



Gender and  
Diversity

# *Dignity, Access, Participation and Safety*

## *Operationalizing Gender and Diversity in Disaster Management*

**AHA Centre Executive (ACE) Programme**

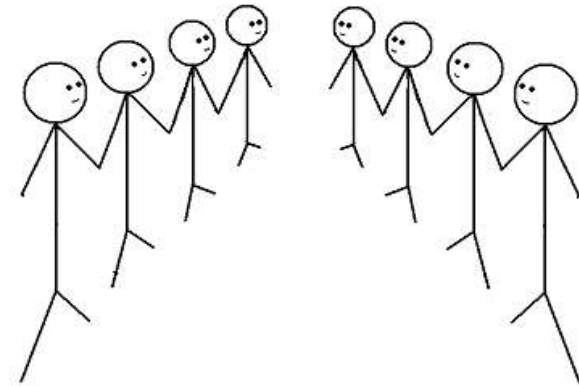
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**Christina Haneef**

# Objectives

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

# Speed debating



## *Group exercise*

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

## *Group exercise*

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

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## ***Group exercise***

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**In disasters the elderly are dependent  
and always need help**

## *Group exercise*

**Adolescent/teenage girls; woman or child?**

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

# *What do we hear about gender and diversity?*



## **COMMON CHALLENGES**

- Too busy
- No resources
- Not a priority
- I do not know how to do it
- It is for someone else to do



# Core Concepts

Sex	Gender
Biological differences	Social differences
Male, female	Masculine, feminine
Born male or female; difficult to change	We become masculine or feminine. Changes across the life-cycle, within and between cultures, traditions and beliefs
Binary opposites	Degrees of masculinity and femininity – society sets the bar on attitudes, behaviours etc

## Sex or Gender?

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

# Defining 'gender'

- Gender - a confusing and a contested term (not only women)
- Gender as a *concept* refers to the **social differences** between men and women
- Provides us a lens through which we can view and understand the attitudes, behaviors, roles and expectations put on men and women as a result of being male or female
- Gender as an *analytical tool*
- Gender (equality) as a *strategy or an approach*

# Diversity



**...The respect  
and  
acceptance of  
the  
differences  
between  
people**

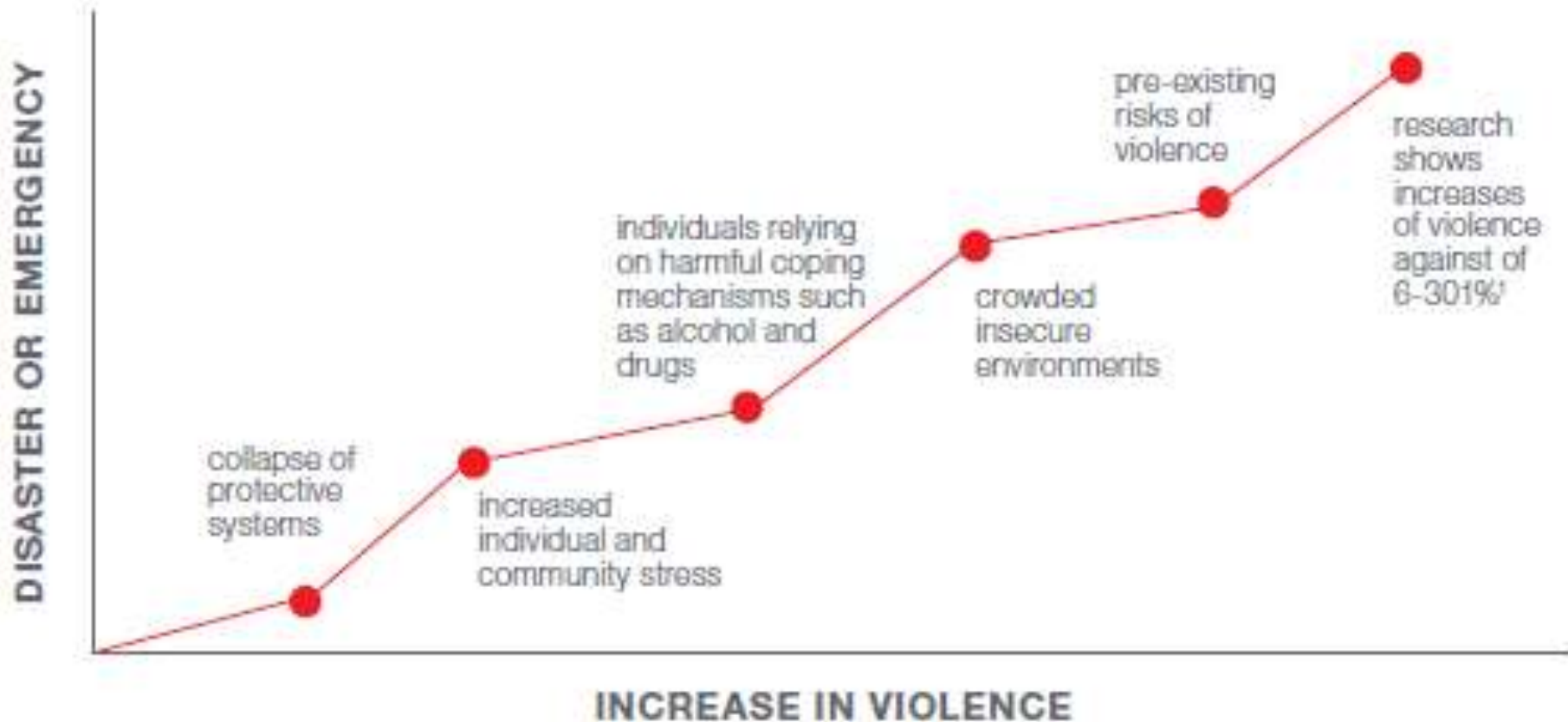
# Sexual and Gender-based Violence (S/GBV)

An **umbrella term** for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a person on the basis of their gender.

A result of **gender inequality** and **abuse of power**.

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

# VIOLENCE INCREASES IN DISASTERS



## ***IFRC's approach***

- The IFRC's gender and diversity work is not a separate or new component
- It is rooted in its humanitarian mandate & fundamental principles, to **prevent and alleviate human suffering without discrimination** and to protect human dignity.
- The RCRC recognizes that women and men have different **capacities, strengths, needs and vulnerabilities** which can impact their resilience to disasters



Gender and Diversity

# Organisational Policies and Tools



**Minimum standard commitments**  
to gender and diversity in emergency programming  
Pilot Version

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International Federation of Red Cross and Red Crescent Societies



# Organisational Policies and Tools



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









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# The Gender, Diversity and Gender-based Violence Quiz

# Age

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

# Age

% of world's population aged between 0 and 14 years	<b>26%</b>
% of world's population aged between 15 and 24 years	<b>17%</b>
% of world's population aged between 25 and 54 years	<b>41%</b>
% of world's population aged between 55 and 64 years	<b>8%</b>
% of world's population aged over 65 years	<b>8%</b>

# *Pregnancy*

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

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

**20%**

# *Disability*

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

**15%, 20%, 2%**

# *Disability*

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



# ***LGBTI***

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

Is it 25, 47 or 76?

**76 countries (or 78 depending ‘countries’)**

# *Violence*



- What % of women have reported experiencing physical violence by either an intimate and/or non-intimate partner in their lifetime?
- In Cambodia?
- In Vietnam?

**Is it 5%, 13%, 22%, 35% or 50%**

# *Violence*



- What % of women have reported experiencing physical violence by either an intimate and/or non intimate partner in their lifetime?
- In Cambodia? **22%**
- In Vietnam? **35%**

# *Violence*



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

Is it 75, 88 or 98%

**98%**

# *Violence*



- How often does an adolescent girl die as a result of violence in the world?

Is it every 30, 20 or 10 minutes?

**Every 10 minutes**

# *Violence*



- How many countries only recognise female victims of rape? 42, 62 or 82

**62**










# Why does it matters in our approach to disasters?

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

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

**Accountability**

**Cost effective**

**Do no harm**

**Quality**

**Address vulnerability**

**Fundamental Principles**



# Impartiality, non-discrimination



## The scene of a (mega) disaster Inside disaster Haiti - trailer

“Everything needs to be done at  
once but we just can’t”

Jean-Pierre Taschereau, IFRC Team Leader

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

# Prioritisation

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

# Beneficiary Registration

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



# Needs Assessments – Gender & Diversity Analysis

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

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

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

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

# Needs Assessments – Gender & Diversity Analysis

**Gender analysis** examines relationships between females and males; their roles, responsibilities, access to and control of resources and constraints they face relative to each other.

**Diversity analysis** – examines the distinct reality of being a particular age/age group, disabled and other contextual factors (e.g. minority group, ethnicity, etc.)

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

## ***Gender and diversity analysis***

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

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

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

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

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

# Needs Assessments – Gender & Diversity Analysis

## Challenges in collecting and analysing SADD

- No harmonised way to collect SADD & GD analysis
- Different people in chain of collection, analysis and design
- If collected, who does the analysis? (Who has capacity?)
- If collected and analysed, who feeds/how is this fed into project design?

# Needs Assessments – Gender & Diversity Analysis

## Price of not including a gender and diversity analysis

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





Gender and  
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***Thank you!***

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**Any questions?**



# Inside the disaster – survivors

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## Exercise

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### *Minimum Standard Commitments to Gender and Diversity in Emergency Programming*



**Minimum standard commitments**  
to gender and diversity in  
emergency programming  
Pilot Version

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



*Dignity*

*Safety*

**How can we apply  
this?**

*Access*

*Participation*

## Exercise

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