ENHANCING GENDER IN HUMANITARIAN RESPONSE

UNICEF’s Core Commitments for Children in Humanitarian Action include clear commitments to advance gender equality in emergency preparedness, response, including early recovery.

Gender equality is a human right, and mainstreaming a gender perspective in all UNICEF policies, programmes and operations in order to achieve gender equality forms an important aspect of UNICEF’s humanitarian responsibilities.
WHY IS GENDER EQUALITY ESSENTIAL TO HUMANITARIAN ACTION?

- Limited awareness, low access to education, safe sanitation and health
- Lack of financial and social independence and resources
- Gender-based violence and domestic abuse
- Pervasive social norms, mobility restrictions, harmful practices, child and forced marriage

BECAUSE GENDER INEQUALITIES ALREADY EXIST BEFORE AN EMERGENCY

Emergencies can exacerbate pre-existing gender inequalities leading to increased discrimination and exploitation
WHY IS GENDER EQUALITY ESSENTIAL TO HUMANITARIAN ACTION?

Needs and interest of women, girls, men and boys vary across caste, class and age as do their resources, capacities and coping strategies in emergencies.

BECAUSE EMERGENCIES IMPACT WOMEN, MEN, BOYS AND GIRLS DIFFERENTLY

WHAT ISSUES DO WOMEN FACE IN CRISIS?

- Increase in pregnancy-related deaths
- Excluded from preparedness planning and coordination meetings
- Increased abuse, exploitation and risk of transactional sex
- Become new head of households with limited assets, literacy and financial resources
- Increased burden of care tasks and food insecurity
SPECIAL ATTENTION SHOULD BE GIVEN TO WOMEN AND GIRLS DUE TO GREATER VULNERABILITIES TO GBV, THE TARGETED VIOLENCE THEY EXPERIENCE, AND THEIR LACK OF SAFE AND EQUITABLE ACCESS TO HUMANITARIAN ASSISTANCE.
KEY BENEFITS OF PROMOTING GENDER EQUALITY IN HUMANITARIAN ACTION

- Facilitating the right to information and participation for all
- Affording protection, dignity, safety from GBV and addressing PSEA
- Increasing access to assistance and decreasing vulnerability levels
- Opportunity to change norms - shift towards equality, empowerment and transformative change
UN Humanitarian Coordinators should ensure that they incorporate gender equality targets within response strategies at all levels.

As humanitarian field practitioners, team leaders and policymakers, it is our responsibility to make sure that the assistance and protection we provide meets the needs, capacities and priorities of women, girls, men and boys in an equitable and empowering way and that their rights are protected and promoted.

Who is responsible for integrating gender equality in humanitarian programming? We are all accountable.
GENDER MAINSTREAMING IN HUMANITARIAN PROGRAMME CYCLE

- Knowledge sharing and evidence generation
- Gathering differentiated gender impacts and outcome
- Conduct a gender audit/review of how the humanitarian response has integrated gender

- Gender analysis/needs assessment
- Define the problem
- Collect disaggregated data
- Define interventions that reflect gender specific needs

- Gender planning that is inclusive and informed by gender analysis
- Include key information on gender in the planning reports to influence funding priorities

- Gender responsive action
- Participation of all groups
- Monitoring using disaggregated data
- Gender-sensitive M&E using gender and human rights based indicators
RAPID GENDER ANALYSIS IN EMERGENCY

1. Find gender information that is already available such as:
   1) Demographic profile
   2) How gender expectations, roles, responsibilities have changed
   3) Access to education, employment, livelihoods, health services, legal rights and ownership/control of assets
   4) Decision-making at the household and community level
   5) Protection and GBV risks before and after crisis
   6) Needs, capacities and/or preferences

2. Review the information found in Step 1 to identify knowledge gaps. Collect gender information since the crisis began or that is related to the programme that is not available.
   - Use participatory assessments to ensure consultation with women, girls, men and boys. Surveys, interviews, community discussions, focus group discussions, transect walk and storytelling all can be used to collect information and identify any gaps.

3. Analyse collected information to compare the state of gender issues prior to the crisis with how gender issues have changed since the initiation of the crisis, specific to context:
   1) Capacities, needs and preferences
   2) Roles and responsibilities and gender norms such as workload distribution
   3) Dynamics between women, girls, men and boys

4. Recommend future design or action planning based on the analysis, to determine provisions of assistance to all groups/actions specific to most vulnerable groups.

GENDER ANALYSIS LOOKS AT THE IMPACT OF EMERGENCIES ON WOMEN, GIRLS, MEN AND BOYS AND VERIFIES THAT THE HUMANITARIAN RESPONSE MEETS THEIR DISTINCT NEEDS AND PRIORITIES.
GATHER DATA ACROSS THE BARRIERS FOR WOMEN, MEN, GIRLS AND BOYS AND UNDERTAKE GENDER ANALYSIS TO PLAN AND DESIGN INTERVENTIONS
Analyze gender differences
Design services to meet needs of all
Access for women, girls, boys and men
Participate equally
Train women and men equally
and
Address GBV in sector programmes
Collect, analyse and report sex- and age-disaggregated data
Target actions based on a gender analysis
Coordinate actions with all partners

ADAPT AND ACT COLLECTIVELY TO ENSURE GENDER EQUALITY
INTEGRATE GENDER EQUALITY INTO COORDINATION CAMP MANAGEMENT HUMAN RESOURCES LOGISTICS

Gender equality should be integrated across the coordination of assistance and services, maintenance of camp infrastructure, logistics and information management (including population data management) to identify gaps and needs in camp operations.
**WHAT TO DO?**

- Design public spaces equitably taking into consideration women, men boys and girls needs and to identify solutions to keeping camps safe
- Spot checks to assess access to services and any negative impact (female participation in spot check monitoring teams is a must)
- Specific plans to ensure elderly and female/child headed households have support to build their shelters, receive relief items without added burden especially to women with young children
- Determine coordination mechanisms and Gender/GBV focal points/GenCaP Advisers from the start of the response
- Integrate Gender and GBV into inter agency meetings, appeals, trainings and resource mobilization efforts
- All humanitarian workers in the camp to engage and familiarize with IASC Gender guidelines, PSEA policies, protection and GBV referral pathways
- Ensure gender balance in deployed team and trained female staff in interpreters, security staff, distribution workers, health workers with safety and security measures to reduce the risk of any inadvertent sexual abuse or inappropriate touching or behavior

**WHAT DO THEY NEED?**

- Equitable access by women, men, girls and boys across all age groups to available assistance and services and relief distribution
- Ensure camp safety with alert system in the camps/shelters/in all public areas
- Reflect women’s and girls’ needs in site planning shelter locations as well as services and distribution points
- Distribute female specific dignity materials directly to women and adolescent girls
- Install sign-postings in local language in camps to provide mapping of all camp and site services
INTEGRATE GENDER EQUALITY INTO PROTECTION RESPONSE

Addressing gender based violence, among other protection challenges, becomes particularly vital during emergencies, when formal and informal protection mechanisms break down and human rights abuses increase.
**WHAT TO DO?**

- Interventions to prevent, mitigate and confidentially respond to GBV especially for multiple rape, sexual violence and assault
- Ensure child and women friendly spaces are safe and gender-responsive
- Raise awareness to end the broad spectrum of GBV including child marriage, dowry practices, trafficking and existing harmful practices in the community
- Provide training to staff, implementing partners, police and military on gender, GBV and PSEA awareness and increase female police at camp checkpoints to detect and prevent trafficking
- Identify and register unaccompanied and separated children and adolescent girls into safe shelters
- Establish and define safe mechanisms to allow people to report any GBV or risky situations
- Develop capacity and confidence of staff and partners to detect and respond to GBV risks in emergency settings
- Develop interagency networks on GBV/protection and with key stakeholders in the community
- Call for a mechanism to hold UN institutions and states accountable for policies to end impunity for sexual and gender-based violence

**WHAT DO THEY NEED?**

- More safe space for women and girls. Awareness of where to go and report regarding GBV/SEA
- One-stop multi-purpose centers to meet women’s and girls’ essential information, protection, psychosocial and livelihood needs.
- Protection from sexual exploitation and abuse (SEA) by humanitarian workers and aid agency partners
- Shelters with locks and privacy partitions, windows and doors and safe sanitation and toilet facilities
- GBV free safe schools and community forums to enable learning

**KEY GENDER ISSUES**

- Protection needs and response methods will be different for girls and boys and for LGBTI groups for different types of violence, rape and assault
- Women and girls with relief goods could be targeted for theft, transactional sex, harassment and assault
- Safety and security risks are heightened when collecting relief/firewood/water
- Unregulated, unprotected camps increase risks of trafficking, sexual harassment, SEA
- Inadequate safe spaces for women and girls. Lack of safe mobility within the camps
- Vulnerability of female single-headed household to abuse
- Lack of psychosocial support and trauma counselling to male and female victims of violence
INTEGRATE GENDER EQUALITY INTO EDUCATION RESPONSE

Humanitarian crises significantly limit access to education opportunities and result in specific threats and vulnerabilities for girls and boys of different ages and from different backgrounds.

Education can be a key entry point to promoting both gender equality and peace and stability and provide the necessary skills/competencies for girls and boys to contribute to their economic growth and recovery.
**KEY GENDER ISSUES**
- Differing constraints facing girls and boys on both the supply and demand side of education
- Male and female teachers have different experiences and priorities to be addressed
- It is crucial to understand the social and gender dynamics that might affect or place additional constraints on girls and boys
- Lack of latrines for girls at learning centers impact their attendance
- Girls face mobility restrictions impacting their access and retention in schools
- Girls and boys engage in household work and market activities instead of learning
- Lack of female teachers and role models for both boys and girls
- Parents don’t see the value of sending girls to schools

**WHAT TO DO?**
- Targeted support to girls and boys for access and retention in schools, including awareness raising with parents and gender segregated education
- Strengthen the capacity of teachers to address risks of child marriage, trafficking, GBV, child labour
- Implement a code of conduct for teachers and educational personnel that addresses sexual harassment, sexual abuse and exploitation
- Enabling environment for girls’ education by increasing protection mechanisms in schools, community-based and outreach schools, and incentives for female teachers
- Ensure an equal balance of men and women on the emergency education assessment team to ensure access to women, girls, men and boys. Include a gender specialist and protection/GBV specialist as part of the team
- Use creative strategies to proactively recruit and retain female teachers
- Ensure female teachers are equally able to participate in school meetings and professional development and not only placed in early year classes and for “soft” subjects

**WHAT DO THEY NEED?**
- Female teachers to facilitate full participation of girls
- Psychosocial support to address children’s trauma
- Access to childcare to enable the participation of girls, who often carry responsibility for care work
- Establish student groups/networks (separate for girls and boys) to raise issues and concerns.
- Disaggregated WASH facilities with lights and locks at learning centers.
INTEGRATE GENDER EQUALITY INTO HEALTH AND NUTRITION RESPONSE

Humanitarian crises impact the safe access to available, acceptable and appropriate health and nutrition information, services and facilities for women, girls, men and boys in different ways.

Integrating gender equality helps humanitarians to identify specific groups vulnerable to health conditions and to determine suitable strategies, including public messaging, to reduce poor health and nutrition consequences.
KEY GENDER ISSUES

- Constraints on women and girl's mobility in camps and social norms can hamper their access to food distribution sites and health centers
- Gender inequalities in intra-household food distribution puts women and girls at higher risk of malnutrition when food is scarce
- Lack of sexual and reproductive health services and family planning
- Pregnant or lactating women will be affected by undernutrition due to their increased physiological nutritional needs
- Inadequate skilled female staff and equipment for delivering babies
- Lack of female doctors and limited capacity of health staff to clinically treat GBV survivors

WHAT TO DO?

- Strive for 50 per cent of health/nutrition programme staff to be women. Distribute health/nutrition monitors and hygiene promoters equally between men and women and recruit from the community
- Ensure emergency obstetric services are available, reducing risk of morbidity and mortality among adolescent mothers and their babies
- Prevention and response to GBV to be key cross-cutting priority in health/nutrition programming
- Provide youth-friendly reproductive health services to increase the numbers of female and male youth seeking reproductive health services
- Ensure coverage of HIV/AIDS control and prevention methods, focusing on GBV and women's and girls' health risks
- Creation of infant and young child feeding centers that provide private spaces for breastfeeding mothers and offer safety from harassment and violence
- Advance leadership of women and adolescent girls and boys in health and nutrition coordination at all levels (communities and facilities)
- Increased availability of nutritious food with improved access to adequate health and water, sanitation and hygiene (WASH) services reduces levels of acute and chronic malnutrition

WHAT DO THEY NEED?

- Sexual and reproductive health services, mobile clinics with community outreach to women and girls
- Gender responsive trained medical staff in health facilities to assist SGBV survivors and skilled to deliver babies
- At-risk groups (e.g. pregnant and lactating mothers) receive effective and accessible supplementary and feeding interventions
- Nutrition facilities placed next to women-, adolescent- and child-friendly spaces and/or health facilities
- Culturally appropriate mental and psychosocial support to women, girls, men and boys and gender-appropriate health providers who speak local languages
INTEGRATE GENDER EQUALITY INTO WASH RESPONSE

Humanitarian crises impact access to clean water and adequate hygiene and sanitation facilities by women, girls, men and boys in different ways.

Women and girls often bear the responsibility for water collection and have special needs in terms of sanitation facilities. Travelling long distances to water points and unsafe sanitation facilities can increase the risk of assault of women and girls and other at-risk groups. Understanding gender-based needs, roles and capabilities is essential in designing appropriate WASH facilities.
KEY GENDER ISSUES

❖ Understanding distinct WASH practices of women, girls, men and boys is critical to implement a safe and effective WASH programme

❖ WASH facilities lack protection measures including segregation and located in unsafe areas/not easily accessible for women with mobility constraints

❖ Risk and fear of SGBV of women and girls when accessing latrines at night

❖ Women and girls wash and defecate inside the shelters due to lack of safe open WASH facilities, increasing hygiene and health risks

❖ Women and girls restrict movement during menstruation due to lack of clothes, undergarments and sanitary provisions

WHAT TO DO?

• Design and locate with the local community (including women and girls) safe water points, toilets and bathing facilities for safety, security and dignity for women and girls

• Promote outreach to men not to use WASH facilities segregated for women and girls

• Ensure hygiene materials are appropriate for users. Consult with women on appropriate menstrual cloths/locally appropriate resources and safe disposal helps women and girls to maintain their self-respect and reproductive health

• Spot checks to monitor women, girls, boys and men’s access to WASH services

• Discussion with communities to ascertain if/how their WASH needs have been addressed and correct any negative impact

• Include women and men, girls and boys in the design and review of the sector response and identify opportunities to challenge structural inequalities between women and men, and to promote women’s leadership within the WASH response

• Integrate GBV and violence in the WASH response, ensure LGBTI individuals do not face violence in communal latrines or bathing facilities designated for men or women

WHAT DO THEY NEED?

• Well-lit, lockable, gender-segregated toilet and bathing facilities that are safe, accessible, lit, lockable and near to where women and girls live

• Hygiene-related materials for women and girls of reproductive age and private spaces to wash and dispose of them

• Hygiene messages to both women and men, girls and boys. Provide information and opportunities for girls and women to discuss good menstrual hygiene management

• Place water points no more than 500 meters from households
INTEGRATE GENDER EQUALITY INTO COMMUNICATING WITH COMMUNITIES & ACCOUNTABILITY TO AFFECTED POPULATIONS

Accountability to affected populations is an active commitment by humanitarian actors and organizations to use power responsibly by taking account of, giving account to, and being held to account by the people they seek to assist. It refers to the responsible use of power in humanitarian action, combined with effective and quality programming that recognizes the dignity, capacity, and abilities of the affected population.
KEY GENDER ISSUES

- Marginalized groups including women, girls, female headed households, pregnant and lactating women, persons with disabilities, etc. face additional barriers accessing information.

- Lack of complaint/feedback mechanisms for affected communities (e.g. not accessible to services due to location, lack of proper sign-posting in camps).

- Lack of mechanism to address negative spread of information including those with potential negative gendered impacts.

- Risk of growing tensions, resentment and violence between host and displaced communities with particular gendered impacts on women and girls (e.g. increase in GBV).

WHAT TO DO?

- Ensure clear, safe, accessible and inclusive communication with communities (both host and displaced communities) through participatory consultations, community feedback mechanisms and information dissemination through preferred communication channels tailored to different needs of women, men, girls and boys.

- Engage female and male translators to assist beneficiaries.

- Ensure systematic community feedback into future response and contingency planning and ensure this is addressed in Inter Agency Joint meetings.

- Don’t collect information about specific incidents of GBV, media coverage or prevalence rates without assistance from GBV specialists.

- Coordinate with the PSEA Network to raise community awareness on their right to assistance, acceptable behavior of aid workers, where to report inappropriate behavior/abuse by aid workers, and build trust through 2-way communication to allow reporting are integrated in all strategies, plans and programmes from the start of an emergency.

WHAT DO THEY NEED?

- Information on where to report inappropriate behaviours/abuse by aid workers and safe and convenient reporting/complaint mechanisms.

- Easily accessible communication channels to obtain and disseminate necessary information.

- Participatory consultations and community discussions between host and displaced communities to address their needs with particular focus on specific needs of marginalized groups including women and girls.
USEFUL RESOURCES

The Gender Handbook for Humanitarian Action (Inter-Agency Standing Committee (IASC), 2017)


Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (IASC, 2017)

UNICEF AGORA “Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men”

UN Women Training Centre eLearning Campus
UNICEF is committed to promoting gender equality in South Asia by seeking to address discriminatory policies and services, socialization processes and norms that negatively define gendered roles and practices. UNICEF supports girls and boys from early childhood through adolescence to adopt and shape more equitable gender relations, opportunities, and social progress for every child.

This document has been prepared by the UNICEF ROSA Gender Section under the guidance of Sheeba Harma, Regional Gender Adviser. Acknowledging Rui Nomoto, Gender Officer for the design and content development.

For more information on UNICEF gender equality work in South Asia
https://www.unicef.org/rosa/what-we-do/gender-equality

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