

DIFFERENT NEEDS EQUAL OPPORTUNITIES

Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men

An E-Learning Course & Learn-In-A-Group
Facilitator Guidelines

Developed in 2010

IASC

When a disaster hits or a conflict erupts, humanitarian actors move quickly to save lives, meet basic needs and protect survivors while paving the way for recovery. In this rush to provide humanitarian response, the appeal to 'pay attention to gender issues' often falls on deaf ears and may seem irrelevant. It is not.

Paying attention to gender issues or 'using a gender lens' quite simply means recognizing the different needs, capacities and contributions of women, girls, boys and men. Ignoring or being blind to these different needs and capacities can have serious implications for the protection and survival of people involved in humanitarian crises.

Different Needs - Equal Opportunities

Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men

The course enclosed on the CD-Rom was prepared by agencies participating in the Inter-Agency Standing Committee (IASC) and provides the basic steps a humanitarian worker must take to ensure gender equality in programming during a humanitarian emergency. The IASC consists of 21 humanitarian organizations and is the primary humanitarian forum for facilitating coordination, policy development and decision-making in response to complex emergencies and natural disasters.

The course addresses the core issues of gender and how it relates to other aspects of humanitarian response. The 3-5 hour, self-paced course provides information and scenarios that will help you practice developing gender-sensitive programming. It offers practical examples that explain why it is important to advance gender equity through the protection and promotion of the rights of women, girls, boys and men in humanitarian action. It is based on the *IASC Gender Handbook in Humanitarian Action* and related IASC guidelines, including the *Guidelines for Gender-based Violence Interventions in Humanitarian Settings* and others.

The course is also available for free online at www.iasc-elearning.org





Work with other humanitarian workers to better respond to the emergency

Audience

The target audience for the course is field practitioners responding to humanitarian emergencies that result from conflict or natural hazards. In particular, the course targets sector/cluster actors. Humanitarian Coordinators and others in leadership positions will also benefit from this tool as it provides guidance on how to analyze crisis situations from a gender perspective, implement gender-sensitive activities and measure effectiveness.

Minimum Technical Requirements to Run the Course

You will need to the following to take the course:

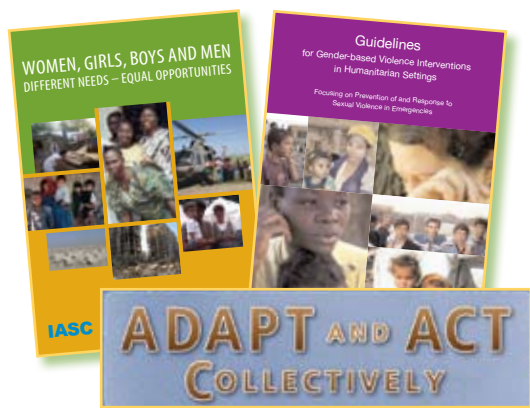
- Operating system: Windows XP (SP2) or Vista
- Processor: Pentium III – 1 GHz
- Memory: 512 MB
- Screen resolution: The course is optimized for a screen resolution of 1024x768

To access some of the resources in the bulletin board section of the course, you will need to be connected to the Internet using web browser Internet Explorer 7 or higher, or Firefox 2 or higher.

User Survey

Once you have completed the course, we encourage you to take an online survey so that we can learn more about you and your experience in taking this course. All information will remain confidential.

The survey is available at <http://www.surveymonkey.com/iasc-gender-elearningsurvey>



Learn how to apply the “ADAPT and ACT Collectively Framework” using the IASC Gender Handbook and Gender-Based Violence (GBV) Guidelines

Learn-in-a-Group: Facilitator Guidelines

The following guidelines can assist you if you want to administer the course in a group setting.

Course Overview

This course is an interactive learning experience. The user receives an assignment to travel to the fictional country of Hatuk. Torrential storms have recently killed and displaced thousands of people. The terms of reference are to conduct an assessment and design a response for gender-sensitive humanitarian programming that meets the needs of women, girls, boys and men. This experience is designed to prepare users to conduct gender-sensitive responses that they can deploy in an actual emergency situation.

By the end of this training, your group should be better equipped to:

- Gather and assess gender-related information in the early phases of a humanitarian response
- Incorporate gender-sensitive activities into programme planning and implementation
- Monitor gender equality programming using checklists
- Encourage the full participation of women, girls, boys and men

As the course begins, the user receives an assignment to address the situation in Hatuk by designing a programme that meets the needs of women, girls, boys and men. While 'on the plane' to Hatuk, the user has an opportunity to check his or her existing knowledge about gender equality issues and review materials about the situation in Hatuk. Upon 'arriving', the user is briefed in more detail and meets the rest of the relief staff. They explain the gender equality framework for relief efforts to the user ('ADAPT and ACT Collectively').

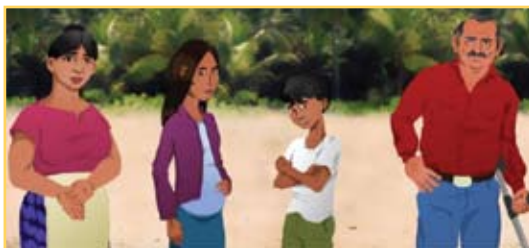
For each aspect of the disaster relief effort, the user is given the opportunity to review information, explore the environment, and speak with people in the community that have been affected by the disaster in Hatuk. Then the user can suggest improvements to the programme plan to make it more responsive to gender equality issues. The eight areas to explore are CCCM (Camp Coordination and Camp Management), Education, Food Issues (Food Distribution, Food Security, Nutrition), Livelihoods, NFIs (Non-Food Items), Shelter, and WASH (Water, Sanitation and Hygiene).

The course ends with a general debriefing during which the user reviews learning objectives and key themes of the course.



Learn how to develop gender-sensitive programming in different clusters and areas of work

Learn how the disaster in Hatuk has affected the lives of women, girls, boys and men in the community



Course Structure and Time Estimates for the Learn-in-a-Group Format

Using the learn-in-a-group format to complete the course will require more time than it does taking the course on your own. That said, the group setting provides additional benefits such as the opportunity to learn from the others in the group, to educate an entire team at the same time, and help participants understand the concepts through verbal translation if English is not their native language.

Group size and the amount of discussion can affect the timing of each module. Be aware that extra time will be needed to read downloadable documents included in the course.

Part 1: Introduction (1-2 hours)

You must complete this entire section before moving to Parts 2 and 3.

Part 2: Analysis and Application of Gender Equality (4 hours)

Each cluster or area of work has two parts. During the first part, you will gather information about the emergency by reviewing the current status report and focus group notes, and consulting with community members. In the second part, you will review the current programme plan for that area and provide recommendations to make the plan more gender-sensitive.

The course covers eight clusters or areas of work:

- Camp Coordination and Camp Management (30 minutes)
- Education (30 minutes)
- Food (30 minutes)
- Health (30 minutes)
- Livelihoods (30 minutes)
- Non-Food Items (30 minutes)
- Shelter (30 minutes)
- Water, Sanitation and Hygiene (30 minutes)

Part 3: Next Steps (30 minutes)

Users must complete Part 1 and one cluster or area of work section in Part 2 before moving to the conclusion of the course. To receive a certificate of completion, a user must complete Parts 1-3 of the course, including all eight areas of work in Part 2.

Preparation

- Take the course yourself. Make notes about which parts are most applicable to your group.
- Determine the length of your training. Will you go over the entire course over several days, or separate each cluster/area of work over a longer period of time, e.g. one section per day?
- Review the Recommended Approaches for Learn-in-a-Group (see page 6).
- Determine if and how you will encourage participants to review resources and reference materials – prior to the group training, after each module, at the end of the training, after the training.
- Determine how you will manage group discussion. Provide ample time for discussion. Ask participants to discuss their local context as it relates to gender-related issues or ask them to discuss the information they have learned in the course.

Before You Begin

- Verify the number of participants. Do you have adequate seating, enough handouts, or other printed materials?
- Prepare certificates of completion.
- Verify the room setting. Will everyone be able to see and hear the course? Will everyone be able to see and hear each other?
- Check your equipment. Is everything hooked up and working?

One-Day Sample Agenda*

8:30 – 9:00

Welcome, Introductions, Expectations, Course Overview

9:00 – 9:30

Gender Pre-Test: Can be answered in small groups, pairs, or individually. Review correct answer at the end of the day. (see page 7)

9:30 – 11:30

Part 1: Introduction to Gender Equality

11:30 – 12:30

Break/Lunch: During break, participants can review the Hatuk Situation Report in small groups or pairs.

12:30 – 17:00

Part 2: Analysis and Application of Gender Equality: This includes a 30-minute break.

17:00 – 17:30

Part 3: Next Steps

17:30 – 18:00

Question and Answer Session, Closing, Distribute Certificates

**If you have the commitment from participants, it is best to hold this training over at least two days in order to allow ample time for group discussion.*

Resources for Participants

This is a recommended list of documents from the course for you to share with your participants. You can share the documents in advance or pass them out as handouts during the training.

- Fast Facts: Gender Equality In Humanitarian Aid
- Gender-Based Violence Action Sheets
- Gender Programming Checklists
- Hatuk Assignment Document
- Hatuk Situation Report
- Hatuk Situation Report (Revised, Gender-Sensitive)
- *IASC Gender Handbook in Humanitarian Action*
- *IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings*
- IASC Guidance Note on the Cluster Approach
- International Legal Framework for Protection

Recommended Approaches for Learn-in-a-Group

- For the introduction section of the course, the facilitator 'drives' using the mouse and the keyboard as needed for interactions.
- When you come to an interactive portion, read the question aloud (if needed) and ask participants to select an answer option.
- When you come to a downloadable document or other resource, either leave the document on screen for the participants to read, or print the documents and pass them out to the participants.
- As you move through the course together, take turns selecting answer options.
- Once you've landed in Hatuk, ask for a volunteer to take a turn 'driving.' This volunteer should read questions aloud and ask the group for answer options so that everyone feels involved and included.
- Change 'drivers' again when you move to the next section of the course experience.
- Take breaks regularly.
- At the conclusion of each programme planning section, pause to answer questions, reference job aids and resources, and discuss outstanding issues.
- After the course conclusion, open the floor for additional questions and discussion.
- Conclude the training by thanking each participant and providing each one with a certificate of completion.
- Break up into small groups or pairs. Ask participants to apply what they have learned to their specific context. Sample questions: Have they had experience with any of the issues addressed in the course? What did they do?

Other Group Ideas

- Book club approach: Everyone goes through the course in advance. Meet to discuss.
- Buddy system: Work in pairs to go through the course. Meet to discuss.

Questions for Facilitators to Use in Group Trainings

One of the advantages of taking the course in a group setting is the opportunity for discussion. This document provides some questions that individuals leading such conversations may want to use to direct the discussion. The questions are broken down by various topics addressed in the course. Each question poses a scenario and asks participants to select from a list of possible responses.

1. Coordination

Your rapid assessment of the situation reveals several key points. First, there is no gender theme group in place, but gender equality is assumed to be mainstreamed across all sectors of work. Second, many agencies and organizations do not understand or have experience mainstreaming. Third, there are only a few gender focal points and they work for only a handful of organizations and agencies.

What should you do to ensure that gender is effectively and comprehensively integrated across all sectors in the response to the humanitarian crisis?

- a) Limit your work on this issue to supporting the appointed and experienced gender focal points in their work.
- b) Have an appropriate person, either yourself or another stakeholder (such as an active and influential gender focal point), mobilize other gender focal points, ensure that all sectors have appointed a gender focal point person who has appropriate seniority, training and experience, and form a gender working group to support the integration of gender equality across all sectors in a coherent and comprehensive manner.
- c) Raise it in a meeting with your agency/organization and hope that some senior member of staff understands the importance and takes on the task of establishing a gender focal point.
- d) This requires immediate action, so you directly lobby agencies and organizations to integrate gender equality into all of their work.

2. Participation

In the displacement camp, the camp management agency has instituted a system to ensure that the views and concerns of all the displaced are expressed to the camp managers and implementing partners in the camp. The camp managers invited its partners to illicit the displaced populations' views on how they could best participate in camp management. Through regular discussions, it emerged that some important concerns were not being adequately addressed – either because the issues were not reported or because they could not be properly addressed by camp management. Displaced women in the camp reported that most decision-making was male-dominated and that husbands collected and kept custody of household entitlements,

including food and NFIs (non-food items). A new representation system needs to be established. What can you do to ensure that participation in decision-making in the camp is equally representative of the entire population – women, girls, boys and men?

- a) Ignore the issue on the basis that, while the decision-making is done by the community leaders who are all men, they are the ones with the authority to speak on everyone's behalf.
- b) This requires immediate action, so you carry out a quick analysis and immediately inform the male leaders the needs of women and youth.
- c) Raise it in a meeting with your agency/organization and hope that some senior member of staff understands the importance of the issue and takes on the task of promoting greater representational participation.
- d) Work with a broad range of community representatives to explore the issues and look for innovative solutions. Use a clear system to ensure broad representation, such as an elected committee with positions reserved for women and youth (girls and boys), and/or an advisory committee of elders with representatives for various subgroups such as ethnic groups and religious denominations. Also create subcommittees to deal with different issues such as child protection and gender-based violence, to monitor implementation of partners' activities and to advocate for displaced people's welfare.

3. Protection

You notice a small ethnic/indigenous/lower caste group in the camp that is marginalized by the dominant groups, not included in the camp coordination structure, and whose material and protection needs are being ignored. You understand that crises exacerbate communities' existing inequalities, exposing them to increased vulnerability, violence and deprivation. What can you do to ensure these men, women, boys and girls receive attention concerning their protection needs?

- a) You decide that the issue and the social dynamics involved are too complex and sensitive to address in this community.
- b) Ensure that minority communities are equally represented on camp management and decision-making forums and that assessment and response systems are responsive to their needs in terms of language, culture and other similar issues.
- c) Focus on ensuring that the protection needs of the majority population are addressed before spending time and resources on the protection needs of the minority community.
- d) Ensure that a women's centre for the minority community is established.

4. Sexual Exploitation and Abuse

You learn that one of the soldiers in charge of distributing food raped a woman and then gave her food as 'compensation'. You know who the victim is but do not know who the rapist is. Revealing

her identity to anyone will compromise her safety and survival. What should you do?

- a) Privately interrogate the woman. Get her to tell you his name even if she does not want to. Then ensure that the rapist is brought to justice.
- b) Console the victim. Anything else you do may compromise her position in her community.
- c) First, make sure that she is in a safe environment and her health needs are met anonymously (using PEP kits and other relevant measures). Then ensure that the commander-in-chief is informed of the incident and the issue is addressed delicately. Contribute to future camp or other coordination activities that will help prevent similar incidents.
- d) Lecture the military officials about their lack of respect for women and children. After all, this is typical male aggressive behavior.

5. Camp Coordination and Camp Management (CCCM)

At a weekly camp coordination meeting attended by 50 men and 10 women, there was a discussion of a recent distribution of food and other items. (Women usually attend the meetings in small numbers and rarely, if ever, actively participate.)

One woman stood up and announced that men control all registration cards so that they can collect all the food and other items and sell them in town, instead of taking them home to their families. The woman was chased out of the meeting, followed home, harassed and beaten. Women's centres in the camps received threats that they would be burned down, community leaders (all men) refused to attend any more camp coordination meetings until women were barred from the meetings, and male community members said they felt were being unfairly stereotyped and accused of stealing, even though only a few men were involved in the thefts.

What should you do?

- a) A number of issues are involved, including equality of access to services and assistance, community participation, effective use of a rights- and community-based approach, and capacity-building and empowerment. To address this complex situation, you work to ensure that all sectors of the community – including women, men, girls and boys – are equally represented on camp management and decision-making forums and that assessment and response systems reflect their needs in terms of language, cultural exclusion and bias, and other similar matters. You also explore new camp coordination and decision-making arrangements.
- b) Nothing. The situation is too complex and sensitive. Besides, defending women's needs may alienate the stronger male leaders.
- c) Go to the home of the woman involved to make sure that she has the medical attention she needs. Also ensure that security is increased around the women's centres to avoid future attacks.

- d) Coordinate with the women on the committee to ensure the women's centres keep operating.

New arrivals at the camp are interviewed in family groups in the registration tent, which consists of four desks in an open configuration. The interviewers and interpreters are all men. In discussions, you find that women and girls are not able to discuss their specific needs, protection risks and threats. In addition, in female-headed households, young boys often speak on behalf of their mothers/sisters and other family members. What should you do to help the registration process produce better information to improve camp planning?

- a) Nothing. Adding female interviewers and interpreters and changing the layout of the registration tent to create private spaces for individual interviews requires time and financial resources that you do not have.
- b) Train male interviewers and interpreters in gender-sensitive interview techniques.
- c) Ensure equal numbers of women and men are in the interviewing and interpretation teams. Ensure the teams receive gender-sensitive training. Create private consultation areas in the registration area. Make sure that the specific protection needs of individuals are recorded (this is vital). Also make sure women and men are equal partners in decision-making bodies and processes relating to the planning of registration.
- d) Do nothing. This is not really a priority in the first phases of the emergency. Someone will take care of it at a later, more stabilized stage of the crisis.

6. Education

Conflict between armed forces and the military has escalated and attendance has dropped significantly for both boys and girls in your community school. Teachers have told you parents are afraid to send their children to school because the routes are not safe. What should you do to help ensure the children's safety on their way to school?

- a) Post armed military along the routes to school to protect the children from the fighting forces.
- b) Immediately begin building a new school building in a more central part of the community.
- c) Hold a community meeting to discuss solutions, including the possibility that mothers and fathers could take turns escorting children to school.
- d) Start advocating for parents to home school their girls to protect them against the threat of sexual violence.

7. Health

After extensive consultations with the community to ensure that humanitarian relief activities are responsive to the needs of men, women, boys and girls, a health clinic has been established

and is now fully operational. Three months later, anecdotal evidence suggests that while the community went to the clinic when it first opened, use of its services has declined. You have been asked to help the health sector identify the causes so solutions can be found. What should you do to assess the situation?

- a) Look at health clinic use statistics by sex.
- b) Speak with men, women, boys and girls to learn their views on the quality and appropriateness of the services being offered.
- c) Expand the clinic's hours of operation.
- d) Conduct a community-based awareness raising campaign about the benefits of the new clinic.

You have noticed that more and more affected people are migrating to larger cities in search of paid work. Many of these migrants are unaccompanied men, who spend the weekdays in the cities and visit their families when they can afford to. Aware that HIV/AIDS prevalence rates are rising and that migrant workers are particularly vulnerable, you decide to run HIV/AIDS prevention awareness campaigns to educate both migrant workers and their families. However, when you talk to your local programme staff about designing and implementing the campaigns, they react angrily, saying that HIV/AIDS is only a disease of homosexuals and prostitutes and that they don't want to be affiliated with such people. How should you respond to your staff members?

- a) Say nothing, even though you disagree with them, and design the programme on your own.
- b) Tell your staff that yes, while such people are indeed the lowest rung of society, the humanitarian imperative to help those in need compels you to do something.
- c) Take the opportunity to clarify HIV/AIDS myths and educate your staff on the gender dimensions and socio-economic factors that increase a person's vulnerability to HIV/AIDS.
- d) Take their advice and do not implement such a campaign.

True or False:

- Unequal power relationships between men and women can contribute to the spread of HIV/AIDS.
- Gender-based violence increases vulnerability to HIV/AIDS.
- During emergencies, HIV/AIDS is more prevalent among female commercial sex workers and male homosexuals.
- During emergencies, HIV/AIDS responses should only be managed by Health cluster officials.
- Women are more vulnerable to HIV/AIDS because their immune systems are inherently weaker than men's immune systems.

8. Health: Reproductive Health Minimum Initial Services Package (MISP)

You have learned that a 17-year-old girl is pregnant and her parents are missing. You recall from reading the Sphere Standards in a complex emergency course you completed that 15% of all women and girls who are pregnant, including those displaced by conflict and natural disasters, will suffer from complications due to their pregnancy and child birth and require emergency obstetric care. You are concerned that the girl will not receive the care she needs if she experiences problems with her pregnancy such as: heavy bleeding, severe headache, blurry vision, swelling of face, hands and feet, pelvic or abdominal pain. As a result, you should:

- a) Tell her the clinic is over capacity and cannot help her.
- b) Give her a package of clean delivery supplies and encourage her and other pregnant women and girls to deliver at home.
- c) Ensure that the lead reproductive health agency within the Health Cluster has established a referral system to manage obstetric and newborn emergencies that functions 24 hours per day 7 days per week. This includes ensuring health facilities and hospitals have enough qualified staff and appropriate reproductive health supplies. Transport must also be available from the community to the health facility and hospitals. The community must also know how to access the emergency referral system and where pregnant women and girls can go for complications concerning pregnancy and childbirth. In addition, the lead reproductive health agency must ensure that clean delivery kits are distributed to visibly pregnant women and birth attendants.
- d) Do nothing. It is not really a priority and someone will take care of it anyway.

You learn that the girl has a friend who has become pregnant as a result of rape. You recall that the priority activities of the Minimal Initial Service Package for Reproductive Health in Crisis Situations (MISP) include activities to prevent sexual violence and to provide clinical care to survivors of sexual violence to prevent unwanted pregnancies, HIV/AIDS and other sexually transmitted infections. What should you do?

- a) Do nothing. The issue is too complex and sensitive to address.
- b) Check with the lead reproductive health agency to ensure that health facilities are equipped and staffed to ensure that sexual assault survivors have access to clinical care to prevent unwanted pregnancies, HIV/AIDS and other sexually transmitted infections as well as supportive counseling and referral to community-based services such as a women's centre.
- c) Wait until there is more data on the number of sexual violence survivors before establishing services.
- d) Ensure that a women's centre is established to provide psychosocial support to survivors.

9. Non-Food Items (NFIs)

One NGO developed an income generating activity (IGA) for women. It involved producing reusable sanitary pads. The NGO agreed to provide the materials and the sewing machines and buy the finished product from the refugee women to distribute in the camp. The programme had worked well in one refugee camp in another country and so the organization decided to duplicate it in this refugee camp. However, in this camp, women do not use reusable sanitary pads and consider the activity insulting and irrelevant. What should you do to address this issue?

- a) Do nothing. If the programme worked with one population, then it will work with this one too. It probably just needs time.
- b) Carry out a quick analysis and immediately tell the male leaders what the women need.
- c) Speak in respectful privacy with the women, explore the issue with the women and solicit their thoughts on their needs and possible solutions.
- d) Raise the matter in an Non-Food Items Cluster meeting and ask the group to come up with a solution.

In various interviews you have heard that there is not enough firewood for cooking fuel or enough of the cook stoves that are typically used indoors. Women and girls are walking long distances to find dry firewood. What should you do to address this issue?

- a) Do nothing. Fuel is a problem for the food sector to address; you can leave it to them.
- b) Carry out a quick analysis and immediately inform the male leaders what the women need.
- c) Recognize that the collection, use and supply of firewood and alternative energies is a multi-sectoral issue and consult with OCHA about implementing the Inter-agency Standing Committee (IASC) Task Force Safe Access to Firewood and Alternative Energies (SAFE) Guidance to ensure a comprehensive multi-sectoral approach to the problem.
- d) Establish firewood patrols without consulting women and girls or reviewing guidance documents on firewood patrols.

10. Food Issues: Nutrition

An international organization decided to distribute emergency food rations. The organization contacted local officials to get an accurate count of the village population and number of households, enlisted the help of community leaders to announce the distribution and register community members, and then set up a distribution centre in a central location. Measurements of average household food consumption after the distribution noted that women's and children's average daily consumption showed little or no increase. What should be done to ensure that everyone has enough to eat?

- a) Review household size to ensure that each food package has enough food for everyone.
- b) Hold a separate food distribution for women to ensure that they receive their allocated amount.
- c) Develop a community-based nutrition monitoring programme, including the distribution and use of food within the home, and train community nutrition workers on the gender dimensions of health and nutrition.
- d) Provide vitamin supplements to women and children to ensure that they receive their daily nutritional intake of micronutrients.

11. Food Issues: Distribution

You have been tasked with setting up a food distribution system in response to the emergency. Given what you know about Hatuk, which five of the following tasks would you undertake?

- Arrange food distribution so it does not add to the burdens on women.
- Arrange a meeting with the traditional leaders and elders of the community to ensure their views are heard on the best method to distribute food.
- Ensure equal participation of women and men in monitoring, evaluation and review of progress and results.
- Hold monitoring and evaluation meetings at one central location at the same time each month for all beneficiaries to ensure that there is no confusion about the location and time of the meetings.
- Consult with women and men separately to anticipate and address any negative impact food aid interventions may have on women, girls, boys or men.
- Ensure that there are plenty of carbohydrates in the food packs being distributed because they are a good source of energy.
- Assess the different roles of women and men in food management and consumption, at both the community and household levels.
- Ask the female beneficiaries what they like to cook and ensure that such ingredients are included in the food packs.
- Collect sex-disaggregated data for planning, implementation and evaluation of food aid.

12. Food Issues: Security

News of the success of your food security programmes has reached the government, and they are keen to learn more about how they can implement such programmes for the population during times of emergency and recovery. In preparing your presentation you want to ensure that they understand the different needs of men, women, boys and girls. To communicate the importance of this, you need to pick three key points to emphasize in your presentation. Which points should you include?

- Find a community leader or member who can provide information about gender issues in the community and use their knowledge when designing programmes and interventions.
- Ensure that women and men actively participate in the design, implementation and monitoring and evaluation of food security programmes and policies.

- Identify areas and sectors of the population (women, girls, boys and men) most at risk of food insecurity.
- Identify areas and sectors of the population (women, girls, boys and men) most at risk of food insecurity and cross reference this with information on areas where there is support for dissident groups to ensure that no food aid goes to unstable areas of the country.
- Ensure that women and men have equal access to food and other productive resources.

13. Livelihoods

During your field assessment, you learned that farming assistance has not always benefited women as much as men. In order to address this problem, you developed a programme to target assistance specifically to women. However, a few weeks later you have learned that many male farmers in the community are angered by this decision, asserting that because they do the majority of the farming they should receive the majority of the assistance. Several male community leaders are demanding a meeting with you to discuss the situation. What is the most appropriate action to take?

- a) Do nothing. Holding a meeting with angry farmers could lead to negative media coverage.
- b) Organize a meeting of male farmers to hear their concerns and to lecture them on the importance of gender equality between male and female farmers.
- c) Convene a meeting of male and female stakeholders to discuss their concerns. Discuss the roles of male and female farmers in the community, and how the emergency has impacted each of them in different ways based upon their gender. Collectively brainstorm ways to ensure that the different needs of male and female farmers can be met.
- d) Discuss the problem with the donor.

14. Water, Sanitation, and Hygiene (WASH)

During a routine WASH programme monitoring visit, a public health worker tells you there has been an outbreak of water-borne disease. Probing further, you learn that the outbreak seems to be more predominant among women and children, particularly in female-headed households. You speak to your project field coordinators and they assure you that they have been distributing the water treatment pamphlets equally to men and women, with a particular emphasis on female-headed households. Puzzled, you wonder why the women and children are suffering greater from the illness than men in the same community. What is a plausible explanation and what should you do?

- a) Women's and children's immune systems are inherently weaker than men's and more susceptible to disease. Distribute more medicine to them.
- b) Through discussions with the female-headed households, you discover that many have low levels of literacy and cannot read the pamphlets on household water quality that were given to them. You then re-design the pamphlets using more illustrations so that they can follow the steps needed to properly treat their household water supply.

- c) Conduct household visits and lecture the women on how they are risking their health and their children's health by not following the water purification instructions contained in the pamphlet.
- d) Report the cases to the Health Cluster and have the medical experts determine the problem.

15. Gender-Based Violence (GBV)

During your interviews, one woman tells you that that several girls in the community are engaged in sexual activity in exchange for extra food, household items or special security for their family. It seems many people know about the practice, but no one knows how to address it. As a humanitarian aid worker, what should you do with this information?

- a) Try to meet the girls involved to tell them about the dangers of their activities and urge them to stop.
- b) Confront the community leaders about this practice and encourage them to address it.
- c) Share with the woman information on the available services, including child protection and gender-based violence (GBV) services, and ask her to share the information with others involved in similar activities.

16. Shelter

In consultations with the affected community, some women have raised concerns about the participation of women in the brick making, and the fact that involving men may be problematic and adequately training them may be very time consuming. The involvement of the experienced women is crucial to provide the urgently needed bricks. However, many women are busy caring for and comforting children and elderly family members following the disaster. As a result, there are many fewer women than usual to assist with brick making and there is a long wait for bricks. Other areas of community life and participation are similarly suffering from limited resilience and ability to recover. What can you do to address the situation and overcome the bottleneck?

- a) Question whether bricks are essential for current shelters or if other materials and imported solutions might be easier and more useful.
- b) Look for alternative supplies of bricks and building materials, possibly from another village.
- c) Explain that brick making is urgently needed to rebuild the community and ask women to participate more for the community's benefit.
- d) Explain the need to support family and have men and women agree that men will learn brick making under the supervision by available women.
- e) Talk to the women and community to identify possible solutions within the community.

Answer Key

1. Coordination

What should you do to ensure that gender is effectively and comprehensively integrated across all sectors in the response to the humanitarian crisis?

- a) NO – this ignores the sectors where gender is not being integrated and will leave serious gaps in efforts to ensure an effective, comprehensive response to the needs of the most vulnerable.
- b) CORRECT
- c) NO – you cannot assume someone else will take on this task. Having identified it, you must make sure it is not just noted but also properly addressed.
- d) NO – such a unilateral approach is neither feasible nor sustainable. It would also be time-consuming and, without the authority to take on this role, would not be comprehensive or effective.

2. Participation

What can you do to ensure that participation in decision-making in the camp is equally representative of the entire population – women, girls, boys and men?

- a) NO – this will continue to ignore the voices and opinions of the already marginalized members of the community such as women, youth, other ethnic and sectarian groups. It will also leave serious gaps in efforts to create an effective, comprehensive response to needs of the most vulnerable.
- b) NO – such a unilateral approach is neither feasible nor sustainable. It also continues to marginalize and silence large swathes of the community and does not empower them to explore and articulate their issues and possible solutions.
- c) NO – you cannot assume that someone else will take on this task. Having identified it, you must make sure it is not just noted but also properly addressed.
- d) CORRECT

3. Protection

What can you do to ensure these men, women, boys and girls receive attention concerning their protection needs?

- a) NO – the needs of all people in the community must be addressed in a humanitarian response.
- b) CORRECT
- c) NO – this is exactly this kind of inequality that will be exacerbated during the crisis; and in ignoring the needs of the minority community, you ignore the needs of the most vulnerable and expose them to increased violence and deprivation.
- d) NO – the response must be more comprehensive and address the needs of women, girls, boys and men.

4. Sexual Exploitation and Abuse

What should you do?

- a) NO – her health and safety is more important and should be addressed first.
- b) NO – she needs support but consolation alone is not enough as it leaves her health in jeopardy and does not prevent further violations.
- c) CORRECT
- d) NO – not true.

5. Camp Coordination and Camp Management (CCCM)

What should you do?

- a) CORRECT
- b) NO – it is essential that all people’s needs – women, girls, boys, and men – be addressed.
- c) NO – this is not enough. While these are good actions to take, addressing the root of the problem will take a more comprehensive approach that includes the whole community.
- d) NO – your response must be more comprehensive and must address the needs of women, girls, boys and men. Limiting your response to only the women’s centres does not address the issue.

What should you do to help the registration process produce better information to improve camp planning?

- a) NO – this is a short-sighted response. Planning informed by the current registration arrangement fails to reflect the needs, capacities and insights of the some of the most vulnerable people in the community.
- b) NO – while this is an improvement on the current situation, it falls short of what is required by a responsive, rights- and community-based approach and would still result in inadequate planning.
- c) CORRECT
- d) NO

6. Education

What should you do to help ensure the children’s safety on their way to school?

- a) NO – the community is already caught in conflict between the two groups. Posting armed government soldiers would align them with the national military and increase the likelihood they would be targeted by local fighting forces. Armed military forces could also threaten girls’ and boys’ safety.
- b) NO – before building a new structure, it is important to consult with the community to consider whether there are ways to use other existing community schools and resources.
- c) CORRECT
- d) NO – girls are not the only ones being threatened. Boys are also at risk of violence and recruitment into fighting forces. Home schooling should only be used as a last resort, since it is important for children to move freely and have safe access to schools and other areas in their communities.

7. Health

What should you do to assess the situation?

- a) NO – that would only give you part of the picture and it would fail to explain the reasons for the decline.
- b) CORRECT – it is important to gain the perspectives of those receiving the service in order to fully understand how it is or is not meeting their needs. Using this type of analysis and feedback, it will be possible to make appropriate adjustments to clinic services.
- c) NO – this may not be the reason clinic use has declined.
- d) NO – this may be ineffective if the community does not believe the clinic offers services they need and can use.

How should you respond to your staff members?

- a) NO – you miss an opportunity to counter stigma, discrimination, and myths about HIV/AIDS among your staff, and their input and local knowledge is vital if you want to create campaigns that will work.
- b) NO – this reinforces stigma and discrimination.
- c) CORRECT – it is important to reduce stigma and discrimination among staff, and to use the opportunity to show how women are more vulnerable to HIV/AIDS because of gender discrimination.
- d) NO – doing so would miss an opportunity to reduce HIV/AIDS transmission among already vulnerable populations.

True or False:

- Unequal power relationships between men and women can contribute to the spread of HIV/AIDS. [TRUE]
- Gender-based violence increases vulnerability to HIV/AIDS. [TRUE]
- During emergencies, HIV/AIDS is more prevalent among female commercial sex workers and male homosexuals. [FALSE]
- During emergencies, HIV/AIDS responses should only be managed by Health cluster officials. [FALSE]
- Women are more vulnerable to HIV/AIDS because their immune systems are inherently weaker than men's immune systems. [FALSE]

8. Health: Reproductive Health Minimum Initial Services Package (MISP)

As a result, you should:

- a) NO – ensuring safe delivery is a priority of MISP. Coordination with partners is a vital component of MISP to ensure coverage of services and a functioning referral system for emergency obstetric care.
- b) NO – while providing clean delivery kits to visibly pregnant women is a part of MISP, all pregnant women should be advised to deliver with a skilled birth attendant in an equipped health facility.

- c) CORRECT – this answer includes coordination, establishing a 24/7 referral system, emergency obstetric care and distribution of clean delivery kits.
- d) NO – ensuring safe delivery is a priority of MISP.

What should you do?

- a) NO – providing clinical care for victims of sexual violence is a priority of MISP.
- b) CORRECT – ensuring clinical care for victims of sexual assault as well as psychosocial counseling and referrals is a vital component of the MISP.
- c) NO – it is not necessary to conduct a needs assessment before implementing any MISP activities.
- d) NO – psychosocial counseling is an important part of care for victims of sexual assault, but this answer does not include clinical care.

9. Non-Food Items (NFIs)

What should you do to address this issue?

- a) NO – a solution that works in one situation will not necessarily work in another. Each community must be allowed to identify their own issues and explore solutions that work for them. Such a participatory approach empowers people, gives them autonomy over their own lives and contributes to their sense of dignity. It is also more likely to produce programmes that work.
- b) NO – such a unilateral approach is not feasible, sustainable or respectful. It also continues the marginalization and silencing of women who should instead determine their own needs. It also does not empower them to explore and articulate their needs and possible solutions.
- c) CORRECT
- d) NO – you cannot assume someone else will take on this task if you have identified it. Having identified it, you must make sure it is not just noted but also properly addressed.

What should you do to address this issue?

- a) NO – fuel supply is a multi-sectoral issue that requires collaboration across different clusters and areas of work.
- b) NO – such a unilateral approach is neither feasible nor sustainable. It also marginalizes women rather than involving them in identifying and solving their problems.
- c) CORRECT
- d) NO – it is essential to consult with the women and girls who are collecting the fuel and implement activities in accordance with international guidance.

10. Food Issues: Nutrition

What should be done to ensure that everyone has enough to eat?

- a) NO – this will not take into account intra-household distribution and allocation of food.
- b) NO – setting up a parallel system will not address the problem.

- c) CORRECT – have community health workers directly engage in the monitoring of household food distribution and consumption so that they can monitor and intervene when necessary.
- d) NO – this does not address the problem of food consumption.

11. Food Issues: Distribution

Given what you know about Hatuk, which five of the following tasks would you undertake?

- Arrange food distribution so it does not add to the burdens on women. [YES]
- Arrange a meeting with the traditional leaders and elders of the community to ensure their views are heard on the best method to distribute food. [NO – this is not sufficient to understand the situation because many women and girls are excluded from traditional leadership structures.]
- Ensure equal participation of women and men in monitoring, evaluation and review of progress and results. [YES]
- Hold monitoring and evaluation meetings at one central location at the same time each month for all beneficiaries to ensure that there is no confusion about the location and time of the meetings. [NO – the location or time may not be convenient, and having mixed-sex meetings may not be conducive to soliciting the best information. Instead you need to discuss with different members of the community the best methods to ensure men, women, boys and girls' voices and viewpoints are represented.]
- Consult with women and men separately to anticipate and address any negative impact food aid interventions may have on women, girls, boys or men. [YES]
- Ensure that there are plenty of carbohydrates in the food packs being distributed because they are a good source of energy. [NO – It is important to take into account the particular nutritional needs of children and pregnant and lactating women and ensure that there is a good nutritional balance in the food packs.]
- Assess the different roles of women and men in food management and consumption, at both the community and household levels. [YES]
- Ask the female beneficiaries what they like to cook and ensure that such ingredients are included in the food packs. [NO – this will only provide limited information to you about women's roles in household food security, management, and consumption.]
- Collect sex-disaggregated data for planning, implementation and evaluation of food aid. [YES]

12. Food Issues: Security

Which points should you include?

- Find a community leader or member who can provide information about gender issues in the community and use their knowledge when designing programmes and interventions. [NO – one source of information is not enough. It is imperative that you speak to men, women, boys and girls who will be the beneficiaries of such interventions to gain their perspectives and insights directly.]
- Ensure that women and men actively participate in the design, implementation and monitoring and evaluation of food security programmes and policies. [YES]

- Identify areas and sectors of the population (women, girls, boys and men) most at risk of food insecurity. [YES]
- Identify areas and sectors of the population (women, girls, boys and men) most at risk of food insecurity and cross reference this with information on areas where there is support for dissident groups to ensure that no food aid goes to unstable areas of the country. [NO – food security programmes need to be designed and implemented based upon need, not upon political considerations.]
- Ensure that women and men have equal access to food and other productive resources. [YES]

13. Livelihoods

What is the most appropriate action to take?

- a) NO – effective program implementation requires that you solicit the input of all stakeholders.
- b) NO – lecturing angry beneficiaries will not address the problem.
- c) CORRECT
- d) NO – the donor will be expecting you to assess the problem and propose a solution.

14. Water, Sanitation, and Hygiene (WASH)

What is a plausible explanation and what should you do?

- a) NO – not true.
- b) CORRECT
- c) NO – lecturing beneficiaries will not help the situation.
- d) NO – you need to examine the root cause of the problem first and take responsible action in order to address it to the best of your abilities.

15. Gender-Based Violence (GBV)

As a humanitarian aid worker, what should you do with this information?

- a) NO – most of these girls will not believe that they have a choice. Many of them are probably the primary source of income for their families. By expressing our opinion to them, we are sharing a personal judgment that will not help to ameliorate the situation and could further alienate the same girls that we are trying to assist.
- b) NO – community leaders may already be concerned about the situation. Alternatively, some leaders may have a vested interest in maintaining the status quo. Instead of confronting the leaders with our personal judgment, we should take time to understand the situation and their role in either confronting or supporting it. Then we can better understand how to influence their actions.
- c) CORRECT – these women and girls need information and options in order to be empowered to make their own decisions. Our role is to provide that information, without judgment, and to facilitate the girls' access to necessary services. We might also want to raise this issue with other actors, e.g. within the GBV coordination group or Protection Cluster, or with actors engaged in livelihood activities.

16. Shelter

In consultations with the affected community, some women have raised concerns about the participation of women in the brick making, and the fact that involving men may be problematic and adequately training them may be very time consuming. The involvement of the experienced women is crucial to provide the urgently needed bricks. However, many women are busy caring for and comforting children and elderly family members following the disaster. As a result, there are many fewer women than usual to assist with brick making and there is a long wait for bricks. Other areas of community life and participation are similarly suffering from limited resilience and ability to recover. What can you do to address the situation and overcome the bottleneck?

- a) NO – Exploring alternatives, especially indigenous ones, is helpful but it is not a complete solution. Sometimes it can be counterproductive in an emergency situation. Consultations can further broader community participation efforts and help people come to terms with less than perfect interim solutions. To balance the need for community discussion and the need for timely action, the goals and time limits should be discussed at the outset.
- b) NO – This is a short-term result. It is probably very expensive and logistically difficult and contributes little to psychological or livelihoods reconstruction.
- c) NO – It is inappropriate to appeal to the women’s social conscience or obligations, over the interest and concerns of family. It may also generate hostility in the community if women decline.
- d) NO – We already know that introducing men into a traditional role of women may be counterproductive and adverse for men and women; it is also unlikely to result in the production of safe, quality bricks.
- e) CORRECT – Help the whole community analyze problems and find acceptable solutions in which everyone shares responsibility and contributes to the rebuilding of shelters. Learning spaces and crèches assisted by older members may help siblings share housework and care for the elderly. Men can assist in brick making by bringing clay and water to the production sites so women can focus on the brick making itself.

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