environments for women's rights such as tackling violence against women, holding civil society spaces in fragile political contexts where they are threatened, and strengthening women's participation in nation- and state-building.

Such partnerships have the potential to lead to more effective humanitarian response in the short term, and to empowering women and transforming unequal gender relations over the longer term.

[2] In IASC online course.

Session 9.3 handout: Women's participation in peace processes

Women's participation in peace processes significantly increases the likelihood of peace agreements being reached and implemented

'Based on research undertaken by the Graduate Institute in Geneva from 2011 to 2015, and in-depth analysis of 40 peace processes since the end of the Cold War, academics have shown that in cases where women's groups were able to exercise a strong influence on the negotiation process, there was a much higher chance that an agreement would be reached than when women's groups exercised weak or no influence. In fact, in cases of women's participation and strong influence, an agreement was almost always reached. Furthermore, strong influence of women in negotiation processes also positively correlated with a greater likelihood of agreements being implemented. When analysing commissions set up after the peace agreement to implement major aspects – from drafting and adopting a new constitution to monitoring disarmament or a ceasefire, to setting up a truth and reconciliation commission – the research found that the more specifically an inclusive composition of these commissions is written into the agreement, the more effective they have been in practice.

Despite claims of the risk of overburdening processes through women's inclusion, in these 40 case studies, there was not a single case where organized women's groups had a negative impact on a peace process, an observation that does not hold true for other social actors. Quite the contrary, one of the most repeated effects of women's involvement in peace processes was pushing for the commencement, resumption, or finalization of negotiations when the momentum had stalled or the talks had faltered.

This finding is complemented by recent statistical analysis based on a dataset of 181 peace agreements signed between 1989 and 2011. When controlling for other variables, peace processes that included women as witnesses, signatories, mediators, and/or negotiators demonstrated a 20 per cent increase in the probability of a peace agreement lasting at least two years. This percentage increases over time, with a 35 per cent increase in the probability of a peace agreement lasting 15 years.'

Source: UN Women (2015). Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study of the Implementation of UNSCR 1325. p 41

Module 10: Addressing gender-based violence

Outcomes: Participants understand what GBV is and have a clear understanding of what they can and must do to reduce the risk of GBV, and feel confident to encourage other staff in their organization to take responsibility for action on GBV.

Session 10.1 GBV in humanitarian crises (2 hours)
- To know what GBV is, why it increases during humanitarian crises, and with what consequences
- To understand what is meant by Safe Programming and the Do No Harm approach, and what all humanitarian workers can and must do to prevent and respond to gender-based violence
- To practise designing Safe Programming interventions for different sectors

Total time: 2 hours

Session 10.1: GBV in humanitarian crises (2 hours)

Session summary

This session briefly looks at what GBV is: the definition, types of GBV, why it increases during humanitarian crises, and what the consequences are. This may or may not be new information for participants but it is essential preparation for looking at strategies to prevent and respond to GBV. It can be confusing and overwhelming for humanitarian actors to think about their role in preventing and responding to GBV when they are busy running programmes in their particular technical field. This session looks at what they can and must do even if the focus of their work is not specifically on GBV. It describes the concepts of Do No Harm and Safe Programming, and suggests interventions to reduce the risk of GBV.

Preparation
- Copies of the scenario for the group exercise
- Read Session 10.1 facilitator's notes: 'Protection and GBV'
- Prepare Session 10.1 handout: 'Case Study - Safe Programming'
- Prepare Session 10.1 handout: 'Strategy exercise'
- Read Session 10.1 facilitator's notes: 'Strategies for reducing the risk of GBV
- One copy of each of the following sections of the IASC Guidelines for Integrating GBV Interventions in Humanitarian Action: Livelihoods (p203-222); Shelter (p263-280); WASH (p281-302). These are for the group exercise
- Video - VGW TS2 A 1 'As safe as toilets'. https://www.youtube.com/watch?v=Hsbc8i5mtas and accompanying notes http://violence-wash.lboro.ac.uk/vgw/Briefing-notes-toolsets-checklists/VGW-TS2-Videos/VGW-TS2-Facilitator-notes-for-the-video.pdf

Background reading
- IASC (2015). *Guidelines for Integrating Gender Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery.*
- IASC GBV Prevention and Response Tip Sheet. https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english
- DFID Practice Paper (2012). *How to Note, Violence against Women and Girls*. CHASE Guidance Note Series. http://www.dfid.gov.uk/Documents/publications
- M. Raab (2012). *Ending Violence Against Women: An Oxfam Guide*. Oxfam
- Oxfam (2011). *Handbook on Gender Equality and Women's Rights in Emergencies*
- S. Rangaswami (2010). *Ideas that Work – Preventing Violence Against Women Through Water and Sanitation Interventions in Early Emergency Response*. Oxfam
- S. House, S. Ferron, M. Sommer and S. Cavill (2014). *Violence, Gender and WASH: A Practitioner's Toolkit*. http://violence-wash.lboro.ac.uk

Learning objectives

- To know what GBV is, why it increases during humanitarian crises, and with what consequences
- To understand what is meant by Safe Programming and the Do No Harm approach, and what all humanitarian workers can and must do to prevent and respond to gender-based violence
- To practise designing Safe Programming interventions for different sectors

Timing	Activity	Resources
10 mins	**Introduction to GBV** Explain that gender-based violence is a term most commonly used to underscore the systemic inequality between males and females that exists in every society in the world. Explain that the most pervasive form is violence against women and girls. Display the definitions on slide 19 and give time for the participants to read them.	PowerPoint

Slide 19

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.
Source: IASC GBV Guidelines (2015)

Violence against women (VAW) is described in the United Nations Declaration on the Elimination of Violence Against Women as 'any act of GBV that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life'.
Source: UN Women http://www.un.org/womenwatch/daw/vaw/reports.htm

The term 'gender-based violence' is also used to describe some forms of violence against men and boys (and some forms of violence perpetrated against lesbian, gay, bisexual, transgender and intersex (LGBTI) persons) (see slide 20).

Slide 20

GBV: Women or men?
While the term **gender-based violence** is used to describe some forms of violence against men and boys, most acts of GBV are directed against women and girls because in many contexts, they are disadvantaged in terms of social power and influence, control of resources, control of their bodies and participation in public life, making them more vulnerable to violence.
Source: IASC GBV Guidelines (2015)

The key characteristics of GBV are that it involves the abuse of power, some type of force, a lack of informed consent and a violation of human rights (slide 21).

Slide 21

The key characteristics of any act of GBV are:
- it involves the **abuse of power** by the perpetrator (e.g. teachers, husbands, aid workers);
- it involves some type of **force**, including threats and coercion;
- there is a **lack of informed consent;**
- it is a **violation** of fundamental **human rights.**

Timing	Activity	Resources

Types of GBV include sexual violence, physical violence, psychological violence and economic violence. It encompasses harmful traditional practices and domestic violence (slide 22).

Slide 22

Types of GBV
- sexual violence: rape, attempted rape, forced pregnancy or abortion, forced prostitution, sexual harassment or abuse and sexual exploitation
- physical violence: domestic violence, assault
- psychological violence: verbal or emotional abuse, humiliation, discrimination, confinement, denial of opportunities or access to services
- economic violence: denial of access to money within the household
- harmful traditional practices include sexual, physical and psychological violence – e.g. female genital mutilation, harm to men's genitals, forced early marriage, widow killings, and so-called 'honour-killings'
- domestic violence or intimate partner violence can involve any single type, or a combination of the types of violence outlined above.

Timing	Activity	Resources
20 mins	**Why does GBV increase in humanitarian crises and what are the consequences?** Review the fact that conditions related to humanitarian crises may increase the risk of many forms of GBV, but that the underlying causes exist during emergencies or during times of stability. Two examples of countries experiencing crises where GBV increased are Rwanda and DRC (slide 23).	N/A

Slide 23

The scope of the problem is immense
Gender-based violence is serious, life-threatening and global. During humanitarian emergencies GBV is known to increase.

Examples
- During the genocide in Rwanda in 1994, it is estimated that between 250,000 and 500,000 women survived rape.
- In the Democratic Republic of Congo, a study in 2011 estimated that 48 women were raped every hour.

Ask participants to break into small groups or pairs and think about *why the risks of GBV increase* during humanitarian crises – both conflict and natural disasters. Also ask them to think about what the consequences of GBV are. Give them 5 minutes and then go around the room asking for contributions. Note the answers on two flip charts and display them in the room.

Timing	Activity	Resources
	Why does GBV increase? Contributing factors include: increased militarization, use of violence as a weapon of war, lawlessness, lack of community and state protections, displacement, unsafe temporary shelters, scarcity of essential resources and increased poverty, disruption of community services, collapsed family support and traditional structures, changing cultural norms and gender roles (including loss of male power in the family and community), disrupted relationships and family stress, increase in substance abuse, and weakened infrastructure.	
	What are the consequences? Death (homicide and suicide), maternal mortality, infant mortality, physical injury, disability, post-traumatic stress, depression, shame, self-blame, mental health problems, unwanted pregnancy, miscarriage, STIs (including HIV), social stigma, social rejection and isolation, loss of ability to function in the family/community, poverty.	
	These consequences make an already difficult situation – a humanitarian crisis – even more difficult and complex for affected individuals and agencies attempting to programme effectively.	
15 mins	**GBV in humanitarian contexts: the Do No Harm approach** On Day 3, Session 6.1, we explored the Core Humanitarian Standard on Quality and Accountability (CHS). Commitment 3 of the CHS reads: *'Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.'*	Session 10.1 facilitator's notes: 'Protection and GBV'
	A longstanding and widely used term to recognize the fundamental responsibility of *all* humanitarian actors to ensure that our interventions do not make people worse off is 'Do No Harm'. Show slide 24 and read the definition of 'Do No Harm'. Highlight the point that *all* humanitarians have a duty to ensure that their programmes are safe.	
	Slide 24 **What do we mean by 'Do No Harm'?** The concept of 'do no harm' means that humanitarian organizations must strive to '*minimize the harm they may inadvertently be doing by being present and providing assistance. Such unintended negative consequences may be wide-ranging and extremely complex...'* Source: IASC GBV Guidelines, 2015, p 45	
	In particular, humanitarian organizations must reinforce the principle of Do No Harm by making sure that their interventions do not increase the risk of people being exposed to GBV. Show the remainder of the definition of Do No Harm on slide 25.	

Timing	Activity	Resources

Slide 25

Do No Harm and GBV

'...Humanitarian actors can reinforce the "Do No Harm" principle in their GBV-related work through careful attention to the human rights-based, survivor-centred, community-based and systems approaches.'
Source: IASC GBV Guidelines, 2015, p 45

Humanitarian workers need to take action regardless of whether the prevalence and incidence of GBV is known, as it is happening everywhere, is unreported, and is hard to find out about. Go through the reasons for this on slide 26. Assume that GBV is happening everywhere!

Slide 26

Why you should not wait for evidence of GBV before acting
- GBV is happening everywhere and is under-reported worldwide due to fears of stigma or retaliation, limited availability of trusted service providers, and impunity for perpetrators.
- There are also huge safety and ethical challenges involved in collecting data on prevalence in times of crises.
- Therefore, all humanitarian personnel should assume that GBV is occurring in populations in crisis, treat it as a life-threatening problem, and take action based on the detailed IASC GBV Guidelines for their sector.

Slide 27 presents some questions that protection actors or specialists may explore to think through some of the safety issues related to affected populations. Go through the questions on the slide.

Slide 27

Key questions to establish the relative safety of women, girls, men and boys
- What are the social attitudes toward gender-based violence?
- Is it more common since the crisis began?
- What forms of interpersonal violence and organized violence are common in this society?
- Do female and male survivors of sexual and other interpersonal violence have access to justice?
- Are perpetrators likely to be punished?
- Do people in this society understand their human rights and have access to human rights defenders?
- What are the social attitudes toward small arms and light weapons?
- Are there large numbers of former or current combatants in this society?
- To what extent are police services functioning in this society?

Timing	Activity	Resources
	From the earliest stages of emergency preparedness in every humanitarian crisis there must be a focus on three overarching and inter-linked goals in order to save lives and maximize protection: reduce risk of GBV; promote resilience by strengthening systems; and aid recovery by supporting local actors (slide 28).	

Slide 28

Protecting affected populations from the risk of GBV
From the earliest stages, a focus on three goals:
- to **reduce risk** of GBV by implementing prevention and mitigation strategies across all areas of humanitarian response from pre-emergency through to recovery stages;
- to **promote resilience** by strengthening national and community-based systems that prevent and mitigate GBV, and by enabling survivors and those at risk of GBV to access care and support;
- to **aid recovery** of communities and societies by supporting local and national capacity to create lasting solutions to the problem of GBV.

Source: IASC GBV Guidelines, 2015

Timing	Activity	Resources
	The following two exercises enable participants to identify practical strategies for prevention, mitigation and protection from the risk of GBV.	
30 mins	**Group exercise A: case study on Safe Programming** Inform participants that you will now look at the idea of Safe Programming in detail. Begin by explaining that Oxfam's approach to protection is described as 'Safe Programming': this means that our programmes take proactive measures to avoid causing inadvertent harm and are conflict-sensitive. You will start from a positive angle – a good news story! Ask for a couple of volunteers to read out the case study of Oxfam's Safe Programming in a WASH intervention in northern Sri Lanka. This case study can be substituted by a local one if available. Give out a copy of the case study to each participant. While listening to the story, ask participants to think about what the key elements of success were.	Session 10.1 handout: 'Case study –Safe Programming'

Timing	Activity	Resources
	Group discussion following case study After hearing the case study, ask if anyone would like to share how they would respond to the following: • What were the key elements of success? • What were the enablers? • What were the practical strategies employed? Facilitate a general discussion for 5-10 minutes and ensure that the following information is provided: • participation of women – consulting with women about their needs and concerns • gender-balanced staff/volunteers – women able to work with women • link to long-term development programme – involving programme officers from WE CAN campaign in the response as part of senior management team. This gave them power and authority to challenge and question development of design and delivery • willingness of WASH technical team to work with WE CAN programme officers • ensuring locks, lighting, secure superstructures, etc.	
30 mins	**Group exercise B: develop a Safe Programming or Do No Harm strategy for WASH, EFSVL and shelter** Inform participants that they are to develop a strategy to prevent GBV using the concepts of Safe Programming or Do No Harm. Divide participants into three groups: WASH, EFSVL and shelter. Hand out the scenario 'Safe Programming strategy exercise' (same one to each group). Ask participants to discuss together in their groups what they can do in this situation to ensure Safe Programming. They should think about the initial response but also consider strategies for programming into the recovery phase. They should think about how to implement and monitor interventions to ensure Safe Programming, and about advocating for gender-responsive policies and practices with communities and local authorities. They can use the thematic area guidance from the IASC Guidelines and the Oxfam Handbook as reference. Each group should come up with at least five strategies and record them on a flip chart. Re-convene the group and ask for a representative to share the group's work.	Session 10.1 handout: 'Safe Programming strategy exercise'

Timing	Activity	Resources
5 mins	**Recap: 'Strategies for reducing the risk of GBV'** Go through the core strategies on slide 29 and link them to the two exercises you have done.	PowerPoint Session 10.1 facilitator's notes: 'Strategies for reducing the risk of GBV'

Slide 29

Strategies for reducing the risk of GBV

Prevention and mitigation
- identify or develop GBV and protection networks;
- do a situational analysis;
- gender-balanced teams;
- consult women, girls, men and boys to identify risk and ensure their participation in seeking solutions;
- develop systems for community-led monitoring.

Supporting survivors
- find out what services and referral mechanisms exist for survivors. Publicize them;
- advocate for establishment or improvement of services;
- advocate for legal reform and access to justice to protect women;
- advocate for supportive community responses.

Timing	Activity	Resources
10 mins	**Wrap-up and video programming** All humanitarian actors have a responsibility for reducing the risks of GBV. This can be done by using, for example, a Safe Programming or Do No Harm approach and is a critical part of good-quality humanitarian work. Programmes must be implemented safely by identifying risks of GBV specific to each context and developing strategies to manage those risks throughout the different stages of humanitarian programming – from preparedness through to recovery. Advocacy for gender-responsive policies and practices is a key part of this. Finish the session by showing the video 'As safe as toilets' (WaterAid/SHARE), which aims to raise awareness about violence, gender and WASH in both development and humanitarian contexts. Discuss the issues raised. Suggest to participants that later on they look at the Violence, Gender and WASH Practitioner's Toolkit, of which the video is part. It includes more practical guidance, with checklists, videos, briefing notes, case studies, training scenarios and references**.**	Video (7 mins). https://www. youtube.com/ watch?v=Hsb-c8i5mtas

Session 10.1 facilitator's notes: Protection and GBV

Protection and GBV

Protection and human security: assessing the risks

Forced displacement and disaster cause people to be separated from their families; their homes and livelihoods are destroyed, and people struggle to survive in temporary shelters, overcrowded camps or makeshift settlements. This can cause protection problems to multiply, in particular gender-based violence. Although humanitarian workers cannot substitute the protection responsibilities of the authorities, we can minimize risks through appropriately planned assistance – e.g. safe water points or well-lit and secure latrines. Understanding the human security dimension of a humanitarian crisis should be based on an analysis of the safety of different individuals in the society under stress.

We can ask a number of questions to establish a picture of the relative security of women, girls, men and boys.

- What are the social attitudes toward gender-based violence? Has it become more common since the crisis began? Who is most commonly the perpetrator and who the victim? Do weapons play a part in perpetrating such violence?
- What are the forms of interpersonal violence (i.e. violence between individuals, including in families) and organized violence (i.e. violence by militaries, police, armed gangs) that are common in this society? What measures are in place to address this violence, whether it is public or private?
- Do survivors of sexual and other interpersonal violence have access to justice? Are perpetrators likely to be punished?
- Do people in this society understand their human rights and have access to human rights defenders?
- What are social attitudes toward small arms and light weapons? Are such weapons readily available in this society, and if so, who has access to them (women or men, old or young)? Who is most likely to fall victim to them? Who is most likely to bear the burden of caring for injured or disabled survivors?
- Are there large numbers of former or current combatants in this society? Are they employed or idle? Have they formed gangs? Do they still hold weapons?
- To what extent are police services functioning in this society? Do individuals trust the police? Have any attempts been made to undertake security sector reform and, if so, were gender issues taken into consideration?

Source: IASC online course Gender in Humanitarian Action

Protection and GBV *(continued)*

Preventing and mitigating GBV

The IASC *Guidelines for Integrating GBV Intervention in Humanitarian Action* (2015) provide very detailed and comprehensive practical guidance on the prevention and mitigation of GBV. They primarily target non-GBV humanitarian actors who work in sectors other than GBV but can undertake activities in their own sector that can significantly reduce the risk of GBV for affected populations. They also provide a clear agenda for humanitarian leadership for inter-agency planning, resource mobilization, and advocacy for the reform of laws and policies that can reduce GBV.

All humanitarian actors have a duty to protect those affected by a crisis; this includes protecting them from GBV. *In order to save lives and maximize protection, essential actions must be undertaken in a coordinated manner from the earliest stages of emergency preparedness*. These actions are necessary in every humanitarian crisis and focus on three overarching and inter-linked goals:

- **to reduce risk** of GBV by implementing prevention and mitigation strategies across all areas of humanitarian response, from pre-emergency through to recovery stages;
- **to promote resilience** by strengthening national and community-based systems that prevent and mitigate GBV, and by enabling survivors and those at risk of GBV to access care and support;
- to **aid recovery** of communities and societies by supporting local and national capacity to create lasting solutions to the problem of GBV.

A note on terminology

Prevention generally refers to taking action to stop GBV from first occurring – e.g. scaling up activities that promote gender equality; working with communities, particularly men and boys, to address practices that contribute to GBV, etc.

Mitigation refers to reducing the risk of exposure to GBV – e.g. ensuring that reports of 'hotspots' are immediately addressed through risk-reduction strategies; ensuring that sufficient lighting and security patrols are in place from the onset of establishing displacement camps, etc.

The IASC Guidelines include extensive and detailed guidance on addressing GBV in each of 13 thematic sectors of humanitarian action. They emphasize that despite being presented in discrete areas of humanitarian operation, all humanitarian actors must avoid 'siloed' interventions. The importance of cross-sectoral coordination is highlighted throughout.

These actions are relevant to all stages of humanitarian response regardless of whether the prevalence or incidence of various forms of GBV is 'known' and verified. It is important to remember that **GBV is happening everywhere. It is under-reported worldwide**, due to fears of stigma or retaliation, limited availability or accessibility of trusted service providers, impunity for perpetrators, and lack of awareness of the benefits of seeking care. Waiting for or seeking population-based data on the true magnitude of GBV should not be a priority in an emergency due to safety and ethical challenges in collecting such data. Therefore, all humanitarian personnel ought to assume that GBV is occurring and threatening populations affected by the crisis; they should treat it as a serious and life-threatening problem and take actions based on the IASC Guidelines, regardless of whether there is concrete 'evidence' of GBV.

Source: IASC (2015) Guidelines for Integrating GBV Intervention in Humanitarian Action

Session 10.1 handout: Case study – Safe Programming

Case study – Safe Programming in a WASH intervention, northern Sri Lanka

The setting: The Indian Ocean tsunami on 26 December 2004 caused widespread damage to coastal districts of Sri Lanka, displacing more than 1.5 million people. Camps for internally displaced persons (IDPs) were set up all over northern and eastern Sri Lanka. Privacy and safety needs of women and girls were critical concerns in the camps. Violence against women and girls – a key concern before the tsunami – was exacerbated in the aftermath of the disaster.

The intervention: Oxfam WASH programme – toilets, bathing spaces, menstrual hygiene units, washing ghats, and water tanks for the provision of safe drinking water.

The strategy: Design and development of the response was based on long-term development programming. Programme officers from the We Can End All Violence Against Women ('WE CAN') campaign observed an increase in violence against women and girls during the initial phase of the tsunami. These programme officers were involved in the senior management team and worked together with WASH technical staff on the response. Key aspects of the response included the following.

1) Secure and sensitively designed WASH facilities were developed in consultation with displaced women. These were suitably modified on the basis of feedback from women and adolescent girls to ensure that the facilities fulfilled their needs for safety, dignity and privacy. For example, in one camp, toilet blocks were built back-to-back with a septic tank in the middle, with one block designated for women and another for men. While perfect from an engineering point of view, these toilets were not being used by women. On consulting with women, it was determined that this was because of their proximity to the men's unit and also to trees that were climbed by men to extract sap to make toddy (an alcoholic beverage). As a result, the toilets were allocated for use by women alone and roofs were extended to ensure privacy.

2) The response team decided to incorporate 'WE CAN' messages on violence prevention in WASH programming – for example, by painting messages on water tanks and walls of bathing areas and toilets. 'WE CAN' social mobilizers in the camps then used these to initiate discussions among women and men on how violence affects the whole family.

3) 'WE CAN' change-makers in the camps were mobilized to report incidences of violence and collectively strategize on how to mobilize the community on violence prevention; an informal 'community watch' was undertaken by volunteer groups of men and women.

4) 'WE CAN' change-makers and volunteers served as members of a WASH user group, which had 50% women members. This group inspected facilities together with project staff – for example, checking internal and external locks, checking superstructures for safety and stability, and checking lighting inside and around latrines.

Impact: As a result of the nature of this intervention, there is empirical evidence that violence against women is no longer tolerated in silence. Families and communities are openly discussing issues of violence and reporting cases to official duty-bearers.

Questions
- What were the key elements of success?
- What were the enablers?
- What were the practical strategies employed?

Source: S. Rangaswami (2010). Ideas that Work – Preventing Violence Against Women Through Water and Sanitation Interventions in Early Emergency Response. Oxfam. p.18

Session 10.1 handout: Safe Programming strategy exercise

Scenario

You have been deployed by a local organization to work as part of a rapid response team on an (a) WASH, (b) food security and livelihoods, and (c) shelter programme in a community recently affected by a hurricane. The target population is displaced and moving into IDP camps. There are a high proportion of widows and unaccompanied children. You will need to develop an initial response programme, including the distribution of assistance packages (e.g. hygiene kits or food/ cash). A local women's group is doing long-term development work on livelihoods and food security. The protection cluster is functioning. MSF is running a health programme. There is limited legal protection for survivors of any type of GBV. There is a local women's organization that has worked on domestic violence for the past 10 years and runs an outreach programme at village level. There are frequent reports of sexual violence in the camp and a reported rise in cases of domestic violence.

Many of your colleagues are saying that the rise in GBV is not a concern of your organization because you are not in the business of protection and are not implementing GBV programmes.

Question
• How can you ensure Safe Programming?

Session 10.1 facilitator's notes: Strategies for reducing the risk of GBV

Strategies for reducing the risk of GBV

Caveat: *When working on GBV in all contexts, it is important to NOT single out GBV survivors. Speak with women, girls and other at-risk groups in general and not explicitly about their own experiences. Whenever necessary, seek out the expertise of GBV specialists to assist with this work.*

Identify and develop GBV/protection networks:
- This should be part of the preparedness phase and continue throughout response and recovery. Build networks and relationships with GBV or protection working groups where they exist. These may exist at country level under the umbrella of the UN's GBV 'Area of Responsibility' within the protection cluster. Members of these groups usually include international organizations (UN Women, UNICEF, UNFPA, UNHCR) and national organizations that often join together in advocacy initiatives for gender-responsive policies and practices to prevent and respond to GBV.
- Networks should also be established with key stakeholders in the community such as women's groups, traditional leaders, traditional birth attendants, medical providers, and among local authorities such as the police, judiciary, and local government representatives. These relationships are fundamental to implementing an advocacy strategy and for providing information and referral to survivors.

Conduct situational analysis on GBV in the specific context: Each situation is unique and a coordinated situational analysis can provide information on which types of GBV are occurring, frequency and risk.

Ensure gender-balanced field staff teams: This will facilitate access to women and men in the affected community, enabling consultation on identifying GBV risks and solutions.

Ensure consultation and involvement of women, girls, men and boys in decision making to identify those at risk, identify and document risky situations or locations (e.g. fetching water or fire wood, wives/partners attending meetings or training sessions). Develop strategies in consultation with these same groups to address risks for specific programmes. This should include input on siting/location, design/format, and maintenance of facilities, services and activities. These will depend on the type of intervention.

Develop systems for and undertake frequent community-led monitoring in consultation with women, girls, men and boys. External monitoring should also be undertaken. Women and girls are more likely to communicate openly to female facilitators and, in peer groups (similar age), to discuss any protection risks that may be emerging so it is vital to provide appropriate facilitators for monitoring activities. Methods could include spot checks and informal discussions, or more formal focus group discussions.

Provide information on services and referral

Find out what support services exist: What services are available (e.g. rape or domestic violence services) for survivors of GBV? Appoint a focal person to investigate the availability of health, psychosocial, legal/justice and security services and to build up a directory of providers (this will most likely be a short list in most emergency settings). These may include informal/community-level organizations offering peer support, such as women's groups. Again the importance of partnering with women's organizations – accompanying them and building their capacity while accessing their existing networks – is clear here.

Strategies for reducing the risk of GBV *(continued)*

Find out how to link survivors to service providers: Are there existing confidential referral networks? If yes, ensure that community members are aware of them. If no, raise the issue and advocate for them at inter-agency coordination meetings, especially with lead protection agencies.

Inform the population about the availability and location of services for survivors: Consult with women, girls, men and boys on the most appropriate format for sharing information. Depending on the context this could include using posters, briefing community leaders or traditional birth attendants, working through established committees, providing information in single-sex meetings, or by radio. Use local languages and field test communications strategies with a range of women and girls.

Advocate for best practice service provision: Where services do not exist or are poorly resourced, advocate for their establishment or support. This could be part of the preparedness phase by advocating for capacity building of government agencies by reproductive health and protection agencies and local organizations working on women and violence, or by highlighting the issue with donor agencies. In the response phase, advocate through inter-agency bodies such as the protection cluster or the GBV sub-cluster with government and non-government agencies.

Advocate for gender-sensitive legal reform: In the context of complex emergencies – both during a conflict and in its immediate aftermath – the laws that exist to protect women from GBV, and their implementation, are often weak. Justice systems may have collapsed or be compromised. State agents themselves are sometimes responsible for acts of sexual violence. Survivors may not know about their rights under the law or may feel too ashamed or fearful to pursue justice. Survivors may weigh up all the risks and benefits and logically choose not to pursue legal recourse. Women's strategic needs can be addressed by engaging in existing, or initiating new advocacy campaigns to promote legal reform and access to justice. This is an opportunity to create an environment where perpetrators do not feel they have impunity.

Advocate for supportive community response to survivors with community leaders to promote the physical safety of those experiencing violence, such as referral to appropriate services where they exist, or to community-level support previously identified by women and girls in the community.

Source: Oxfam (2013, unpublished) Training Manual: Gender Equality and Women's Rights in Emergencies.

Module 11: Safeguarding and protection from sexual exploitation and abuse

Outcomes: Participants understand what sexual exploitation and abuse (SEA) by humanitarian actors is, why it occurs in humanitarian contexts, what forms it takes, and why it is important to protect people from it. They are motivated to take action to ensure that steps are being taken to protect beneficiaries from SEA perpetrated by anyone in their organization.

Session 11.1 Safeguarding and protection from sexual exploitation and abuse (PSEA) (1 hour)
- To understand what sexual exploitation and abuse (SEA) is and why it occurs in humanitarian contexts
- To know how and why action must be taken to eradicate SEA through safeguarding strategies and policies
- To raise awareness of the UN's policy of zero tolerance of SEA
- To reflect on the potential for SEA occurring in our own organizations, and identify practical steps we can take to build a culture of responsibility to prevent it occurring

Total time: 1 hour

Session Session 11.1: Safeguarding and protection from sexual exploitation and abuse (PSEA) (1 hour)

Session summary

This session provides a brief overview of what sexual abuse and exploitation (SEA) is, highlighting that it is a form of gender-based violence which represents an abuse of power and occurs in the absence of informed consent. Participants consider why SEA occurs in humanitarian contexts and why it is important to prevent it through good safeguarding practices. This session shows the UN film 'To serve with pride: zero tolerance for sexual exploitation and abuse' and invites participants to reflect on the implications for their own working context.

Preparation
- Oxfam Code of Conduct
- UN film 'To serve with pride'. http://www.pseataskforce.org/

Background reading
- IASC (2016). *Minimum Operating Standards for Protection from Sexual Exploitation and Abuse*. https://interagencystandingcommittee.org/system/files/3_minimum_operating_standards_mos-psea.pdf
- Additional information for all types of organizations: IASC AAP/PSEA Task Force website: www.pseataskforce.org

Learning objectives

- To understand what sexual exploitation and abuse (SEA) is and why it occurs in humanitarian contexts
- To know how and why action must be taken to eradicate SEA through safeguarding strategies and policies
- To raise awareness of the UN's policy of zero tolerance of SEA
- To reflect on the potential for SEA occurring in our own organizations, and identify practical steps we can take to build a culture of responsibility to prevent it occurring

Timing	Activity	Resources
10 mins	**What is sexual exploitation and abuse?** Remind participants that in the previous module you discussed the importance of all humanitarian actors taking action to minimize any negative consequences of humanitarian interventions. One of the worst possible unintended negative consequences is **sexual exploitation and abuse** (SEA) perpetrated by humanitarian actors against those they have a remit to protect and assist. Explain that you are going to look at the concepts of **power, force** and **informed consent** in relation to SEA. Write the word POWER up on a flip chart, as this is the key concept participants need to retain about SEA. Share the following analysis of different types of power, different types of power-holder, and what gives them power.	PowerPoint

Timing	Activity	Resources

Slide 30

Sexual exploitation and abuse: an abuse of power

Power is the *ability to influence or control*. It is directly related to choice. The more power one has, the more choices one has. People with less power have fewer choices and are therefore more vulnerable to abuse.

What gives power?	Types or power?	Examples of powerful people
Status	Social power	Men, older people, teacher, parents, doctor, aid worker
Ability to mobilize, control policies, implement laws	Political power	Elected leaders
Money/access to goods and services and assets	Economic power	Father, husband, aid worker
Strength, size, use of weapons, controlling access or security	Physical power	Soldiers, police, robbers, gangs

Explain the terms 'abuse', 'exploitation', 'informed consent', 'sexual abuse' and 'sexual exploitation' using the definitions on slide 31.

Slide 31

Power, force and informed consent

Abuse and exploitation occur when someone abuses their real or perceived power to force someone else, *without their informed consent,* into acts of sexual abuse or exploitation.

Informed consent means making an informed choice freely and voluntarily by persons in an equal power relationship. In many situations of SEA, *the survivor believes she or he has no other choice than to comply; this is not consent. It is exploitation.*

Sexual abuse is actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.

Sexual exploitation is any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another.

Timing	Activity	Resources
15 mins	**Discussion: why does SEA occur, what is it, and how can we protect women, girls, men and boys from it?** Ask participants to **work in small groups** and discuss the following: • Why does SEA occur in humanitarian settings? • What are some examples of SEA in their setting? (at least two) • How can we protect people from SEA? Ask a spokesperson from each group to share their group's work. Examples may include: • power imbalance, presence of arms/weapons, acute need for survival, extreme poverty and vulnerability; • humanitarian worker requiring sex in exchange for material assistance, favours, or privileges; camp leader requiring sex in exchange for favours or privileges; security worker requiring sex in exchange for safe passage; driver requiring sex to give a girl a ride to the next village; • it is a violation of human rights, as well as a threat to the reputation of the abuser's organization, and to the safety of its staff.	N/A
5 mins	**Codes of conduct and safeguarding policies** Explain that organizations increasingly draw up codes of conduct or policies on SEA, which set down the rules and expectations about personal conduct of staff. In some organizations (e.g. Oxfam) this is called safeguarding; in others (e.g. the United Nations) it is called protection from sexual abuse and exploitation (PSEA). Ask which participant organizations already have a code of conduct or policy that addresses safeguarding/PSEA. Oxfam defines its safeguarding policy as protecting those it works with (e.g. beneficiaries, staff) from any form of sexual exploitation or abuse, including child and vulnerable adult abuse, perpetrated by Oxfam representatives or those working on its behalf (e.g. partners, contractors). Share with participants the following extract from the Oxfam Code of Conduct (slide 32), which all staff are required to sign. It aims to reduce SEA to an absolute minimum. This means ensuring that there is no culture of impunity and complacency toward SEA, that active measures are being introduced to stamp it out, and that disciplinary action will be taken against anyone who is found to have violated the code of conduct. Where detected, SEA must be reported to the safeguarding team, which will investigate all SEA incidents because it will not tolerate abuse; beneficiaries, staff and all others who come into contact with Oxfam's work have a right to an environment free from abuse and exploitation.	PowerPoint

Timing	Activity	Resources
	Slide 32 **Extract from Oxfam Employee Code of Conduct** **Standards and Values** • I will treat all people with respect and dignity and challenge any form of harassment, discrimination, intimidation or exploitation. • I will contribute to a working environment characterized by mutual respect, integrity, dignity and non-discrimination. • I will ensure that my relationships and behaviour are not exploitative, abusive or corrupt in any way. • I will respect all people's rights, including children's rights, and will not engage in any form of abuse or sexual exploitation of children, or of any persons of any age. • With beneficiaries, I will not exchange money, offers of employment, goods or services for sex nor for any forms of humiliating, degrading or exploitative behaviour. • I will use my best endeavours to report any such behaviours or malpractice in the workplace by others to my line management or through recognized confidential reporting systems.	
	Leadership reflection If your organization does not have a code of conduct, safeguarding or other policy on PSEA, consider whether and how you might propose that one is drafted.	
25 mins	**Show the UN film 'To serve with pride: zero tolerance for sexual exploitation and abuse'** This film was made to raise awareness among UN and related personnel about the impact of acts of sexual exploitation and abuse on individuals and communities. It provides clear information about the obligations of all people serving the UN to adhere to standards on PSEA as stated in the *Secretary-General's Bulletin on Special Measures for protection from sexual exploitation and abuse*. This includes non-UN entities (including NGOs) in cooperative arrangements with the UN. It is a hard-hitting film that deals with survival sex in which women and girls have no choice and where relationships are not between equals. It addresses sex trafficking and paedophilia. It sets out the bottom lines: sex with children under 18 years old is prohibited; buying sex is prohibited; all staff have an obligation to report concerns about sexual exploitation and abuse through established reporting mechanisms; and all managers are obliged to maintain an environment free from sexual exploitation and abuse.	Video: UN film 'To serve with pride'. http://www.pseatask-force.org/

Timing	Activity	Resources
	Discussion in pairs Do you think sexual exploitation and abuse by staff could happen in the context in which you work? If you became of aware of this, what you would do?	
	Discussion in plenary Invite comments from participants. Be aware that some participants may be shocked or emotional following the film, which is very hard-hitting. Do not, therefore, insist that everyone participates in the discussion and be careful not to put anyone on the spot. Promote a quietly reflective atmosphere as participants share their reactions and experiences.	
5 mins	**Wrap-up** Invite participants to think about one or two practical steps they can take to build awareness and a culture of responsibility to prevent sexual exploitation and abuse in their own organization. Ask for a few volunteers to share their ideas with the group. *Note:* Any concerns about human trafficking can be reported to the Global Human Trafficking team on help@befree.org or 1-844-888-FREE Contact numbers to report concerns about safeguarding are unique to individual organizations. Close the module by reiterating that acts of SEA occur when someone abuses their real or perceived power to force someone else, without their informed consent, into acts of sexual abuse or exploitation. It is a violation of human rights, and a threat to an organization's reputation and the security and safety of its staff and programmes. All humanitarian organizations need to have policies to minimize the occurrence of SEA. It is every individual's responsibility to uphold the principles that prevent sexual exploitation and abuse being perpetrated.	N/A

DAY 5

Consolidating a gender leadership model

Aims: For participants to create a model of gender leadership in humanitarian action, and a plan to put this into practice, thereby creating a roadmap for achieving change at the individual, organizational and sector-wide levels. To be clear and confident about their leadership roles, and to be inspired by the potential to support transformational change in gendered power relations.

Module 12: Internal organizational practices
(1 hour)

Module 13: Inter-agency coordination on gender in humanitarian action
(1 hour)

Module 14: Consolidating a gender leadership model
(2 hours)

Module 15: Action planning and wrap-up
(1 hour 30 mins)

Training time for the day: 5 hours and 30 mins

Module 12: Internal organizational practices (1 hour)

Outcomes: Participants recognize the impact of internal organizational practices on programme outcomes on gender equality, and have considered how to make their own organization's internal practices more gender-responsive.

Session 12.1 Internal organizational practices (1 hour)
- To understand how the internal practices of organizations influence programme outcomes on gender equality
- To identify the strengths and weaknesses of the internal practices of participants' own organizations, and consider how these practices can be made more gender-responsive
- To identify positive and empowering ways of holding teams and colleagues accountable for good practice on gender equality

Total time: 1 hour

Session 12.1: Internal organizational practices (1 hour)

Session summary
This session looks at the promotion of gender equality through internal organizational practices. These will be particularly relevant to senior staff who are designing budgets, recruiting staff, managing partnerships, disseminating human resources (HR) policies, or designing and delivering capacity building strategies. This session uses the *Oxfam Handbook on Gender Equality and Women's Rights in Emergencies* as the key resource and gives participants another opportunity to familiarize themselves with how to use this resource in practice.

Preparation
- Prepare Session 12.1 handout: 'Case studies on gender leadership'
- Prepare Session 12.1 handout: 'Internal organizational practices for promoting gender in emergencies'
- Prepare Session 12.1 handout: 'Levels of accountability: working above the line'
- Display flip charts from Session 5.1 on Day 2 ('Brainstorm of challenges of promoting gender equality in humanitarian response')

Background reading
- *Oxfam Minimum Standards for Gender in Emergencies* (2013) http://policy-practice.oxfam.org.uk/publications/oxfam-minimum-standards-for-gender-in-emergencies-305867
- I. Smyth (2012). *Gender-Sensitive Response and Recovery: An Overview.* http://policy-practice.oxfam.org.uk/publications/gender-sensitive-response-and-recovery-an-overview-247191

Learning objectives

- To understand how the internal practices of organizations influence programme outcomes on gender equality
- To identify the strengths and weaknesses of the internal practices of participants' own organizations, and consider how these practices can be made more gender-responsive
- To identify positive and empowering ways of holding teams and colleagues accountable for good practice on gender equality

Timing	Activity	Resources

10 mins	**The importance of internal organizational practices**
	Show slide 1 and explain that the internal practices of an organization need to align with its programme objectives and the values that underlie them.
	
	Slide 1
	
	Internal organizational practices
	The internal practices of an organization delivering humanitarian aid need to reflect and support its programme objectives on gender equality.
	
	Critical institutional shifts are often needed in:
	   • human and financial resources;
	   • policies, procedures and standards;
	   • staffing and gender-sensitive recruitment practices;
	   • accountability framework;
	   • organizational culture.
		PowerPoint
		
		Session 12.1 handout: 'Case studies on gender leadership'

Timing	Activity	Resources
	Show slide 2. Oxfam highlights four areas of internal practice as critical for upholding gender equality in emergencies, and for each of these it has a Minimum Standard.	

> **Slide 2**
>
> **Oxfam Minimum Standards for promoting gender equality through internal practice in emergencies**
> - Ensure allocation of appropriate *financial and human resources* for the promotion of gender equality (MS1)
> - Ensure that workplace *policies and procedures* are in place and communicated to staff and partners to ensure gender equality in the workplace. These should include anti-sexual harassment HR policies (MS2)
> - Ensure *accountability* of senior management for promoting gender equality (MS3)
> - Develop *staff, partner and senior management capacity* through inductions, training and reflections (MS4)

To demonstrate the impact of internal practices on programme outcomes, give out the handout and ask a participant to read the two Oxfam case studies. One illustrates how strong and timely gender leadership influences internal practices, thereby laying a strong foundation for achieving positive impact on gender equality in the humanitarian response; the other portrays a missed opportunity to consult a gender advisor, with serious programme consequences that marginalized women.

Ask participants what they think the key lessons from these case studies are.

| 30 mins | **Analysing our own organizations**
Give out the handout and ask participants to organize themselves into four groups, splitting representatives from each partner organization up into different groups. Assign a different Minimum Standard to each group. Remind them that in Session 5.1 we looked at the challenges to providing a gender equality response in our own experience – these challenges can be reflected upon here.

Ask each group to look at the *Oxfam Handbook on Gender Equality and Women's Rights in Emergencies* and read the information for their assigned Minimum Standard and the associated key actions, suggested indicators and guidance notes. The latter includes examples of good practice and lessons learned.

Ask them to think about:
• the strengths and gaps of their organization's current internal practice related to their assigned standard;
• how they can improve practice against this standard.

Ask them to keep in mind all stages of a response: preparedness, response, recovery and transition. | Session 12.1 handout: 'Internal organizational practices for promoting gender in emergencies' |

Timing	Activity	Resources
	Ask them to report back to the main group with: • the range of issues that their Minimum Standard covers; • the two main strengths of the group against the Standard; • the two most significant gaps within the group; • two ways they could improve practice. Allow 5 minutes for each presentation and spend a couple of minutes taking questions on each. Discuss any challenges that have been raised and ask the group to think through possible solutions.	
15 mins	**Promoting accountability** As gender leaders, how can we best encourage accountability among our teams in promoting gender equality in humanitarian action? An abundance of technical guidance exists but what is needed is political will and personal accountability for putting this into action. Show slide 3, which contrasts empowering and disempowering approaches to personal accountability. Show the slide and give out the handout for this activity. In pairs, ask people to take 5 minutes to discuss the question 'How can we encourage our teams to work above the line on gender equality?' Ask one or two people to share their ideas in plenary.	PowerPoint

Slide 3

What do we need to do to 'work above the line' on gender equality during humanitarian crises?

Levels of accountability		
Take action and learn	Make it happen, renewal'	Learn and Grow Empowered
Find solutions	'This can work'	
Accept ownership	'It starts with me'	
Acknowledge situation	'I'm a piece of the puzzle'	
Wait 'n hope	'Somebody should do something'	Protect and Defend Disempowered
Blame self	'It's my fault'	
Blame others	'It's their fault'	
Denial	'Woe is me'	
Wait 'n hope	'This has nothing to do with me'	

Timing	Activity	Resources
5 mins	**Wrap-up** The internal practices of organizations delivering humanitarian aid should reflect their stated commitments to promote gender equality in their programmes. This is about 'walking the talk', or practising what we preach. Critical institutional shifts – political, technical and cultural – are needed if we are to achieve significant and sustainable change on gender equality in humanitarian programmes. Analysing our organizational performance against standards for internal practice can help identify how to improve practice.	N/A

Session 12.1 handout: Case studies on gender leadership

Case study: recruiting women for food distributions in South Sudan

'One initiative was to have 50% women on Oxfam field teams, and particularly at least 50% women as crowd controllers at distributions, as well as to help women carrying small children and people with disabilities carry their food back through deep waters to their homes. This initiative was driven by members of Oxfam's protection team with support from the food security and livelihoods team after monitoring by the former revealed significant risks for women.

'It took some drive, as we had to work closely with senior managers at one end to push the policy through, and then take an active role in the recruitment process and mentor HR and the rest of the teams on the reasons we needed more women in our field teams. One change that was required was the thresholds for hiring, which often included things like educational requirements, which were very unlikely to be found due to cultural barriers to education for girls. We needed instead to place more emphasis on skills such as community mobilization, communication and local knowledge regarding GBV, and ability to speak comfortably about sensitive topics with women and girls. Regarding crowd controllers, the protection team had to take an active role in all distributions and ensure that they mentored the food security team and helped them recruit and train female crowd controllers. The protection team worked with the local community to identify locations where women were crossing deep water and hired assistants to monitor these locations and be on hand to assist.'

Source: Former Protection Advisor, Oxfam South Sudan, 2016

Case study: lack of a gender advisor at the start of a project: Pakistan flood response

A common thread in analyses of humanitarian and DRR interventions (and, to a lesser extent, development) is the frequency with which problems in responding adequately to the needs of women and girls (as well as those of men and boys) are revealed to have fairly obvious causes, rooted in the failure to adopt a genuine gender-sensitive approach from the start. In our case this is exemplified, for example, in the report from Pakistan*, telling us that 'Unfortunately there was no Gender Advisor available at the project outset or implementation period', which prompts one to ask why such a resource was not available. Not surprisingly, then, it was later found that staff had assumed that, for example, business grants should be offered to men, while the less valuable poultry inputs should be offered to women.

*Oxfam Internal Gender Learning Review of Pakistan Flood, 2010–2011'
Source: I. Smyth (2012). Gender-Sensitive Response and Recovery: An Overview.

Session 12.1 handout: Internal organizational practices for promoting gender in emergencies: Minimum Standards and key actions

1: Allocation of financial and human resources for gender equality
- Undertake gender budgeting to ensure funding for targeted activities and resources for women and girls, as well as operational support for the delivery of effective programming.
- Ensure a gender balance in teams, including in senior positions, and keep all staffing data disaggregated by sex for easy monitoring.
- Recruit staff based on experience, understanding and commitment to gender equality.
- Ensure clarity for staff about their responsibilities on gender and include gender objectives in performance management.
- Ensure technical gender support through dedicated gender expertise or combined senior posts.
- Select partners based on experience, understanding and commitment to gender equality.

2: Workplace policies and procedures to promote gender equality
- Review and develop (where absent) affiliate workplace policies and procedures to ensure gender equality and a gender-sensitive organizational culture in the workplace. Ensure they include HR policies to provide security and safety to all staff, and prevent sexual harassment.
- Review partner workplace policies and procedures to ensure gender equality and a gender-sensitive organizational culture in the workplace (should include HR policies to provide security and safety to all staff, and prevent sexual harassment). Work with partners to address gaps.
- Ensure dissemination of workplace policies and practices among all staff (international and national) and partner staff.

3: Accountability of senior management
- Recruit senior management based on experience, understanding and commitment to gender equality.
- Include gender capacity of senior staff of partner organizations as criteria for selection.
- Include the promotion of gender equality in the terms of reference for senior staff and monitor performance against this.
- Determine capacity development needs of senior management and address where needed.
- Ensure sufficient resources and support for senior management.
- Senior management to ensure technical and social interventions are set together and are complementary.

Internal organizational practices for promoting gender in emergencies: Minimum Standards and key actions *(continued)*

4: Development of human resource capacity

- Hold mandatory inductions on gender covering the Minimum Standards for staff (both national and international) at all levels and partners.
- At all inductions participants should sign a simple document saying they have been inducted on the Minimum Standards and will 'strive to implement' them.
- Designate a person to be responsible for ensuring that gender is included in inductions.
- Provide induction packs with written materials including the Minimum Standards.
- Gender training should be delivered to relief register members, HQ staff, development programme staff and existing partner staff as part of preparedness.
- Include session on gender analysis and how to use assessment forms in gender training.
- Tailor training to the context and ensure that it is practical, relevant, inclusive and appropriately pitched.
- Conduct training regularly to account for staff turnover (Oxfam and partners), changes in policy, and development of new resources.
- Evaluate training sessions and use feedback to improve future delivery and design refresher sessions.
- Provide informal support as well as formal training, such as shadowing, coaching, mentoring, etc.
- Hold regular reflections on gender issues with partners and staff, and record lessons and share broadly.

Session 12.1 handout: Levels of accountability: working above the line

Levels of accountability		
Take action and learn	Make it happen, renewal'	Learn and Grow Empowered
Find solutions	'This can work'	
Accept ownership	'It starts with me'	
Acknowledge situation	'I'm a piece of the puzzle'	
Wait 'n hope	'Somebody should do something'	Protect and Defend Disempowered
Blame self	'It's my fault'	
Blame others	'It's their fault'	
Denial	'Woe is me'	
Wait 'n hope	'This has nothing to do with me'	

GENDER LEADERSHIP IN HUMANITARIAN ACTION **DAY 5**

Module 13: Inter-agency coordination on gender in humanitarian action (1 hour)

Outcomes: Participants agree some joint actions that they can take as a group to promote gender equality in humanitarian action and to support accountability against gender standards.

Session 13.1 Inter-agency coordination (1 hour)
- To understand the inter-agency/UN architecture that exists in the country for coordination and accountability on gender in humanitarian work
- To identify the strengths and weakness of the coordination mechanisms, and how they can be used to strengthen good practice
- To agree two or three joint actions participants can take as a leadership group to promote good practice on gender equality, both locally and nationally, across the humanitarian network

Total time: 1 hour

Session 13.1: Inter-agency coordination on gender in humanitarian action (1 hour)

Session summary

In this session participants will discuss the inter-agency/ UN architecture that exists in-country for coordination and accountability on gender in humanitarian work, and consider how, as a group, they can best influence it to support good practice and innovative transformational approaches.

Preparation

- Invite an external person who understands the inter-agency humanitarian architecture well (e.g. from UN Women or GenCap) to support and act as a resource person for this session
- How this section develops will depend on the country context in terms of inter-agency coordination. The facilitator will need to adapt it as appropriate
- Session 13.1 handout: 'Global cluster leads'
- Session 13.1 handout: 'Gender and humanitarian coordination: brainstorm questions'
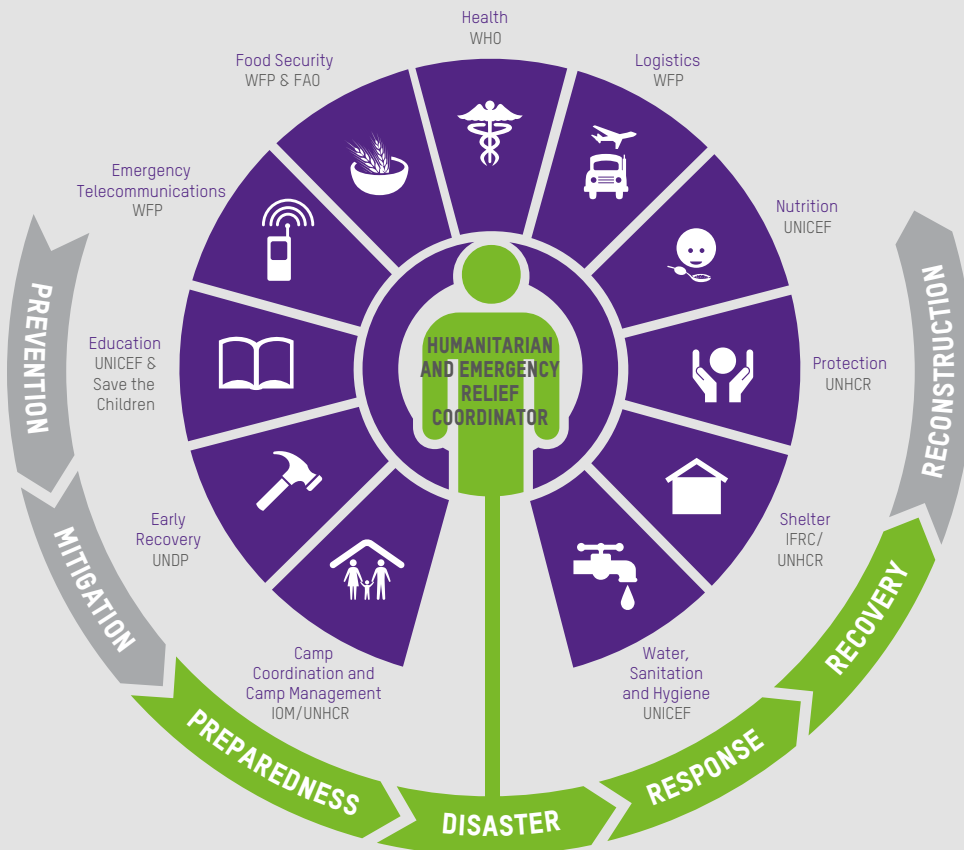
Learning objectives

- To understand the inter-agency/UN architecture that exists in the country for coordination and accountability on gender in humanitarian work
- To identify the strengths and weakness of the coordination mechanisms, and how they can be used to strengthen good practice
- To agree two or three joint actions that participants can take as a leadership group to promote good practice on gender equality, both locally and nationally, across the humanitarian network

Timing	Activity	Resources
10 mins	**The humanitarian architecture and inter-agency coordination on gender in humanitarian action** Introduce the idea of working beyond our own organization to influence the wider community. Show slide 4. **Slide 4** **Inter-agency coordination on gender in humanitarian action** Gender leadership on humanitarian action means influencing not just our own organizations but also the wider humanitarian community. The greatest impact will be leveraged if learning on good practice and how to create change is used to influence practice across the whole inter-agency humanitarian system in country. In 2005 the IASC designated cluster leads to ensure that each sector of humanitarian activity had predictable leadership across all agencies (UN, governments, NGOs, etc.). Give out handout 13.1, which shows the global leads for each cluster. Participants can ask any questions or any points for clarification.	PowerPoint Session 13.1 handout: 'Global cluster leads'

Timing	Activity	Resources
	Slide 5 **The UN cluster system** Clusters are the main inter-agency forum at global level for setting standards and policy for specific sectors, and at country level for collaborating and coordinating activities in complex and natural disaster humanitarian emergencies. The protection cluster has a different structure than others and is divided into key areas of protection called 'areas of responsibility'. These include gender-based violence, which is led by UNFPA at the global level, protection, mine action and housing, land and property. Gender, age, HIV/AIDS and environment do not have their own cluster but are cross-cutting. Therefore it is necessary to work across the clusters to mainstream gender into their work.	
15 mins	**Mapping the gender and humanitarian coordination systems for the country** Explain that in order to plan how best to influence the humanitarian community to adopt good gender practices that have the potential to transform gender relations, we need to be clear about how the gender and humanitarian coordination mechanisms work at local and national levels. Give out the handout for this activity. Discuss the questions in plenary and note key points on a flip chart.	Session 13.1 handout: 'Gender and humanitarian coordination: brainstorm questions'
25 mins	**Action planning for country-level coordination** Ask participants to organize themselves into groups of four, aiming to work with those from other partner organizations. On the basis of the previous discussion in plenary, each small group identifies two or three actions the group can jointly take to promote transformational work on gender equality, both locally and nationally, with other humanitarian actors, and to support their accountability against gender standards. Small groups share their findings in plenary and agree on key actions to be taken forward by the whole group.	N/A

Timing	Activity	Resources
5 mins	**Leadership reflection – influencing** Influencing on gender equality can be tricky at the best of times and particularly hard during humanitarian crises when it may be seen as competing for time and resources with other life-saving interventions. It can easily be dismissed, trivialized or resisted by those who do not see its relevance to effective humanitarian action. This can be true of advocating at high level for policy changes or working with partners to mainstream gender into humanitarian projects. Influencing on gender can be particularly sensitive as it is a personal as well as professional issue. We therefore need to think carefully about how we influence. Two sets of thoughts may be helpful here. Ask the group to bear in mind the Thomas-Kilmann tool you looked at on Day 2 in Module 5 (Session 5.3) with its collaboration and conflict-handling strategies and to think about what they learned from the exercise on influencing skills. Ask if anyone can remember the five strategies (accommodating, collaborating, avoiding, competing and compromising). Ask them if they can remember the key message (all these strategies may be appropriate but we need to pick the right one for a given context and the one that best meets the balance we need to strike between reaching our goal and preserving our relationship with the other party). How might these be useful in influencing change across the inter-agency/ cluster system? Ask the group if the following quote from Maya Angelou (slide 6) resonates with their own experience and what this implies for the way we need to influence on gender equality.	PowerPoint
	Slide 6 **Maya Angelou (author and poet)** 'I have learned that people will forget what you said, people may forget what you did, but people will never forget how you made them feel.'	
5 mins	**Wrap-up** Gender leadership on humanitarian action involves influencing externally across the inter-agency/cluster system as well as influencing our own organizations and partner organizations. The greatest impact will be leveraged if learning on good practice and how to create change is used to influence practice across the whole inter-agency system. The actions identified in this session for moving forward will form part of the overall action plan that participants will be developing in the final module of the course. Developing sensitive influencing skills is particularly important when trying to influence change on gender.	N/A

Session 13.1 handout: Global cluster leads

Source: UN OCHA – VIU
For more information see: https://www.humanitarianresponse.info/en/about-clusters/what-is-the-cluster-approach

Session 13.1 handout: Gender and humanitarian coordination: brainstorm questions

Gender and humanitarian coordination: brainstorm questions

1. **What inter-agency platforms** exist at local and country levels for local NGOs, INGOs, UN agencies and government to share experience, coordinate, and hold each other accountable on gender in humanitarian programmes?
   • Is there a functioning cluster system?
   • Are women's rights organizations linked into this network, and if so how?

2. If there is a functioning **cluster system**:
   • How well does accountability for gender in humanitarian programmes work across the different clusters?
   • Are there systems for ensuring that gender is mainstreamed in humanitarian response across all sectors and stages of the humanitarian project cycle?
   • Where does the system work well and not so well?
   • Is there a GBV sub-cluster, and if so, how well is it resourced and how well does it function?

3. Is there a **gender in emergencies working group** at country level? If so:
   • How can it be best supported to build leadership on gender in emergencies across clusters?
   • Is there potential to work alongside GenCap advisors on this?
   • How can it enable preparedness mechanisms for future crises that could be sustained by UN Women after an emergency and through engagement with permanent institutions?

Module 14: Consolidating a gender leadership model (2 hours)

Outcomes: Participants have created a model of gender leadership in humanitarian action, are confident, inspired and clear about their role as gender leaders, and feel confident and inspired to take on the role of gender leader and to motivate others to do the same.

Session 14.1 Developing a model of gender leadership in humanitarian action (purpose, principles, and power dynamics) (1 hour)
- To create a model of leadership for transformational change in gender relations in humanitarian contexts, and feel able to articulate its purpose, the principles underlying it, and the power dynamics involved
- To craft a short 'elevator' pitch to succinctly communicate what we mean by gender leadership in humanitarian action

Session 14.2 The practices of gender leadership in humanitarian action (1 hour)
- To identify the practices and types of work needed to lead others through transition and change, and thereby complete the gender leadership model

Total time: 2 hours

Session 14.1: Developing a model of gender leadership in humanitarian action (1 hour)

Session summary
The aim is to ensure that participants have a shared understanding of what a transformative approach on gender means, and to provide a visual way of articulating and communicating the purpose of the work, the principles underlying it, and the power dynamics involved in transformational change. This is an important session since the gender leadership model that emerges will bring together their thinking and learning from across the five days to consolidate a model of gender leadership for humanitarian action based on Srilatha Batliwala's Feminist Leadership for Social Transformation model.

Preparation
- Ask participants to bring to the session the handout from Day 1, 'Feminist Leadership for Social Transformation' (Session 5.2, page 101)
- Prepare Session 14.1 handout: 'Gender leadership for humanitarian action – possible key points'
- Prepare Session 14.1 handout: 'Oxfam's vision on gender in humanitarian action'

Background reading
- S.Batliwala (2011). *Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud.* www.justassociates.org/sites/justassociates.org/files/feminist-leadership-clearing-conceptual-cloud-srilatha-batliwala.pdf

Learning objectives
- To create a model of leadership for transformational change in gender relations in humanitarian contexts, and feel able to articulate its purpose, the principles underlying it, and the power dynamics involved - To craft a short 'elevator' pitch to succinctly communicate what we mean by gender leadership in humanitarian action'

Timing	Activity	Resources
5 mins	**Introduction** Remind participants what they have covered over the past four and a half days: - You have discussed why it is critical to address gender equality in humanitarian response and the international standards that exist to guide this work. - You have discussed the aspiration of contributing to transformational change in power relations between women and men where opportunities are found to do so during the humanitarian response. - Participants have practised putting some of this into action, as well as using various tools to hone their leadership skills. - In this session you are going to consolidate ideas about developing leadership of this agenda by mapping out a model for gender leadership in humanitarian action based on the Feminist Leadership for Social Transformation model.	N/A

| Timing	Activity	Resources

Recap on Batliwala's model of Feminist Leadership for Social Transformation

Ask participants to think back to the discussion on Day 2 about this model of leadership. Invite them to come up to the flip chart and write or draw anything that they remember about the model.

Then do a fast recap of any points that were missed on the feminist leadership diamond (slide 7), which shows the four essential components, the 'Four Ps': power, politics and purpose, principles and values, and practices. Our values and principles drive our politics and purpose; our politics and purpose transforms our practice of power; all of these determine our practices.

Silde 7

The feminist leadership diamond
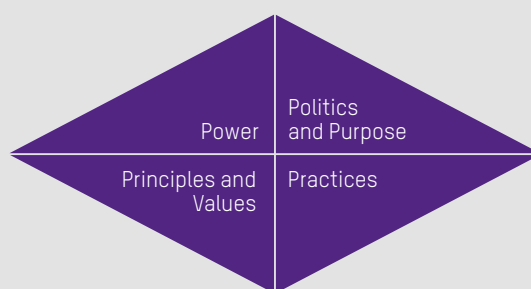
25 mins	**Consolidating a model of gender leadership in humanitarian action for the project**	Session 14.1 handout: 'Gender leadership in humanitarian action – possible key points'

Explain that you would now like the group to consider the feminist leadership diamond to create a leadership model for the humanitarian context, in the same way that Oxfam has done to create its overall leadership model. Explain that you will start by working on the three components of power, principles and purpose.

In the next session you will look at the more detailed and practical component of practices.

Divide participants into three groups: separating members of the same organization into different groups. Assign each group one component (principles, power or purpose).

Give each group the handout with the following suggested points.

Ask each group to take 20 minutes to review, agree, adapt or add key points for their respective component and write them on a flip chart. They should use anything and everything they have learned during the course so far, including consulting the flip charts for each quadrant of the feminist leadership model that will have been on the wall since Day 2 (i.e. the Batliwala version).

Timing	Activity	Resources
	Politics and purpose: possible key points:	

Politics and purpose: possible key points:
- Gender and poverty analysis shows that women and girls suffer disproportionately during humanitarian crises because of the discrimination and marginalization they experience due to their gender in almost every society.
- A vision of change in which women's and men's different needs and interests are both met in humanitarian interventions; and that all opportunities are taken to promote gender equality and women's rights.
- They could also refer, as an example, to the handout with Oxfam's vision for gender in emergencies.

Principles and values: possible key points:
- The humanitarian principles of humanity and impartiality – i.e. protecting life on the basis of need alone and prioritizing the most urgent cases of distress without distinction on the basis of gender or any other form of identity.
- Legislation on women's human rights and gender equality.
- The human right to physical security and freedom from violence.

Power: possible key points:
- The need to challenge visible, hidden and invisible power where it creates and reinforces women's subordination or discrimination.
- Aim to strengthen women's empowerment through the approach of transformational leadership on women's rights wherever and whenever this becomes possible during a humanitarian crisis.

Ask each group to present their work in plenary. Invite questions and comments. If possible, get the whole group to agree on each of these components, or note any areas of major disagreement.

Put the flip charts on the wall to form three-quarters of a rectangle (the closest we can get to the leadership diamond). Note that the final quadrant on 'practice' will emerge from the next session to fill in the 'diamond'.

Timing	Activity	Resources
15 mins	**Communicating your message: crafting a short 'elevator' pitch** Once the leadership model has been created, you will need to be able to communicate its essence succinctly and powerfully to those you wish to influence. Crafting an elevator pitch is a technique for doing exactly this in about 20-30 seconds (maximum 1 minute), and an important influencing skill for a gender leader. It needs to communicate what you do, be persuasive, spark interest, be memorable, and explain what is innovative about what you do. The Oxfam vision (see handout) is a good example of such a pitch. Hand it out and ask a participant to read it out. Time it and see that it fits within 1 minute! See www.mindtools for further guidance on developing an elevator pitch. Ask for volunteers to give their pitch!	N/A
5 mins	**Wrap-up** In this session participants created a model for gender leadership in humanitarian action for the project. Hopefully this has helped to clarify what a transformative approach on gender means and to bring the various strands of the training course together into an overall leadership framework. This visual image of this model (the diamond) will enable participants to articulate and communicate more clearly the purpose of the work, the principles underlying it, the power dynamics involved in transformational change, and the practices that will be needed to create change.	N/A

Session 14.1 handout: Gender leadership in humanitarian action – possible key points

Politics and purpose: possible key points:
- Gender and poverty analysis shows that women and girls suffer disproportionately during humanitarian crises because of the discrimination and marginalization they experience due to their gender in almost every society.
- A vision of change in which women's and men's different needs and interests are both met in humanitarian interventions; and that all opportunities are taken to promote gender equality and women's rights.
- Participants could also refer, as an example, to the handout with Oxfam's vision for gender in emergencies.

Principles and values: possible key points:
- The humanitarian principles of humanity and impartiality – i.e. protecting life on the basis of need alone and prioritizing the most urgent cases of distress without distinction on the basis of gender or any other form of identity.
- Legislation on women's human rights and gender equality.
- The human right to physical security and freedom from violence.

Power: possible key points:
- The need to challenge visible, hidden and invisible power where it creates and reinforces women's subordination or discrimination.
- Aim to strengthen women's empowerment through the approach of transformational leadership on women's rights wherever and whenever this becomes possible during a humanitarian crisis.

Session 14.1 handout: Oxfam's vision on gender in humanitarian action

Oxfam's vision on gender in humanitarian action

By 2019 the different impact of conflict and disasters on men and women, and their differing needs, are recognized and addressed by duty bearers and humanitarian organizations, leading to greater gender justice and respect for women's rights in crisis-affected countries.

The Power of the People, Oxfam's Strategic Plan 2013-2019

Session 14.2: The practices of gender leadership in humanitarian action (1 hour)

Session summary

This section looks at the attributes needed to be an effective gender leader in humanitarian action. The group then identifies and articulates the key roles of a gender leader using the 'practices' component of the Feminist Leadership for Social Transformation model. Participants consider the skills and ways of working they will need for leading other humanitarian colleagues through change and transition toward a more gender-responsive and transformational way of working.

Preparation

- Video: 'Leadership lessons from the Dancing Guy'.
  https://www.youtube.com/watch?v=fW8amMCVAJQ
- Prepared flip chart for 'Defining the role of a gender leader'
- Prepare Session 14.2 handout: 'Areas of work for gender leadership'
- Ask a participant to prepare to describe to the group what is happening in the 'Process of transition' PowerPoint slide

Learning objectives
• To identify the practices and types of work needed to lead others through transition and change, and thereby complete the gender leadership model

Timing	Activity	Resources
20 mins	**What are the attributes of a gender leader in humanitarian action?** Divide participants into four groups and ask them to discuss what attributes an effective gender leader might display. Suggest they think about leaders they have known who have been inspirational and have been effective in creating change. What was it that was inspiring about them? Were there any specific skills or ways of working that they used to create and sustain change?	Flip chart paper
	Ask each group to draw their vision of an effective gender leader on a flip chart, illustrating attributes, skills and ways of working. They must not use words, only symbols to express their vision. Show a couple of examples to motivate their creativity.	
	Ask each group to stick their creation on the wall and invite all to do a gallery walk. Then ask a representative of each group to explain the image including, if they wish, a word or two about any leaders that inspired the images. Keep it brief.	

Timing	Activity	Resources
25 mins	**Defining the role of a gender leader** Explain that the next task is to agree and articulate participants' roles as gender leaders by bringing together ideas generated throughout the course. This will provide useful input for the action planning session in the next module.	Prepared flip chart

Explain that the framework you are going to use is based on the Feminist Leadership for Social Transformation model. The component of the diamond *'practices'* is about the *ways of doing and enabling things* in order to achieve the social transformations we seek (which are determined by the other three 'Ps' – principles, politics and power). Batliwala divides her *'practices'* into seven categories of 'work'. While these are intended as practices for shared responsibility for gender leadership, they may also provide a helpful starting point for identifying roles / activities of individual gender leaders.

Draw the following table on a flip chart:

Batliwala's 7 types of 'work' that make up the component of 'practices'	Specific roles/activities
Visioning	
Political	
Strategic	
Relationships	
Communication	
Resourcing	
Managing	

Ask participants to get into groups of three. Assign each group one of these areas of 'work'. Ask them to think about the two or three most important roles or activities of a gender leader that would fall under their assigned area of 'work' in the context of humanitarian work. Give them 10 minutes. Then ask them to write their ideas on the flip chart (everyone using the same flip chart).

NB: A particularly important area of work for gender leaders to consider is **advocacy**, because influencing decision makers to change public policies and practices is a crucial part of transforming the structures that perpetuate gender inequality and discrimination against women and girls in humanitarian crises. The group working on 'Political work' could focus on this area. They should think back to Session 7.4 on 'Gender mainstreaming and targeted action' where key elements of an advocacy strategy were discussed (UN Security Council Resolution 1325; GBV; women's participation and empowerment; and reform of the global humanitarian system).

Timing	Activity	Resources
	Ask each group to read out their contribution. Then ask for any comments on the ideas people have contributed. Add any key ideas yourself that appear to be missing – use the table 'Areas of work for gender leadership' overleaf, which has suggested roles / activities. Stick the flip chart into position on the wall as the 4th quadrant of the 'four Ps' that were constructed in the previous session. Now you should have a complete *feminist leadership diamond for humanitarian action*.	
	Give out the handout to participants. Explain that it also shows the related skills that participants have learned about and practised during the course, or tools they have used. Simply point these out as a recap for participants of the skills they have learned and how these skills can support the work of gender leaders. They could use the tools for skill-building exercises with their teams.	Session 14.2 handout: 'Areas of work for gender leadership'
10 mins	**Building a movement and nurturing other gender leaders** You started the course with a 3-minute video clip on movement-building, '*Leadership lessons from the Dancing Guy*' (Session 1.1) You showed it briefly with no discussion, just as an energiser and to illustrate that the course was to be about building leadership. Show it again now so that participants can consider its message in light of what they have learned during the course. This time invite any thoughts from participants, and ask for what insights it brings in terms of developing gender leadership in humanitarian action. The key messages are: • The leader must be easy to follow: a leader needs followers so make it public; make it all about the movement, not the leader. • Nurture your first follower as your equal. The first follower transforms the 'lone nut' into a leader. The public need to see the first follower as s/he will teach them how to be followers. The best way to create a movement is to courageously follow and show others how to follow. If the leader is the flint, the first follower is the fire. • When a few more followers join, you get momentum; then comes the tipping point, more people join, you have a movement. Then everyone wants to join and be part of the crowd. No one wants to be left behind.	N/A
5 mins	**Wrap-up and key messages** You have discussed the attributes, roles and skills needed to be an effective gender leader and to lead others in change in humanitarian interventions. In the next module you will move on to developing a plan of action to take this work forward. Ask participants to consider what they have learned in this module on consolidating gender leadership and what insights they will take away with them. Ask a few volunteers to share their ideas with the group.	

Session 14.2 handout: Areas of work for gender leadership

PRACTICE: Areas of work for gender leadership in humanitarian action (as defined by Batliwala) with suggested roles/activities and related skills that have been practised on the course

The 7 types of 'work' that make up the component of 'practices'	Suggested roles / activities	Related skills, tools and practices (that have been discussed in this course)	Relevant session
Visioning	Providing vision, conceptual clarity and thought leadership	Model of feminist leadership for transformational change: power, purpose, principles and practices	15.1
Political	Influencing practices and policies; advocating for change on gender equality and women's rights	Advocacy as part of gender-responsive programme design	7.4
	Opening up political spaces and catalysing relationships		
	Disturbing the status quo: challenging stereotyped and discriminatory ideas and beliefs	Fish bowl exercise to respond to negative perspectives on dealing with gender	2.2
Strategic	Leading others through change	Leading others through change and processes of transition	15.1
	Gender-sensitive programme design (gender mainstreaming, targeted action, advocacy)	Gender analysis	7.4
Relationships	Listening, showing empathy, motivating, supporting, capacity building	Goleman's model of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills	8.2
	Resolving conflict, negotiating, unblocking where there is resistance	Thomas-Kilmann's conflict-handling strategies	8.1
	Mobilizing others, building alliances, nurturing other gender leaders	The Dancing Guy Teamwork animal videos	1.1 & 15.1 12.1
	Inclusive practices		
Communication	Raising awareness and influencing through clear communication, with passion and conviction	Elevator pitch Storytelling	15.1 7.3

Areas of work for gender leadership *(continued)*

PRACTICE: Areas of work for gender leadership in humanitarian action (as defined by Batliwala) with suggested roles/activities and related skills that have been practised on the course

The 7 types of 'work' that make up the component of 'practices'	Suggested roles / activities	Related skills, tools and practices (that have been discussed in this course)	Relevant session
Resourcing	Creating an enabling environment: making human and financial resources available, technical support	Internal organizational practices	12.1
Managing	Holding oneself and others accountable against standards and commitments	Levels of accountability – how to work above the line	12.1
	Democratic and transparent decision making		

Module 15: Action planning and wrap-up

Outcomes: Participants are clear about the learning they will take away from the training, have developed an action plan for putting this into practice, and feel confident and inspired about their forthcoming work as gender leaders.

Session 15.1 Key messages and action planning (1 hour)
- To give participants an opportunity to reflect on what they have learned and will take away from the training, and to offer them a summary of key messages
- To develop a consolidated action plan for putting into practice learning from the course at the individual, organizational and project levels, aiming to influence sector-wide change

Session 15.2 Evaluation and close (30 mins)
- To evaluate the training programme as a group and via an individual feedback form

Total time: 1 hour 30 mins

Session 15.1: Key messages and action planning (1 hour)

Session summary
To summarize the main messages of the training. Participants will develop action plans for putting into practice the learning from the training at individual, organizational and project levels.

Preparation
• PowerPoint
• Session 15.1 handout: 'Key messages'

Learning objectives

• To give participants an opportunity to reflect on what they have learned and will take away from the training, and to offer them a summary of key messages.
• To develop a consolidated action plan for putting into practice learning from the course at the individual, organizational and project levels, aiming to influence sector-wide change.

Timing	Activity	Resources
5 mins	**Reflection** Ask participants to reflect by themselves for a few minutes on what the main messages of the training have been. What will they take away with them? What have they learned? What has been reinforced? What was new? What has inspired them most? Ask if anyone would like to share his or her thoughts. Allow contributions for 5 minutes and ask one of the co-facilitators to takes notes of the participants' testimonies.	
5 mins	**Key messages** Give out the handout for this activity so that participants leave with a summary of key learning. (You could also display the messages or create a poster.)	Session 15.1 handout: 'Key messages'
15 mins	**Action plans for partner organizations** Inform participants that you are now moving into action planning, first as partner organizations, then individually, and finally as a whole group. This will help to embed this training as part of a longer-term process of capacity building and support. Each person needs to be clear about the 'personal project' (action plan) they are going to take forward as a result of this training. Ask participants to get into small groups with the other representatives of their organization. They have 20 minutes to think through the following and record the plan on a flip chart using the format of the table shown in slide 9. After the training they should take their plan away to discuss, amend and finalize with their managers back in their organization.	N/A

Timing	Activity	Resources
	Slide 8 **Action planning for partner organizations** **Questions to guide planning** 1. What has been the most useful learning this week in terms of your organization's capacity needs on gender in humanitarian work? 2. What are the key areas you feel you need to work on as an organization? 3. Within those areas, what are your top priorities for the next 6 months? 4. How do you plan to take those forward in terms of: what support and resources will be needed? Who will be in charge? What timeframe? 5. What do you need to do next as colleagues to consolidate your combined gender leadership and bring others in your organization along with you? Look back to the flip chart created in the last session on the roles and activities of the gender leader.	
10 mins	**Personal action plans/projects** Now ask participants to work on their own personal action plan. They should identify their personal priorities in terms of developing their capacity as a gender leader in humanitarian action. Their plan should correspond to the organizational action plan as far as possible. They could use a format similar to the above table if that feels appropriate. They should consider whether they might want individual coaching to support them through this. These action plans will constitute 'personal projects' for each participant to take forward.	N/A
15 mins	**Whole group action plan** Bring participants back together again as a whole group. Discuss whether there are any learning initiatives that the whole group would like to work on together over the next few months. For example, generating and documenting evidence and case studies of what works to institutionalize gender in humanitarian interventions; identifying the impact of this process on humanitarian and gender equality outcomes; demonstrating the impact of gender leadership and how change happens; providing each other with mutual support; and cross-organization learning. They should also include here any planned actions for influencing the wider humanitarian community, perhaps via a country-wide gender in emergencies working group, that were identified in the earlier session on 'Inter-agency coordination'.	N/A

Timing	Activity	Resources

Slide 9

Action plan for partner organization

Initiative/areas	Support/ resources needed	Staff-in- charge	Time frame
For example: Conduct training for senior sanagement team	Staff time, venue for training, training materials	Humanitarian coordinator and gender advisor	September 2016

10 mins | **Follow-up to this training and wrap-up**

Finally, ask participants how they would like to follow this training up over the next few months to consolidate the learning. N/A

You could propose a one-day meeting in three months' time to:

- review progress on the various action plans and to what extent they have been able to practically apply lessons from the training course;
- evaluate this training course in terms of the extent to which it generated learning that could be applied in practice;
- assess further support needs;
- provide further training on any issues requested by participants.

Close the session by congratulating participants on developing their action plans. This is the first step toward putting their gender leadership into action.

Session 15.1 handout: Key messages

Key messages from the training course – gender leadership in humanitarian action

1. Women, girls, men and boys are each impacted differently by disaster. Women and girls are almost always disproportionately affected, particularly in situations of natural disaster, because of the discrimination they suffer due to their gender and their subordinate position in almost every society.

2. Humanitarian interventions need to take into account the different vulnerabilities and capacities of women and men so that their different needs can be met, they benefit equally, neither are put at further risk, and they develop greater resilience to resist future shocks. This requires paying attention to gendered power dynamics in humanitarian interventions and assessing gender-related impact.

3. There are a wide range of international standards and approaches that can and should be applied to ensure that gender analysis informs the whole of the humanitarian project cycle, that gender is mainstreamed throughout all thematic areas, that targeted action on gender equality and women's empowerment is taken, and that internal organizational practices support these strategies. There are also many standards to uphold women's equal participation, dignity, empowerment and protection in humanitarian response.

4. However, there remains a huge gap between policy and implementation. The challenges are many, and include poor accountability and leadership on gender in institutions at all levels. We still need to get gender equality understood, articulated, institutionalized and consistently accepted and promoted within the humanitarian machinery of organizations. This requires strong leadership.

5. While the equal participation of women is crucial from even before an emergency has occurred, more profound work to transform power relations between women and men can gradually emerge as opportunities arise. Disasters, and the social upheaval they cause, can often be an entry point for more transformational work.

6. Moving toward this transformational change needs more than technical guidelines. It needs sustained and widespread effort to challenge negative and stereotyped attitudes and beliefs about gender, beginning with our own beliefs and moving out to the communities where we work. It requires personal commitment to change, and it requires accountability. It also requires reform of the way we work internally within our humanitarian organizations.

7. This course has proposed a model of gender leadership for moving this agenda forward in the four countries of the Oxfam / ECHO-ERC project. The greatest impact will be leveraged if the cadre of gender leaders emerging from this training course can influence practice across the inter-agency system at country level by sharing good practice and evidence of how change on gender equality happens.

8. The model of gender leadership proposed for humanitarian action is that of Feminist Leadership for Social Transformation. This differs from other models of leadership because it adopts a feminist political agenda with women's empowerment and gender equality at its heart. Our model focuses on articulating the 'four Ps': the **politics and purpose** of gender equality in humanitarian action, the **principles** underlying it, the **power** dynamics involved in transformational change, and the **practices** needed to create that change.

Session 15.2: Evaluation and close (30 mins)

Session summary
This session evaluates and closes the workshop.

Preparation
- Display flip chart from Session 1.1: 'Expectations'
- Prepare Session 15.2 handout: 'Evaluation sheet'
- Course certificates (optional)

Learning objectives	

- To evaluate the training programme as a group and via an individual feedback form

Timing	Activity	Resources
10 mins	Thank participants for a very intense and productive training. Check to see if the objectives of the training have been met. Refer back to the flip chart or slide with objectives. Read through them and consider each one. Check to see if the expectations of the participants have been met. Refer back to their expectations.	Display flip chart 'Expectations'
10 mins	Pass round a simple evaluation sheet. Give participants 5 minutes to fill it in and then collect the sheets. Tell them that after the course they will be sent an electronic evaluation sheet, which you would appreciate if they could fill in and return as soon as possible.	Session 15.2 handout: 'Evaluation sheet'
10 mins	Finally, ask participants to stand in a circle. Invite anyone who wishes to, to give a short testimony about which part of the training they are particularly keen to try and apply in their work. Final thank you and close. (Present certificates if you have them.)	N/A

Session 15.2 handout: Evaluation sheet

Evaluation of training – Gender leadership in humanitarian action

Please take a moment to fill out this evaluation form. It will help us to improve our training in the future. We appreciate your time.

1. Please tick the box you feel is the most appropriate to the questions below:

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree

	1	2	3	4
Overall I found the training very useful for my work				
I learned something new				
The training was well organized				
The trainers were effective				
The objectives of the training were met				

2. Please tell us briefly the things you liked about the workshop

_____
_____
_____
_____
_____
_____

3. Please tell us briefly the things you did not like about the workshop

_____
_____
_____
_____
_____
_____

4. Please tell us briefly the things we could improve next time we conduct this workshop

_____
_____
_____
_____
_____
_____

ANNEX A

Moderator instructions, handouts and tools for simulation of a humanitarian response

Exercise time: 1 hour and 30 minutes

Source: This exercise derives from the simulation in the IASC online course, *Gender in Humanitarian Action*

1. Detailed instructions for moderators

Role of the moderator
- Set up the exercise with the group and ensure that everyone is clear about what they need to do for the task.
- Feed the group with instructions on an ongoing basis.
- Keep the pace moving quickly. Remind them they are re-enacting an emergency situation.
- Observe how leadership evolves in the group. For example: was a group leader(s) chosen? Did one or more emerge naturally? Did this change during the course of the exercise? Who was pulling the group together to complete the task on time? Was anyone concerned about full participation and bringing in quieter voices? Who was innovating and coming up with creative ideas? Who was providing 'thought leadership' – i.e. going beyond basic gender analysis to bring in concepts of women's empowerment and social transformation, or thinking about principles, power and politics? Did anyone lead on resolving conflict in the team? Who chose to sum up and communicate the findings? What were the leadership roles and skills displayed that were particularly important, and what was missing?
- Give feedback observations on leadership at the end of the task (after participants have shared their own thoughts on the leadership displayed in their group).

Preparation
Make sure everyone has understood the objectives and overview of the exercise. Remind them that they have 1 hour 30 minutes for the exercise and 15 minutes of group reflection time before returning to plenary.

Remind them that, as a group, they are an assessment and planning team of a humanitarian organization. There should be about eight people in the group. At specific points:
- one person will take on the role of a community member;
- three people will take on the role of community members who are asked to make up a focus group;
- agree who will take on these roles. Remember men can take women's roles and vice versa.

Suggest they appoint someone as time-keeper.

Give them the following rough idea of timings as they will need to keep up the pace. Note that as time is short, different members of the group may need to work on different issues at the same time and the pace needs to be driven – time is short in an emergency! The activities are as follows:
a) Introduction to the sector (5 mins)
b) Review the scenario (5 mins)
c) Review the tools (10 mins)
d) Review a short status report (5 mins)
e) Hold a focus group discussion (10 mins)
f) Make observations around the community: hotspot activity (5 mins)
g) Consult with a community member (10 mins)
h) Write up cluster field notes (10 mins)
i) Review the cluster current programme plan (5 mins)
j) Review some case studies (only if time – 5 mins)
k) Identify options for improving the cluster's programme plan (5 mins)
l) Revise the cluster's programme plan (10 mins)
m) Identify indicators for monitoring and evaluating the plan (5 mins)

A. Introduction to the sector (5 mins)
Make sure the members of your group have an overview of your sector, understand why it is important in emergencies and how coordination takes place (see boxes below for points to note for the different sectors). (Remember you just need to focus on your own sector – not all three.)

WASH

Water, sanitation and hygiene (WASH)
Accessible water and sanitation facilities and safe hygiene practices are essential to preserve life and human dignity in emergencies.

When adequate and appropriate water, sanitation and hygiene are not available, major health hazards can result, and the safety and dignity of everyone, but particularly women and girls, may be compromised.

The WASH cluster coordinates the emergency response for water, sanitation and hygiene. The United Nations Children's Fund (UNICEF) is the cluster lead for WASH.

SHELTER

Shelter
A habitable covered living space provides a secure, healthy living environment.

Safe shelters provide privacy and dignity for inhabitants until more durable solutions are achieved.

Inadequate shelter can lead to limited livelihood and economic recovery opportunities.

The Shelter cluster coordinates efforts for site location and safe housing. In natural disasters, the Emergency Shelter Cluster (ESC) is convened by the International Federation of Red Cross and Red Crescent Societies (IFRC). In conflict situations, the United Nations High Commissioner for Refugees (UNHCR) coordinates emergency shelter efforts.

LIVELIHOODS

Livelihoods
Livelihoods refers to the capabilities, assets and strategies people need to make a living.

Livelihoods also refers to achieving food and income security through a variety of economic activities.

Sustainable livelihood recovery (SLR) is the process of building and developing strategies, activities, assets and capabilities required for means of living by affected people in crisis and post-crisis situations.

Livelihoods is an important element of early recovery, which focuses on supporting people's ability to earn an income. Early recovery goes beyond livelihoods and encompasses other areas, such as the restoration of basic services, shelter, governance, security and rule of law, environment and social dimensions, including the reintegration of displaced populations. The United Nations Development Programme (UNDP) is the global lead for early recovery, and often sets up an early recovery cluster to manage the areas of early recovery that are not handled by the other clusters, such as livelihoods, infrastructure and other areas.

B. Review the scenario (5 mins)
Review what we know about the Hatuk scenario (participants should have prepared for this).

C. Review the tools (10 mins)
Make sure the members of your group have an overview of your sector, understand why it is important in emergencies and how coordination takes place (see boxes below for points to note for the different sectors). (Remember you just need to focus on your own sector – not all three.)

Explain that the first part of the task is to produce a gender-sensitive assessment of the situation. The second part will be to plan the gender-sensitive programme response. Their first task is to review various assessment tools produced by the Inter-Agency Standing Committee (IASC) for the sector. Share the tools from the 'Tools' section in this Annex OR the photocopies of original documents downloaded and prepared prior to the session. Participants should bear all these frameworks and checklists in mind as they go through the exercise. The tools consist of:

a. Sector-specific chapters from the IASC Gender Handbook in Humanitarian Action (2006) or the new updated handbook (forthcoming 2017) https://www.humanitarianresponse.info/ system/files/documents/files/Gender%20Handbook.pdf

b. IASC Gender Marker Tip Sheets: WASH, Food Security 2, Shelter https://www. humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english

c. IASC guidelines on GBV (2015) http://gbvguidelines.org/

D. Review a status report (5 mins)
The clusters have prepared 'status reports' for each sector. Hand your sector report to the group and ask them to review it.

Give out handout: 'Status report by sector'

E. Hold a focus group discussion (10 mins)
Tell the group that they now need to role-play a focus group discussion with a group of community members to find out people's main concerns with regard to issues pertaining to the sector.

• Three people have volunteered to be community group members. They need to represent men, women, young and old people, and people with disabilities.

• The rest of the group continues to play the role of the assessment team.

Give the community members the handout 'Focus group notes'. These are the points that they need to communicate to the assessment team.

The task of the assessment team is to find out the concerns of the community and to think in particular about how accessible and appropriate services are, issues of safety, dignity and workload, and construction and maintenance of facilities. They should use the tools available and note down the findings.

A note on disability: Disability affects every aspect of an individual's life as well as his or her family's life. Internally displaced persons with disabilities face heightened risks and protection issues. It is important to address their needs and concerns when designing and implementing training, guidelines, standards and indicators, accountability frameworks and data collection.

GBV alert regarding Shelter: Consider the specific protection concerns of women and girls, including overcrowding, absorption of girls and young women into extended families and women-headed households. Has everything been done to ensure that their risk of experiencing abuse in the context of creating safe shelter has been addressed? Have host families received sufficient support to reduce tensions? Are there safe spaces for women and girls?

F. Make observations around the community: hotspot activity (5 mins)
All members of the group now return to their roles as members of the assessment and planning team. They imagine they are walking around the community looking for areas of gender-related risk and need related to their sector. Hand the group the list of 'hotspot' issues they notice and ask them to review it.

Give out the handout: 'Hotspot activity'

G. Consult with a community member (10 mins)
On the walk around the community, the team meets a community member (details below). Decide who is playing the community member and hand out the relevant 'concerns' card to that person.

WASH
WASH – Community member Mahli is a pregnant 17-year-old whose home is flooded and whose parents and brothers are missing. She is staying in a crowded temporary shelter. They first need to let her know that everything they speak about will remain confidential. They then ask her appropriate questions so that she is able to express all of her concerns.

SHELTER
Shelter – Community member Yakni is a 55-year-old man and respected community leader.

LIVELIHOODS
Livelihoods – Community member Dina is a 34-year-old woman farmer and single head of household. The interviewers need to let her know that everything they speak about will remain confidential. They then ask her appropriate questions so that she is able to express all of her concerns.

Give the person playing the community member the handout: 'Community member concerns'

The group should decide on two interviewers and choose who is most appropriate to interview the community member. Ask them to do a role-play. As moderator, observe how the consultation is carried out. Note anything positive (e.g. dignity preserved, confidentiality assured, good listening skills, open questions) and anything that could be improved. Feed this back to those doing the role-play at the end of the exercise.

H. Write up cluster field notes (10 mins)
Ask the group to discuss their findings so far and to write them up as cluster field notes on a flip chart. They must consider the scenario notes, the status report, the focus group notes, what they observed in the community, and their consultation with the community member. Once they have finished, check through the completed field notes to see if they have missed any key issues (see possible responses below) and prompt them to identify any issues they have not included.

WASH

WASH – possible field notes
- There are not enough latrines and they are not divided equitably by sex. Current facilities do not address women's privacy and safety needs.
- Water is not readily and safely available to the elderly, people with physical disabilities or unaccompanied women and children.
- Women have additional water needs for cooking and personal hygiene, but these needs are not being met.
- Women are not attending the water and sanitation meetings because they do not have time.
- Hygiene supplies do not include necessary materials for women.
- Women report instances of rape and beatings at water points, which are guarded and maintained primarily by men.
- Latrines are not effectively monitored for cleanliness.

SHELTER

Shelter – possible field notes
- Speed of recovery is slow because of the lack of able-bodied persons to remove debris and allow for re-building.
- Assistance in reconstruction is provided through government grants, but the timing of the disbursements is not adequate. House-owners, especially single female-headed households, cannot finish the construction phase in time to receive the grants.
- There are safety issues in overcrowded and poorly lit temporary shelters, especially for women and girls.
- Bricks are traditionally made by women and there are problems with training men and boys on brick making.
- Community participation in decision making on shelter needs improvement.
- Assistance for shelter rehabilitation and distribution of shelter material is unequal.

LIVELIHOODS

Livelihoods – possible field notes
- When livelihoods are disrupted or lost in an emergency, it sometimes becomes necessary to sell assets or valuables in order to raise cash. This affects men and women differently.
- Women have had to assume agricultural duties that, prior to the crisis, had been done by men (specifically ploughing the fields).
- Families report having lost their crops in the flood, and some children have had to miss school to help with farming.
- Livelihoods assistance is offered to men only, as men are the income-earners in this community.
- There are many barriers to women's participation, including distance, childcare, safety, time of day and reluctance to share information with strangers.

I. Review cluster's current programme plan (5 mins)
Look at the current plan of the cluster and give the information about the cluster described in the box below.

Give out the handout: 'Current cluster programme plan'

WASH

WASH – context
The assessment is now complete and the team returns to the Humanitarian Coordination Office for a programme planning meeting. They join a WASH cluster meeting that is being chaired by the UNICEF Programme Coordinator. They listen to the cluster's current programme plan for WASH. They are asked to help the group review this plan in the light of the new information they have gathered during their gender assessment of Hatuk. The Programme Coordinator emphasizes that they need to make this programme work equally well for women, girls, men and boys.

SHELTER

Shelter – context
The assessment is now complete and the team returns to the Humanitarian Coordination Office for a programme planning meeting. They join a Livelihoods cluster meeting that is being chaired by the IFRC (disasters caused by natural hazards) and UNHCR (conflict situations). They listen to the cluster's current programme plan for Shelter. They are asked to help the group review this plan in the light of the new information they have gathered during their gender assessment of Hatuk. The cluster leads emphasize that they need to make this programme work equally well for women, girls, men and boys.

LIVELIHOODS

Livelihoods – context
The assessment is now complete and the team returns to the Humanitarian Coordination Office for a programme planning meeting. They join a Livelihoods cluster meeting that is being chaired by the UNDP Early Recovery Lead. They listen to the cluster's current programme plan for Livelihoods. They are asked to help the group review this plan in the light of the new information they have gathered during their gender assessment of Hatuk. The Early Recovery lead emphasizes that they need to make this programme work equally well for women, girls, men and boys.

J. Review case studies (5 mins)
Before the group makes suggestions for improving the plan, the Programme Coordinator suggests that the group reviews two case studies. They provide examples of the importance of successful gender-sensitive programming, which will help the work of this cluster. Hand out the two case studies and ask the group to review them.

Give out the handout: 'Case studies'

If time is short you could skip the case study review.

K. Identify issues and options for improving the cluster programme plan (10 mins)
Based on all the information they have gathered, the group now needs to identify any concerns they have with the cluster's current programme plan so that it can better reflect the needs of women, girls, men and boys.

Ask them to critique the plan and note on a flip chart any issues that need to be addressed by the cluster (issues rather than activities, as activities will be identified in the next section).

Once they have finished, prompt them to come up with any issues they have missed. They need to cover the following issues:

WASH

WASH – issues
- Address the specific hygiene needs of women in regard to water allocation and access to personal supplies. Women require privacy and specific materials due to menstruation.
- Address the need for separate, clean latrines and bathing facilities for women and men. This will foster privacy and encourage equal latrine use by all people.
- Consider safety and distance issues when it comes to water access. Water points must be maintained by male and female members of the community and at locations that are a safe and reasonable distance away.
- Ensure that your programme minimizes vulnerability to gender-based violence. The safe drinking water and proper sanitation and hygiene practices included in the GBV WASH checklist are critical to reduce vulnerability to GBV.
- Address issues related to setting up water and sanitation community committees. The equal and active participation of women and men is essential for building local capacity and a sense of ownership. Safety concerns must be listened to continually.

SHELTER

Shelter – issues
- Ensure that both women and men of all ages participate in decision making discussions on shelter issues.
- Address the issue of safety in overcrowded temporary shelters.
- Ensure that the programme plan does not rely on gender-specific roles in the material production supply chain.
- Consider the need for psychological or grief counselling in the rebuilding of lives and homes.
- Institute and enforce a requirement that both men and women must learn how to make bricks. Distribute shelter materials equally to all families, including single female-headed households.

LIVELIHOODS

Livelihoods – issues
- Address the problem of post-emergency stray animals in the region.
- Ensure women's participation in all livelihoods programming meetings; for example, hold women-only meetings near their homes, offer childcare and allow flexibility in meeting locations and times.
- Address how information about livelihoods opportunities flows to women and adolescents, especially targeting female-headed households and female adolescents.
- Restore or provide financial services to meet the different needs of women and men.
- Address the specific livelihoods needs of women and men, taking into consideration changing gender roles and responsibilities.
- Address the issues of agricultural land ownership and distribution, including women's property and inheritance rights.

L. Revised programme plan (10 mins)
Ask the group to draft a revised programme plan. This should include specific activities that need to be taken forward. After they have finished, prompt them to come up with any ideas they have missed/ gaps, or just add in some ideas to embellish what they have drafted. Their list of activities should look something like the following:

WASH

WASH – examples
- Distribute hygiene supplies two times per week. Ensure that hygiene supplies contain specific materials to meet the hygiene needs of women and that privacy is available.
- Ensure that water collection and distribution is monitored by trained community groups that include women and men.
- Construct latrines and water points based on locally agreed recommendations and Sphere standards.
- Provide separate latrines and bathing facilities for women, men and children based on the proportion of women, men and children in the population. Set up a programme to ensure that the facilities are cleaned regularly.
- Ensure water points are situated a safe and reasonable distance away so that children can attend school.
- Develop programmes for provision of safe drinking water and proper sanitation and hygiene practices that reduce vulnerability to GBV.
- Institute a community-centred plan to ensure equal and active participation of men and women in community committees on water and sanitation.
- Integrate a hygiene promotion sensitization programme and ensure that a monitoring system is in place to monitor cleanliness of sanitary infrastructure and understanding of key messages around hygiene promotion.

SHELTER

Shelter – examples
- Develop a plan to provide children with play areas and access to schools and other educational facilities and provide congregation points for women.
- Provide culturally sensitive construction training, including brick-making as appropriate, to women, men and male and female adolescents in the affected community.
- Facilitate discussion groups in the village to encourage the community to come up with their own shelter priorities, identifying and agreeing on different options for short-term and longer-term solutions rather than imposing pre-defined solutions.
- Develop a plan for income generation with women from the community to decrease the likelihood of them having to exchange sex for goods.
- Ensure that all groups, including the elderly, are involved in decision making processes on shelter issues.
- Address the issue of safety in overcrowded temporary shelters, especially for women and girls.
- Provide psychological or grief counselling in the rebuilding of lives and homes.
- Distribute shelter materials equally to families, including single female-headed households.

LIVELIHOODS

Livelihoods – examples
- Conduct a needs assessment of lost assets as a result of the disaster.
- Provide livestock and other livelihoods support to affected families.
- Establish community committees and ensure participation by men and women so that the delivery of livelihoods assistance is provided in a manner that reflects the particular needs of both genders.
- Provide livelihoods assets, such as ploughs and other tools, on loan, on an as-needed basis through a voucher system.
- Develop interventions to assist farmers in diversifying their economic activities based on market demand.
- Set up short-term cash-for-work activities targeting male adolescents in school rebuilding projects.
- Conduct a market assessment to identify economic and employment opportunities and ensure that programme plans reflect market demand.
- Ensure that training on alternate income-generating strategies based on a rapid market assessment is offered to men and women at times that are convenient for both.
- Hold community meetings near women's homes, offer childcare and allow flexibility in meeting locations and times to ensure women's participation in all livelihoods programming. Consider separate meetings for men and women if necessary to encourage women's full participation.
- Develop a communication plan which ensures that women and adolescents receive information on livelihoods opportunities.
- Conduct an assessment of agricultural land ownership and distribution, including women's property and inheritance rights.

M. Monitor and evaluate (5 mins)

Explain to the group that now they have identified specific activities based on their analysis of gender WASH issues, they need to consider how they will monitor and measure results. Hand out a list of four possible programme activities.

Give out the handout: 'Possible programme activities'

These should be roughly in line with the plan the group has devised. Ask the group to devise some indicators for assessing their impact.

Below are some suggested indicators. Work with the group to guide them in refining their indicators along the lines of the following.

WASH

WASH – indicators
- At least 95% of women are able to collect water without risk of violence.
- At least 95% of women, girls, men and boys know the importance of good hygiene and use the hygiene supplies appropriately.
- At least 95% of girls and women of reproductive age are able to receive adequate and appropriate menstruation supplies regularly.
- At least 95% of latrines have locks and doors/walls from roof to floor to ensure privacy.

SHELTER

Shelter – indicators
- Double the current number of police and security staff are patrolling camps.
- At least 50% of people who suffered loss and indicated a desire for emotional support have access to programmes that assist their emotional healing.
- At least 75% of men and women receive some training in the activities required to rebuild structures, including brick-making and roof-laying.
- At least 50% of land is cleared for building within three weeks. Construction materials have been checked and stockpiled for re-use in permanent shelters.

LIVELIHOODS

Livelihoods – indicators
- At least 95% of female farmers receive financial assistance information equal to male farmers.
- Land and property rights assessment identifies key gaps and challenges for equal ownership by women.
- 50%of microfinance loans target women clients.
- The proportion of women trainees equals the proportion of women engaged in farming activities.

N. Key ideas to take away (5 mins)
Congratulate the group and thank them for their participation. They have carried out a gender-sensitive assessment, used it to plan a gender-sensitive programme, and have developed gender-sensitive indicators to monitor its results. The implementation of the plan can now be monitored closely by the cluster, and revisions made as necessary. They now have a system in place which will support equal and safe access to water, sanitation and hygiene facilities for women, girls, men and boys.

Give out handout: 'Key takeaways'

Ask whether participants wish to add anything to this list.

After the simulation: group reflection (15 mins)
Ask the group to discuss:
- the most important or interesting things they learned from this exercise;
- how useful and practical they found the tools such as the gender handbook;
- what they observed about how leadership was displayed – e.g. what leadership roles were taken on by whom, how leadership emerged and changed during the exercise, and what leadership roles they chose to take on themselves, if any. Any lessons?

Create a flip chart for the group, listing key insights and new information that they learned from the experience.

2. WASH handouts

One copy of this section is for the WASH moderator. Cut the following pages in order to hand out to participants separately on slips of paper.

WASH handout: Status report	WASH HANDOUTS

WASH issues status report
- Water supply has been contaminated, and there is little access to clean water.
- Flooding has destroyed latrines and new latrines are needed.
- People have to walk long distances to collect clean water, exposing them to risks.
- Women and girls must travel a long way from the camps to bathe and use the toilets. This raises protection concerns.
- The lack of clean water for washing undergarments is contributing to the spread of bacteria.

WASH handout: Focus group notes	WASH HANDOUTS

WASH issues focus group responses
- Men work in town during the day, while women and children must travel long distances several times each day to collect water for their families. This is time-consuming and increases their risk of sexual assault.
- There are not enough latrines and no locks on the existing ones. The latrines are also dirty and there is no plan in place for cleaning them. The latrines only have half doors (i.e. head height), and this offers little privacy.
- The community needs training in the construction of new latrines.
- Many people, particularly women and the elderly, do not feel safe in the camp setting and are not using the latrines or bathing facilities.

WASH handout: Hotspot activity	WASH HANDOUTS

Hotspots
The team notices the following concerns as they walk around the community.
- *Bathrooms:* Women and men do not have separate bathing facilities.
- *A huddled mass of people:* The temporary shelters are overcrowded and do not offer enough privacy.
- *There is a water point in the distance:* The water-gathering area is far and in a dangerous location, exposing women, girls and others to physical or sexual assault.
- *Mahli's round belly:* Mahli appears to be pregnant. Pregnant women may have special needs related to WASH issues.
- *A box of hygiene supplies:* The sanitary kits distributed in the community do not contain enough suitable menstruation supplies.
- *An elderly woman with physical disability:* Older people and those with physical disabilities find it difficult to reach water-gathering areas.

WASH handout: Community member – Mahli's concerns	WASH HANDOUTS

Mahli's concerns

Mahli is a pregnant 17-year-old girl whose home is flooded and whose parents and brothers are missing. She is staying in a crowded temporary shelter. She is very keen to talk to the assessment team to explain her concerns.

- She has just received word that her parents and brother are alive and okay. They are stranded in a nearby village because the bridge has washed away, but will soon be reunited with them. She is very happy and relieved.
- She would like to attend the water meetings, but does not have time.
- The water source is far away and many women feel unsafe when walking there and while getting water. Women need water for many reasons, including bathing, cooking and caring for children and the elderly. But the water point is controlled by men who may not understand what we need, and they may argue with us and not give us enough water. She has heard of women being beaten at the water point. Some women have also been asked to perform sexual acts in exchange for more water.
- She says women don't have any of the things they are used to having. The hygiene supplies only have toothpaste and soap, nothing for women to use during menstruation. Most women and girls are doing without those supplies and it is embarrassing, especially when washing our soiled clothes in public – everyone can see. Some women must stay home during menstruation and so they miss work or school. It would help a lot to have those supplies.
- There are not enough latrines for everyone. She knows some girls who will not use them if there are any men around. And the latrines are so dirty. Men can use the fields if they cannot find latrines, but women do not have privacy or feel safe using the fields. Sometimes girls urinate outside or even in a corner of the shelter. Some are worried that they will get a disease or worse.
- At a certain point Mahli says she has to leave as she needs to get water while it is still light.

WASH handout: Current programme plan	WASH HANDOUTS

WASH issues focus group responses

- Distribute hygiene supplies two times per week.
- Mark strategic places for communal water storage within the camp.
- Construct latrines, handwashing and bathing facilities based on locally agreed recommendations and Sphere standards.

WASH handout: Case studies

Case study 1: Gender mainstreaming in community-based flood risk management, Bangladesh
In early 2004 in a flood-prone area of Bangladesh, several agencies undertook a project using a community-based information system to reduce flood vulnerability, and used gender mainstreaming to identify best practices regarding flood preparedness, information dissemination, vulnerability and risk reduction.

The process began with a sensitization meeting at a local government institute with the participation of local NGOs to identify men's and women's needs. The team also used interviews, questionnaires, focus groups and open-ended discussions to identify specific needs. The research led to new ways of communicating flood information and establishing river flow danger levels for every village.

The team produced flood warnings in the local language using different media, including posters, photographs and audio tapes; the process both strengthened local institutions and gave community members, particularly illiterate people, important information on activities such as evacuating cattle, crop and emergency food preparedness and organizing boats for evacuation.

In the 2004 flood, men and women in the community studied benefited greatly from new mechanisms, such as a flag network, microphones in mosques and drum-beating. Timely messages addressing the concerns of local women helped them better prepare for floods. One woman said: 'I can store dry food, my poultry, shift my paddy and raise my plinth level if I understand the language of the forecast'.

Case study 2: Gender equality and access to water and sanitation, Nicaragua
In 1998, Hurricane Mitch hit Nicaragua, leaving more than 4,000 people dead. In the aftermath, many rural communities faced a double tragedy of drought and high contamination levels of scarce water sources. The transport, use and management of water resources, as well as sanitation activities, were considered the responsibility of women and children, and there were no mechanisms that supported gender equality to accomplish these tasks or social recognition of the problems the women and children faced as they conducted these activities.

In response, development professionals worked with communities to build latrines and new water systems to improve water access for 17,000 people in 45 communities, while also improving local understanding of water rights and issues.

The team identified gender inequalities that needed to be addressed to ensure community participation and improve the project's sustainability. Promoters of the project, both women and men, lived in the community three days each week to gain the trust of all community members. They also recorded relevant gender inequalities and held gender sensitization workshops to teach men and women the importance of their participation in planning, directing, constructing and administering water systems.

After three sessions (one for women only, one for men only, and one mixed), men's perceptions about the management and use of water began to change. For example, more than 85% of male participants came to understand that handmade wells may not be secure sources of potable drinking water, and understood the benefits of certain actions for men and women alike.

The programme increased women's participation. For example, more than 70% of the membership of elected committees was female and whereas before they had mostly been men. It also increased educational awareness, and discussions about gender roles, self-esteem, rights and commitments benefited women directly. The project helped community members recognize that access to water is a human right that should be attainable by all men, women and children in equal conditions and opportunities.

WASH handout: Possible programme activities **WASH HANDOUTS**

Possible programme activities (for M&E exercise)
1. Install additional water points with equal participation of women and men of all ages, and consider the locations carefully.
2. Organize training on sanitation and hygiene.
3. Provide sanitary napkins or sanitary cloths (in dark colours) depending on local hygiene customs.
4. Ensure safe and private access to latrines for women, girls, men and boys.

WASH handout: Key takeaways **WASH HANDOUTS**

Gender and WASH – key ideas to take away
- In many cultures, the responsibility for collecting water falls to women and children, especially girls. We must recognize this central role of women in managing water, sanitation and hygiene, and ensure their participation in assessment, project planning and M&E.
- Water points and sanitary facilities should be as close as possible to shelters to reduce the time spent collecting water and the associated risk of violence.
- It is important to understand and incorporate the specific sanitary needs of women and girls when designing sanitation facilities and programmes. This is also important in promoting dignity more broadly.
- Failing to involve key stakeholders such as women and children in programme design can result in facilities that go unused or are used incorrectly. This can put whole communities at risk of epidemic disease outbreaks.

3. Shelter handouts

One copy of this section is for the shelter moderator. Cut the following pages in order to hand out separately to participants on slips of paper.

Shelter handout: Status report	SHELTER HANDOUTS

Shelter issues status report
- Many in the community have lost their homes and do not have access to shelter.
- Some sections of the schools are being used as temporary shelters.
- The majority of displaced families sleep under difficult conditions in the open air without covers or mattresses.
- Families have been separated and have to share shelter with strangers.
- Many of the displaced population have lost their identification cards and other important documents, such as land deeds.
- Grants received for repairs, rebuilding and reconstruction of shelter are inadequate.

Shelter handout: Focus group notes	SHELTER HANDOUTS

Shelter issues status report
- There have been reports of elderly women losing their support network of family members in the flood. In some cases, the family house has been totally destroyed and there are few if any personal possessions remaining.
- Mothers are concerned that without adequate shelter, within a few weeks the youngest children will get bronchitis or possibly pneumonia.
- In temporary camps, maintaining fire safety, privacy and hygiene standards may become a challenge due to overcrowding and cooking with firewood.
- There are reports of informal sources of income being lost, along with homes.
- Young women report feeling like a 'burden' on their families, especially when residing with extended family members.
- Some families have the skills and supplies to begin rebuilding their homes, but many need financial assistance and training.

Shelter handout: Hotspot activity	SHELTER HANDOUTS

Hotspot interactivity:

Piles of brick and rubble
The storm left a path of destruction that will have to be cleared. Specific materials must be selected for potential re-use before rebuilding can take place. It is important to consult with experts about handling destroyed materials because of possible safety concerns (e.g. asbestos).

Crowded temporary shelter
The temporary camp shelter is overcrowded, which may be causing tensions among people that could lead to violence. The shelter has areas that may not be safe for all people.

People staying in destroyed homes
For some, the fear of leaving what they know is paralyzing. They may fear losing their homes and possessions to squatters and looters. They may also be fearful of being resettled far from their livelihood activities.

Woman attending to the making of bricks
Only women seem to be making the bricks in this community.

Shelter handout: Community member Yakni's concerns	SHELTER HANDOUTS

Yakni's concerns
- You notice he has a physical disability and uses a cane for balance.
- Yakni wants everyone to have a safe shelter. He says they must rebuild the community even better than it was before, but it has been difficult. They need many people to help with the reconstruction effort. In Hatuk, women traditionally make the clay bricks we use for building houses. He knows that there are many single men who are in need of shelter but do not know how to make the sturdy bricks.
- He has been working with local authorities to get more assistance in rebuilding. But they still have so much rubble to clear away first, and there are not enough strong men and women to clear away such things. He knows that the elderly in our community are especially suffering due to not being able to clear their land. They also have a number of orphans – where do they go? They do not have safe places for them all.
- Progress is slow. For instance, his sister is one of the community's master brick-makers. She just lost her husband and is now mourning. She does not have time to teach the men her craft. She must quickly rebuild her house to standards in order to receive government assistance. She also feels unsafe in the temporary shelter because it is poorly lit.
- It has been difficult. Many people are frustrated. They need more bricks. He has asked the women brick-makers to train some of the boys and men, but it takes time to learn new skills. Women are busy with childcare and do not have time to rebuild their homes or train others on brick-making. Some people are receiving building materials and others are not. He thinks people would be coping better if we gave them the opportunity to make decisions about rebuilding our community as quickly as possible.
- You have no more time to talk to Yakni and encourage him to talk to more people in the community, including some of our brick-makers and other local experts. You explain that you have to attend a meeting now.

Shelter handout: Current programme plan	SHELTER HANDOUTS

Shelter cluster's current programme plan
- Develop a plan to provide children with play areas and access to schools and other educational facilities and provide congregation points for women.
- Provide construction training for members of the affected community.
- Facilitate discussion groups in the village to encourage the community to come up with their own shelter priorities, identifying and agreeing on different options for short-term and longer-term solutions rather than imposing pre-defined solutions.
- Develop a plan for income generation with women from the community to reduce the likelihood of them exchanging sex for goods.

| Shelter handout: Case studies | SHELTER HANDOUTS |

Case study 1: Job training for women on non-traditional livelihood activities related to reconstruction work, Sri Lanka
Women in traditional communities in Sri Lanka learned basic carpentry and masonry after the tsunami, and were employed as part of rebuilding programmes sponsored by humanitarian organizations. Eager to learn new skills, the training enabled them to handle 'do-it-yourself kits' in order to make furniture and repair damaged shelter components. In addition to the training, small cash grants allow local women's groups to identify safety upgrades in their communities (solar lanterns, safer cooking stoves).

Case study 2: Linking shelter to women's livelihoods, Indonesia
Using a household economy assessment tool, a number of aid agencies improved their ability to create programmes that meet both shelter and livelihoods needs. Because many female heads of households are vendors who need space for storage or to grow crops, a group of agencies provided such women with small cash packages for them to pay a local person they trust to rebuild houses destroyed in the disaster and/or help cover the costs of starting a small home business.

Case study 3: Facilitating meaningful participation of women and vulnerable groups, Indonesia
In response to an earthquake, one organization found that although it was important for women and men to have an equal voice in planning and response efforts, the process before the earthquake had been a top-down government-led system in which any community input came from men. To respond to this shortcoming, after the earthquake, the organization used a bottom-up process to create a shelter project that responded to community-driven needs and made sure that women comprised at least 40% of those participating in identifying the activities for funding.

Case study 4: Shelter community (including female) participation, South Sudan
In 2007, as part of the efforts to assist people returning to Mabaan in the eastern part of South Sudan, one aid organization used community-based meetings to select non-food items for distribution as an opportunity to expand community participation on shelter construction as well. With a particular emphasis on measures to ensure full participation by women, the organization used the discussions to solicit community input on a wide range of issues related to shelter, including livelihood needs that affect shelter design and the traditional roles of men and women in constructing homes. For example, the meetings revealed that while men contribute to the initial framing of the house, women undertake much of the construction, including the skilled work of mudding and finishing the traditional *tukuls*. Through these meetings, the community's input significantly influenced the organization's proposed plan for shelter design.

| Shelter handout: Possible programme activities | SHELTER HANDOUTS |

- Hire additional security staff to patrol camps.
- Institute sensitivity sessions run by local practitioners for those who have lost their houses, tailored to those without the skills or physical ability to rebuild on their own.
- Develop training sessions on the necessary skills required for successful rebuilding efforts, honouring cultural norms but encouraging equal access if possible.
- Enable community mechanisms that assist the work of women, girls, men and boys to help clear their neighbours' land of rubble; provide technical and quality control support.

Shelter handout: Key takeaways	SHELTER HANDOUTS

- Assist the community in identifying specific shelter needs of women, girls, men and boys and ensure that these needs are prioritized and met.
- Encourage the development of a community support system for people with specific needs in terms of shelter construction. Ensure that women and adolescent girls and boys participate meaningfully in the process.
- Work with the community to identify skilled women and men and adolescent girls and boys (from the host community and the affected community) who can support shelter construction.
- Monitor women's effective participation in decision making on shelter and be sure that their needs are discussed and met.
- Ensure that consultations on specific needs include women and men of different age groups and backgrounds.

4. Livelihoods handouts

One copy of this section is for the livelihoods moderator. Cut the following pages in order to hand out to participants separately on slips of paper.

Livelihoods handout: Status report	LIVELIHOODS HANDOUTS

Livelihoods issues status report
- Many farms have been flooded, destroying crops and killing livestock. Seeds have washed away.
- Security concerns hinder the ability of the population to access productive resources.
- Many income-generating activities for women are no longer possible, and some men have also lost their livelihoods.
- Many families have been displaced and have lost all of their assets.
- Men and women are taking on new roles and responsibilities due to the loss of their spouses and other family members.
- Increased time spent collecting fuel and water reduces the amount of time women have for other productive activities.
- Women's and men's employment has been lost as a result of damage to businesses and factories, and self-employment initiatives have been hindered.

Livelihoods handout: Focus group notes	LIVELIHOODS HANDOUTS

Livelihoods issues focus group notes
- Some in the community feel that food-for-work programmes are being corrupted by local officials.
- Because money has lost value, more people are trading services or assets in order to fulfil basic needs.
- Children are spending more time than usual working on farms trying to support income-generating activities for the household and are not able to regularly attend school or extracurricular / psychosocial support activities.
- Due to injuries and loss of lives in the community, some men and women have to take on new job responsibilities without the proper skills.
- Men who have lost their spouses as a result of the floods report that they are struggling to take care of their children and perform household tasks because this was traditionally done by their wives.
- Economic losses have led to a shortage of cash for women and men.
- Newly widowed women are concerned for the safety and security of their families.
- Adolescent boys are joining cash-for-work schemes that are drawing them toward increased gang participation.
- Women and girls are exchanging sexual favours for food and basic needs.

Livelihoods handout: Hotspot activity	LIVELIHOODS HANDOUTS

Hotspot interactivity

A small child holding a large hoe
Dina's young children are working longer hours on the farm, which has limited their ability to attend school regularly.

Neighbour walking away with tools
A neighbour has bought many of Dina's tools. Dina is selling tools and other assets because she has an immediate need for cash.

Flooded crops
The crops are flooded. Extensive damage to crops has resulted in loss of income generation from the sale of surplus crops. The central markets have also been flooded, forcing vendors to sell their goods out of makeshift stalls.

Old plough stuck in mud
An old plough is stuck in the mud. Dina has had to take on new responsibilities since her husband died. She has limited knowledge about ploughing the fields.

Empty chicken coop or fenced-off area for goats
The livestock pen is empty. Dina's livestock has been raided, resulting in loss of income. Without her husband, Dina cannot properly secure her home and property.

Livelihoods handout: Community member Dina's concerns	LIVELIHOODS HANDOUTS

Dina's concerns
- Dina is concerned about her crops. They are the only way she can feed her family. Her children help, but the work is more than they can handle – and she wants them to go to school, not work the crops. Her neighbours cannot help her because they need to earn money for their own families.
- Dina's crops are mostly gone as a result of the flooding. She has some tools left, but has sold many of them because she needed money. She has sold all of her jewellery and has no seeds to plant.
- Her husband died six months ago and he used to be in charge of the fields. Now she has to do all the household work and has to take care of her family. She knows how to weave and sew, but her materials were lost during the flood. She has to plough the fields but does not know how.
- She has heard she would have to pay for the goats and chickens. She also heard that there is credit available to those affected by the floods, but is not sure if she can get it because her husband owned some land. She had to take care of the crops as well as the household and children, so has no time to attend meetings.
- The meetings are too far and take too much time. Sometimes she does not hear about them until it is too late. She might attend if she had transportation and someone could watch her children during the meeting. She also does not feel comfortable talking about her problems in front of strangers. If she could have small meetings with her neighbours close to home, and especially if the meetings could be only for women, she would attend.
- Dina explains that she has to go to finish what work she can before nightfall.

| Livelihoods handout: Current programme plan | **LIVELIHOODS HANDOUTS** |

Livelihoods cluster's current programme plan
- Conduct a needs assessment of lost assets as a result of the disaster.
- Provide livestock and other livelihoods support to affected families.
- Establish community committees to ensure that the delivery of livelihoods assistance is provided in a manner that reflects their particular needs.
- Provide livelihoods assets, such as ploughs and other tools, on loan, on an as-needed basis through a voucher system.
- Develop interventions to assist farmers in diversifying their economic activities based on market demand.
- Set up short-term cash-for-work activities targeting male adolescents in school rebuilding projects.
- Conduct a market assessment to identify economic and employment opportunities and ensure that programme plans reflect market demand.

| Livelihoods handout: Case studies | **LIVELIHOODS HANDOUTS** |

Case study 1: Build-back better by identifying obstacles faced by men and women, Democratic Republic of Congo (DRC)

The community recovery programme systematically adopted gender analysis to ensure equal representation of women and men as beneficiaries. As a result, young women learned basic literacy skills in a country where women's illiteracy is widespread. Improving women's literacy rates increased their economic options in the community.

Case study 2: Gender divisions of labour addressed equitably, Sierra Leone
According to a World Bank study in Sierra Leone, immediate post-conflict efforts to rehabilitate the agricultural sector were hindered by the use of a household approach, based on the needs expressed by household heads (typically men). Because women and men farm different types of crops, and therefore need different tools and seeds, humanitarian workers offered seeds to all adults, instead of via heads of households. This approach allowed women to obtain seeds for groundnuts (typically cultivated by women) with additional empowerment potential, as seeds are typically exchanged in petty trading.

Case study 3: Equal opportunity for women to participate in livelihoods training, Sri Lanka
In Sri Lanka, humanitarian workers required: all institutions providing credit for livelihood recovery to disburse at least 40% of payments to women applicants; all business training services to enrol at least 50% of participants as women; and rural cooperatives to have at least 50% women participants.

Case study 4: Job training for women resisted traditional gender divisions of labour, Gujarat, India
Women in traditional communities in Gujarat were trained as engineers and masons after the earthquake, and were employed as part of government-sponsored rebuilding programmes.

Case study 5: Ethnic diversity in cooperatives, post-genocide, Rwanda
Women's cooperatives supported by various international organizations in post-1994 Rwanda were composed of members of different ethnic groups, thereby providing a forum for reconciliation at the community level.

Livelihoods handout: 'Possible programme activities'	LIVELIHOODS HANDOUTS

Possible programme activities (for M&E exercise)
- Announce financial assistance opportunities for male and female farmers in places where both men and women receive information.
- Conduct an assessment of land and property rights for women and men.
- Ensure access to financial services for women and men for rebuilding and restoring livelihoods.
- Train women and men in new farming techniques.

Livelihoods handout: 'Key takeaways'	LIVELIHOODS HANDOUTS

Gender and livelihoods – key takeaways
- Involve women and men in planning and implementing all livelihoods programmes. Ensure that women and men have equal access to decision making, distribution and training.
- Consult with women to identify potential obstacles to their participation, such as the need for childcare services.
- Include women's productive assets as well as men's in asset replacement.
- Ensure that financial and credit services are available to women and men.
- Address the specific livelihoods needs of men and women, taking into consideration changing gender roles and responsibilities as a result of a disaster or conflict, and routinely collect and analyse sex- and age-disaggregated data on livelihoods interventions.
- Address issues of agricultural land ownership and distribution, including women's property and inheritance rights.

WASH tool 1: GBV and WASH checklist

Essential actions for reducing risk, promoting resilience and aiding recovery throughout the programme cycle.

ASSESSMENT, ANALYSIS AND PLANNING
Promote the **active participation of women, girls and other at-risk group**s in all WASH assessment processes: *especially assessments focusing on the location and design of water points, toilets, laundry, kitchen and bathing facilities.*

Investigate c**ommunity norms and practices** related to WASH that may increase the risk of GBV *e.g. responsibilities of women and girls for water collection, water storage, waste disposal, cleaning, and taking care of children's hygiene; management and maintenance of WASH facilities; etc.*

Assess the **level of participation and leadership of wome**n, adolescent girls and other at-risk groups in the design, construction and monitoring of WASH facilities *e.g. ratio of male/female WASH staff; participation in water management groups and water committees; etc.*

Analyse **physical safety of and access to WASH facilities** to identify associated risks of GBV *e.g. travel to and from WASH facilities; sex-segregated toilets; adequate lighting and privacy; accessibility features for persons with disabilities; etc.*

Assess **awareness of WASH staff** on basic issues related to gender, GBV, women's rights and human rights, social exclusion and sexuality *including knowledge of where survivors can report risk and access care; linkages between WASH programming and GBV risk reduction; etc.*

Review existing and proposed **community outreach materials** related to WASH to ensure that they include basic information about GBV risk reduction *(including where to report risk and how to access care).*

RESOURCE MOBILIZATION
Identify and pre-position WASH supplies that are culturally appropriate as well as age- and gender-appropriate, which can mitigate risks of GBV *e.g. sanitary supplies for menstruation; sturdy locks for toilets and bathing facilities; lights for toilets, laundry, kitchen and bathing facilities; hand pumps and water containers that are easy for women and girls to use; accessibility features for persons with disabilities; etc.*

Develop proposals for WASH programmes that reflect awareness of GBV risks for the affected population and strategies for reducing these risks.

Prepare and provide training for government, WASH staff and community WASH groups on the safe design and construction of WASH facilities that can mitigate the risks of GBV.

Target women for job skills training on operation and maintenance of water supply and sanitation, particularly in technical and managerial roles, to ensure their involvement in decision making processes.

IMPLEMENTATION

Programming
Involve women and other at-risk groups as staff and leaders in the siting, design, construction and maintenance of water and sanitation facilities and in hygiene promotion activities *(with due caution where this poses a potential security risk or increases the risk of GBV).*

Implement strategies that increase the availability and accessibility of water for women, girls and other at-risk groups *(e.g. follow Sphere standards for placement of water points; establish ration schedules in collaboration with women, girls and other at-risk groups; work with host communities to reduce tension over shared water resources, etc.).*

Implement strategies that maximize the safety, privacy and dignity of WASH facilities *(e.g. location of facilities; safety patrols along paths; adequate lighting and privacy; sturdy internal locks; sex-segregated facilities; sufficient numbers of facilities based on population demographics, etc.).*

Ensure dignified access to hygiene-related materials *(e.g. sanitary supplies for women and girls of reproductive age; washing facilities that allow laundry of menstrual cloths; proper disposal of sanitary napkins, etc.).*

Policies
Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of WASH programmes *(e.g. standards for equal employment of females; procedures and protocols for sharing protected or confidential information about GBV incidents; agency procedures to report, investigate and take disciplinary action in case of sexual exploitation and abuse, etc.).*

Advocate for the integration of GBV risk-reduction strategies into national and local policies and plans related to WASH, and allocate funding for sustainability *(e.g. address discriminatory practices hindering women and other at-risk groups from safe participation in the WASH sector).*

Communications and information sharing
Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure that WASH staff have the basic skills to provide survivors with information on where they can obtain support.

Ensure that WASH programmes sharing information about reports of GBV within the WASH sector or with partners in the larger humanitarian community abide by safety and ethical standards *(e.g. shared information does not reveal the identity of or pose a security risk to individual survivors, their families or the broader community).*

Incorporate GBV messages (including where to report risk and how to access care) into hygiene promotion and other WASH-related community outreach activities, using multiple formats to ensure accessibility.

COORDINATION
Undertake coordination with other sectors to address GBV risks and ensure protection for women, girls and other at-risk groups.

Seek out the GBV coordination mechanism for support and guidance and, whenever possible, assign a WASH focal point to regularly participate in GBV coordination meetings.

MONITORING AND EVALUATION
Identify, collect and analyse a core set of indicators (disaggregated by sex, age, disability and other relevant vulnerability factors) to monitor GBV risk-reduction activities throughout the programme cycle.

Evaluate such activities by measuring programme outcomes (including potential adverse effects) and using the data to inform decision making and ensure accountability.

Source: IASC (2015) Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action. p 281a http://gbvguidelines.org/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines_lo-res.pdf

WASH Tool 2: Tip Sheet

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY WASH INTERVENTIONS?

During conflict and natural disasters, women, girls, men and boys face different risks and are affected in different ways. Humanitarian actors should understand these differences and ensure that services and aid delivered assist all segments of the population and do not put some at risk. Beyond the obvious importance of meeting basic sanitation needs and preventing disease, access to adequate and appropriate WASH facilities plays an important role in the protection and dignity of displaced individuals, particularly girls and women. Providing water and sanitation facilities alone will not guarantee their optimal use nor will it necessarily improve public health. Only a gender- and age-sensitive, participatory approach at all stages of a project can help ensure that an adequate and efficient service is provided. In order for a WASH project to have a positive impact on public health, women, girls, men and boys of all ages must be equally involved in project design.

Projects that analyse and take into consideration the needs, priorities and capacities of women as well as men are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2-0 scale, whether or not a humanitarian project is designed to ensure that women and girls and men and boys will benefit equally from it, and that it will contribute to increasing gender equality.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A needs assessment is the essential first step in providing emergency WASH programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify any gender gaps, such as unequal access to WASH services for women and girls and men and boys, which need to be addressed. These should be integrated into **activities**. The project's **outcomes** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN WASH PROJECT NEEDS ASSESSMENTS

- What are the roles of women, girls, men and boys in collecting, handling, managing, storing and treating water?
- Do women and men have equal access to decision forums such as community WASH committees?
- What are the protection risks for women, girls, men and boys related to water and sanitation? What is needed to ensure that access to and use of water points, toilets and bathing facilities is safe, especially for girls and women?
- Are water points, toilets and bathing facilities located and designed to ensure privacy and security?
- Which groups require specific support or arrangements to ensure they have adequate, dignified access to water, sanitation and hygiene? (E.g. the elderly, people with disabilities, people living with HIV.)
- Are the physical designs for water points and toilets appropriate to the number and needs of women, girls, men and boys who will use them?

GENDER IN WASH PROJECT ACTIVITIES

- Organize single-sex focus group discussions to involve women, girls, men and boys equally in choosing the location and design of latrines and bathing facilities.
- In response to consultations (above), design separate, well-lit and lockable (from the inside) latrines and bathing facilities for females and males.
- Design hygiene promotion activities that target women and men.
- Provide on-the-job training for women and men in construction, operation, and maintenance of all types of water and sanitation facilities, including wells, pumps, water storage, treatment, water quality monitoring, distribution systems, toilets, and bathing facilities.

GENDER IN WASH PROJECT OUTCOMES
- Decision making and responsibility for water and sanitation are being shared equally by beneficiary women and men.
- Safety of WASH facilities has been enhanced: peer monitors report a decrease in rape and sexual violence and harassment against women and girls or boys and men using or travelling to and from WASH facilities since the launch of the project.
- Evidence of routine handwashing by women, girls, men and boys.
- (Number) NGO implementing teams have demonstrated greater capacity to integrate gender issues into WASH emergency response and preparedness (% male / female trainees).

DESIGNING MINIMUM GENDER COMMITMENTS FOR WASH

In order to translate the cluster and organizational commitments to gender-responsive WASH projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and / or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic, and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organization. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and / or organization's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The ADAPT and ACT-C Gender Equality Framework (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender-integrated project, and can be a useful reference in designing minimum gender commitments. The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:

1. ANALYSE the impact of the crisis on women, girls, men and boys and what this entails in terms of division of tasks / labour, workload and access to WASH services.
2. Take specific ACTION to prevent risks of GBV, consulting girls and women at all stages of the WASH project, particularly about the location and design of water points, showers and toilets in order to reduce time spent waiting and collecting water and to mitigate the risk of violence. Ensure that evaluation and translation teams include female staff.
3. Ensure that women, men, boys, and girls PARTICIPATE equally in the design, implementation, monitoring and evaluation of humanitarian WASH response; encourage an equal representation of women and men in the committees and in training so that all users have equal mastery of WASH facilities. Involve boys and men in hygiene maintenance and in hygiene programmes.
4. Ensure that women, men, boys, and girls can ACCESS WASH services equally; separate the blocks of latrines and showers respecting a ratio of six latrines and shower stalls for women to four for men; doors should be lockable from the inside; female and male facilities are indicated by a pictogram.
5. Based on the gender analysis, make sure that women, girls, boys, and men are TARGETED with specific actions when appropriate; respond to the specific hygiene needs of menstruating girls and women by building special washing facilities and providing female hygiene kits.

WASH Gender Marker Tip Sheet

Sample activities	Sample indicators
The needs analysis done at the beginning of the project analyses gendered division of tasks around water, sanitation and hygiene to inform programming.	Needs analysis – including gender analysis – report for [district] prepared by [date]
Consultations are conducted with equal numbers of women and men to understand both groups' needs and capabilities.	[Representative %] of the people consulted for the rehabilitation of water sources in [district] are women.

Sample activities	Sample indicators
Carry out spot checks to assess women's, girls', boys' and men's perceptions of safe access to WASH facilities.	[Number] spot checks are carried out at the [name] camp in [year] with equal number of female and male respondents.
Set up lighting around latrines to provide safe passage and use.	100% of latrines in [name] camp have outdoor lighting by [date].

Sample activities	Sample indicators
Establish local water committee with an equal number of women and men.	[Representative %] of members on the local water committee in [name] camp are women.
Hold hygiene maintenance sensitization meetings with boys and men.	% of total number of focus group discussions on hygiene promotion organized for and attended by male adolescents and men.

Sample activity	Sample indicator
Separate female and male public showers and toilets and identify facilities for female and male use with a pictogram.	Number (disaggregated by sex) of latrine and shower blocks lockable from the inside and have an identifying (male or female) pictogram.

Sample activity	Sample indicator
Provide appropriate sanitary supplies to girls so they can attend school and fully participate in class.	Sanitary supplies distributed to 100% of girls aged 12-18 years in [district] in [month and year].

Source: WASH Gender Marker Tip Sheet (2012) https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english

Shelter tool 1: GBV and shelter checklist

Essential actions for reducing risk, promoting resilience and aiding recovery throughout the programme cycle

ASSESSMENT, ANALYSIS AND PLANNING

Promote **the active participation of women, girls and other at-risk groups** in all shelter, settlement and recovery (SS&R) assessment processes.

Assess the **level of participation and leadership of women, adolescent girls and other at-risk groups** in all aspects of SS&R programming (e.g. ratio of male/female SS&R staff; participation in committees related to SS&R; etc.).

Assess **shelter design and safety** to identify associated risks of GBV (e.g. overcrowding; location of shelter; partitions for privacy; locks and lighting; cost of rent; accessibility features for persons with disabilities; etc.).

Assess whether shelters **maintain family and community links while still maintaining privacy** (e.g. assess if females are forced to share shelter with males who are not family members).

Analyse GBV **risks associated with the distribution of SS&R assistance and non-food items** (e.g. sexual exploitation or forced and/or coerced prostitution in exchange for shelter materials; cash for rent; work vouchers; etc.).

Assess **awareness of SS&R staff on basic issues** related to gender, GBV, women's rights and human rights, social exclusion and sexuality (including knowledge of where survivors can report risk and access care; linkages between SS&R programming and GBV risk reduction; etc.).

Review existing and proposed **community outreach materials** related to SS&R to ensure that they include basic information about GBV risk reduction (including where to report risk and how to access care).

RESOURCE MOBILIZATION

Identify and pre-position supplies for SS&R that are culturally appropriate as well as age- and gender-appropriate and can mitigate risks of GBV (e.g. sheets for partitions; doors; locks; accessibility features for persons with disabilities; etc.).

Develop proposals that reflect awareness of GBV risks for the affected population related to SS&R assistance (e.g. heightened risk of trading sex or other favours in exchange for shelter materials; construction and / or rent; increased risk of sexual violence in cramped quarters or quarters that lack privacy; etc.).

Prepare and provide training for government, SS&R staff and community SS&R groups on the safe design and implementation of SS&R programmes that mitigate the risks of GBV.

IMPLEMENTATION

Programming

Involve women and other at-risk groups as staff and leaders in the design and implementation of SS&R programming (with due caution where this poses a potential security risk or increases the risk of GBV).

Prioritize GBV risk reduction in the allocation of shelter materials and in shelter construction (e.g. implement Sphere standards for space and density; provide temporary housing for those at risk of GBV; designate certain spaces as women-friendly, child-friendly and adolescent-friendly; etc.).

Ensure equal and impartial distribution of SS&R-related non-food items (NFIs) (e.g. establish clear, consistent and transparent distribution systems; ensure that at-risk groups have the same access to NFIs; etc.).

Distribute cooking sets and design cooking facilities that reduce consumption of cooking fuel, which in turn reduces the need to seek fuel in unsafe areas.

Advocate for the integration of GBV risk-reduction strategies into national and local policies and plans related to SS&R, and allocate funding for sustainability (e.g. address discriminatory practices hindering women, girls and other at-risk groups from safe participation in the SS&R sector; consider the construction of women-friendly, child-friendly and adolescent-friendly spaces and safe shelter from the onset of an emergency; etc.).

Communications and information sharing

Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure that SS&R staff have the basic skills to provide survivors with information on where they can obtain support.

Ensure that SS&R programmes sharing information about reports of GBV within the SS&R sector or with partners in the larger humanitarian community abide by safety and ethical standards (e.g. shared information does not reveal the identity of or pose a security risk to individual survivors, their families or the broader community).

Incorporate GBV messages (including where to report risk and how to access care) into SS&R-related community outreach and awareness-raising activities, using multiple formats to ensure accessibility.

COORDINATION

Undertake coordination with other sectors to address GBV risks and ensure protection for women, girls and other at-risk groups.

Seek out the GBV coordination mechanism for support and guidance and, whenever possible, assign an SS&R focal point to regularly participate in GBV coordination meetings.

MONITORING AND EVALUATION

Identify, collect and analyse a core set of indicators (disaggregated by sex, age, disability and other relevant vulnerability factors) to monitor GBV risk-reduction activities throughout the programme cycle. Evaluate such activities by measuring programme outcomes (including potential adverse effects) and using the data to inform decision making and ensure accountability.

Source: IASC Guidelines for Integrating Gender-based violence Interventions in Humanitarian Action (2015) p. 263a
http://gbvguidelines.org/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines_lo-res.pdf

Shelter tool 2: Tip Sheet

Shelter and non-food items (NFIs)

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY SHELTER AND NFI INTERVENTIONS?
In an emergency where populations have been displaced or where houses have been destroyed, shelter is especially important for safety, protection and dignity and to sustain family and community life. The provision of shelter meets one of the basic survival needs of women, girls, men and boys and can strengthen protection in a physical sense. In situations of displacement, there is always loss of personal property; very often people flee with little more than the clothes they are wearing. In addition to food, people affected by crises need basic life-saving NFIs for their survival, including blankets, sleeping mats, plastic sheeting, clothes and shoes, kitchen and hygiene kits. However, providing shelter or shelter materials and NFIs will not automatically guarantee the optimal protection or a positive impact on individuals or on the affected population. A gender- and age-sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for a shelter and/or NFI project to have a positive impact, women, girls, men and boys of all ages must be involved equally in the process.

Projects that analyse and take into consideration the needs, priorities and capacities of women and men are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2-0 scale, whether or not a humanitarian project is designed to ensure that women and girls and men and boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **needs assessment** is the essential first step in providing emergency shelter and NFI programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify any gender gaps, such as unequal access to shelter and NFIs, for women and girls and men and boys, which need to be addressed. These should be integrated into **activities**. The project's **outcomes** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN SHELTER AND NFI PROJECT NEEDS ASSESSMENTS
• What are the demographics of the target group? (# of households and household composition disaggregated by sex and age; # of single heads of household who are women, girls, men and boys; # of male / female unaccompanied children, elderly persons, persons with disabilities, the chronically ill; # of pregnant and lactating women by age)
• What do women, girls, men and boys do in their home / shelter? (e.g. domestic chores, personal hygiene, income generation, care-giving). What space, privacy, design features and kitchen and hygiene items do they need to allow them to do these tasks with dignity and comfort?
• How are the shelter materials being distributed and allocated? What system is in place for this and is it accessible to all?
• Are there measures in place to ensure that there is no sexual violence due to poor, inappropriate or cramped shelter conditions or that women, girls, men and boys with specific shelter needs or vulnerabilities are prioritized and supported?
• What are the different NFI needs of women and men by age (and, if appropriate, by ethnic background)?
• Are there any specific clothing items essential to women and girls and men and boys for their daily needs?

GENDER IN SHELTER AND NFI PROJECT ACTIVITIES
- Monitor women's participation in decision making on site layout and shelter design and be sure that their needs are discussed and met.

- Assist the community to identify women, girls, men and boys with specific needs (disaggregated by sex and age) for shelter construction and ensure that these needs are prioritized and met.

- Develop a participatory system to monitor the safety and accessibility of distribution sites, taking into account the needs of women, men, unaccompanied girls and boys, the elderly, those who are sick, and those who are disabled.

- Develop public information systems, including notice and information boards, to ensure that women and men know the quantity/variety of items they should receive, as well as the distribution methods, days and times.

GENDER IN SHELTER AND NFI PROJECT OUTCOMES
- Decision making and responsibilities related to shelter are being shared more equally by beneficiary women and men.

- The safety of shelter facilities has been enhanced in response to protection concerns from male and female beneficiaries (e.g. lockable doors, partitions, lighting and water distribution points closer to site).

- There has been a decrease in sexual violence against women and girls due to wood / fuel distribution programmes.

- Surveys document that female participation in community activities has increased (e.g. women in committees and public meetings, girls attending school and youth clubs) due to the provision of a safe and accessible venue for meetings, counselling and skills training; and the regular distribution of hygiene kits to women and girls of reproductive age.

DESIGNING MINIMUM GENDER COMMITMENTS FOR EMERGENCY SHELTER AND NFIs
In order to translate the cluster and organizational commitments to gender-responsive shelter and NFI projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and / or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic, and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and / or within the organization. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and / or organization's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The ADAPT and **ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender-integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:*

1. Ensure that women, men, boys, and girls PARTICIPATE equally at all steps in project design, implementation and monitoring; consult women and girls separately from men and boys; and consult particularly on the times and place of distributions.
2. Work to ensure that women, men, girls, and boys of all age groups can ACCESS shelter and NFI assistance by registering the adult woman in all households (except single-male headed households) as the primary recipient of NFI assistance; and avoid excluding second wives and their children in polygamous families.
3. Take specific ACTION to prevent risks of GBV, including establishing confidential complaints mechanisms to receive and investigate allegations of sexual exploitation and abuse experienced by women, girls, men and boys in seeking or receiving assistance through shelter or NFI programmes.
4. DESIGN services to meet the needs of women, men, boys, and girls equally, ensuring that equal numbers of female and male residents are involved in distributions and receive equal pay for the same work.
5. Based on the gender analysis, make sure that women, girls, boys, and men are TARGETED with specific actions when appropriate, such as addressing the menstrual hygiene needs of women and girls of reproductive age by providing access to appropriate hygiene supplies.

Shelter and NFIs Gender Marker Tip Sheet

Sample activity	Sample indicator
Focus group discussions on shelter construction, allocation and design / and NFI pack composition and allocation conducted with women, girls, men and boys of diverse backgrounds and results fed into programming.	% of the affected population (disaggregated by sex and age) engaged in participatory consultations on shelter design and construction and on the composition and distribution of shelter and NFI kits.

Sample activity	Sample indicator
Develop and disseminate a communication campaign, targeting women and men, about this approach to ensure that communities understand why women are registered as the primary recipients of aid.	Extent to which a communication strategy, in verbal, written and other illustrative formats, has been developed and disseminated prior to distributions.

Sample activities	Sample indicators
Develop (in written, verbal and illustrative formats) and display the Code of Conduct on sexual exploitation and abuse and ensure that people know where and how to report an incident confidentially.	Extent to which the Code of Conduct is displayed, accessed and understood throughout the affected community (in varying written and illustrative formats); and a confidential and appropriate complaints mechanism has been established.
Ahead of planned distributions, a communication on distribution entitlements (written, verbal and illustrative formats) is disseminated widely.	[Representative %] of all distribution recipients fully informed of their entitlements ahead of the distribution.

Sample activity	Sample indicator
Consult women on what arrangements (childcare, transport, lodgings, etc.) would need to be in place for them to work on distribution campaigns.	[Representative %] of all distribution staff are women.

Sample activity	Sample indicator
Hold focus group discussions with women and / or girls to determine culturally appropriate hygiene materials.	Extent to which the results of the focus group discussions with the affected female beneficiaries has informed the composition and distributions of female hygiene materials.

Livelihoods tool 1: GBV and livelihoods checklist

Essential actions for reducing risk, promoting resilience and aiding recovery throughout the programme cycle

ASSESSMENT, ANALYSIS AND PLANNING
Promote the active **participation of women, girls and other at-risk groups** in all livelihoods assessment processes.

Assess the level of participation and leadership of women, adolescent girls and other at-risk groups in all aspects of livelihoods programming (e.g. ratio of male to female livelihoods staff; participation in positions of leadership; strategies for hiring and retaining females and other at-risk groups; etc.).

Assess **community norms and practices** related to livelihoods, with a focus on the barriers faced by women, adolescent girls and other at-risk groups to accessing safe livelihoods opportunities (e.g. gender norms that exclude women from certain types of work; gender-based discrimination against women in the workplace; etc.).

Conduct market **analyses in partnership with those at risk** of GBV to identify profitable, accessible and desirable livelihoods activities that do not exacerbate the risk of GBV.

Assess the **physical safety of and access** to livelihoods programmes to identify associated risks of GBV (e.g. safety travelling to and from work; childcare during the workday; exploitation by employers, clients or suppliers; work hours and locations; backlash from family or community members when women start earning money; safe strategies for storing earned money; etc.).

Assess **awareness of livelihoods staff** on basic issues related to gender, GBV, women's rights and human rights, social exclusion and sexuality (including knowledge of where survivors can report risk and access care; linkages between livelihoods and GBV; etc.).

Review existing and proposed **community outreach materials** related to livelihoods to ensure that they include basic information about GBV risk reduction (including prevention, where to report risk and how to access care).

RESOURCE MOBILIZATION
Develop proposals for livelihoods programmes that reflect awareness of GBV risks for the affected population and strategies for reducing these risks.

Prepare and provide training for government, humanitarian workers, women's groups and community members engaged in livelihoods work on the safe design and implementation of livelihoods programmes that mitigate the risk of GBV.

IMPLEMENTATION

Programming
Involve women and other at-risk groups as staff and leaders in livelihoods programming (with due caution where this poses a potential security risk or increases the risk of GBV). In consultation with women, girls, men and boys, implement livelihoods programmes that are accessible to those at risk of GBV (e.g. address logistical and cultural obstacles that prevent their participation).

In consultation with women, girls, men and boys, implement livelihoods programmes that minimize related GBV risks (e.g. sensitize community members about GBV; work with local authorities to increase security measures; engage men and boys as supportive partners through workshops and discussions on gender issues; work with receptor or host communities to reduce competition over employment or natural resources; etc.).

Promote the economic and professional empowerment of participants through business development, agricultural training, value chain integration, vocational skills training, capacity building and education.

Implement strategies that allow participants to control their assets in ways that mitigate the risk of theft or financial exploitation.

Implement all livelihoods programmes within the framework of building sustainable livelihoods that are ongoing beyond the crisis stage (e.g. develop culturally sensitive exit strategies to lessen the risks of GBV; link short-term livelihoods programmes with longer-term economic empowerment strategies; etc.).

Policies
Incorporate GBV prevention and mitigation strategies into the policies, standards and guidelines of livelihoods programmes (e.g. standards for equal employment of females; procedures and policies for sharing protected or confidential information about GBV incidents; agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse; etc.).

Support the reform of national and local laws, policies and plans that hinder women, girls and other at-risk groups from economic and professional empowerment, and allocate funding for sustainability.

Communications and information sharing
Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure that livelihoods staff have the basic skills to provide survivors with information on where they can obtain support.

Ensure that livelihoods programmes sharing information about reports of GBV within the livelihoods sector or with partners in the larger humanitarian community abide by safety and ethical standards (e.g. shared information does not reveal the identity of or pose a security risk to individual survivors, their families or the broader community).

Incorporate GBV messages (including prevention, where to report risk and how to access care) into livelihoods-related community outreach and awareness-raising activities, using multiple formats to ensure accessibility.

COORDINATION
Undertake coordination with other sectors to address GBV risks, ensure protection and identify livelihoods opportunities for women, girls and other at-risk groups.

Seek out the GBV coordination mechanism for support and guidance and, whenever possible, assign a livelihoods focal point to regularly participate in GBV coordination meetings.

MONITORING AND EVALUATION
Identify, collect and analyse a core set of indicators (disaggregated by sex, age, disability and other relevant vulnerability factors) to monitor GBV risk-reduction activities throughout the programme cycle. Evaluate such activities by measuring programme outcomes (including potential adverse effects) and using the data to inform decision making and ensure accountability.

Source: IASC (2015) Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action. p 203a
http://gbvguidelines.org/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines_lo-res.pdf

Livelihoods Tool 2: Tip Sheet

WHY DOES GENDER EQUALITY MATTER IN AGRICULTURE/LIVEHOODS INTERVENTIONS?

In the aftermath of an emergency, affected communities will need to restart agricultural and other livelihoods activities as soon as possible. However, initiating agricultural / livelihoods projects will not automatically guarantee their optimal use or a positive impact on individuals or on the affected population; only a gender-sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for an agriculture / livelihoods project to have a positive impact, women, girls, men and boys must be involved equally in the process.

On average, men comprise 57% and women 43% of the agricultural labour force in developing countries. Men and women work as partners in most subsistence and smallholder farming, sharing some tasks but often performing certain kinds of work that the other sex does not. The skills and energy of women and men are essential to maximize yields and optimize food security. Disaster-related family separation or loss of either male or female farming expertise threatens food security. These issues must be well assessed.

Projects that analyse and take into consideration the needs, priorities and capacities of women and men are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2-0 scale, whether or not a humanitarian project is designed to ensure that women and girls and men and boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **needs assessment** is the essential first step in providing agriculture and livelihoods programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify any gender gaps, such as unequal access to agriculture and livelihoods services for women and girls and men and boys, which need to be addressed. These should be integrated into **activities**. The project's **outcomes** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN FOOD SECURITY / LIVELIHOODS PROJECT NEEDS ASSESSMENTS

- In the target area, what are the daily and seasonal activities of women, girls, men and boys in the pre-production, production and post-production cycle of each of the major crops as well as their daily and seasonal activities in fishing / aquaculture, forestry and natural resource harvesting?
- What constraints regarding protection, mobility and social norms do men and boys and women and girls face in producing and acquiring food?
- How much time and energy do women and girls invest in non-farm activities and responsibilities compared to men and boys?
- Compared to men, how much say do women have in decision making on access to and control over agricultural / livelihoods assets (e.g. land, tools, seed, fertilizer, animal vaccines, veterinary support)?
- Do men and women have the same access to new ideas, training and new technology? Is there a need for focused attention on women in this regard?

GENDER IN FOOD SECURITY / LIVELIHOODS PROJECT ACTIVITIES
- Facilitate mixed-sex discussion groups (or if that is not possible, same-sex groups) and ensure that all opinions / ideas are captured and reflected in the design, targeting and implementation of policies, strategies and interventions to protect and promote agriculture / livelihoods activities.
- Ensure that support provided on improved agricultural techniques prioritizes women so as to reduce their workload.
- Actively promote female leaders among agriculture committees and farmers' groups.

GENDER IN FOOD SECURITY / LIVELIHOODS PROJECT OUTCOMES
- [Number] male farmers and [number] female farmers regain self-sufficiency through distribution of seeds and other agricultural inputs appropriate to their respective crop focus.
- [Number / % of men and women] veterinary assistants have been trained, equipped and supported.
- Women and men are active and influencing the decisions in agriculture / aquaculture/forestry committees.
- Household nutrition has improved over [period x] due to the high levels of acceptance of trained women supporting home-based women in gardening.

DESIGNING MINIMUM GENDER COMMITMENTS FOR AGRICULTURE AND LIVELIHOODS SERVICES
In order to translate the cluster and organizational commitments to gender-responsive agriculture and livelihoods projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and / or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic, and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and / or within the organization. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and / or organization's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The ADAPT and ACT C Gender Equality Framework (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender-integrated project, and can be a useful reference in designing minimum gender commitments. The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:

1. Ensure that women, girls, men and boys PARTICIPATE equally at all steps in assessment, design, implementation and monitoring of agriculture / livelihoods projects, programmes, policies and strategies.
2. ANALYSE the impact of the crisis on women, girls, men and boys, including an identification of the gendered division of labour and of women's and men's different needs and capacities in the project's focus area. Include the analysis in all agriculture / livelihoods strategies and projects.
3. Take specific ACTION to prevent and respond to GBV, including establishing confidential complaints mechanisms to receive and investigate allegations of sexual exploitation and abuse experienced by women, girls, men and boys in seeking / receiving assistance through agriculture / livelihoods programmes.
4. Ensure that women, girls, men and boys of all age groups have equal ACCESS to agriculture / livelihoods services, including distributions of productive resources.
5. Ensure that women and men benefit equally from TRAINING in agriculture / livelihoods and other skills development initiatives.

For more information on the Gender Marker go to www.onereponse.info

Food Security 2 Agriculture and Livelihoods Tip Sheet

Sample activity	Sample indicator
Conduct focus group discussions with women, girls, men and boys from diverse backgrounds on needs, constraints, concerns and capacities related to agriculture / livelihoods activities.	All programming on agriculture / livelihoods is informed by participatory consultations with women, girls, men and boys in the affected population.

Sample activity	Sample indicator
Conduct a gender and age analysis, which includes an understanding of women's, girls', boys' and men's productive roles (in key crops, livestock, fishing / aquaculture and natural resource harvesting), access to services, as well as access to and control over land and other productive resources.	Project's design is informed by a gender and age analysis.

Sample activities	Sample indicators
Develop (in written, verbal and illustrative formats) and display the Code of Conduct on sexual exploitation and abuse, and ensure that people know where and how to report any incidents confidentially.	The Code of Conduct is displayed in public areas throughout the camp in written and illustrative formats. A confidential complaints mechanism has been established.
Ahead of planned distributions (of seeds, tools, etc.), a communication on distribution entitlements (written, verbal and illustrative formats) is disseminated widely.	All distribution recipients are fully informed of their entitlements ahead of the distribution.

Sample activity	Sample indicator
Routinely monitor access to livelihoods programmes through spot checks, community discussions (sex- and age-segregated).	An 'access assessment' for women, girls, men and boys has been undertaken and informs project activities and specific counter-measures.

Sample activity	Sample indicator
Routinely collect, analyse and report sex- and age-disaggregated data on all agriculture / livelihoods training and skills development initiatives.	All data on agriculture / livelihoods training and skills development initiatives is disaggregated by sex and age.

Source: (2012) Food Security 2 Agriculture and Livelihoods Tip Sheet
https://www.humanitarianresponse.info/topics/gender/document/gender-marker-tip-sheets-english

Front cover: Habodo Gele, 35 (right), loads up her donkey with water collected from an Oxfam tank in Bisle, Siti zone, Ethiopia. A devastating drought is causing the worst food crisis to hit there in 30 years, putting millions of people at risk of hunger and disease. Photo: Abbie Trayler-Smith

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