Swedish Civil Contingencies Agency

MSB Gender Equality Toolkit

Practical advice for international operations

MSB Gender Equality Toolkit

In international operations, MSB wishes to act as a role model and a progressive force that contributes to gender equality outcomes. We want all our field staff to lead by example and to possess the capacity to drive this work forward when deployed to operations. We know that this might feel like a difficult task for someone who is not a gender expert, but our experience has shown that everyone can and should take measures and adjust their work to ensure gender equality considerations are taken into account. This toolkit is intended to inspire and provide support for you, as an MSB representative and our extended arm in the field, to improve your understanding and capacity to work with gender equality in your operation.

In 2009, MSB developed a Gender Equality Handbook to support project managers and field staff in their mainstreaming of gender equality into international operations. Since then, a lot has happened both in the global arena and within MSB. The revised handbook has been developed into a toolkit gathering a large amount of tools, checklists and inspiration on how to ensure that gender equality is integrated into the work in MSB international operations. It is based on MSB's own experience, already-existing global standards and good practice and our partner organisations' policies, tools and experience. We found that synchronisation with our partner's tools and global standards was key since our field staff are deployed to work within their structures and systems and in line with their tools and global inter-agency standards. Our hope is then that this toolkit will reinforce and support the implementation of what is already out there, rather than creating parallel advice and standards.

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Acronyms

CfW: Cash for Work

CPCC: The Civilian Planning and Conduct Capability

CSO: Civil Society Organizations

DRR: Disaster Risk Reduction

DWM: Disaster Waste Management

EISF: European Interagency Security Forum

ERW: Explosive Remnants of War

EAAS: European External Action Service

EOD: Explosive Ordnance Disposal

GBV: Gender-Based Violence

GBV AoR: The Gender-based Violence Area of Responsibility

GBVIMS: Gender-Based Violence Information Management System

GICHD: Geneva International Centre for Humanitarian Demining

GMAP: Gender and Mine Action Programme

HCT: Humanitarian Country Team

HIV: Human Immunodeficiency Virus

IASC: Inter-Agency Standing Committee

IDP: Internally Displaced Person

IFRC: International Federation of Red Cross

IMSMA: Information management for Mine Action

IHP: International Humanitarian Partnership

IOM: International Organization of Migration

IRC: International Rescue Committee

LGBTQI: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Intersex

MIRA: Multi-Cluster/Sector Initial Rapid Assessment

MRE: Mine Risk Education

MSB: Swedish Civil Contingencies Agency

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NGO: Non-governmental Organization

OCHA: United Nations Office for the Coordination of Humanitarian Affairs

OECD: The Organisation for Economic Co-operation and Development

PEP: Post-Exposure Prophylaxis

PPE: Personal Protective Equipment (PPE)

PSEA: Protection from Sexual Exploitation and Abuse

RVA: Risk and Vulnerability Analysis

SADD: Sex and age disaggregated data

SEA: Sexual Exploitation and Abuse

SGBV: Sexual and Gender-Based Violence

SOP: Standard Operating Procedure

ToR: Terms of Reference

UN: United Nations

HCT: Humanitarian Country Team

UNSCR 1325: United Nations Security Council Resolution 1325

UNDAC: United Nations Disaster Assessment and Coordination

UNDSS: United Nations Department for Safety and Security

UNFPA: United Nations Populations Fund

UNHCR: United Nations Refugee Agency

UNICEF: United Nations Children's Fund

UNISDR: United Nations Office for Disaster Risk Reduction

UNMAS: United Nation's Mine Action Service

UN Women: United Nation's Entity for Gender Equality
and the Empowerment of Women

WAM: Weapon and Ammunition Management

WASH: Water, Sanitation and Hygiene

WFP: World Food Programme

WHO: World Health Organisation

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Conflicts and disasters impact women, girls, boys and men differently. Because there are existing inequalities between women and men in society, women are often disproportionately affected by crises and do not have the same ability to prepare for, cope with and recover from events. Neither do women and men experience disaster risks in the same manner and, because of their different roles in society, they have different needs and priorities in crises.

Gender inequality and discrimination against women and girls mean they often face more challenges in reducing risks and strengthening their resilience to crises in the household and community. On the other hand, men and boys can also be vulnerable during crises. For example, because of strong social norms surrounding what it means to be a man, men often struggle to deal with changes in gender roles and reports have showed that men and boys are also exposed to sexual violence in crises.

While gender is a key factor that impacts our needs, the capacities we have and the risks we face, other characteristics also influence our situation. For example our age, whether we have a disability, our ethnicity, religion, sexual orientation and gender identity affect who we are and the opportunities we enjoy. This means we must always look at gender together with other diversity factors, and women and men cannot be treated as a homogenous group with similar experiences and concerns in crisis situations.

Women and men are not only vulnerable and victims in crises, they also possess capabilities which, if properly utilised, can be important drivers of change in preparedness, response and recovery work. Since gender roles and power dynamics commonly change in crises, they can also create a window of opportunity through which it may be possible to reverse unequal gender norms, roles and relationships. Women and men's equal participation and leadership in the development and design of our work is consequently critical if we are to achieve effective results and promote gender equality.

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Why gender equality in MSB international operations?

Over the years, MSB's work with gender equality have evolved significantly. From being perceived as controversial issues or a luxury that can wait until later, gender dimensions in international operations are now recognised as essential elements to achieve successful and effective results. In MSB's operations, responding to the different realities of women, girls, boys and men of diverse ages, abilities and social backgrounds is central. Due to the gender-unequal social structures that we know exist in all the countries around the world, we must always ensure that the diverse voices of different groups of people are heard and taken into consideration in our work and that their capacities are fully utilised. Otherwise, we may carry out operations that are irrelevant, off-target or even risk harming the target group. Gender and diversity considerations must be kept in mind regardless of if we are working with populations in a refugee camp, UN staff living in an office and accommodation compound or EU mission staff in a peace support operation.

MSB staff deployed to support the TIPH civilian observer mission in Hebron, Palestine. Photo: Johan Lundahl, MSB, 2017

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MSB's efforts to mainstreaming gender equality into international operations is based on numerous global and Swedish commitments and policy frameworks relating to crisis management, humanitarian and development aid and resilience-strengthening and peace support operations. As a Swedish governmental agency, MSB is to contribute to fulfilling Sweden's long-term policy goals for gender equality[1], which were adopted by Parliament in 2006. We are also obliged to contribute to the implementation of United Nations Security Council Resolution 1325[2] and its subsequent resolutions on Women, Peace and Security, as well as the Sendai Framework for Disaster Risk Reduction[3]. In these frameworks, emphasis is placed on women and girls' increased participation in humanitarian aid, peace-building and disaster risk reduction. The importance of guaranteeing women and girls, as well as men and boys, protection and reducing the risks of gender-based violence is also stressed, as well as men and boys' roles in achieving gender equality. View Annex 1 for further references to key normative frameworks guiding MSB operations.

What do we wish to achieve by integrating gender equality into our operations?

The overarching goal of MSB gender equality work is broadly to contribute to that: Women, girls, boys and men of all ages, abilities and social backgrounds, enjoy the same opportunities and power to shape society and their own lives.

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1. www.jamstalldhetsmyndigheten.se/en/about-gender-equality/swedens-gender-equality-policy

2. www.peacewomen.org/why-WPS/solutions/resolutions

3. www.unisdr.org/we/coordinate/sendai-framework

Through our operations, we aim to strengthen our partner organisations in order to contribute to the following more specific gender equality outcomes. These are in turn expected to contribute to achieving the overarching goal.

1. Women, girls, boys and men's different needs, risks, vulnerabilities, priorities and capacities are considered in analysis, planning, implementation and follow-up of activities.

2. Women, girls, boys and men enjoy equal opportunities to participate in and influence the planning, design, implementation and follow-up of activities.

3. Enhanced capacities, empowerment and resilience of women, girls, boys and men on equal terms.

4. The integrity and protection of women, girls, boys and **men** are ensured and risks of gender-based violence, including sexual exploitation and abuse, are mitigated.

5. Increased involvement of men and boys in the work of achieving gender equality.

For staff working in MSB operations, this means that the methods used, the services delivered and activities implemented are adapted to contribute to these outcomes. For this, we need to systematically collect data that is disaggregated by sex, age, disability and other relevant factors and analyse this information with a gender perspective to understand the situation and the impact and results of our work. We then need to use findings and insights from analysis to inform the planning, implementation and follow-up of interventions. This will help to improve the quality, relevance and effectiveness of MSB's operations and ensure that women and men have equal access to, and benefit equally from, our work and that we do not perpetuate gender inequality.

Accommodation facilities in the Red Roof compound in Maiduguri, Nigeria.
Photo: Johan Lundahl, MSB, 2017

Who should use the toolkit?

This toolkit has been produced mainly with our field staff working in international operations in mind. It can be applied in all MSB's international work, including in humanitarian action, resilience strengthening and peace support operations. We expect all our field staff to be familiar with the toolkit and especially the specific sections that concern their area of work. However, these tools may also be used by internal MSB staff, such as programme officers, HR officers, security advisors and potentially, with some modifications, also staff working on national level in Sweden.

How is the toolkit structured?

The toolkit is broadly divided into three parts:

Part 1: Gender equality in international operations – what, why, when and how?

This part intends to provide a solid background and basic understanding of what gender equality in international work means and why it is important for all our staff. The section covers some of the most important basic concepts, principles, definitions and frameworks for working with gender equality, diversity and protection in MSB international operations. We expect all our staff to be familiar with this entire section.

Part 2: Gender equality in the project cycle – strategies, methods and tools

This part presents a number of more generic tools, methods and strategies for integrating gender equality considerations into the project cycle e.g. in situation analysis, project planning, monitoring and evaluation and budgeting. It also presents various tools for how to gender-sensitise working methods for some generic tasks that many staff carry our when on operations e.g. training, communication, procurement, recruitment, how to ensure equal participation and how to react if a case of gender-based violence is disclosed to them.

Part 3: Sector-specific and thematic tools

This part includes ten sections covering MSB core operational areas and provides sector-specific tools with more in-depth tips and advice on how to integrate gender equality considerations into different thematic areas of work. Some sections in this part include Information Management, Humanitarian Coordination, Office and Accommodation, Waste Management and Disaster Risk Reduction.

How to use the toolkit?

The toolkit is a comprehensive document and the idea is for it to be used as an encyclopaedia and go-to-resource during an operation in order to look up concepts and checklists when carrying out certain tasks and when in need of support. Some sections will be more relevant to your work area than others. The toolkit has been developed as an interactive electronic resource, easy for the reader to move between the different sections and parts.

The first part of the toolkit (Part 1) will be mandatory reading for all field staff as part of the briefing kit before starting deployment. Depending on the focus of your work, you will be referred to other sections in Part 2 and 3. The MSB programme officer will assist you in identifying the relevant sections and suggest the tools that could be of use in your operation. Throughout the sections, and especially in Part 3, there are many references to other sections. This is in order to keep the sections in Part 3 focused on sector-specific guidance as short as possible and minimise duplication of tools. For example, an individual kit of tools for a Water, Sanitation and Hygiene (WASH) expert would include; Part 1 + the sector-specific section on WASH in Part 3 + the sections referred to in the WASH section in Part 2.

How was the toolkit developed?

Revision was carried out in three phases. The first phase included mapping a wide range of existing tools, resources and checklists on gender mainstreaming in humanitarian action, resilience strengthening and peace support operations. Focus was on resources developed by partner organisations within the UN and EU systems and standards and guidance established at global level e.g. by inter-agency mechanisms such as the Inter-Agency Standing Committee (IASC), the Sphere Project and EU Civil Planning and Conduct Capability (CPCC). Consultations with key partners took place to ensure the best and most up-to-date tools were reviewed and integrated. In addition, MSB's own tools and good practices were integrated into the material.

The second phase of development was focused on tailoring and modifying the tools into short, easily-accessible checklists/ guide lists in order to make sure tips and advice would speak to, and be useful for, MSB field staff. Within the areas where there were no existing resources, we developed new ones to fill the gaps. At the end of each section in Parts 2 and 3, we present all sources that have been used as inspiration so the reader knows where to seek further guidance.

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The final phase was the review phase. First, more than 25 MSB internal and field staff possessing different technical expertise read the material and provided their input on a selection of sections to ensure that tools were relevant, easy-to-understand and user-friendly. A second draft was shared with partner organisations and a number of other global technical experts. In total, individuals with expertise in gender, diversity, protection/gender-based violence and other relevant sectors from 11 inter-agency, UN and EU agencies and another Swedish government agency have provided their feedback on selected sections of the Toolkit. Their feedback constituted the final and most important step in order to validate that the tools are in line with standards in their own agencies and globally.

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Part 1: Gender equality in MSB international operations–what, why, when and how?

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This part intends to provide a solid background and basic understanding of what gender equality in international work means and why it is important for all our staff. The section covers some of the most important basic concepts, principles, definitions and frameworks for working with gender equality, diversity and protection concerns, such as gender-based violence, in MSB international operations. MSB expect all staff to be familiar with this entire section.

MSB staff deployed to support the TIPH civilian observer mission in Hebron, Palestine, patrolling the streets. Photo: Johan Lundahl, MSB, 2017

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Part 1: Table of contents

1.1   Sex and gender

The terms "sex" and "gender" are often used to mean the same thing, but there is a distinct difference. When a baby is born, it is assigned a sex based on his/her physical and biological characteristics; female, male or intersex[4]. Gender on the other hand, refers to our "social sex" and the socially-constructed norms that exists in societies around the roles, behaviours and attributes that are viewed as appropriate for women and men. Gender involves ideas around what women, girls, boys and men are allowed to and expected to do in life. It influences what is considered feminine and masculine, and female and male responsibilities, duties and occupations in a given context. Gender also shapes how relationships are formed between women and men and if and how they can socialise and speak with each other. This is what is meant when referring to gender relations.

Sex	Gender
Biological differences, e.g. reproductive organs	Social constructed differences – our "social sex"
Male, female	Masculine, feminine
Born male or female (or intersex) – difficult to change	We become masculine or feminine. Change across the life-cycle and within and between cultures.
Binary opposites	Degrees of masculinity and femininity, society sets the bar

4. Intersex refers to individuals who are born with sex characteristics e.g. chromosomes, hormones and genitalia that are not exclusively male or female as defined by the medical establishment in society. In some countries, a third identification for intersex is available (EIGE, nd).

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Gender roles are learned from early childhood and continue to evolve during different phases of life. For example, expectations about how a young girl should behave and act are not the same as for an adolescent or elderly woman. Norms around gender are strong in all societies but they are not the same everywhere. In some countries, women are not allowed or expected to work outside the home, while in others this is seen as a normal part of a woman's life. Ideas around what is considered female and male roles and responsibilities can vary a lot between different areas and groups of people within a country e.g. between religious groups and in cities and rural areas. Gender norms are also closely linked with other social, political and cultural processes that occur in societies and therefore follow broader societal development and change over time.

While we are all assigned a sex when we are born, the way a person identifies with a particular gender and gender role in society varies. Being female does not automatically mean identifying with a feminine gender role, or male with a masculine role. Some people do identify within such a binary gender categorisation – female with feminine and male with masculine – and in fact, society norms often expect us to. But many of us experience that we are a mix of gender norms and roles, perhaps depending on the situation or the phase of life. Others might not identify with either of the two categories (third gender or gender queer), or the opposite gender to the sex they were assigned to (transgendered).

1.2   Gender and power

Gender and power are closely intertwined. Power imbalance between women and men affect their ability to access resources, opportunities and influence decisions that concerns their own lives and the society. Despite international and national legal frameworks that guarantee women and men equal rights, men often have more decisions-making power and autonomy to control their own lives and bodies compared to women.

> Power imbalance between women and men affect their ability to access resources, opportunities and influence decisions that concerns their own lives and the society.

The access to and control over resources also gives the power to define what gives status and what is valued in a society. Gender structures therefore strongly influence the position and acting space of woman and men and how female and male roles, and feminine and masculine behaviours and attributes are valued. In most societies, men generally play gender roles that gives them higher status and political, economic and social power and freedom, in comparison to women. Often, the roles, duties and responsibilities that are considered female are less valued and regarded in society, which commonly include the unpaid household work, child rearing and caring for the sick and elderly in the family. Clearly, we can see that gender affects the privileges we enjoy, the challenges we face, choices we can make in life and the way we act and reason – be it consciously or unconsciously.

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1.3   Gender and diversity

Gender plays a key role in shaping peoples' lives, but experiences are not the same for all women, girls, boys and men. Our diverse characteristics and backgrounds affect who we are and our situation. Gender is therefore only one factor among many others that may influence the rights and opportunities we enjoy, the risks we face and the needs we have in a given context. Other such factors may include age, disability, ethnicity, religion, nationality, socio-economic status, educational level and marital status. Sexual orientation and gender identity are two other factors that may affect an individual's opportunities and situation. The acronym LGBTQI (Lesbian, Gay, Bisexual, Transgender, Questioning and Intersex) is often used when talking about groups that share an experience of falling outside societal norms in regard to their sexual orientation and/or gender identity. The norm that we refer to here is heterosexuality and identification within a binary gender categorisation as either female or male. In this toolkit, we call all of the above mentioned factors diversity factors.
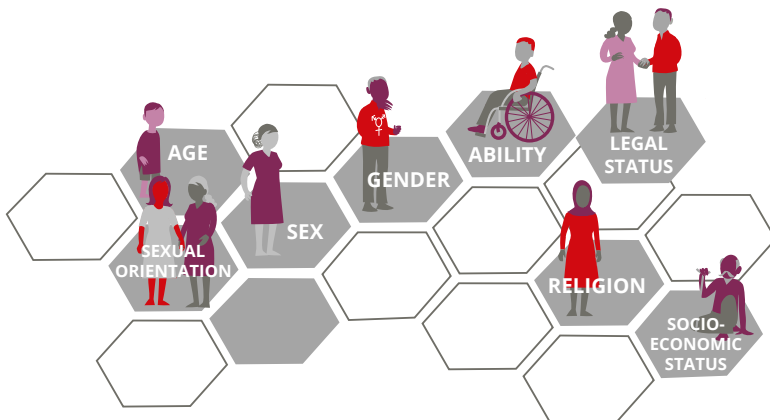
Gender constantly interact with these other diverse social factors and can create and reinforce inequalities, discrimination and oppression for some individuals. But it may also bring more power and freedom to others. Gender inequalities in interaction with other forms of inequalities in society is therefore key in order to understand the diverse experiences, situation and conditions of different groups and individuals.

For example, in Sweden, a middle-aged woman will probably experience more power and action space in society than a teenage girl, and a white abled man will most likely face less discrimination than a black man who has a disability. People who do not conform to society's norms regarding what is considered ideal for women and men, such as being heterosexual and fully abled (in contrast to having a disability), often face barriers to accessing information and resources and have less power to influence society and decisions in their own life. Consequently, it is key to keep both gender and other diversity factors in mind when seeking to understand gender inequalities and power imbalances between different groups of women, girls, boys and men.

1.4   What is a gender perspective?

Observing something from a gender perspective simply means being aware of, and understanding, how gender norms and roles in society and the unequal distribution of power affect the realities of women, girls, boys and men. A gender perspective is about under-standing how these norms and roles and power imbalances between women and men affect their situation and shape their diverse needs, risks, priorities, opportunities and capacities.

A gender perspective must also include an intersectional approach. This means that analysis should also look at how other diverse social factors and structures of inequality intersect with gender and influence on the situation and conditions of different groups of women, girls, boys and men, including individuals with

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other gender identities. An intersectional approach to the gender perspective also helps our understanding of how experiences of discrimination, marginalisation and exclusion vary between, but also within, different groups and challenge the idea that people of a certain group share the same experiences.

1.5   What is gender equality?

As per the definition stated in key international frameworks[5], gender equality is achieved when women and men of all ages, abilities and social backgrounds have the same opportunities to influence decisions concerning their own lives and society as an entire. It is when women and men have the same rights and equal access to economic, political and social participation, control over resources and freedom of movement. Gender equality is realised when the diverse behaviours, aspirations and needs of women and men are equally valued and favoured in society. In order to reach this goal, transformation of social and institutional systems into equal and dignified structures for women and men is necessary.

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5. E.g.the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), (1979), www.un.org/womenwatch/daw/cedaw/ and the Beijing Declaration and Platform for Action (1995), beijing20.unwomen.org/en/about

Gender equality is achieved when women and men of all ages, abilities and social backgrounds have the same opportunities to influence decisions concerning their own lives and society as an entire.

Fact box: The state of gender equality in the world today

1. More women than men live on less than 1.9 USD a day (122 women for every 100 men aged 25 – 34).

2. On average, women do three times as much unpaid care and domestic work as men.

3. Divorced women are more than twice as likely to be poor than divorced men.

4. Only 52% of married women freely make their own decisions regarding sexual relations, contraceptive use and health care. In central and western Africa, this number is even lower (between 25 – 30%).

2

4

52 %
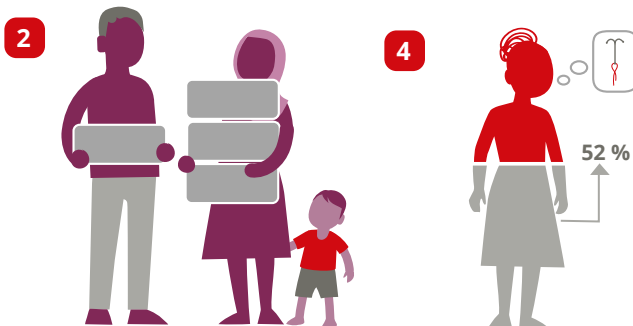
5. 47% of female homicide victims worldwide are killed by an intimate partner or family member. The same number for men is 6%.

6. 49 countries have no laws specifically protecting women from domestic violence.

7. Every day, 830 women die from preventable causes related to pregnancy and childbirth.

8. Despite progress in school enrolment rates, 48% of girls remain out of school in some regions. Poor sanitation is one of the reasons that keep girls away.

9. In 2000, 13.2% of national parliamentarians were women. In 2017, the proportion had risen to 23.4%.

10. Less than 1/3 of senior and middle management positions are held by women.

(Source: UN Women, 2017[6])

13,2 %   **23,4 %**

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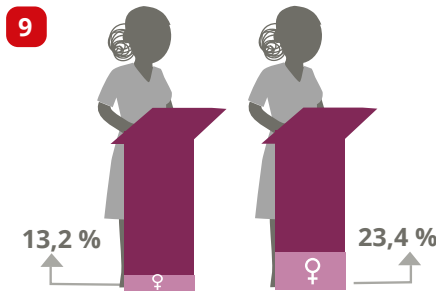
6. www.unwomen.org/en/digital-library/multimedia/2018/7/infographic-why-gender-equality-matters-to-achieving-all-17-sdgs

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From an equality perspective, it could easily be assumed that the goal is to provide everyone with the same treatment, support and services. However, since all individuals do not have the same starting line, they may need different kinds of support, for example in order to access assistance and participate in decision-making on equal terms. To ensure everyone is treated equitably, fairly and in accordance with their needs, we must adapt methods and activities to people's different situation and starting lines. Otherwise, we risk perpetuating gender inequality. In simple terms, it can be stated that gender equality is the goal, while equity is how to get there.
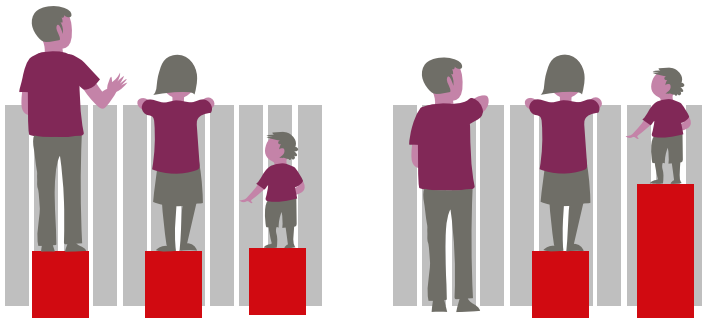
If people receive the same support regardless of their situation, they are being treated equally. If people receive support according to their needs so they can be in an equal position, they are being treated equitably.

Gender is not only about women and girls

A common misunderstanding when it comes to working with gender equality in international operations is that it is only about women and girls. Of course, we know that globally, women and girls experience more disadvantages due to power imbalances and gender roles. But just like women and girls, men and boys also pay a significant price in terms of quality of life due to the way gender roles are defined and practiced. Globally, masculinity norms expect men to adopt risky and violent behaviours and they are often restricted from exploring their emotions and feelings, showing vulnerability or developing close relationships with their children. Suicide rates are also higher among men and their life expectancy is lower in comparison to women. Gender norms and traditional expectations concerning masculinity clearly also limit men and boys' choices in life and makes them vulnerable.

Expanding the definition of what it means to be a "man" and promote alternative and positive masculinity norms for men and boys has to be in focus. For example, men sometimes learn that they need to be violent and controlling to be seen as real men and this kind of notions around masculinity norm is important to break down. It would contribute to increasing men and boys options and broadening their roles and responsibilities in society. Moving towards a more gender-equal society therefore requires men and boys to think and act in new ways, to reconsider traditional images of manhood and to reshape their relationships with women and girls.

> We cannot understand and address the situation of women and girls if we do not also understand and address the situation of men and boys.

So no, gender is not only about women but we have to see that there is a clear link between the unequal distribution of power between women and men that leads to gender inequalities, and the gender structures in societies that create a female and a male sphere composed of norms and roles. Clearly, we cannot understand and address the situation of women and girls if we do not also understand and address the situation of men and boys.

1.6   Gender-based violence

Gender-based violence (GBV) is a serious protection concern and one of the most extreme manifestations of gender inequality in society. It is a violation of the physical and psychological integrity and dignity of the individual concerned and levies major social and economic costs on the individual and their families, the community and the wider society.

GBV is defined as an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (e.g. gender) differences between women, girls, boys and men. It involves acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion and other deprivations of liberty[7]. These acts can take many different forms and exist both in the public and the private sphere View the boxes below for more information on the different types of GBV.

> **Fact box:** GBV is often divided into four types of violence:
>
> • **Physical violence**
>
> • **Sexual violence**
>
> • **Psychological/emotional violence**
>
> • **Economic violence**

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7. IASC GBV Guidelines, 2015. www.gbvguidelines.org/en/

Fact box: Examples of specific forms of GBV include (but are not exclusive to):

- **Intimate partner** violence and other forms of domestic violence

- **Child, early and forced marriage**

- **Rape/rape** attempts

- **Sexual harassment and assaults,** including online harassment

- **Sexual exploitation and abuse** including forced and coerced prostitution and labour/trafficking in people and "survival sex"[8]

- **Harmful traditional practices** such as female genital mutilation/ cutting (FGM/C)

- **Honour crimes/killings**

- **Son preferences** including selective abortion/ female infanticide

- **Lack of control over the financial means** of the family and/ or using them in order to supress or abuse. The absence of personal financial income is often a reason for not leaving a harmful relationship

- **Prevented from having contact with children**

- **Denial of rights** e.g. housing, property, education, livelihood

- **Lack of access to services** such as health services

- **Verbal abuse**

(Further explanations of different forms of GBV can be found in the *IASC GBV Guidelines*[9])

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8. Often referred to as the act of a person selling sex as a last resort to gain money, food, services, accommodation, security etc. It is an act often driven by poverty, extreme vulnerability and a desire for a better life.

9.   www.gbvguidelines.org/en/

GBV is rooted in gender inequality and attitudes, norms and structures that normalise and promote gender discrimination in society. GBV is driven by unequal power relations where a perpetrator – in most cases a man – takes advantage of privileges and uses power over another person to subordinate, disempower, punish or control. GBV exists in all countries around the globe and across all socioeconomic classes and religious and ethnic groups. However, manifestations and prevalence of GBV may vary and may also change over time.

Violence against women and girls

Violence against women and girls remains the most common form of GBV and it is estimated that one third of all women world-wide at some point in their lives will experience physical or sexual abuse by a partner or non-partner. Due to social stigma, the general acceptance of GBV in many societies and lack of support to survivors, underreporting is widespread. Even in the best resourced and most stable settings worldwide, GBV is underreported and attempting to understand and estimate the scale of GBV is therefore very challenging. In most cases, perpetrators go free and this further contributes to discouraging survivors from speaking out and seeking support. Available data and statistics are therefore unreliable and likely do not reflect the true scale of the issue.

> It is estimated that one third of all women worldwide at some point in their lives will experience physical or sexual abuse by a partner or non-partner.

33 %

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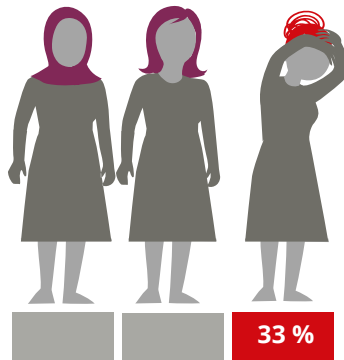
GBV against men and boys

While GBV disproportionately affects women and girls, the term is also increasingly used to highlight gendered dimensions of certain forms of violence that is perpetrated against men and boys. Particularly this involves some forms of sexual violence committed with the explicit purpose of reinforcing gender unequal norms of masculinity and femininity e.g. sexual violence committed in armed conflict aimed at emasculating or feminising the enemy. Like GBV against women and girls, GBV against men and boys is based on socially-constructed ideas around what it means to be a man and to exercise male power. While underreporting of GBV is widespread in general, men and boys are even less likely to report. In some cases, men and boys may even be actively discouraged from doing so by their families, communities, or local legal systems (many countries do not explicitly recognise sexual violence against men in their legislation and/or have laws that criminalise survivors of such violence).

GBV against LGBTQI individuals

GBV is also perpetrated against lesbian, gay, bisexual, transgender, questioning/queer and intersex (LGBTQI) individuals and is driven by a desire to punish those seen as defying gender norms, where the norms are regarded as heterosexual orientation and a binary female/male gender identity. Lesbians and transgendered women are often reported to be particularly at risk because of the general disadvantage women experience in society. Homophobia and transphobia contribute to the violence and significantly undermine LGBTQI survivors' ability to access support, most acutely in settings where sexual orientation and gender identity are policed by the state.

1.7   Gender, diversity and protection concerns in crises

Women, girls, boys and men's different situation, roles and opportunities in society affect how they are impacted by crises. Data from previous disaster events in Asia shows that almost 70% of the dead from the 2004 Tsunami in Aceh, Indonesia, were women and girls (see one of the boxes below for more information). Women and girls commonly face increased barriers in accessing basic services and economic opportunities and struggle more to cope with and recover from events. For example, in the household, women and girls' workload tends to increase during crises and they need to walk longer distances to unsafe locations in order to access firewood, water or other resources.

> Due to existing gender unequal norms in society, women and girls are often disproportionately affects by crises.

Women and girls often experience heightened risks of gender-based violence and health risks during crises since proper reproductive and maternal health services are often limited. Because women and girls generally face discrimination and disadvantage before crises, they also often have fewer opportunities to prepare for and reduce risks of such events. This in turn often leads to heightened vulnerabilities during crises.

Example: Hurricane Katrina in 2005

Hurricane Katrina, which struck New Orleans, USA, in 2005, predominantly affected African American women – already the region's poorest, most marginalized community. (UN Women, 2017[10])

10. www.unwomen.org/en/what-we-do/humanitarian-action/facts-and-figures

> **Example:** The Indian Ocean Tsunami 2004
>
> Over two thirds of the fatalities in the Indian Ocean tsunami in 2004 were women. Due to local traditional dress codes and women's lack of swimming and climbing skills, many women could not escape and swim to safety. The division of labour between women and men also resulted in women being in more exposed areas in homes close to the beach when the tsunami hit, while the men were fishing out at sea.(UN Women, 2017[11])

Lastly, women and girls commonly have fewer opportunities to make their voice heard, participate in decision-making processes and utilise their capacities during crises since development and humanitarian actors often overlook their knowledge and capacities. This results in interventions that are not adequately adapted to ensure that they benefit and meet the needs of everyone.

Though women and girls are often disproportionately impacted by crises, men and boys can also be vulnerable. Young men are often victimised in conflicts as they face involuntary recruitment into armed forces. Due to strong social norms surrounding what it means to be a man, they often struggle to deal with the loss of their breadwinning role and changes in power dynamics during crises when women might step into new spheres. In addition, men often lack the capacity or are not given the opportunity to process traumatic experiences and may turn to destructive coping strategies, such as alcohol, drugs or violence.

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11. www.unwomen.org/en/what-we-do/humanitarian-action/facts-and-figures

Example: The cholera crisis in Haiti 2010

After the earthquake in Haiti it was generally assumed that cholera affected women more than men since women had the primary role as caregivers in the family, which put them at greater exposure to possible infection. Consequently, women were more often targeted with information. However, following a survey at the end of the cholera epidemic, it was found that of the 87 recorded cholera deaths, 67 % were men. If the programme staff had analysed their data during the epidemic, they could have reached out to the community and understood better why more men were affected. (OCHA, 2012)[12]

Example: The earthquake in Nepal 2015

After the 2015 earthquake in Nepal, it was reported that women and men of lower castes (and women in particular) had a much harder time accessing humanitarian assistance than women and men of higher castes. This was partly explained by the fact that the majority of Nepali volunteers supporting aid agencies were of high-caste and sometimes prone to prioritizing high-caste earthquake victims. Female members of the lower castes were especially vulnerable due to discrimination based both on their caste and gender. (IASC, 2017)[13]

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12. www.unocha.org/sites/dms/Documents/GenderToolkit1_121205_5_ver7.pdf

13. www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

Women and men are not only victims in crises, but they also possess capacities. If utilised correctly, they can be important drivers of change in crisis preparedness, response and recovery work. For example, women are important first responders to crises and they play a central role in the survival and resilience of families and communities. If men and boys are effectively engaged, they can become allies in the work to prevent gender-based violence against women and girls and achieve greater gender equality in their communities. Clearly, women and girls – like men and boys – are not only vulnerable but also have much to contribute in preparing for, responding to and rebuilding after crises.

During crises, gender roles and power dynamics often change and this can create a window of opportunity to reverse unequal gender norms, roles and relationships. For example, when men have left their families to join armed forces or died as a result of conflicts, women face new opportunities to move into new roles in the family and community, for example as breadwinners and decision-makers in the community. Another example is when more women have died or been injured and men have stepped into new roles in the home to take greater responsibility for the household and childcare. These situations can therefore be a starting point for transformation of norms, roles and relations in society.

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Part 1: Gender equality in MSB international operations – what, why, when and how?

> Women and men are not only victims in crises,
> but they also possess capacities.

Clearly, women, girls, boys and men experience different risks and vulnerabilities and have different needs, priorities and concerns before, during and after crises. This must be acknowledged and considered in all international operations. It must also be remembered that women and men cannot be regarded as a homogenous group since the situation may differ between different groups of women, girls, boys and men. We therefore need to look at both gender and other intersecting diversity factors to understand how the combination of social factors, such as gender, age and disability, interact and determine who is affected, vulnerable or at risk, and in what way.

Fact box: LGBTQI in crises

In most parts of the world, people who do not adhere to prevailing societal norm around sexuality and gender identity – often referred to as sexual and gender minorities – experience negative consequences of discrimination, prejudice, stigma and increased risks of violence. In crises, lesbian, gay, bisexual, transgendered, questioning/queer and intersex (LGBTQI) individuals often face additional challenges and threats due to their already-vulnerable situation. For example, transgendered individuals and gay couples tend to be overlooked in registration and as a result, they experience difficulties in accessing services and relief items. They also face a high risk of sexual violence and harassment in displacement settings. For further definitions on LGBTQI, view the section Key Concepts and Definitions.

Fact box: People with disabilities in crises

Around 15% of the world's population live with some form of disability, including a wide range of different impairments such as physical, visual, hearing and intellectual. People with disabilities are disproportionately affected by crises and experience higher rates of mortality as they are often less able to escape hazards and may lose medication and assistive devices, such as hearing and mobility aids and spectacles, during crises. For example, it was estimated that after the tsunami in Japan in 2011, death tolls were twice as high among people with disabilities than among people without disabilities.

Yet, people with disabilities are among the most neglected in crisis preparedness, risk reduction, response and recovery. As a result, they face greater barriers in accessing basic services, such as toilets, shelter and health-care services, food aid and information. The reason is often because infrastructures and communication systems are not adapted to their specific needs. However, while disability often correlates with disadvantage, it is important to note that not all people with disabilities are equally disadvantaged and vulnerabilities very much depends on the type of disability. Women, children and elderly with disabilities often experience more social exclusion and discrimination.

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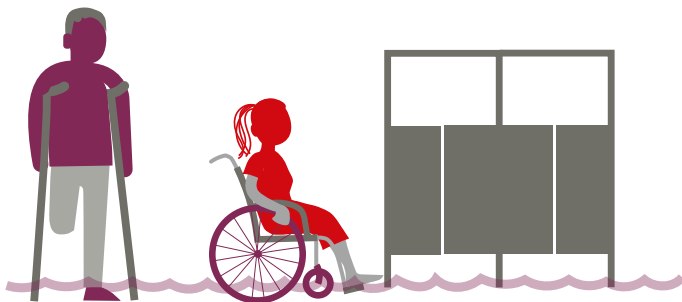
Fact box: Recommended reading on diversity and intersectional perspectives in crises management

- **UNHCR's Tool for Participatory Assessments in Operations**[14]

- **IFRC's Minimum Standard Commitments for Protection, Gender and Inclusion in Emergency programming[15]**

- **Age and Disability Consortium's Humanitarian Inclusion Standards for Older People and People with Disabilities[16]**

- **The section on lesbian, gay, bisexual, transgender and intersex (LGBTI) persons in the UNHCR's Emergency Handbook, 2011[17]**

- **Women's Refugee Commission's resources on disabilities, adolescents and children and youth in displacement**[18]

Crises often give rise to new protection risks and concerns.
Population displacement, weak law enforcement and the breakdown of social safety mechanisms may increase the risk of gender-based violence and child trafficking. When such issues are not addressed in the initial stages of crisis response, or included in preparedness efforts and contingency planning, violations are both more likely to occur and more likely to continue after the crisis is over.

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14. www.unhcr.org/publications/legal/450e963f2/unhcr-tool-participatory-assessment-operations.html

15. www.media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/11/Minimum-stan-dards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf

16. www.helpage.org/resources/publications/

17. emergency.unhcr.org/entry/251250/lesbian-gay-bisexual-transgender-and-intersex-lgbti-persons

18. www.womensrefugeecommission.org/resources

A specific protection concern that we would like to pay a little extra attention to is gender-based violence (GBV) While it is difficult to estimate the prevalence of GBV in crises, we know it does occur and threatens women, girls, boys and men in crises as well as in non-crisis situations. So do not wait for population-based data in order to take action to address the risks and consequences of GBV in crises. In crises, when services and support networks are limited and vulnerabilities to GBV increase, it can be observed that GBV is often exacerbated and/or intensified. Over the years, sexual violence in conflict has gained a lot of attention e.g. the use of rape or other forms of sexual violence by warring parties. There is now growing recognition that various forms of GBV also takes places in post-disaster settings. In crises as well as in non-crisis settings, intimate partner violence is referred to as the most common form of GBV.

> In crises as well as in non-crisis settings, intimate partner violence is referred to as the most common form of GBV.

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Fact box: Contributing factors to why GBV increase during crises:

1. **Higher levels of insecurity** and availability of weapons.

2. **Breakdown of community protective mechanisms** and structures that are supposed to protect citizens.

3. **Increased impunity** and lack of law enforcement mechanisms

4. **Lack** of basic survival needs e.g. food, shelter, water and non-food items. In many settings, women and girls are responsible for collecting food and fuel and if supply is inadequate, they may need to walk into unprotected areas where exposure to GBV is higher.

5. **Poorly-designed facilities and infrastructure** in settlements exposing users to increased risks, e.g. water and sanitation facilities placed in isolated/unprotected areas of camps without adequate lighting and locks on doors may expose women and girls to GBV.

6. **Lack of support to those who are physically impaired** or in other ways hindered from accessing information, economic opportunities or relief items e.g. shelter materials and food aid. People with disabilities, elderly, pregnant and nursing women and LGBTQI individuals are among some of these vulnerable groups. In order to survive, these individuals might be forced to adopt negative coping mechanisms, such as exchanging sex for favours.

7. **Increased stress, frustration and hardship** of households causing conflicts and tensions between family members.

8. **Lack of coping strategies among men** to deal with the situation and process traumatic experiences. Instead, some men resort to destructive behaviours such as alcohol, drugs, aggression or violence.

9. **Jealousy among husbands** if their wives are increasingly engaged in activities outside the home.

(Source: IASC, 2015)[19]

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19. www.gbvguidelines.org/en/home/

1.8   Gender equality in MSB international operations

In MSB international operations, the overall goal is to contribute to saving lives, alleviate suffering, protect property and environment, promote freedom and security and enhance resilience to crises. By applying a gender perspective to operations, we ensure that we understand the situation of different groups of women, girls, boys and men, including those of diverse ages, abilities and gender identities. We make sure that our work benefits the entire target group -women, girls, boys and men – of the project equally and is designed to meet their different needs and requirements, and promote gender equality.

We realise that this approach is central to fulfilling our responsibility and mandate and guarantees that our work is relevant, effective and reaches women, girls, boys and men in the most beneficial manner. This helps us achieving better results and it also reduces the risks of unintentionally causing harm.

Fact box: Why is gender equality central in international operations?

- **It increases the relevance, effectiveness and quality** of our work, which leads to better results.

- **It ensures our work reaches and benefits** women, girls, boys and men equally.

- **It makes our work more sustainable** since we utilise the capacities of the whole society.

- **It helps us reducing risks** faced by the most vulnerable and make sure we do not do more harm than good.

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Gender equality, diversity and protection concerns need to be considered in all MSB operations, including in humanitarian action and in resilience strengthening and peace support operations. We do not expect all MSB staff to be experts on these issues, but they must know the basics of applying a gender perspective and take measures to reduce protection risks, including gender-based violence (GBV), in their work.

This should not be a separate piece of work performed only in specific gender projects or in separated gender components of larger projects. The aspects should be included as an integral part of every stage, and in all activities, of a project. From the very start of your operation, ask yourself how the activities you will perform may affect women, girls, boys and men of your target group. Do you need to adjust methods or adapt activities to ensure that the entire group will benefit and can participate on equal terms? Do you also need to consider the intersection of other factors, such as age and disability?

> Gender equality, diversity and protection concerns need to be considered in all MSB operations

The key is to integrate a gender equality and an intersectional perspective into every stage of your work; in the situation analysis and planning of activities, the implementation and delivery of services, products and tools, when monitoring and following up on impacts, and finally when evaluating the effects of the work and learning for future projects.

Fact box: Entry points for gender equality in the project cycle:

- **In the initial assessments and baseline**
- **When planning for activities and who to target with the actions**
- **Throughout implementation**
- **When monitoring impacts and adjusting activities**
- **When evaluating and learning from activities for future action**

The aim of our efforts within this field is to contribute to the MSB overall gender equality goal: that women, girls, boys and men of all ages, abilities and social backgrounds have the same opportunities and power to shape society and their own lives. Breaking this down, we expect all our operations to contribute to a number of gender equality outcomes presented in the introduction. These are in turn expected to contribute to achieving the overall gender equality goal. In this work, all MSB staff have a role to play. For you as field staff, the action points below should guide your work.

The overall goal is that women, girls, boys and men of all ages, abilities and social backgrounds have the same opportunities and power to shape society and their own lives.

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Part 1: Gender equality in MSB international operations – what, why, when and how?

Fact box: Action points for integrating gender equality into MSB international operations:

- Contribute to ensuring the **needs, vulnerabilities, risks, priorities, opportunities and/or capacities** of diverse women, men, boys and girls in your target group are taken into account in situation analysis and the planning, implementation and follow-up of activities.

- Contribute to ensuring that diverse women, girls, boys and men in your target group have **equal opportunities to participate in and influence** the planning, design, implementation and follow-up of activities.

- Contribute to ensuring that **activities benefit** diverse women, girls, boys and men in your target group on equal terms.

- Contribute to **strengthening the capacities, empowerment and resilience** of diverse women, girls, boys and men in your target group on equal terms in activities.

- Contribute to **guaranteeing the integrity, safety and protection** of diverse women, girls, boys and men in your target group and reducing the risks of gender-based violence (GBV) in activities.

- Contribute to **transforming gender roles** and more gender equitable norms and relations in societies.

For more examples and advice on how to ensure gender equality, diversity and protection is integrated into different work methods and sector-specific activities, view Part 2 Gender equality in the project cycle – strategies, methods and tools and Part 3 Sector-specific advice and thematic tools.

Key strategies to promote gender equality in operations

Gender equality programming is simply operations that promote gender equality and are sensitive to and integrate gender dimensions into all stages of an operation – in assessments, project design, implementation and follow-up of activities. Gender equality programming is based on robust and contextual analysis of the different needs, roles, experiences of and relationships between women, girls, boys and men. It also includes enhancing equal opportunities for women, girls, boys and men to influence and participate in activities and to promote everyone's full safety and protection.

In gender equality programming, two main strategies are often stated;

- **Gender mainstreaming,** which is a strategy for making women and men's concerns and experiences an integral part of every stage of an operation or project. This involves the design, implementation, monitoring and evaluation phases and seeks to ensure that women and men benefit equally from all activities and that inequality is not perpetuated.

- **Targeted actions,** on the other hand, are actions that are focused on addressing specific gender inequality issues. Based on assessments and gender analysis, women and girls might be identified as being at a disadvantage and in order to promote gender equality and equal opportunities for all, the programme or project might need to focus on women and girls in targeted activities. These may for example include providing special protection for women and girls affected by GBV in Women-friendly Spaces.

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Fact box: Gender mainstreaming in operations

- **Where?** Everywhere and in all activities
- **When?** All the time and in all phases
- **By whom?** Everyone

The empowerment of women and girls is a key principle and component of gender equality work. At its very basis, it seeks to change power relationships that assign women and girls low social status by implementing efforts that redress inequality. It puts women and girls centre stage as agents of change and focuses on reinforcing their abilities to address their own needs. The goal is transformative change that disrupts gender stereotypes and allows for long-term social change to take place

Since gender inequality is deeply rooted in social relationships and norms that exists in the entire society, gender equality work needs to engage and involve both women and men. Men and boys can play a key role in women's empowerment and gender equality as gatekeepers and allies and inspire other men and boys to take steps to redistribute power in their personal lives and public spheres. While working with men and boys is central to achieving gender equality, it is important to note that focus on women and girls' situation and increasing women's empowerment must continue. Working for gender equality involves supporting both women and men in taking on new roles and shifting power dynamics in society. Targeted and separate actions to support women and men to reformulate ideas around gender roles and their own identity and position in society are therefore crucial, but meeting points where new relationships can be formed between women and men and girls and boys must be available.

Fact Box: Considerations for male engagement to achieve gender equality in international operations

- **Challenge gender stereotypes in your work.** Encourage and support women to participate in activities that are mainly attended by men and invite men to domains that traditionally belong to women. In a humanitarian setting this could include inviting women to distributions of shelter kits and cash for work schemes and men to family welfare sessions and hygiene promotion activities.

- **If carrying out activities that interact with men and/or boys** in a community/organisation (in any sector), consider if these can also allow for a space where men and/or boys can meet and challenge traditional gender roles and violent behaviours. This may include facilitating discussions on the pros and cons of men's gender roles and masculinity norms in society, experiences of crises and disaster risks, and positive and negative coping mechanisms and how these can change. Ask for support from local gender experts and organisations, if necessary.

- **Identify and engage male allies and role models** in the community/organisation you are working with to promote change in gender norms. Consult local women and men and gender experts/organisations/networks to learn about already existing initiatives that engage men and boys to promote gender equality and how to identify potential male allies for the activities. Empower these men to become allies and role models to inspire other men to take on new gender roles and shift unequal power relations.

- **In humanitarian and resilience-strengthening operations:**

  - **Remember that men and boys are also in need** of social and psychosocial support during and after emergencies to cope with their experiences and hardship. They can also be at risk, or be survivors, of GBV. Establish safe spaces and meeting points for men where they can seek support and explore and cope with their experiences, problems and emotions. Make sure to integrate these measures into disaster response and contingency plans.
  - **Support men who hold non-traditional roles**, such as single fathers, by actively engaging them in family welfare programmes.

Finally, women and men's different security and protection needs should always be at the centre of gender mainstreaming strategy and all activities we carry out. Often times, thinking about protection concerns in operations is highlighted as a separate analysis and task, but we want to emphasises that this should rather be an integral part of any gender mainstreaming approach. At the core, this means that we in our efforts to mainstream gender in our work also look at how to promote the full respect for the rights of women, girls, boys and men of all ages, abilities, social backgrounds, including LGBTQI individuals, in accordance with international law (e.g. international humanitarian, human rights and refugee law). The ultimate aim is to ensure that our work do not cause harm, target the most vulnerable women and men, enhance safety and dignity, and do not contribute to or perpetuating discrimination, abuse, violence, neglect and exploitation.

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Part 2: Gender equality in the project cycle–strategies, methods and tools

Part two of this toolkit introduces you to a number of strategies, methods and tools that can help you to take gender and diversity aspects into account and promote gender equality in different tasks and roles during your operation. This guide has been established to support field staff in international operations, but since the tools in general are generic they may also be relevant to other internal MSB staff in their work.

We advise you to use this part as an encyclopaedia that you can continuously consult and seek guidance on how to ensure women, girl, boys and men's different needs, priorities, risks and capacities are take into account in the tasks and activities you are carrying out e.g. in situation and baseline analysis, planning of activities, budgeting, procurement or training.

Contracted local female worker is carrying out renovation work of an office and accommodation compound in Bouar in CAR. Photo: Johan Lundahl, MSB, 2017

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Part 2: Gender equality in the project cycle – strategies, methods and tools

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2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

A gender analysis should not be a separate task in the work plan but must be integrated into the assessment and situation analysis carried out as part of planning, implementation and follow-up. Regardless of whether you work directly with a crisis-affected populations or have been deployed to a mission support role, understanding social roles, relationships and power dynamics is essential to getting the work right.

The overall goal of a gender analysis is to understand the situation and realities of women, girls, boys and men in regard to their different needs, opportunities, constraints and power in a given context and time. The analysis must look at the relationships between women and men of different ages, abilities and social backgrounds, including people of diverse gender identities, and consider their respective roles, responsibilities, access to and control over resources.

Figur 1. A gender analysis seeks to understand:

Women, girls, boys and men's different needs, opportunities, risks and constraints

Women, girls, boys and men's social roles and responsibilities – in the household and the society

Relationships and power dynamics between women and men

Representation of women and men

Women and men's influence over decision-making – in the household and the society

Women and men's access to and control over resources and information

Analysis must be context specific and recurrent since the situation might change over time

The intersection of other diversity factor should also be considered e.g. age, disability, ethnicity, religion, sexual orientation and gender identity

Let us take an example. If you are planning for a training, in order to ensure that both women and men can participate on equal terms you need to find out what the different needs and requirements of the potential participants are. The analysis also needs to consider whether women and men might face any specific difficulties in attending or in participating actively in discussions e.g. due to gender norms or age or disability considerations. By integrating a gender perspective into the initial situation analysis, you will ensure activities and working methods are developed to meet the needs of the entire target group, benefit everyone equally and promote gender equality.

> The overall goal of a gender analysis is to understand the situation and realities of women, girls, boys and men

So how should such analysis be carried out and what should you look at more specifically? A summary of some key steps to consider is given in the checklist below. This guide can be applied to different types of settings and project focus, including in humanitarian action and resilience strengthening and peace supporting operations.

Key steps to consider when carrying out a gender analysis

- **Find out about relevant sources** and information that are already available in the context. Sources of information may include situation reports and other published reports, data-bases, surveys by your organisation or other international organisations e.g. UN Women, gender working-groups, local women's groups or community organisations, academia or research institutions and government offices. Reach out to international and local gender experts for assistance in map-ping and identifying relevant actors and resources.

- **Collect known data** and disaggregate it by sex, age, disability and other relevant factors, such as religion, ethnicity, sexual orientation and gender identity, to achieve an overview of your target group e.g. refugee populations, humanitarian aid workers or staff in a peace supporting mission.

- **Examine the data** and information from a gender perspective by describing and analysing issues and the needs of women, girls, boys and men in a target group of diverse ages, abilities and social backgrounds. If relevant to the project and context, examine and compare the situation before and after the crises.

Example of questions for a gender analysis

- **Do women, girls, boys and men in the population/ organisation have different needs** and priorities in relation to the activities planned? Do other intersecting social factors, such as age and disability, also impact on their needs?

- **Do women girls, boys and men in the population/ organisation have different roles** and responsibilities that need to be taken into consideration in the activities? Do other inter-secting social factors, such as age and disability, also impact?

- **How are the relationships between women, girls, boys and men in the population/organisation?** Do you need to take this into account in your work in order to achieve the intended effect?

- **Can women girls, boys and men in the population/ organisation participate in activities and make decisions** in the same way? Knowing this, how can you contribute to ensuring women and men will have the same opportunities to become involved in, and influence, the activities planned? Do other inter-secting social factors, such as age and disability also impact?

- **Do women girls, boys and men have equal access to and control over resources?** Do you need to take this into consideration to ensure everyone will benefit? Do other inter-secting social factors, such as age and disability also impact?

- **Do women girls, boys and men face different obstacles** and constraints in the context that need to be take into account? Do other intersecting social factors, such as age and disability also impact?

- **Do women girls, boys and men face different vulnerabilities** and specific risks, including gender-based violence (GBV)? View the section gender-based violence for further information. Do other intersecting social factors, such as age and disability also impact?

- **Do women girls, boys and men have different capacities** and coping strategies that needs to be considered? Do other intersecting social factors, such as age and disability also impact?

- **Validate the analysis** by discussing your findings with relevant actors and experts in the setting e.g. local women's, men's and youth groups/organisations, colleagues/staff and gender experts/focal points. Revise the analysis if necessary.

- **Use the analysis** to inform the project and planned activities to ensure they meet the needs of, benefit and empower women, girls, boys and men of all ages, abilities and diverse backgrounds equally. Formulate objectives and expected results based on the gender analysis and consider how to measure the impact of your work using gender sensitive indicators. For further guidance, view the sections 2.3 Tools for gender-sensitive project planning and design and 2.5 Gender equality in monitoring and evaluation.

- **In monitoring and evaluation,** go back to the analysis to assess the impact of implemented activities and adjust the plan of action if necessary. Remember that the situation on the ground can change rapidly and you might need to update and revise your analysis and work method during the course of the work. If possible, consult the targeted women, girls, boys and men in a participatory manner in order to understand the effectiveness of the project. For further guidance, view the section 2.5 Gender equality in monitoring and evaluation.

- **Share your analysis findings** with other agencies and implementing partners. This will help broaden the integration of gender into coordinated planning and implementation of interventions.

Further reading in the toolkit:

1.4 What is a gender perspective?

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

2.5 Gender equality in monitoring and evaluation

Sources and further reading:

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IASC, Multi-Sector Initial Rapid Assessment Guidance (2015), www.humanitarianresponse.info/en/programme-cycle/space/document/multi-sector-initial-rapid-assessment-guidance-revision-july-2015

The United Nations Development Programme (UNDP) Gender Inequality Index, tracks education, economic and political participation and reproductive health, www.hdr.undp.org/en/content/gender-inequality-index-gii

The World Economic Forum Gender Gap Index, calculates the relative gaps between women and men in health, education, economy and politics, www.weforum.org/reports/the-global-gender-gap-report-2018

The Organization for Economic Cooperation and Development Social Institutions and Gender Index, measures discrimination against women in social institutions, www.genderindex.org/

2.2   Using disaggregated data to inform analysis

Collecting and analysing data disaggregated by sex is key to how we prioritise actions aimed at meeting the different needs, concerns and opportunities of women and men in a target group and measure who benefits from our work. However, knowing that sex is not the only factors that influences women's and men's needs and situation, other diverse social factors must also be considered. Other factors may include age and disability and depending on the context, income level, marital status, household composition, sexual orientation, gender identity, ethnicity, religion etc. might also be relevant.

Disaggregated data should be collected and analysed as part of initial assessments and baseline analysis, but also throughout the monitoring and evaluation phase. The information should be utilised to inform the planning of activities and decision-making, prioritisation and targeting of measures to ensure we work with the right people in the right way. When a project has been initiated and activities are running, data on who benefits from the service, products or structures should be reported by sex, age, disability and other factors if relevant, to track their impact and effects. This may include reporting on who participates in training and cash-for-work activities, or who has been recruited to volunteer or work within the project.

Fact box: When to collect and analyse disaggregated data in the project cycle

- **In the initial assessments and baseline**
- **When planning for activities and who to target with the actions**
- **When monitoring impacts and adjusting activities**
- **When evaluating and learning from activities for future action**

> Activities that are designed without taking disaggregated data into account can easily become misguided or fail.

Collecting and analysing disaggregated data by sex, age, disability and other factors is relevant in all projects where the ultimate target group of the work is people – be it people affected by a crisis or who are living in a disaster-prone area, or staff working in a camp-site or peacekeeping mission. Information gaps on sex, age and disability makes it difficult to know who benefits from operations and whether the intended target group has been reached. Activities that are designed without taking disaggregated data into account can easily become misguided or fail.

Example: Disaggregation of data in data collection and monitoring tools in Aceh, Indonesia

The collection of Sex and Age Disaggregated Data (SADD) in a household survey in Aceh in Indonesia after the Indian Ocean Tsunami in 2004 revealed that 64.7% of those who died were women. The survey also showed that people who were nine years and younger and 60 years and older made up half of the all the casualties. Among displaced families, a significantly higher pro-portion of female headed-households were living as displaced persons among villages and towns and not in displacement camps because they did not feel safe going into the camps as widows.

By collecting and analysing SADD data in the survey it was possible for actors to understand who died and who lived and ask important follow-up questions about why. This in turn resulted in important insights into existing gender-related needs and prob-lems and what actions that should be prioritized to address these in the response work. (OCHA, Feinstein, Tuft and Care, 2011)[20]

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20. www.unocha.org/story/humanitarian-issues-why-age-and-sex-matter

There are numerous tools and handbooks providing guidance on how to collect, analyse and use disaggregated data (commonly referred to as sex and age disaggregated data – SADD) in programme design, implementation, monitoring and evaluation. In the checklist below, a summary of some of this advice is given. This guide can be applied to different types of settings and project focus, including in humanitarian, resilience strengthening programmes and peace supporting operations.

Key steps to ensure effective use of disaggregated data in operations

- **Avoid duplication of data collection** and analysis by mapping and linking up with other relevant actors, sectors and working groups and identifying the data they have available.

When collecting already-available data from other actors:

- **Review available data** gathered by relevant actors such as humanitarian and development organisations, local community groups, women's organisations, government offices etc. and divide according to sex, age groups and other factors if relevant.

When collecting your own data for assessments, monitoring and evaluation:

- **If collecting information** about cases and/or risks of gender-based violence (GBV), ask GBV experts/focal points/sub-sectors for further guidance and ensure the collection and dissemination of data on GBV abides by safety and ethical standards (e.g. WHO)[21].

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21. Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies www.who.int/reproductivehealth/publications/violence/9789241595681/en

- **When preparing data** collection tools:
  - **Do it with input from local actors and communities.** This will ensure the data collected is relevant and contextualised. Make sure those consulted represent the community as a whole. For example, do not rely only on e.g. community elders/leaders to have all the necessary information about e.g. adolescent girls or disabled men.
  - **Make use of already-existing tools** in your own organisation, or from other organisations, and adjust if necessary.
  - **Ensure the tools disaggregate data** by sex, age, disability and other context-specific factors of relevance. See box below for examples of questions to support this.

- **If relevant and possible, seek to involve women, girls, boys and men** in the target group in the collection of the data e.g. by organising focus group discussions or talking to local women's and youth organisations as they hold the most accurate knowledge of their situations and needs. For more guidance on how to involve women and, view the section 2.6 Ensuring equal participation of everyone.

- **If conducting focus group discussions to collect data,** arrange separate interviews with women and men of different age groups to ensure everyone feels comfortable with expressing their views.

- **Ensure that data collection teams include women and men** to ensure both female and male respondents can be reached. All data collectors should be sensitised to gender, age and disability considerations in the collection of data and how to communicate respectfully with individuals with disabilities and older people. Ensure they all abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them, e.g. how to refer the person reporting to proper medical and psychosocial services. Ask for support from gender/GBV experts/focal points to sensitise teams, if necessary.

Examples of questions to use in data collection and monitoring tools to ensure information is adequately disaggregated:

- **If and how many women and men are of relevance** to/in need of the planned services/activities (the target group) and what their different needs, priorities and concerns are?

- **To find out more about who these women and men are,** you might also need to collect information about and analyse other relevant diversity factors, such as, age, disability, income level, marital status, household composition, sexual orientation, gender identity, ethnicity and religion.

  - **Relevant age groupings/cohorts** to use will depend on the context and should be determined jointly by sectors/actors working in the contexts. The Sphere Project guidelines[22] recommend three age groups from childhood to adolescents (0-5, 6-12, 13-17) and then 10-year age brackets thereafter.

  - **Disability can be disaggregated in six domains;** walking, seeing, hearing, cognition, self-care and communication.

- **Geographical distribution of these groups,** if relevant.

- **How many women and men benefit from and participate** in the activities? Who can access the services and products? Do women and men feel safe doing so?

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22. www.spherestandards.org/handbook/

Using disaggregated data in the project cycle

- **Use the data collected in the gender analysis** of your situation analysis and in the planning of project activities. Further guidance can be found in the section 2.1 Integrating a gender equality perspective into situation analysis (gender analysis).

- **Make sure disaggregated measurements** by sex, age and other relevant factors are included in monitoring systems/tools and evaluation surveys.

- **Use the data collected in the analysis** of impact and effects of activities, such as participation of different groups of women and men in training or cash-for-work activities and employment of female/male staff in a project.

Example: Lack of disaggregated data hampered the effectiveness of WASH services in Haiti

In 2010, IOM carried out a WASH assessment in the camps in Haiti. The data revealed that 33 % of all toilets were not being used and 57 % were occasionally used. The reasons were as follows: women complained that toilets were not separated by sex, there was no privacy, the toilets were too far from their living areas, they were not illuminated and they had no locks. Alarmingly, instances of sexual violence were reported. The initial assessment largely overlooked gender concerns. In this case, failure to collect and analyse SADD hampered the effectiveness and cost efficiency of this effort. (OCHA, 2012[23])

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23. www.unocha.org/sites/dms/Documents/GenderToolkit1_121205_5_ver7.pdf

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.3 Tools for gender-sensitive project planning and design

2.6 Ensuring equal participation of everyone

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

Sources and further reading:

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IFRC, Minimum standards for protection, gender and inclusion in emergencies (2018), www. media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf (p.97).

OCHA, OCHA Gender Toolkit (2012), www.unocha.org/sites/dms/Documents/GenderToolkit1_121205_5_ver7.pdf

OCHA, Feinstein, Tuft and Care; Sex and Age Matter (2011), www.unocha.org/story/humanitarian-issues-why-age-and-sex-matter

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2.3 Tools for gender-sensitive project planning and design

When on an MSB operation, you will most often be deployed to a partner organisations in the UN or EU system who have their own policies, methods and tools for integrating gender equality, diversity and protection concerns into their work. The concepts and principles are, however, often similar and are commonly based on globally-established standards. Check with your host organisations concerning the gender markers and tools they use to support the planning of your project and ask for advice from gender advisors/focal points (if available) to assists in using these tools.

> Best practice shows that if we get the gender analysis right at the beginning of a project, the work will be more effective and relevant.

To ensure that gender equality, diversity and protection considerations are taken into account in activities and working methods, these aspects need to be included already at the planning and design stage of a project. Best practice shows that if we get the gender analysis right at the beginning of a project, the work will be more effective and relevant. Our experience also shows that if we do not integrate these perspectives into the planning of a project at an early stage, we risk basing our project on assumptions about women and men's situation, conditions and needs which may result in actions becoming misguided, fail or even do more harm than good. We therefore regard the integration of gender equality, diversity and protection considerations into the planning and design phase of a project as essential, but also smart since it provides better results and can save a lot of time and money.

> **Example:** A mistake in the placing of hygiene areas was corrected
>
> An MSB project manager reflects on learning from an Office and Accommodation project in the Central African Republic in 2016/2017: "When we built the last field office we really made a mistake with the hygiene areas. The sinks were placed on the outside of the buildings so that everyone could see who was washing themselves and especially local female staff did not feel comfortable in using the area. We managed to correct it and move the sinks, and we also moved the entrance to the hygiene areas where there was least chance of looking in. Despite that, we still had to hang up mats to prevent people from looking in. Most things can be corrected by thinking about them at an early stage." (MSB, 2018)

Often times, gender equality is regarded as an add-on to a core action plan and something that is done separate to other activities, such as adding a separate gender component to a security training for staff in your agency. The goal of gender mainstreaming is that gender equality is considered and integrated into all relevant activities of a project. Going back to the security training, this could include adjusting the content of other relevant sessions to become gender sensitive and thinking about gender balance among trainers and participants.

> **Fact box:** Gender mainstreaming in operations
>
> • **Where?** Everywhere and in all activities
> • **When?** All the time and in all phases
> • **By whom?** Everyone

Tools to systematise and help you do the work right.
As mentioned, many agencies have developed their own tools to support the integration of gender equality, diversity and protection concerns throughout the project cycle. The Inter-Agency Standing Committee (IASC) has played a key role in establishing global policy, standards and methods for this in the humanitarian field. Humanitarian agencies, including the UN and International NGOs, are expected to use the IASC tools in their programming. For the EU operational context, the Civilian Planning and Conduct Capability (CPCC) have together with the Missions developed *Operational Guidelines for Mission Management and Staff on Gender Mainstreaming* (not available online), which sets forward a number of tools and standards on how gender is to be mainstreamed into daily mission work.

Below you will find a brief introduction to one key IASC tool – the *Gender with Age Marker* and the *Gender Equality Measures*. We believe that this tool provides a good overview of the key steps of integrating gender equality in project planning, design and monitoring of activities and can be used as a starting point to help international field staff become more systematic in their gender mainstreaming work. Not all MSB field staff work in humanitarian settings and with beneficiaries as their primary target group, but the same principles can easily be applied and adapted to resilience strengthening and peace support operations, and if the target group is internal EU mission staff or humanitarian aid workers instead.

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Gender with Age Marker and Gender Equality Measures

The IASC Gender with Age Marker was launched in 2018 and replaces the previous *Gender Marker* that had been applied in the humanitarian system since 2009. The revision updated the gender equality programming framework based on the previous *ADAPT & ACT Framework*[24] and now includes 12 *Gender Equality Measures* (GEMs). In the humanitarian system, it is the responsibility of cluster leads and heads of agencies to ensure that the *IASC Gender with Age Marker* is applied.

The tool is used to:

- **Ensure that humanitarian programmes** and projects are designed to address gender and age-related differences and to advance gender equality.
- **Help actors to routinely use gender and age analysis** as a basis for project design and to make sure that women, girls, boys and men can influence and benefit equally from the services and products that a project may deliver.
- **Support the planning and designing of projects.**
- **Help actors to track and monitor the results** and effects of their work.

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24. www.unocha.org/sites/dms/Documents/GenderToolkit1_1_ADAPTandACTCFramework.pdf

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The IASC Gender with Age Marker assesses projects by looking at 12 essential project elements called *Gender Equality Measures* (GEM) in the design and monitoring phase of projects (see the matrix below). In the left column in the matrix, four "key GEMs" (gender analysis, tailored and adapted activities, equal influence and equal benefits) are presented which should be considered in the design phase. In the middle column, there are two GEMs that support each of the four "key GEMs" and which should be measured in the monitoring phase of the project in order to understand what is working well in the project and what can be improved.

The IASC Gender with Age Marker evaluates and codes projects according to how well gender and age differences are integrated into the four "key GEMs" and how likely it is that the project contributes to gender equality. A project is awarded a code on a scale from 0-4 and is generated based on the project planner's answers to multiple-choice questions in a pre-established online questionnaire. For more information on the *IASC Gender with Age Marker* and the GEMs and to access the questionnaire and code-generating tool, please visit the *IASC Gender with Age Marker* website[25]. Examples of and descriptions of how the tool has been used by different actors are also presented in the website.

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25. www.iascgenderwithagemarker.com

In the design phase Four key gender equality measures (GEMs) are considered – A, D, G, J	In the monitoring phase Each of the four "key GEM" have two supporting GEMs that should be considered. This enables re-flection of what is working well in the project and what can be improved.	
A. Gender analysis	**B. Collect and analyse relevant sex and age-disaggregated data** (SADD)	**C. Good targeting**
The needs, roles and dyna-mics of women, girls, boys and men of different ages and social backgrounds are understood in the situa-tion and needs analysis	This data is essential to know who is reached with, accounted for and benefits from project activities.	Has the gender analysis informed activities and targeted actions? Are the right people getting the resources, are they accessing the project services and products? Have they been adapted in accordance with the needs identified?
D. Tailored and adapted activities	**E. Protection from gender-based violence (GBV)**	**F. Coordination of activities with other sectors and actors of relevance**
Based on the gendered needs analysis, women, girls, boys and men of different ages and social backgrounds are targeted with the right resources and activities e.g. servi-ces, information, training, products and standard operating procedures are adapted to and meet the needs of everyone.	Are people safer? All sectors and actors have a responsibility to act to address and mitigate risks of gbv in their work. Projects therefore need to analyse and take mea-sures to ensure activities do not put people at increased risk and keep them safe.	Coordination is key to increasing the effective-ness of actions. Connect with sector specific coordination and working group e.g. within the humanitarian cluster system, civil society networks or government inter-ministry coordina-tion forums.

In the design phase Four key gender equality measures (GEMs) are considered – A, D, G, J	In the monitoring phase Each of the four "key GEM" have two supporting GEMs that should be considered. This enables reflection of what is working well in the project and what can be improved.	
G. Equal influence	**H. Feedback and complaints**	**I. Transparency**
Women, girls, boys and men in relevant age groups influence decisions at all stages of the project (planning, design, monitoring and evaluation)	People can be heard and provide their feedback to improve project activities throughout the project. Where the cultural context permits, projects should promote the active participation of women alongside men. Where the context is culturally restrictive, seek creative means to ensure women's voices are heard, e.g. through women's groups and female leaders.	People get the information they need
J. Equal benefits	**K. Satisfaction**	**L. Project problems**
Women, girls, boys and men of difference ages and social backgrounds benefit from the project's activities To ensure this, follow up on who is reached by and using the services and products. This information is best collected by consulting and engaging with the project target group.	Are people satisfied with project activities and deliverables? This information may, for example, be collected in a survey of the target group.	Are problems identified/known and addressed to improve women, men, girls' and boys' access to project activities, security and deliverables?

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Further reading in the toolkit:

1.6 Gender-based violence

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.6 Ensuring equal participation of everyone

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

Part 3: Sector-specific and thematic tools

Sources and further reading:

EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (not available online)

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IASC Gender with Age Marker (GAM) and Gender Equality Measures (GEM), humanitarian programmes, www.iascgenderwithagemarker.com/

ECHO Gender-Age Marker, humanitarian programmes www.ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

The OECD-DAC gender equality policy marker, referred to for EU missions, www.oecd.org/dac/gender-development/dac-gender-equality-marker.html

WFP Gender Toolkit, humanitarian programmes,
www.gender.manuals.wfp.org/en/

Sida Gender Toolbox, humanitarian and development programmes,
www.sida.se/English/partners/resources-for-all-partners/meth-
odological-materials/gender-tool-box

IFRC minimum Standard Commitments on Protection, Gender and
Inclusion in Emergencies, humanitarian and resilience strengthening
programmes, www.media.ifrc.org/ifrc/document/minimum-
standards-protection-gender-inclusion-emergencies

MSB Gender Marker (for the use of programme officer,
only available in Swedish and for internal use)

2.4   Gender-responsive budgeting

Budgeting for and financial monitoring of project activities may be one of the responsibilities that a finance and admin officer or operations manager undertakes when deployed. These tasks can also be something that other MSB field staff will have as part of their role e.g. when planning for WASH or shelter activities or a series of trainings that will take place during their mission.

The application of a gender perspective to budgeting is of great importance to ensure that project spending will be sufficient to address women and men's different needs, conditions and security concerns. Gender responsive budgeting is also key to guaranteeing that budget allocations take into consideration the fact that women and men are to gain equal access and opportunities to participate in activities and benefit from the project e.g. by offering safe transportation, child care services etc.

> Gender-responsive budgeting is a fundamental strategy for the promotion of gender equality

In short, gender-responsive budgeting is a fundamental strategy for the promotion of gender equality and for meeting the different needs in projects by focusing on how resources are collected and spent. Gender responsive budgeting is a process that entails incorporating a gender perspective into budgeting at the various stages of a project – in assessments, planning of actions, allocation of resources, implementation, monitoring and impact assessments.

Below, you will find advice on how to promote gender equality in budgeting. This guide ay be applied to different kinds of settings and project focus, including in humanitarian, resilience strengthening programmes and peace support operations.

Key steps for gender-responsive budgeting

- **When preparing the budget,** examine the impact of the budget allocations on the different project activities and how this will affect the situation of and opportunities for women and men in the target group. The following questions could be considered:

  - Will women and men's different **needs, opportunities and concerns,** e.g. security risks, be considered in the services, products and other benefits that are included in the budget?
  - Will women and men of diverse ages, abilities and social backgrounds have **equal access to the services, products and other benefits** in the project?
  - **What needs to be added** for women and men of diverse ages, abilities and social backgrounds to benefit equally?

- **Base the analysis on already-available and evidence-based information** about women and men in the target group and their needs, opportunities and concerns. If no data is available, make your own assessment by consulting relevant stakeholders e.g. other project staff, partner organisations and women and men in the target groups.

- **If possible, involve and consult key stakeholders** e.g. project staff, partner organisations and women and men in the target groups in the budgeting process to verify that the budget is relevant and meets the needs of everyone involved in the project. In discussions with stakeholders, it is important to identify which activities require extra funding to meet everyone's needs and to promote gender equality.

- **Based on the assessment and gender analysis of the budget,** consider how budget plans can promote equitable and fair distribution of resources between women and men in the project. In order to advance gender equality, be mindful that more resources might need to be targeted to women to meet their specific needs due to their often-disadvantaged position in society. However, avoid treating women (and men) as a homogenous group. Do a proper gender analysis to understand which groups of women and men might need special attention e.g. adolescent, elderly, disabled and LGBTQI women and men.

- **When the activities are up and running,** monitor how project financial resources are distributed between women and men of different ages and social backgrounds. Identify relevant performance indicators for activities that include disaggregated data by sex, age, disability and other relevant factors before the project starts. Check whether the budget has been spent as planned and if project funding and human resources are enough to guarantee equal access and benefit for women and men.
- **Adjust and reprioritise budget** if it intended effects have not been reached.

Further reading in the toolkit:

Sources and further reading:

WFP Gender Toolkit, www.gender.manuals.wfp.org/en/gender-toolkit/gender-in-programming/gender-responsive-budgeting/

OECD, Gender Budgeting in OECD countries (2016), www.oecd.org/gender/Gender-Budgeting-in-OECD-countries.pdf

IOM. Understanding Gender Sensitive Budgeting www.iom.int/jahia/webdav/shared/shared/mainsite/published_docs/periodicals_and_newsletters/gsb_final_%20booklet.pdf

UN Women/UNIFEM, How can aid be gender-responsive in the context of the new aid modalities? Lessons from gender responsive budgeting initiatives (2009), www.unwomen.org/-/media/headquarters/media/publications/unifem/gender-responsive%20aid%20in%20new%20aid%20modalities.pdf?la=en&vs=1012

2.5 Gender equality in monitoring and evaluation

Even if everything is done "right" from the start of a project: we have disaggregated data by sex, age, disability and other relevant factors, a gender analysis has been carried out and activities tailored to ensure that gender equality, diversity and protection concerns are taken into account, it does not automatically result in the success. The effective integration of gender equality, diversity and protection considerations into monitoring and evaluation systems is fundamental to achieving effective results. It will help the planning and designing of projects, lead to better targeting and the identification of more relevant activities. So, how do we then know that our activities and deliverables have had the intended effects and benefit women and men equally? How do we know if they have had unintended effects that support or work against objectives?

First of all, it is vital to formulate specific, gender-sensitive objectives and expected results and think through how to measure these in a gender-sensitive manner e.g. how to measure if both women and men participated in activities. We then need to continuously assess if the activities are reaching the intended objectives and results and understand what has been accomplished and what the problems are. For example, if the aim is to train a local team of admin and finance officers in an EU mission, we need to monitor how many women and men participate in the training and if women and men face any obstacles in attending the training and participate actively. However, to complicate things a bit further, not only attendance must be examined but also if and how materials and methods used in the training worked for both women and men and did not reinforce pre-existing gender inequalities. Insights about the impact of activities then need to feed into continued work so good practice can be effectively repeated and we can learn from mistakes.

Below, you will find advice on how to ensure that gender equality is considered in monitoring and evaluation in the project cycle. This guide may be applied to different types of settings and project focus, including in humanitarian, resilience strengthening programmes and peace support operations.

Key steps to integrating gender equality into monitoring and evaluation (M&E)

Initial steps:

- **Seek advice from gender experts/focal points** in your organisation or beyond (e.g. from other organisations or the inter-agency senior advisor GenCap, if present), to support the integration of gender equality into the M&E of your project.
- **If you have the ability to influence** the formulation of objectives and results of activities in the project, ensure the integration of gender equality, diversity and protection concerns into these (where relevant). This is key to ensuring that these aspects are not lost and forgotten during the course of the project. If not mentioned, they will also easily be left out of M&E processes and not followed up. Ask gender experts/focal points for support, if necessary.

If you are not in charge of M&E in the project:

- **Identify and link up with the relevant person/team** who is in charge of M&E and learn about available tools, plans and relevant previous monitoring data and analysis.

- **Initiate a dialogue on the importance of,** and how to ensure, the integration of gender equality into the monitoring cycles and evaluation of the project. Set the targets right.

- **See the next heading for tips** on what the M&E team should consider in their work.

If you can influence M&E of the project activities:

- **Ensure that appropriate resources and time are allocated** in the project to continuously collect disaggregated data by sex, age and other relevant factors and analyse results of project activities from a gender perspective.

- **Identify gender-related indicators** with baselines and targets for activities disaggregated by sex and age and other relevant factors such as disability and religion. Make use of the *IASC Gender with Age Marker* and *Gender Equality Measures* (GEM) as inspiration (more information can be found in the section 2.3 Tools for gender-sensitive project planning and design). These are particularly useful for humanitarian programmes but are also relevant in resilience strengthening and peace support operations.

- **Examples of aspects to measure and monitor may include:**

  - **If the right people are getting the resources.** This involves looking at the target group, but you might also notice with the new data at hand that the target group does not actually include the right people.

- **Carry out a gender analysis on the effects of the project activities** and continuously monitor changes in needs, concerns etc. for women, girls, boys and men of different ages, dis/abilities and social backgrounds, in order to update the initial situation analysis.

- **Develop a plan for how the project will share lessons** learned and good practices in regard to gender equality achievements. Make sure these are shared with relevant individuals/teams in your organisation.

> **Example:** Using gender sensitive indicators in a DRR project in the Balkans and Turkey
>
> The project Instrument for Pre-Accession – Disaster Risk Assessment and Mapping (IPA-DRAM) aims at strengthening disaster risk management capacities in countries in the Balkans and Turkey. Gender and diversity have been integrated as crosscutting dimension in all project activities and already at an early stage of the project, a gender advisor was engaged to support a gender-sensitive baseline analysis of project countries and to develop a monitoring and evaluation framework with gender-sensitive indicators. Some of these indicators include:
>
> - **Affected elements from disasters:** Population data is disaggregated by age, gender, marital status, education

- **Risk assessments:**
  - Is risk analysis developed in cooperation with expertise in gender, age and social inclusion or expert organisations in the civil society? (If yes, please mention names/organisations and for what processes.
  - Is data shared with other stakeholders, including at-risk groups, following the assessment?
- **Vulnerability analysis:**
  - Identification of elements and people potentially at-risk (exposure): Are population groups at risk specified, e.g. income level, sex, age, disability, other relevant factor?
  - Are gender and diversity tendencies highlighted in vulnerability factors, assessment of likely impact and analysis of coping mechanisms e.g. income level, sex, age, disability, other relevant factor?
- **Risk mapping:** risk maps produced which highlight differences in spatial distribution of vulnerability related to gender, income-level or other relevant vulnerability factors related to category

The project is still on-going and final results yet to be evaluated. However, field staff who have been engaged in the project report that the inclusion of gender-sensitive indicators have contributed to opening up a dialogue with partner countries on their needs and capacities to ensure gender and diversity are take into account in national disaster risk assessment and mapping (MSB, 2019).

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

Sources and further reading:

EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (not available online)

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

MSB internal tools and experience

2.6 Ensuring equal participation of everyone

Making sure that women, girls, boys and men have equal opportunities to participate in and influence decision-making that concerns their own lives and society is a key principle for achieving gender equality. In MSB international operations, this means ensuring the use of a participatory approach and involving and seeking advice from the women and men concerned with the project. This is important because we know that women and men often have different needs and concerns, are affected differently by our activities and may have different opinions on proposed services and products. Other diversity factors such as age, disability, sexual orientation, gender identity, class, income level, religion or ethnicity are also likely to affect these aspects. We therefore need to look at how to promote the equal participation of diverse groups of women and men, and not merely look at sex and gender.

Since we know that women and girls are often overlooked as a knowledge source and excluded from decision-making in many countries, we often need to make special efforts to ensure that women and girls in the target group can participate in, and influence, project activities that concern them. Women and girls' enhanced participation can also exert positive effects on their empowerment and in the long run, potentially also contribute to changing gender roles, power relations and advancing gender equality in communities.

The involvement of local stakeholders and actors, including groups and organisations representing different groups of women and men, is fundamental in international operations. These local actors hold valuable knowledge about the local context and involving them is also key to avoiding duplication of efforts and making sure that we build on the capacities of women and men that already exist.

Below, you will find advice on how to ensure equal participation of women, girls, boys and men of diverse ages, abilities and social backgrounds. This guide may be applied to different types of settings and project focus, including in humanitarian and resilience strengthening and peace support operations.

Key considerations to ensure equal participation

- **If possible and relevant, always strive to involve local stakeholders,** actors and the target group of concern in the planning, design, implementation, monitoring and evaluation of activities. Pay specific attention to ensuring the participation of women and girls and include groups and organisations that represent women, girls, adolescents, elderly, people with disabilities and LGBTQI individuals, as appropriate, in your stakeholder mapping. If the context restricts the participation of women and girls, seek creative means to ensure their voices are heard e.g. through women's groups and female leaders.

- **Consider how to ensure that participants feel confident** in participating and speaking if they wish to do so. Note that participation will only occur if participants feel safe and confident to speak up and social norms influence the nature and extent to which women and men can participate in social activities. It might be necessary to create spaces that are for women or men only in order to make sure everyone can fully engage in a meeting, training, job interview or any other activity. In contexts where women may only speak to and socialise with other women, you might also need to adapt your team, e.g. to include both women and men, or only women. Also, consider if separate scheduling is necessary to allow women and men to attend.

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Fact box: Common barriers to women's participation

- **Unpaid care and domestic work** e.g. household chores, water and fuel collection, care of children, elderly or those who are ill.

- **Low level of literacy** and perceived lack of knowledge or skills.

- **Social norms that assign decision-making to men** or inhibit women from speaking up in public settings.

- **Lack of access to information.**

- **Lack of self-confidence** or self-worth or opinions not listened to or taken seriously.

- **Personal safety and security concerns** or access to transportation.

(Source: WFP Gender Toolkit[26])

- **Choose and adapt communication tools and channels** so that women, girls, boys and men of different ages, abilities and social backgrounds can receive invitations to participate, access the same background information and be meaningfully involved in and contribute to activities. For this you might need to look at language limitation, literacy among different groups and who is using what kind of communication means to access information e.g. print, radio, Internet, social media, text messaging and signs.

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26. www.gender.manuals.wfp.org/en/gender-toolkit/gender-in-programming/participation

- **Schedule meetings and activities at times** when women and men can participate. Consider the existing responsibilities and workload of different individuals e.g. how women and men are spending their time during the day inside and outside the house. This should also include the unpaid household work e.g. taking care of children, elderly and sick, cooking and cleaning (which often is the responsibility of women). For example, it might be necessary to provide onsite childcare services or facilitate a community childcare network to ensure women and men with childcare responsibilities can participate.

- **Make sure that the location is accessible to all.** If individuals need to travel to the location, does everyone have access to and means of transportation, both financially and in term of social acceptability? If not, can the location be shifted or transport provided? Is the location safe to reach and to return from for all women and men?

- **Consider if there are any safety risks for different groups** to participate, including risks of gender-based violence (GBV), and take into consideration that these can change depending on the time of day, week and season.

Example: Participatory methods increased the awareness of WASH priorities and needs in Cox's Bazar

A WASH expert deployed to UNHCR in Cox's Bazar in Bangladesh in 2018 reflects on his operation:

"All UNHCR's technical teams, including the WASH Team, worked closely with the Protection Team. Gender aspects are integrated into all programme activities and within this work, participatory methods are central. For example, when we were building a water reservoir in the Teknaf settlement, focus group discussions were held with populations and groups were separated for women, girls, boys and men to make everyone comfortable to share infor-mation. This resulted in the priorities of these different groups being understood and the technical experts in the teams used this information to inform the design of the reservoir. When we were deciding where to place water points in the settlements, we also used participatory methods, such as interest mapping and problem trees, and paid special attention to ensuring that adolescent girls and boys and elderly women and men were also included in these activities and that their voices were heard (MSB, 2018).

Example: Adjustment of facilities increased women's participation in work force

An MSB field staff working in Bouar in Central African Republic recalls how small adjustments made in facilities in a logistics hub changed the opportunities for women to work there: "When we started, only men worked in the hub as daily workers to load and unload trucks with relief goods. We realised that there were no separate toilet and shower facilities for women in the hub and maybe this was why women did not come. With some small adjustments and reconstruction of existing facilities, we made sure that separate toilets and showers were offered. It didn't take long until we started seeing women in the work force in the hub (MSB, 2018).

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.6 Gender-based violence

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

Sources and further reading:

EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (not available online).

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IFRC, Minimum standards for protection, gender and inclusion in emergencies (2018), www.media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf

MSB internal tools and experience

WFP Gender Toolkit www.gender.manuals.wfp.org/en/gender-toolkit/gender-in-programming/gender-responsive-budgeting/

2.7   Gender equality in training and exercises

Strengthening the capacity of individuals and organisations through training and exercises are often among the tasks that MSB field staff perform in an overseas operation. Most MSB staff are not expected to arrange specialised training on gender equality as part of their operation, but gender and diversity dimensions must also be integrated and considered within trainings on other topics.

Training and exercises are important instruments to strengthen the knowledge, skills and capacity of individuals and organisations. By taking gender equality and diversity aspects into consideration, we ensure that women and men of diverse ages, abilities and social backgrounds are able to make use of these opportunities on equal terms. Enhancing the capacity of women and girls and providing them with opportunities to gain knowledge and learn new skills can also have an empowering effect, which in turn may contribute to changing gender roles, power relations and to advancing gender equality in communities.

Below, you will find best practice gathered from MSB experience of working with training and exercises. This guide can be used by anyone who carries out a training in their operation and may be applied to different types of settings and project focus, including in humanitarian, resilience strengthening programmes and peace support operations.

Key considerations for including gender equality in the planning of training and exercises

- **Seek to involve women and men in the target group** with a diverse representation in order to adapt content and materials. Together identify potential obstacles to participation and learning for women and men, as well as ideas on how to overcome these. For example, assess the training needs of participants before the training through a survey and adapt course content to he needs and requests of both women and men.

- **If you are working with a training or exercise team,** initiate a discussion with them early in the process on how gender and diversity aspects should be integrated into the training, development of course material etc.

- **Always strive towards a gender and diversity balance** among course participants, trainers and facilitators, considering sex, age, disability, religion, ethnicity etc. Record and periodically review information on the participants' sex, age and other characteristics to ensure women and men of diverse ages and social backgrounds gain access to training opportunities.

- **If a training or exercise field** has traditionally been the domain of men, encourage women to participate. Initiate a discussion with community members or staff in the organisation of concern around what women and men can and cannot do in the context and why and the possibility and potential bene-fits of offering women the opportunity to step into new areas. This is crucial to reducing risks of resistance and backlash from the community, and potentially even risks of gender-based violence (GBV).

- **Social norms influence the nature and extent** to which women and men may participate in social activities. In some contexts, it might be necessary to offer separate training and exercise sessions for women and men so everyone can partic-

ipate. In contexts where women may only socialise with other women, an all-female training team may be necessary. Consider if separate course periods also might be needed to allow for women and men to attend separately.

- **Consider timing and place for training to ensure both women and men can attend.** Be mindful of the gender roles and responsibilities that women and men have in a society and that these may affect if or when they can attend training and if they feel free to speak freely. In most societies, women are responsible for childcare in the family and to ensure they can attend, offering a nursing room and providing free childcare services might be necessary. Transportation to and from the training session is another means that can support more participation from women as they might not feel safe or find the time due to their workload to travel by their own means. Make sure to specify these benefits/offerings in training advertisements and information.

- **Make sure training and exercise facilities are accessible to all** women and men and adapted to local customs. For example, toilets and changing rooms might need to be segregated for women and men and eating space may have to allow for women and men to eat separately. Make sure that the venue is not coded in an offensive manner and that all participants are made to feel welcome. For example, are there offensive/distracting paintings on the walls?

- **When distributing information about training opportunities,** clearly communicate that women are welcome to participate (if they are!). Select communication channels so that women, girls, boys and men of different ages, abilities and social backgrounds (depending on the target group of the training) can receive invitations to participate. Look perhaps at language limitation, literacy among different groups and who is using what kind of media channels to access information e.g. print,

radio, loudspeakers, Internet, social media, text messaging and signs. Make use of the communication channels via local women's organizations and networks to increase outreach to and recruitment of female participants.

- **Coordinate with other actors to ensure that women (and men) are not overburdened with training** and other project activities. This might sound like an unlikely problem bearing in mind that we hear we should increase women's participation. However, as more and more actors see the importance and value of focusing their training and other activities on women, if we do not coordinate our efforts we risk overburdening some groups of women (and men) with capacity-building opportunities while others get none.

Example: Female and male mine risk instructors in Afghanistan

Local teams of women and men were employed as mine risk training instructors in Afghanistan. The role of the teams was to inform the local population about the dangers of mines and unexploded ammunition in an area. The teams consisted of both women and men and they were grouped in a way that was regarded as culturally acceptable in the local context, for example, husband and wife, brother and sister or mother and son together. Women and men in Afghanistan have limited contact with one another outside of their families and the fact that the teams were mixed made it possible to reach both women and men in the population. At the same time, this also increased the employed women's economic independence and freedom of movement outside the home (MSB, n.d.).

Key considerations for training sessions that are gender sensitive and accessible to all participants

- **Establish ground rules at the beginning** of the training that emphasise mutual respect and awareness of diversity within the crowd.

- **Use methods for making everyone heard,** such as emphasising as a facilitator that you are interested in hearing someone's opinion or that you will make a "round of comments" so everyone gets to make their point. Make sure that female participants also are heard.

- **Try to avoid hierarchical obstacles** in the room that may limit participants' willingness to ask questions and engage in discussion. If participants feel more comfortable with providing their thoughts, reflections and feedback in smaller groups or in writing, this should be considered (if feasible).

- **Pay attention to and provide guidance on dealing with** different tactics for putting people down during training, i.e. when one person makes someone else feel invisible, ridiculous or that all they do is wrong. Use a short exercise to illustrate how common this is and that we often are unaware of it e.g. by showing a video clip and facilitating a discussion on participants' views and experiences.

- **If possible, use both female and male trainers and facilitators** and try to avoid gender stereotyping by seeking female trainers/facilitators for technical areas that they are commonly not associated with in the context, and vice versa for men.

- **Aim for gender balance in smaller group works and exercises.** If necessary, provide for group work sessions to be separated by sex, e.g. if the topic to discuss/work on is sensitive and you suspect women and men will not feel confident in talking about it jointly. Appoint a facilitator and rapporteur for each group in advance and ensure there is a gender balance. Also make sure to shift roles, so that the responsibility is not always given to the same people.

- **Use different sources and examples for illustrating** the main components of the topics e.g. images of both women and men and refer to research by both female and male researchers. Try to avoid examples that reinforce stereotypes.

- **Use gender-sensitive language in training** e.g. utilise both "her" and "him" when giving examples and avoid gendered terms such as policeman (alternative phrasing: police officer), cleaning lady (cleaner) or phrases like "boys will be boys". Also try to avoid gender blind terminology, for example "population" and "people" (alternative phrasing: women, girls, boys and men), in order to underline who is being addressed.

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Fact box: Improve your gender-aware training methodology and facilitation techniques

- **Vary your training methods** to meet various needs and learning techniques.

- **Use examples** to which both women and men can relate.

- **Develop methods for anonymous tests** or other examination forms. In evaluations, include specific questions: for example whether the participants perceived that the facilitator encouraged both women and men to participate.

- **Reflect on who you, as a trainer,** are in relation to the participants.

- **Be alert to existing power relations** between participants and bring up the subject if/when inequalities are identified.

- **Give more space to female participants** (who often represent the group who speak less).

Example: An exercise with a gender and diversity perspective

The Swedish Joint Response Team consists of a number of Swedish authorities and organisations formed to support Swedish residents affected by major crisis events abroad. In a joint exercise, a number of scenarios had been produces where gender aspects had been considered. In one situation, the team arrived in a foreign country where a major natural disaster had occurred with many Swedish citizens affected. Their task was to register all citizens and provide crisis support. Among the role-players there were women, men, children, elderly and Swedish citizens born abroad. After the exercise, there was a debriefing session, where gender and diversity issues were discussed, for example "What could you have done about the pregnant woman who couldn't speak Swedish and who didn't want to be examined by a male doctor?" or "How could the assembly point have been adjusted to the needs of different groups in a better way?" (MSB, n.d.)

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.6 Gender-based violence

2.3 Tools for gender-sensitive project planning and design

2.6 Ensuring equal participation of everyone

Sources and further reading:

EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (not available online)

MSB internal tools and experience

UN Women, UNDP, Gender and disaster risk reduction in Europe and Central Asia: a workshop guide for facilitators (2018), www.unocha.org/story/humanitarian-issues-why-age-and-sex-matter

2.8   Gender equality considerations in recruitment and human resources

Striving towards gender balance in recruitment is key to ensuring that women and men enjoy equal opportunities to develop professionally, gain economic independence and influence the development of the society. These are important factors all contributing to the achievement of gender equality. In some contexts where it is not socially acceptable for women and men who do not know each another to socialise, including women in the team is a prerequisite for involving and engaging with women in a project. In these cases, gender balance and the inclusion of women in the team is essential to effectively reach the target group and succeed.

In accordance with international and Swedish legal frameworks and agreements, MSB as a government agency, have committed to taking action to ensure that women and men have the same opportunities to be considered for a position and to participate in international operations. We are also obliged to do so without discrimination for age, disability, religion, ethnicity, sexual orientation or gender identity. Our partner organisations have all committed to similar standards through various legislation and regulations.

> Striving towards gender balance in recruitment is key to ensuring that women and men enjoy equal opportunities to develop professionally, gain economic independence and influence the development of the society.

MSB also struggles with an underrepresentation of women in our field staff roster and have therefore committed to striving towards a 40/60 balance between women and men who are registered in the roster, including within the different functional areas, and who are deployed to operations. In every recruitment and deployment process, gender balance is considered. However, MSB also faces

challenges here. Achieving gender balance is especially challenging within the staff categories/profiles that are traditionally male-dominated such as, plumbers, IT technicians, logisticians and camp technicians.

Below, you will find best practice gathered from EU, UN and MSB experience of promoting gender equality and diversity in recruitment. This guide may be applied to different types of settings and project focus, including in humanitarian, resilience strengthening programmes and peace support operations.

Key steps to promoting gender equality in recruitment and human resources

- **Influence the composition of recruitment panels conducting the hiring process,** encourage the inclusion of both women and men and the importance of the awareness of those involved in the recruitment process of unconscious biases (prejudice for or against one person or group). This knowledge could be strengthened e.g. through training of individuals who regularly sit on such panels.

Assessment of desired qualifications

- **Before initiating a recruitment process, consider the arguments against:** "This isn't suitable for women," "I have nothing against employing women, but it is too heavy. Quite simply, a woman could not do this work" or "in this culture women cannot work with this". Is this correct? Is physical strength the determining quality for handling a job within the framework of the project or are there other qualifications and qualities that are just as important? Make sure not to base any decisions in the recruitment process on assumptions about culturally-acceptable roles and gender relations in the context. Speak to local staff, people in the community, women's groups etc. to find out.

Example: Female mine clearance staff with full-cover clothing

On a reconnaissance operation in Sudan a project manager brought up the question of employing local women as mine clearance staff to the host organisation. She was met with scepticism, "You can't use women to do mine clearance". The project manager then discussed the issue with people in the local population and staff in the compound. The response was that it would be okay as long as they were respectably dressed. The project manager contacted the technical expert about whether working with full-cover clothing was restrictive, which it was not. As a result two female staff were employed to join the mine clearance team (MSB, n.d.).

Developing a Terms of References (ToR)

- **Avoid using generic ToRs** and think through what qualifications, knowledge and experience is really needed to implement the project in the best way and balance the team. Recruit based on these competence profiles. Remember, in some cultures women are restricted from socialising with men they are not related to. To reach and include women and girls in project activities, women being included in the team might therefore be a prerequisite.
- **Include gender equality competencies,** for example, this might include stating that awareness of and experience from working with a gender perspective and gender equality mainstreaming are required/desirable and measuring candidates' attitude to gender equality and diversity in the interview.

Advertisements

- **Seek to make job vacancy advertisements speak to and encourage both women and men** of diverse ages, abilities and social background to apply. This is particularly important within traditionally male-dominated professions. Promote diversity by encouraging people from diverse backgrounds, e.g. ages, abilities, ethnicities and religions.

- **Use gender neutral language:** in English. The correct third person singular pronoun is "they" and not "s/he" or "he/she".

- **Consider if there are certain benefits to the job** that would encourage/enable women or men to apply e.g. providing parental leave for both women and men, allowing for flexible time schedules, offering a nursing room and providing child-care services and transportation to and from the workspace. Note these benefits in the advertisement.

- **Consider the advertisement channels to use** to ensure that women and men of diverse ages, abilities and backgrounds will be reached by the information. Be mindful of that women and men might not access information through the same channels and you might need to use different communications strategies to target women e.g. through social media pages that attract many women, newspapers, magazines, TV and radio shows targeting women, local advertisement and information boards in women's health centres. You might also need to look at language aspects and literacy among the target groups. Or use local women's organisations and networks to increase the outreach to, and recruitment of, women.

Interviews and selection

- **Include gender-related question to test the knowledge and awareness of candidates.** Questions that probe attitudes and beliefs on equality can be useful e.g. "What do you see as some of the underlying reasons why women are still under-represented in…." or "Can you give us an example of where you feel "women's rights" have maybe been taken too far? See Annex 2 Gender-related questions in recruitments for more examples.

- **In order to achieve gender balance,** give preference to the underrepresented gender when candidates have equal qualifications within the team/unit/department.

- **Do thorough background checks on new employees** to prevent the hiring of individuals who are known to have committed crimes, including sexual harassment, exploitation and abuse.

Work environment and human resources

- **Offer professional development opportunities** to both women and men, including mentoring and career coaching. The timing and locations of opportunities should not conflict with caring and other responsibilities of employees outside work. Career development for women and men should be supported.

- **Consider how to establish an "enabling environment"** so both women and men can take the job and thrive in the workspace. This might include ensuring that cultural and social customs for women and men's socialisation is respected in the workspace e.g. by offering separate toilet facilities, changing rooms and prayer rooms. Think through if these social codes also might affect the composition of the team or recruitment. Support both women and men to find a good work-life balance and be able to shoulder other society and household responsibilities outside work. This could, for example, include providing parental leave for both women and men, allowing for

flexible working schedules, offering a nursing room and providing childcare services and safe transportation to and from the workspace. Note these benefits in the advertisement.

• **Make sure all staff sign the Code of Conduct** and gain a basic understanding of organisation policies for gender equality, diversity, non-discrimination, and prohibition against sexual harassment, exploitation and abuse. This can be achieved through mandatory training/briefings with new staff and periodic refreshers with all staff.

• **Encourage an ongoing discussion in the workplace** around acceptable behaviour between female and male staff in the workplace and between staff and local populations. Target all staff at all levels of the organisation, including support staff and drivers. Ask for support from gender/GBV/Protection from Sexual Exploitation and Abuse (PSEA) focal points to develop and facilitate discussions.

• **Ensure there is an accessible and confidential complaints mechanism** in place e.g. a system for receiving anonymous allegations of sexual harassment, exploitation or abuse. Make sure that all staff are aware of the procedures for reporting incidents and know that it is mandatory to report suspicion but it is not their role to investigate the accuracy of allegations.

- **Ensure that survivors of** sexual harrassments, exploitation and abuse have access to confidential and survivors-centred medical, psychosocial, security and legal support. If not available within the organisation/Mission you are working in, establish routines to refer survivors to proper services offered by other trusted actors.

- **Consider appointing a focal point** to lead and coordinate the work of preventing and managing cases of sexual harassment, exploitation and abuse.
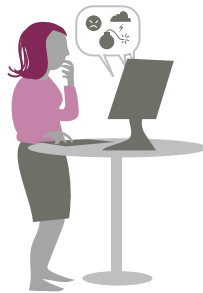
Example: Arguments against employing a female logistician were questioned

A project manager talks about experience of a recruitment process to an operation: "The head of the organisation we were working with protested when we wanted to send a female logistician to an operation to Darfur in Sudan. He said it was for security reasons, and that there was a curfew. When I pointed out that it applied to both the female and male field staff, he said that the team members must have a military background so she could not be deployed anyway. This argument also fell apart because the female logistician actually did have a military background. Later on, the head confessed that, "It had gone very well with the female logistician who was very competent" (MSB, n.d.)

Further reading in the toolkit:

Sources and further reading:

EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (not available online)

MSB internal tools and experience

WFP Gender Toolkit www.gender.manuals.wfp.org/en/gender-toolkit/gender-in-operations/human-resources/

2.9   Gender-sensitive and inclusive communication

Communication can reflect, reinforce and reproduce the gender inequalities that exist in a society. But it can also contribute to change by recognising, valuing and including all women, men, girls and boys equally. As basic principles, communications should always be inclusive and equitably portray women, girls, boys and men of diverse ages, abilities and social backgrounds. It should be respectful, empowering and break negative and discriminatory gender stereotypes and prejudice. Examples of common gender stereotypes in images are that men are often portrayed as active, photographed from below and have formal clothing. Women on the other hand are often portrayed as passive, smiling with their heads slightly oblique and photographed from above.

> Communications should always be inclusive and equitably portray women, girls, boys and men of diverse ages, abilities and social backgrounds

In communication, you have an important role and responsibility to reflect the diversity of society and portray people in an equitable and correct manner. Working in international organisations and environments where not everyone shares the same ideas around gender equality and the importance of gender-sensitive communication can sometimes be frustrating. In these situations, we encourage you to act as a role model and good example of a new mind-set. Remember, every little step matters and in the long run, they may contribute to more substantive positive change.

The seven grounds for discrimination in Swedish law[27]
(see the box below) help us to guide our work and ensure that our
communication is inclusive and does not only reflect the common
norm and what is immediately in front of us.

Fact box: The seven grounds for discrimination

- **Gender**
- **Gender expression/identity**
- **Age**
- **Disability**
- **Ethnicity**
- **Religious or other beliefs**
- **Sexual orientation**

**Below, you will find advice on how to ensure that gender
equality and diversity are considered in communication.** This
guide may be applied to different types of settings and project
focus, including in humanitarian action, resilience strengthening
programmes and peace support operations.

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27. The seven grounds for discrimination are covered by the Swedish law prohibiting
discrimination. For more information on how they are defined, visit the Swedish Equality
Ombudsman website www.do.se/other-languages/english/protected-grounds-of-discrimi-
nation/

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Key steps to promoting gender equality and inclusivity in communications

Always ask the following questions to your material (text and image):

- **Is society equitably reflected and are different/all groups visible and included?** If not, can you do something about it?

- **How are people portrayed in images and text?** How are they portrayed in relation to each other? Is there a skewed or stereotypical depiction of who does what? If so, try to find other pictures.

- **Who is portrayed as an active/subject and passive/object?** Is it relevant to the message or can it be processed in a different way the text?

- **Are there an "us" and "them" reproduced in the text?**

Example: Images of "us" and "them" on MSB's website

Based on an analysis of a number of pages on the MSB website msb.se in May 2017, it became evident that people with dark skin usually figured in picture when "foreign countries" were described. On the other side, they very rarely figured as MSB-staff. This triggered a discussion on what creates interpretations of "us" and "them" (MSB, 2017).

Considerations concerning gender-sensitive and inclusive texts

- **The choice of wording matters, so do it consciously!** In both society and in language, norms are usually unspoken and intangible, while someone breaking the norms is often made visible and sometimes faces repercussions. Language has the power to promote inclusion, but it can also reinforce exclusion so it is important to identify neutral and inclusive concepts. A single word can create a significant change in meaning. It can describe people with more or less action space and signal that they are part of a group or a community or instead describe them as "different" or "the others".

- **Avoid language that excludes particular individuals or groups** such as women, disabled, transgendered or homosexual individuals.

- **When using generic labels,** e.g. the community or refugees, ensure they are inclusive and cover everyone they represent. These groups are not homogenous with the same needs, interests and priorities. Specify who you are referring to and be clear about who is being represented.

- **Use gender-neutral vocabulary terms,** such as a spokesperson and chairperson instead of spokesman and chairman.

- **Pay attention to the pronouns are used.** The correct third person singular pronoun is "they"(not, "s/he" or "he/she"). In hypothetical texts, using they opens up the opportunity for the reader to identify themselves in the text. In texts about an actual person, the pronoun preferred by the person should always be used.

- **Is everyone in a text mentioned consistently** with both first and last name, or only first name/last name?

- **Are any loaded value words or exclusive terms used?** If unsure, test on a colleague or two.

- **Is it possible to simplify the language** in terms of word selection, bureaucratic or internal concepts? If so, do it.

CRITICAL!

Considerations for gender-sensitive and inclusive images and video

- **Balance the number of women and men featured in images** and show diversity in representation e.g. people of different gender, age, abilities, ethnicity, religions etc. The goal is not necessarily 50:50 women and men, because reality does not always reflect that e.g. where a programme targets women, more women will be represented.

- **Avoid portraying people exclusively in stereotypical roles** e.g. do not represent certain jobs and roles as only adequate for, or done by, women and men, such as cooking and childcare by women, and logistics and leadership by men.

- **Be aware of patterns created in images** around who may be "leader"/"active" or "participant"/"passive". Avoid mainly portraying men as active, leaders, decisive, aggressive or "flexing muscles"; and women as emotional, passive, dependent, home-makers, or "with tears in their eyes". Show that women as well as men have strengths and weaknesses, capacities and vulnerabilities.

- **Avoid disempowering images,** such as showing girls and young women as dependent, vulnerable and uneducated, unless the messaging is designed to change abuses of human rights such as the harmful practices of early, forced and child marriage.

Example 1: A stereo-typical image of a man portrayed as a speaker and leader (active) and women as audience (passive).

Example 2: A neutral image portraying women and men on the same level and equally active and important in the group.

Example 3: An image that challenge norms even fur-ther by portraying agency and leadership of a per-son (e.g. a black woman with a disability) who we rarely see in this role.

Fact box: Neutral and inclusive concepts

- **Since there is seldom talk of "heterosexual parents"** (invisible norm), there is rarely a reason to print out "gay parents". It is probably about "parents" in both cases.

- **"Female spokesman" signals that the norm** for the profession is a man. Then it may be better to use the word "spokesperson" that works regardless of gender.

- **The phrase "both sexes" makes** transgender and non-binary individuals invisible. Instead, say "regardless of sex" including everyone.

- **Avoid excluding expressions like** "let's take a break to stretch our legs"? Can everyone do this in the room? To ensure inclusivity, it is important to find neutral concepts that embrace everyone regardless of e.g. disability.

Ensuring equal access to information

- **Choose and adapt communication tools and channels** so that women, girls, boys and men of different ages, abilities and social backgrounds can receive invitations to participate, access the same background information, be meaningfully involved in and contribute to activities. For this look at language limitation, literacy among different groups and who is using what kind of communication means to access information e.g. print, radio, Internet, social media, text messaging or signs.

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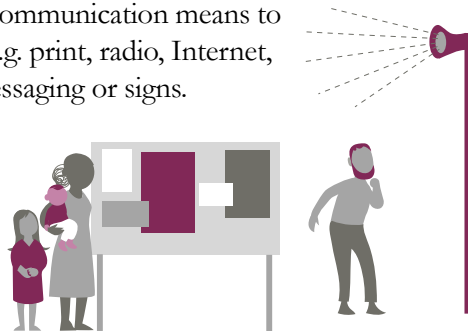
Example: Swedish information brochure about crisis preparedness was adopted to different groups

In the spring of 2018, MSB sent out the brochure "If crisis or war comes" to 4.8 million Swedish households. In the brochure there were a large number of illustrations of different situations linked to crises and war and measures that individuals could take to prepare at home. In order to reflect society, MSB ensured that different people appeared on the pictures. For example, people over the age of 60 were completely missing from the pictures in the first draft. In addition to age, MSB ensured that people of different sexes and ethnic backgrounds were included. People with disabilities who may have special needs in a crisis were also included. Women, men, young and old were all in active roles. (MSB, 2018[28]).

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.5 What is gender equality?

Sources and further reading:

MSB Instruction for gender equal and inclusive communication (2018) (internal document, only in Swedish)

WFP Gender Toolkit www.gender.manuals.wfp.org/en/ gender-toolkit/gender-in-operations/communications/

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28. www.msb.se/RibData/Filer/pdf/28706.pdf

2.10 Gender equality considerations in procurement

International operations and the presence of international organisations in a country affect that country's economy at macro and micro levels. An organisation's purchases of products and services must be fair and give equal opportunities to women and men of diverse ages, abilities and social backgrounds, such as religion or ethnicity. Local purchases and procurements should neither benefit one party in a conflict nor indirectly support criminal activity.

In general, women earn less than men and take more responsibility in the home. Procurement in operations can be used as an opportunity to enhance women's economic independence and empowerment and advance gender equality by actively seeking to purchase products from female traders also. By taking gender and diversity dimensions into account and applying a conflict-sensitive perspective to the procurement process, we ensure that purchases of products and services are fair, do not discriminate against any groups or risk sparking conflicts in the particular context.

> Procurement in operations can be used as an opportunity to enhance women's economic independence and empowerment

Below, you will find advice on how to promote gender equality in procurement processes. This advice has been gathered from best practice of UN and MSB's experience through the years. This guide may be applied to different types of settings and project focuses, including in humanitarian, resilience strengthening programmes and peace support operations.

Key considerations for integrating gender equality in procurement

- **Look for information about female traders in the area.** Talk to gender focal points/ experts in your organisations (or beyond), UN agencies or local women's organisations/group who might have information about local networks of female traders.
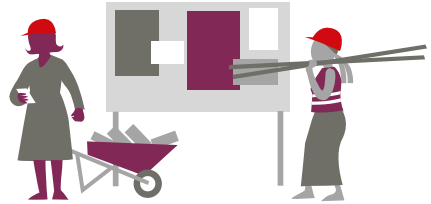
- **Consider applying a quota** (e.g. 50 %) for businesses owned and operated by women when purchasing goods and services.

- **Make contact with potential suppliers** about the procurement processes and your requirements and expectations concerning suppliers. Inform suppliers about your organisation's commitment to gender equality and diversity and policies against discrimination, sexual harassment and abuse. This can be achieved via information sessions, by sharing printed materials tenderers or by adding it to the procurement notice. Make special efforts to reach out to female traders and encourage them to submit a tender.

- **Ensure that procurement notices** are accessible to all kinds of suppliers, including those owned and operated by women. I order to ensure this, you might need to use different communication strategies since women and men might not use the same channels to access information e.g. social media pages for traders, news-papers, magazines, TV, radio, local advertisement and information boards. Increase outreach to female suppliers by asking local women's organisations and female trading networks for advice. You might also need to consider language aspects and literacy.

- **Consider including gender criteria** in procurement notices and when assessing tenders. For example, suppliers could be asked to submit:

  - **Copy of their policy related to gender,** equal opportunities, non-discrimination and prevention of sexual harassment, exploitation and abuse.
  - **A summary of staff data,** indicating the number of women and men employees and representation of women and men at senior decision-making levels.

- **Include gender clauses in contracts** and update your organisation's procurement database with gender-related information/criteria about suppliers e.g. if the business is owned and operated by women or men, staff data, policies that relate to gender, equal opportunities, non-discrimination and prevention of sexual harassment, exploitation and abuse.

Example: Local workers in a construction project in DRC

A programme officer talks about a construction project in DRC in 2018: "MSB supported a UN agency so they could expand their office with additional prefabricated office modules, fixed constructions for toilets (separate for females and males), drainage system and ground preparation. When we started, the company that had been selected to do the construction work had approximately 15 local workers on site. After the first day, the operations manager of the deployed MSB team pointed out that there were no females among the staff the company provided. After long discussions, in which the operations manager put a lot of emphasis on the need to include female workers, they agreed that at least 40 % of the workers would be women. After this, the company followed the deal and both local women and men were employed. If the operations manager had not pushed for this, it would not have been noticed. (MSB, 2018).

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Example: A stronger gender equality perspective in new procurement procedures for MSB

In 2018, MSB developed new procedures for integrating gender equality requirements into procurement of goods and services. MSB now have a template for procurement notices in which a heading for considerations in regard to gender equality has been added. The routine and templates will be launched in 2019, but there has already been a number of examples of procurements where the agency has integrated a gender equality perspective. For example, in the procurement of a consultant, requirements have been adapted with regard to how parental leave affects the calculation of consultant's experience (MSB, 2019).

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.5 What is gender equality?

2.9 Gender-sensitive and inclusive communication

Sources and further reading:

MSB internal tools and experience

WFP Gender Toolkit www.gender.manuals.wfp.org/en/gender-toolkit/gender-in-operations/supply-chain/

2.11 Safety, security and protection in the operation

When deployed with MSB, safety and security must always be at the centre of your work. This may involve looking at considerations related to your own security, the safety of your colleagues and the staff you potentially manage, as well as how to guarantee the protection of local population and the beneficiaries of your project.

In most operations settings, women and men experience threats and risks differently. For example, as international aid workers, female staff are more likely to be subjected to robbery or sexual harassment and assaults, committed by external perpetrators but also by colleagues in their own organisations. On the other hand, men are over-represented in statistics when it comes to risks for traffic accidents, abductions and physical violence. The way people perceive, understand and accept security risks also influences how they expose themselves to risks and may react in certain situations.

> In most operations settings, women and men experience threats and risks differently.

Since there are gender-specific threats and risk behaviours, we need to pay attention to this when figuring out how to stay safe during the mission, but also when taking action to ensure the safety

and security of local populations we are engaging in project activities. It is important to note that threats and risks may also differ between different groups of women and men e.g. younger and older depend on other social factors such as disability, religion, ethnicity, sexual orientation or gender identity. In order to ensure the safety, security and protection of everyone, we therefore need to look at threats and risks from both a gender and diveristy perspective and learn how these characteristics might affect the risk exposure of different individuals and how to best reduce and mitigate these.

Below you will find two lists of advice on how to analyse and plan for ensuring safety, security and protection for women and men in the local population in your mission. Minimum standards in your work must always be ensuring that your work do not risk causing harm and that you pay specific attention to protecting the most vulnerable and marginalised groups. This guide has been written with staff who are engaged in programme management and activities involving local populations in mind and can be applied to different types of settings, including in humanitarian and resilience strengthening programmes.

Key considerations to ensure the safety, security and protection of local populations

- **Familiarise yourself (and your team if relevant) with the general security situation** for women, girls, boys and men in the local population targeted by the project. Read up on available reports and talk to women and men in the population. Learn if and how security threats and risks are experienced differently between women and men. Consider if there are any other intersecting factors that might expose some groups of women and men to certain threats, such as, age, disability, religion, ethnicity, sexual orientation and gender identity. Keep yourself updated on the situation as it can change quickly.

- **Discuss with security/protection advisors** and your team regarding how potential risks can be mitigated to ensure the safety of the local women, girls, boys and men involved in the project. A minimum action is to put measures in place to protect local women, girls, boys and men from sexual exploitation and abuse.

- **If you are employing local staff/volunteers:**
  - **Find out if women and men will face risks when performing their job?** Are there other social factors that might affect their situation? For example, are certain ethnic groups at risk if they conduct field visits in areas where they might not be welcome? In accordance with local customs, can women and men be mixed in teams and are there certain tasks that women and men are not "allowed" to do that might expose them to retaliation from their families or the local community?
  - **Discuss with your team** (if relevant) how you can prevent female and male staff/volunteers from becoming exposed to unnecessary security risks. Do not assume that women's security can only be guaranteed by recommending that they stay home. Instead, try to minimise risk factors without restricting freedom of movement for women and girls e.g. by providing safe transportation and policies to not travel or work alone.

- **Make sure that all project staff are aware of the organisation's Code of Conduct** and that relationships or sexual relations with the local populations is prohibited. This might put local women and men at risk due to the power imbalance between themselves and the local population.

- **Promote a culture in the team** where the security and protection of the local population is everyone's responsibility. Any security incidents, including suspicions, should be immediately reported or brought to the attention of the line manager and security focal point in the organisation.

Protection from Sexual Exploitation and Abuse (PSEA)

Over the past few years, sexual exploitation and abuse (SEA) of local populations by people in authority and aid workers has been paid increasing amounts of attention and many organisations are currently strengthening their efforts to respond to and prevent incidents in their operations. Underreporting is still widespread but reports available show that particularly women, girls and boys are targeted. In refugee and other humanitarian settings, cases where women girls have been forced to grant sexual favours in exchange for food, shelter, relief times, security or other services are commonly reported. However, this problem is by no means limited to humanitarian contexts but could happen in any given situation where a power imbalance and dependency relationship exists between people, for example, where one person is holding goods or services that another person is dependent upon.

> As an MSB employee, you are obliged to contribute to an environment that prevents sexual harassment, exploitation or abuse of local populations, but also your own colleagues.

As an MSB employee, you are obliged to contribute to an environment that prevents sexual harassment, exploitation or abuse of local populations, but also your own colleagues. You have a responsibility to follow and promote the implementation of your host organisation's and the MSB Code of Conduct. Regardless of your professional role, you are responsible for familiarising yourself with protection from sexual exploitation and abuse (PSEA) policies and reporting mechanisms in your organisation as you are required to report any suspicions and encourage others do the same. Managers at all levels and HR officers have a particularly important responsibility to promote an environment free from sexual exploitation and abuse in an organisation and ensure that systems for reporting and sanctioning are in place and are effective.

The guide below has been written to assist MSB field staff in different roles to prevent sexual exploitation and abuse in their work. The advice can be applied to different types of settings, including in humanitarian, resilience strengthening programmes and peace support operations.

Key considerations to prevent sexual harassments, exploitation and abuse in operations

For all MSB field staff

- **Read the MSB and host organisation Code of Conduct** and/or policy for the prevention of sexual exploitation and abuse (SEA) and discuss with HR staff to ensure you are aware of your obligations in relation to this. If your organisation does not have a Code of Conduct or policy that include PSEA, read the *UN Secretary General's Bulletin – Special measures for protection from sexual exploitation and sexual abuse*[29].

- **Make yourself familiar with your host agency's** reporting and investigation mechanism for SEA. There should be a safe and ethical reporting mechanism established in your host organisation and commonly, a focal point for PSEA is appointed to lead the work. If such a system does not exist or is non-functioning, alert your manager and/or HR/GBV/ PSEA colleagues and advocate for it to be put in place. If you get only limited response, inform MSB on the situation.

- **If you are managing projects involving local populations,** raise their awareness about their rights e.g. that they are entitled to aid without any requirement for sexual favours and how they can report actual or suspicions of cases of SEA.

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29. www.un.org/preventing-sexual-exploitation-and-abuse/content/documents

- **If an incident of GBV is disclosed to you,** and they agree, help the survivor to report through the established complaints mechanism. Inform the survivor of where they can obtain medical and psychosocial support. Find out what services are available for survivors of GBV in your location when arriving at your duty station by e.g. asking the PSEA focal point/s and/or GBV experts.

- **If you see any inappropriate behaviour,** make sure to record all the details of the incident and report through the established complaints mechanism. It is not advised to intervene as this could potentially cause more problems e.g. the perpetrator might hide evidence or place the survivor or the person who intervened in danger.

For managers, HR and staff managing projects involving local populations

- **Make sure all new staff read and sign the Code of Conduct** and receive information about the organisation's procedures for reporting suspicions and actual incidents of SEA. All staff should be aware of that it is mandatory to report all suspicions of SEA and that it is not their role to investigate the accuracy of allegations.

- **Ensure that there is a safe, accessible and confidential complaints mechanism** in place e.g. a system for receiving allegations of SEA that is accessible for local women and men and internal staff. The local population and internal staff should be engaged in designing such mechanisms.

- **Make sure that continuous training on PSEA are held with all staff** to raise awareness about the issue and reporting mechanisms. Target all staff at all levels in the organisation, including support staff and drivers. Ask for support from gender/GBV/PSEA focal points to develop and facilitate such

training. Encourage an ongoing discussion in the workplace around acceptable behaviours between female and male staff in the workplace and between staff and local populations. Ask for support from gender/GBV/PSEA focal points to facilitate such discussions.

- **If you are managing projects involving local populations,** raise their awareness about their rights and entitlements, for example, that they are entitled to aid without any requirement for sexual favours and how they can report actual suspicions of cases.

- **Ensure survivors of SEA have access to** safe, confidential and survivor-centred medical, psychosocial, security and legal support. If not available within the organisation, make sure that survivors can be referred to proper external services.
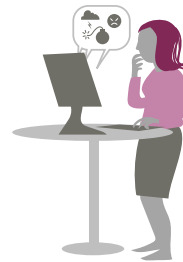
- **Establish mechanisms for background checks** of new employees to prevent the hiring of individuals who are known to have committed SEA.

- **Consider appointing a PSEA focal point** to lead and coordinate the work.

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Example: Assigning responsibilities for PSEA in a refugee programme in Kenya

When entering a new partnership with UNHCR for a refugee programme, a Kenyan NGO had to develop their work to prevent and handle cases of PSEA across the organisation. The organisation decided to assign focal point responsibilities to key staff in the organisation.

A national focal point was assigned to the HR/admin office in Nairobi. This person had the necessary authority to recommend or take decisions in relation to staff and was able to work professionally, be objective and manage information confidentially. The HR/admin officer was responsible for delivering induction/training to staff on PSEA, reporting concerns or issues with PSEA implementation to the Senior Management Team and receiving reports and coordinating the response to any reports that arose. However, since the HR/admin role did not have contact with the refugee communities where abuse might be taking place, they also assigned focal point roles to project managers who worked in the camps and the urban communities in which the organisation operated. The project managers were responsible for holding monthly staff meetings during which they discuss PSEA, holding quarterly meetings with refugees during which they discuss PSEA and receiving reports from refugees.

The results include all staff being trained and having the opportunity to discuss PSEA on a regular basis so awareness of PSEA and code of conduct is high. Coordination on PSEA across the organisation is strong – particularly between the focal points – and lines of reporting are very clear. In addition, refugees know who has responsibility for receiving and responding to reports and the team can manage issues professionally (CHS Alliance, 2017[30])

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30. www.chsalliance.org/files/files/PSEA%20Handbook.pdf

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.6 Gender-based violence

1.7 Gender, diversity and protection concerns in crises

2.12 Minimum action to respond to and prevent gender-based violence

Annex 3 MSB Code of Conduct

Sources and further reading:

WFP Gender Toolkit www.gender.manuals.wfp.org/en/gender-oolkit/gender-in-programming/feedback-mechanism/

EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (not available online)

IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse (AAP/PSEA), www.pseataskforce.org/en/tools

UN Women, Protection from Sexual Exploitation and Abuse (2012), www.endvawnow.org/en/articles/1497-protection-from-sexual-exploitation-and-abuse.html

2.12   Minimum action to respond to and prevent gender-based violence

All MSB staff bear the responsibility of knowing what to do if an incident of gender-based violence (GBV) is disclosed to them. They must also know how to take measures to mitigate and prevent GBV risks in their own work. This is key to ensuring that we save lives, alleviate unnecessary suffering, promote dignity and do no harm in our work. This might sound challenging for someone who is not an expert on GBV, but in fact, you do not need to be an expert to be able to take small-scale action that may be lifesaving for survivors and reduce the risk of GBV.

> You do not need to be an expert to be able to take small-scale action that may be lifesaving for survivors and reduce the risk of GBV.

It is important that the measures you are taking to ensure gender equality and diversity dimensions are taken into account in all stages of your project are also accompanied with actions to reduce the risk of, and prevent, GBV. A crucial first step is to ask for support from GBV experts/focal points, women's rights organisations, local women's groups and inter-agency mechanisms/networks (if available), to help you design and monitor project activities.

In the list below, you will find a summary of key actions and messages that all MSB staff must be aware of and consider in their work to respond to and prevent GBV. These can be applied to different types of settings, including in humanitarian and resilience strengthening programmes and peace support operations.

In the section 2.11 Safety, security and protection in your operation and the Sector-specific guide in this Toolkit there is more tailored guidance on how to prevent and mitigate GBV in your specific area of work. For humanitarian actors, the *IASC Guidelines for Integrating GBV Interventions into Humanitarian Action* (link in sources) also provide globally-established guidance on the issue.

Key considerations for all MSB staff for the prevention of GBV

- **Always assume GBV is taking place in the context you are working in.** Waiting for or seeking population-based data on cases of GBV should not be a priority before taking action. This is because of the challenges in collecting such data and we know that GBV takes place in all settings, in non-emergency times as well as in emergency times.

- **Work with GBV experts/working-groups/sub-sectors** and ask for guidance on risk mitigation actions in your work. Identify the systems of care for survivors of GBV on site to enable proper referral.

- **Special attention should be paid to women and girls** due to their documented greater vulnerability to GBV and the disproportionate discrimination they generally experience in most settings. However, be attentive to other groups who might be exposed e.g. men, boys and transgendered or queer individuals.
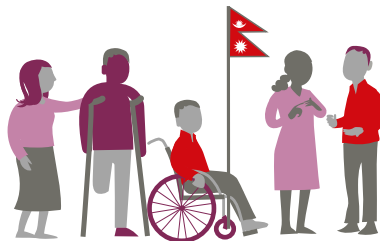
- **Inform yourself about the most common forms of GBV** in the context (before, during and after crises) and take measures to prevent and mitigate risks of GBV within your area of work/sector. This is a life-saving action. Some sector-specific guidance can be found in Part 3 of this Toolkit. More extensive thematic advice can be found in the *IASC GBV Guidelines* (link in sources). Several sectors and agencies have also established their own standards and manuals. Some more are referred to in the list of sources at the end of this section.

- **Act collectively with other sectors** to ensure comprehensive response.

- **In more long-term operations,** work with and strengthen national and community-based systems that prevent and mitigate GBV.

Example: Innovative communication methods enhanced the safety of people with disabilities

Many community-based protection programmes find that it is difficult to involve people with disabilities in a meaningful way. Around 10% of the people in Nepal's refugee camps had a disability and many had impaired hearing or speech. As elsewhere, people with disabilities, especially women and girls, are at particular risk of GBV. Victims of GBV in Nepal's camps were frequently unprotected because they could not communicate with the authorities or service providers. With its partners, UNHCR developed an alternative communications toolkit using images and taught people how to use it. Over time and in consultation with the target group, they trained a pool of teachers and interpreters in sign language and taught basic sign language to service providers and family members. In addition, they ensured that people with disabilities were represented in camp structures (*IASC GBV Guidelines,* 2015[31])

31. www.gbvguidelines.org/en/home/

Example: Strengthening partnership between WFP and GBV sub-cluster to respond to and prevent GBV risks

In Pakistan, WFP has partnered with the GBV Sub-Cluster so that families at risk or GBV survivors can be referred to nutrition services or to cash-for-work programmes. In Pakistan, this is a common form of providing food assistance and women are integral to these schemes, both planning and participating in activities. Implementing partners also participate in GBV awareness training. (*IASC GBV Guidelines,* 2015[32])

How to act if an incident of GBV is disclosed to you

It is often difficult for survivors of GBV to talk about what they have been exposed to and for numerous reasons. Many prefer not to talk about what has happened to them at all. A survivor of GBV could be anyone; a colleague in your own organisation, a friend or someone in the local population, and they could reach out to you at any point of time during your operation. It is therefore important that you prepare yourself to be able to treat this person so as to support them in the best possible manner.

Always assume GBV is taking place in the context you are working in.

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32. www.gbvguidelines.org/en/home/

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Fact box: Some reasons for why survivors of GBV might not want to talk about their abuse

- **They might be afraid of the consequences** if the information spreads to other colleagues, their family or the community.

- **They might risk stigma and exclusion** from family, friends and the community.

- **They might risk exposure to threats and violence** by the perpetrator/s.

- **They might not know that safe and confidential** services are available to support them.

- **Feelings of shame or/and guilt.**
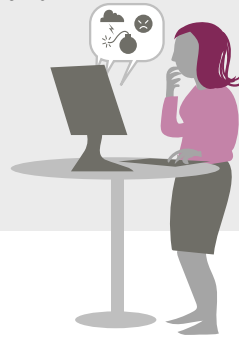
In the guide below, you will find a summary of some key steps to help you prepare for such situation. It is based on the IASC standards for humanitarian action but are rather generic and can be applied to different types of settings, including in resilience strengthening programmes and peace support operations.

Preparations

- **Find out what healthcare services,** mental health and psycho-social support, safety and security, and justice and legal aid are available for survivors of GBV in the setting. In many humanitarian settings, GBV actors develop communication products that outline referral pathways for survivors and the service providers that are present and their contact details. Ask GBV experts/focal points in your organisation or other international or local or international actors or networks. In humanitarian settings, make contact with the GBV sub-sector.

- **Find out how to access a Post Exposure Prophylaxis (PEP) kit.** This kit contains medications that can limit the risk of HIV infection after accidental blood exposure but they must be taken within 72 hours. It is therefore vital that a kit is available nearby. For staff in international organisations, these are sometimes available in the office of the organisation. If such kits do not exist, see if other organisations in the area have one. If not, raise the issue with your manager. When MSB deploy an entire team, a PEP Kit is usually part of the medical equipment that the nurse brings with them. Note that PEP Kits in offices are often not for beneficiaries' use. Instead, they might need to seek support from a nearby clinic or hospital to access the kit.

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If an incident of GBV is disclosed to you:

- **Make sure to create a safe and confidential space** for the survivor where no one else can hear your conversation. If the survivor is a child, special considerations must often be made regarding confidentiality and requirement for consent from a caregiver. For more guidance, view the IRC and UNICEF resource *Caring for child survivors of sexual abuse in humanitarian settings* (link in sources)

- **Let the survivor know that you are sorry about what has happened** to them and that it was not their fault. Tell them that you are there for them and ask how you can support and help.

- **Tell the survivor that you will treat this information confidentially** and will not pass it on to anyone else if the survivor does not want you to. However, note that in some countries you might not be able to abide by this principle if there are regulations for mandatory reporting on GBV. For cases of sexual exploitation and abuse, reporting is always mandatory. Exemptions might apply for child survivors. If so, make sure that you inform the survivor about this before they share any more information.

- **Put the survivor in charge of all decisions** and what they want or do not want to talk about. Do not pressure or force the survivor to talk if they do not want to. This is what is known as a "survivor-centred approach".

Fact box: Putting survivors of GBV at the centre of your support

A survivor-centred approach creates a supportive environment in which a survivor's rights and wishes are respected, their safety is ensured, and they are treated with dignity and respect. A survivor-centred approach is based on the following guiding principles:

- **Safety:** The safety and security of the survivor and her/his children is the primary consideration.

- **Confidentiality:** Survivors have the right to choose to whom they will or will not tell their story, and information should only be shared with the informed consent of the survivor.

- **Respect:** All actions taken should be guided by respect for the choices, wishes, rights and dignity of the survivor. The role of helpers is to facilitate recovery and provide resources to aid the survivor.

- **Non-discrimination:** Survivors should receive equal and fair treatment regardless of their age, gender, race, religion, nationality, ethnicity, sexual orientation or any other characteristic.

(Source: UNFPA, 2015[33]).

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33. www.unfpa.org/featured-publication/gbvie-standards

- **Tell the survivor about the services that are available to support them** (healthcare services, mental health and psychosocial support, legal support, safety and security). First priority should always be to refer survivors to medical care and mental health and psychosocial support since this may be lifesaving. Try to give as much information as possible on what their options are so they can make informed decisions that do not put them at risk. Your role is only to inform, not to make any decisions for the survivor.
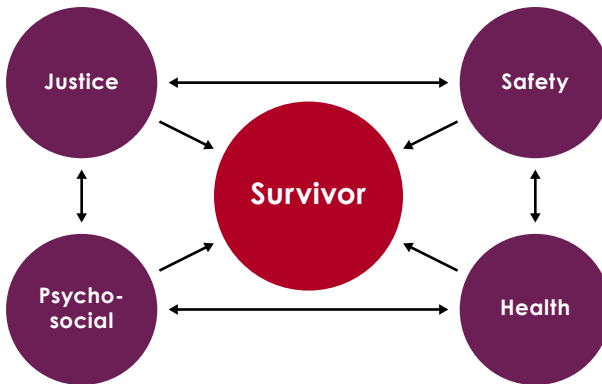
- **Facilitate access to services** if the survivor requests them. If possible, and if the survivor asks you to, accompany them to the service provider.
- **Make sure you protect the confidentiality** of the survivor's personal information. If you have been given permission to pass on some information, obtain the consent of the person before taking any action.

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Further reading in the toolkit:

Sources and further reading:

Global Shelter Cluster, GBV in Shelter Programming Working Group, Site Planning and GBV Booklet (2018), www.sheltercluster.org/ gbv-shelter-programming-working-group/documents/site-planning-and-gbv-booklet-second-edition

IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), www.gbvguidelines.org/en/home/

IASC, How to support survivors of gender-based violence when a GBV actor is not available in your area – A step by step guide for humanitarian practitioners (2015), www.gbvguidelines.org/wp/ wp-content/uploads/2018/03/GBV_PocketGuide021718.pdf

IOM, Good Shelter Programing, Tools to reduce the risks of GBV in Shelter Programmes www.iom.int/sites/default/files/our_work/ Shelter/documents/Good-Shelter-Programming-Tools-to-Reduce-the-Risk-of-GBV-in-Shelter-Programmes.pdf

IRC and UNICEF, Caring for child survivors of sexual abuse in humanitarian settings (2011), www.unicefinemergencies.com/down-loads/eresource/docs/GBV/Caring%20for%20Child%20Survi-vors%20Humanitarian%20Settings%20Aug%202011.pdf

UNFPA, Minimum Standards for Prevention and Response to Gen-der-Based Violence in Emergencies (2015), www.unfpa.org/fea-tured-publication/gbvie-standards

2.13   Acting as a role model

Regardless of whether you are a man or woman, your gender affects your behaviour and how you are treated at work, among friends and family and in society. This can be even more evident in cultures or contexts where different set of values and rules around gender roles applies as compared to those you are accustomed to back home.

As MSB field staff, you need to be aware of how your own gender and behaviour affects the environment you are in, be it the workplace, in the staff accommodation or when you are interacting with local populations. This is key to making the work environment safe for all and ensuring that everyone has the same opportunity to participate, grow and develop professionally.

> We expect you to act as a role model in a manner that does not perpetuate gender inequality and discriminatory practices and that you promote equal and fair treatment of women and men.

There is no simple recipe to guide you into acting as a role model for gender equality, but here are a few tips gained from MSB experience over the years that are worth considering when on operation. The general rule is to be humble and open-minded, challenge gender stereotypes whenever and wherever you find them and try to act as a good example for other colleagues.

Key steps to promoting gender equality and social inclusion at the workplace

- **Mind your language, both verbally and in writing.** Remember that sarcasm can be misinterpreted and is not practiced in all cultures and within all groups.

- **Stand up against jokes and jargon with sexual references or that target certain staff and groups of staff** e.g. based on age, disability, religion, ethnicity, sexual orientation or gender identity.

- **Refuse to propagate assumptions and stereotypes about colleagues** based on e.g. gender, age, disability, religion, ethnicity, sexual orientation or gender identity. Challenge others when they do.

- **Be attentive of your colleagues and feel the room in social gatherings.** Be mindful if someone is keeping to themselves or seems to feel uncomfortable with certain colleagues/groups or in certain situations. Find the time to listen and ask how they are doing.

- **If you see harmful or discriminating behaviour** in your workplace, say something. Otherwise, your silence makes you part of it.

- **Contribute to an environment where everyone feels confident to and can express their views** e.g. in meetings and during training.
- **Challenge gender stereotypes by actively taking on traditional female/male roles.** This will differ from context to context since gender roles vary but this could only concern small things like for a man to volunteer to take notes in meetings, arrange social gatherings in the office or organise a farewell gift. For women, it could be to volunteer to chair meetings.

Further reading in the toolkit:

Key concepts and definitions
1.3 Gender and diversity
1.5 What is gender equality?
2.14 Cultural awareness in the field

Sources and further reading:

MSB internal tools and experience

2.14   Cultural awareness in the field

Every community has its distinct traits and values in relation to gender norms and roles. It is therefore important for staff working in international operations to be conscious of cultural norms and stay sensitive to different expectations and behaviours concerning women and men in the community you are working in and among your colleagues in your team. Remember that cultural norms are not static, may vary between and within groups, and may change over time.

It is advisable to ask for a briefing from your host agency on cultural aspects you should be aware of when starting your deployment and receive guidance on appropriate personal conduct and behaviour at the location. It is also your responsibility to seek such information.

There is no simple checklist that will help you become culturally sensitive to gender norms in all situations. A general rule is to be humble and open-minded but for your support, based on MSB experience over the years, we have put together a few tips that we hope can help you to be more attentive to and aware of these types of social rules.

Key steps to stay culturally aware and sensitive in the operation

- **In some societies, particularly in rural areas, it might be inappropriate to shake hands with the opposite sex.** It is therefore important to be culturally sensitive when approaching men and women.

- **Learn about and respect local dress codes.** Dressing in a manner that is consistent with the local customs is important to avoid unwanted attention or disrespect.
- **Be aware of that in some cultures,** close friendship or sexual relationship between people of opposite sex other than family members is considered offensive and can pose risks, both to yourself and the other person. Remember that what might be considered friendly contact where you come from may be regarded as inappropriate or harassment elsewhere.
- Be mindful that, in some cultures, it is unacceptable for female staff to work closely with male colleagues or to travel alone with them. Consult with the local female and male staff to find the best solution for such situations.

Further reading in the toolkit:

Key concepts and definitions
1.3 Gender and diversity
1.5 What is gender equality?
2.13 Acting as a role model

Sources and further reading:

MSB internal tools and experience

2.15   If you encounter resistance

Mainstreaming a gender perspective into programming and response initiatives may give rise to individual and institutional resistance. This likely stems from a lack of awareness or understanding of the subject and may be rooted in a desire to maintain the status quo gender hierarchy. It is important to bring awareness at individual level to the different ways in which gender inequality operates, and the ways in which you can respond.

When implementing activities during an operation that promotes gender equality, you may be faced with cultural practices and norms that appear to run counter to your message. This is an opportunity to explore how your work can be more in harmony with the local context, and who you can reach out to, work with or support in order to do this. One way could be to engage local women's groups to understand the language and approach that is best received and understood by the community. In addition, there may already be practices in place that support gender equality work while maintaining certain cultural practices. A greater understanding of how these issues are already being addressed and what is or is not working will help you support existing efforts with less resistance.

It is important to recognise that every individual comes with their own sets of beliefs and understandings about the world and, despite good intentions, this influences how they recognise gender inequality in action. Resistance in this case might not always be about deliberately maintaining inequality, but rather the belief of the individual about what is or is not possible. For example, a medical practitioner may not realise that it is possible for men or boys to be raped because beliefs about masculinity say that they can protect themselves from attacks. As a result, they may not recognise the symptoms, believe a male survivor when asking for help, or understand how to assist them. Awareness raising and training on these issues can be life-saving.

> Resistance might not always be about deliberately maintaining inequality, but more about the belief of the individual about what is or is not possible.

Belief systems regarding gender can also operate within teams already trained on gender issues. Women, and in particular female managers, can sometimes be questioned about their ability to make decisions or lead operations. This may result in them being treated differently to their male colleagues and their authority being questioned e.g. through others deliberately not listening to them and instead turning to their male colleagues. Remain vigilant towards this kind of behaviour and attitude. If you are a man, ask the women on your team about their experiences and question these attitudes with your male colleagues.

Fact box: Five typical techniques used in order to get the better of someone:

- **To make them invisible**
- **To ridicule them**
- **To keep information from them**
- **To punish them regardless of what they do and how they do it**
- **To make them feel guilty or ashamed**

By dealing with resistance in the right manner, you can get others to listen to you and take your opinions seriously. Below you will find suggestions on what you can do in a number of different situations of resistance.

What you can do if you encounter resistance in the operation:

- **If you are made to feel invisible, make yourself visible!** Somebody "forgets" to introduce you or mention your name in a context where you should be mentioned, someone talks about what you have done as if it was not important or not good or someone does not listen to you when you are talking but instead starts reading a report or talking to somebody else. You can also be made invisible through no one responding to something you have said. Stay calm and make it known that you do not accept this behaviour. You could say "Oops! You forgot to introduce me!" If you notice that no one is listening, interrupt and point out that it is important that you have everyone's attention and ask for comments and for what the others think about what you have said. Also, tell the others what you think and provide constructive criticism. This shows you are taking yourself seriously and demonstrating to others that you are somebody to reckon with.

- **If you are made to look ridiculous, question!** Someone makes fun of you. This often happens when there are other people listening, resulting in more people laughing at you. For example someone might comment on what you have said or done or perhaps on something you are wearing. Someone might also call you something that you do not like. Question and comment on what has been said. Repeat what has been said and ask the person to explain what they mean. Make it very clear that you do not accept or appreciate the so-called joke. If someone else is exposed to this or if the language

becomes vulgar it is good to consciously try to create a more respectful atmosphere. Show everyone respect whether you like them or not. Say what you think in a serious manner and avoid personal attacks and jokes about others.

- **If you are not informed, demand a straight answer!** You do not receive the necessary information in order to be able to carry out your work in the best possible way, which makes you appear stupid when others are talking and you find it difficult to join in the conversation? In the long run, this can also lead to you making incorrect decisions, which in turn means losing credibility. This might also lead you to begin doubting your understanding of matters. Question why you have not received information or were not present when decisions were made. Sometimes it might be good to demand the postponement of an issue or that you hold back on a decision, so that everyone has the opportunity to acquaint themselves with the necessary information. If you are not informed about important matters more than once it might be good to talk to your superior. Tell him/her that there is a structural problem that is preventing you from receiving the information you need to do your job. It is best if you make sure that you include and inform all parties concerned. When you have been part of a decision-making process yourself, be sure to present the discussion which formed the basis of the decision.

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- **When whatever you do is wrong, decide on a strategy!**
  You are accused of doing things wrong no matter what you
  do. It can either be the same person accusing you of doing
  things wrong or different people. You experience your hands
  being tied and being unable to get out of the situation. No
  matter what you do, everyone thinks you are doing it wrong.
  Make it very clear to yourself what you consider to be right
  and correct. Seek support from someone who is well aware of
  the tight situation you find yourself in (preferably your supe-
  rior if possible), and who will support you in how you choose
  to deal with it. Try to find out how other people have dealt
  with similar situations.

- **When you are made to feel guilty, reflect!** Someone makes
  fun of you or unfairly blames you for doing something wrong.
  This might be in the form of someone saying that it is your
  own fault that something unfortunate happened to you,
  despite the fact that you really could not do anything about
  it from the beginning. Someone blames you for something
  that someone else is responsible for. Ask yourself, "Is it my
  responsibility? Have I done anything wrong that I can rectify?
  Have I consciously hurt anyone, broken an agreement or done
  something illegal?"

Further reading in the toolkit:

Key concepts and definitions
1.4 What is a gender perspective?
1.5 What is gender equality?
2.14 Cultural awareness in the field

Sources and further reading:

MSB internal tools and experience

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Part 3: Sector-specific and thematic tools

Part three of this Toolkit include a number of tools to support the integration of a gender perspective and enhancement of gender equality in different sectoral and thematic areas that MSB deploy experts to. The guide has been written to support MSB field staff in international operations but could also be relevant to other MSB staff in their work as the tools are quite generic and can be applied to different types of settings and project focus, including in humanitarian and resilience strengthening programmes and peace support operations, and in a Swedish and international context.

Each section will begin with a brief introduction to gender and diversity considerations in the specific area of work and why it is important to promote gender equality in your role as an MSB field staff with this expertise. The introduction is then followed by a guide including key considerations to keep in mind in different tasks during your operation. Each section primarily focuses on what you can do in your role but will refer you to other tools and sections in the Toolkit, especially in part 2, and to other actors for further guidance on how.

We advise you to use the list as a reference and inspiration for steps to take, but we also advise you to discuss with your supervisor and gender experts/focal points in the organisation on how to ensure a gender perspective is integrated and gender equality is promoted in your operation. Also identify whether the host or partner organisation have their own tools for gender mainstreaming and if so, use these as a starting point and this Toolkit for further support and references.

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Part 3: Sector-specific and thematic tools

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3.1   Information management

In order to ensure that humanitarian and resilience strengthening operations are effectively coordinated, and that intervention prioritise are based on and informed by the realities of women, girls, boys and men in crisis situations, MSB supports partner organisations with information management experts.

In humanitarian intervention, large amounts of data about the situation are collected and analysed to inform decision-making, resource mobilisation and to motivate how to tailor and target response. In order to achieve a correct picture of the situation and the needs of the entire target group on the ground, information must be collected and analysed in a manner that is sensitive to all the diversities in a population. When handling data, we need to take gender into consideration, but also other factors, such as age, disability, religion, ethnicity, sexual orientation and gender identity.

> Ultimately, information management that is sensitive to gender and diversity differences in populations can enhance gender equality and social inclusion.

The integration of a gender perspective into information management supports decision-makers with important evidence that helps to prioritise and tailor humanitarian interventions and ensure that the right people get the right support. It helps us achieve better results and quality and minimises the risks of doing the wrong things or even causing harm. Ultimately, information management that is sensitive to gender and diversity differences in populations can enhance gender equality and social inclusion. On the other hand, if not adequately included, it may result in social structures remaining hidden or that inequalities are even reinforced.

As an information management expert, MSB expects you to help partners to establish systematic methods for gender and diversity-sensitive data collection, analysis and dissemination that supports efficient and strategic decision-making and planning of humanitarian response interventions. MSB also expect you to support the development of monitoring frameworks that track the impact and benefits of project activities on women, girls, boys and men of the target group. In this work, promoting and facilitating the collection and utilisation of disaggregated data by sex, age, disability and other relevant factors in humanitarian programmes is one of the core responsibilities of an information management expert.

Below you will find advice on how to integrate gender, diversity and protection considerations into your work as an information management expert. This guide has been written with humanitarian settings in focus, but could also be used as inspiration in resilience strengthening programmes for example focusing on strengthening organisations' information management systems as a preparedness effort.

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Key considerations for mainstreaming gender equality, diversity and protection into information management

Initial steps:

- **Identify the relevant guidelines,** tools and standards on gender, diveristy and protection/GBV mainstreaming in information management used by your organisation e.g. the *IASC Gender with Age Marker* (view the section 2.3 Tools for gender-sensitive project planning and design for more information). Use these tools as a starting point in your work. Also link up with any protection, GBV and/or gender clusters, sub-clusters or working groups in the country or region to understand what is being done by other organisations and at an inter-agency level and the tools that are promoted for gender-sensitive information management.

- **Connect with gender/GBV/protection specialists/focal points** in your own and/or other organisations to gain support on how gender mainstreaming is addressed in the setting. In some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- **Discuss with your supervisor/line manager in the partner organisation** about how these dimensions are addressed and should be integrated into your working plan to ensure the work is in line with the organisation's and global commitments for gender, protection and GBV mainstreaming e.g. the *IASC Gender Handbook* and *GBV Guidelines* (link in sources).

Collection of data

- **Ensure that information management systems,** methods and tools systematically collect, analyse and disseminate data disaggregated by sex, age and disability. Consider if other relevant context specific social factors that may affect inclusion and exclusion, such as disability, religion, ethnicity, sexual orientation or gender identity, could also be collected. At its simplest level, this means that information is collected separately from different groups of interest, and then compared to identify differences e.g. in needs, priorities, assistance received etc.

- **Follow ethical guidelines** (e.g. the *WHO ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies[34]*) and ensure protection and "do no harm" are at the centre in the collection and dissemination of data to ensure the information does not place women, girls, boys or men at risk. Consider what information is needed, for what specific purpose and do not collect data that you are not intending to use. Note that collecting and disseminating data on certain group characteristics, such as religion, could potentially put people at risk in situations where some religious groups are persecuted by armed forces or the state. Discuss with gender/GBV/ protection colleagues when selecting categories.

- **If collecting secondary data:**
  - **Review existing reports and data to identify** gender and age-specific considerations and protection concerns, such as GBV, related to the programme and sector you are working in e.g. women, girls, boys and men's different need, priorities, risks and different population group access to certain services. Read the section 2.1 Integrating a gender perspective into situation analysis (gender analysis link in sources) for further advice.

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34. www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

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- **If collecting primary data:**
  - **Consider conducting joint assessments** with other actors and sectors, including the protection sector and GBV sub-sectors/working groups, and ensure that gender, age and other relevant factors and protection concerns are assessed and included. In humanitarian settings, participate in assessments for Humanitarian Needs Overviews, Humanitarian Response Plans and Multi-Sector Initial Rapid Assessment (MIRA) and promote the inclusion of gender, GBV and protection dimensions into these.
  - **Promote data collection tools** that include the active participation of women, girls, men, and boys of diverse ages and social backgrounds. This is key to making sure we fully understand the diverse circumstances, needs, priorities and capabilities of people on the ground. Use participatory methods, such as focus group discussions or key informant interviews and create separate groups for women and girls and men and boys, if culturally appropriate. Ensure balanced representation of gender and age groups in key informant interviews.
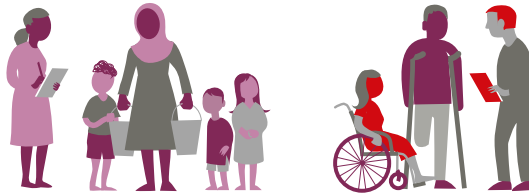
  - **Always assume** gender-based violence (GBV) is occurring. All data collection teams should also be briefed about what to do if a case of GBV is disclosed to them e.g. how to refer a survivor of GBV to the right services. Seek support from GBV/protection experts if necessary. If data on GBV is collected, stored and disseminated, ask for support to ensure this is done in a safe, confidential and secure way.

- **If you are to collect GBV data,** coordinate with GBV actors to support and feed into existing GBV information management systems e.g. from ministries, government agencies, UN, INGOs and sectors/clusters. Be aware of and follow ethical guidelines for collecting and sharing GBV data (e.g. the *WHO ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies,* link in sources), to guarantee the safety, confidentiality and protection of survivors of GBV and at-risk groups.

> **Fact box:** Gender-Based Violence Information Management System (GBVIMS)
>
> In humanitarian settings, a Gender-Based Violence Information Management System (GBVIMS) is often established by the GBV sub-sector group. This is an open-source software application that helps GBV service providers securely collect, store, manage, and share data on GBV incidents. More information can be found here: http://www.gbvims.com

- **If you have the power to influence,** ensure there is a balance of men and women on field data collection teams so that both women and men in the population can be reached and interviewed.

Analysing and using disaggregated data

- **Conduct a gender analysis looking at the situation of diverse women, girls, men and boys.** Analyse the collected secondary and primary data to identify and compare conditions for women and men and/or girls and boys. For example, by looking at their respective needs and capacities, roles, control over resources, dynamics and social inequalities/discrimination.

- **When carrying out a vulnerability analysis:**
  - **Do not automatically assume** that women as a group are most vulnerable.
  - **Bear in mind that vulnerability** can differ within groups that we often lump together, e.g. women and men. For example, an unemployed adolescent lesbian girl probably faces different risks and challenges compared to a middle age heterosexual woman who has a job and a stable income. Clearly, factors such as age, disability, socioeconomic status, sexual orientation and gender identity also influence people's agency and vulnerability.
  - **Know that the least visible groups** are often the groups with the greatest needs e.g. people with disabilities, elderly and adolescent girls.
  - **Work with gender and protection/GBV actors** to understand vulnerability in the context.

- **In strategic planning, promote that the use of gender analysis** and that disaggregated data informs evidence-based decision-making regarding priorities and targeting actions.

Plan of action

- **Ensure targeting criteria for project activities** are context-specific and that gender-specific categories are included e.g. "single women/men", "married women/men", "female/male headed household", "separated and unaccompanied girls/boys", "polygamous families" etc.

- **Encourage the use of gender-sensitive household descriptions,** rather than "male-headed" or "female-headed households," which perpetuate concepts of inequality. Households can be categorized as M-F adult (where both are present), MnoF (male adult, no female), FnoM (female adult, no male adult), BnoA (boy no adult) etc.

- **In monitoring and evaluation,** make sure that frameworks use gender-related indicators to follow up on activities, services and other deliverables Include indicators that measure safety and accessibility to services and, if possible, ensure participation of the women, girls, boys and men affected. M&E frameworks should collect data disaggregated by sex, age and disability, as well as information on other context-specific factors e.g. religion or ethnicity.

Dissemination of data

- **Ensure that templates for reports,** dashboards and other data dissemination tools present data disaggregated by sex, age, disability and other relevant factors.

- **Ensure that decision-makers have access to** the findings from the data collection and analysis and promote that this data is used to inform evidence-based decision-making regarding priorities and targeting of actions.

- **Communicate findings from the data collection** and analysis widely within your organisation and to other actors, clusters, sub-clusters or working groups of relevance to ensure gender-sensitive information is flowing and duplication of data collection and analysis is minimised.

> **Example:** Initial WASH assessments in Haiti overlooked gender concerns
>
> In 2010, an Information Management Officer carried out a WASH assessment in the camps in Haiti a few months after the major earthquake hit the country. The data revealed that 33 % of all toilets were not used and 57 % were occasionally used. The reasons were as follows:
>
> • Women complained that toilets were not separated by sex
> • There was no privacy
> • The toilets were too far from their living areas
> • They were not lit
> • They had no locks
>
> Alarmingly, instances of sexual violence were reported but the initial assessment largely overlooked gender concerns. In this case, failure to collect and analyse SADD hampered the effectiveness and cost efficiency of this effort (*IASC Gender Handbook* for Humanitarian Action, 2018[35])

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

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35. www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

Sources and further reading:

IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), www.gbvguidelines.org/en/home/

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IASC, How to support survivors of gender-based violence when a GBV actor is not available in your area: A step-by-step pocket guide for Humanitarian Practitioners (2018), www.gbvguidelines.org/en/pocketguide/

OCHA, Feinstein, Tuft and Care; Sex and Age Matter (2011), www.unocha.org/story/humanitarian-issues-why-age-and-sex-matter

UNHCR, The UNHCR Tool for Participatory Assessment in Operations (2006), www.unhcr.org/publications/legal/450e963f2/unhcr-tool-participatory-assessment-operations.html

WHO Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies (2007), www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

3.2   Humanitarian coordination

Coordination in humanitarian crises is essential for efficient, timely and effective interventions and to reduce the risk of gaps and overlaps in activities. Interventions must respond to the needs of the most vulnerable population groups and ensure that women, girls, boys and men are provided equal opportunities to cope with and recover from the situation.

As an MSB humanitarian coordinator, you are deployed to support a partner organisation and the humanitarian system. Your job might include to facilitate joint planning of assessments and activities between actors, strengthen the exchange of information and collaboration between local, national and international actors or enhance harmonisation of work methods and standards between different programmes, sectors, teams or actors.

In your role, you have an important responsibility to promote consideration of the different needs, priorities, risks and opportunities for women, girls, boys and men of different ages, abilities and social backgrounds in these activities. You will need to ensure that attention to groups at risk of marginalisation stays on the agenda in coordination forums and that these aspects are taken into account in joint assessments, planning, implementation and monitoring of activities. You have an important role to counteracts gender inequalities in access to information, services and must ensure that opportunities for women and men to influence crisis management are identified and addressed. You are also expected to advocate for the implementation and harmonisation of globally established standards and guidelines on mainstreaming gender equality and gender-based violence (GBV) risk mitigation into humanitarian sectors and programmes[36].

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36. E.g. the *IASC's Guidelines for Integrating GBV Interventions into Humanitarian Action* gbvguidelines.org/en/home/ and the IASC's *Gender Handbook for Humanitarian Action* interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

Below, you will find advice on integrating gender, diversity and protection considerations in your work as a humanitarian coordinator. This guide has been written for humanitarian settings but is equally relevant to resilience strengthening programmes that, for example, focus on strengthen organisational capacity for crisis coordination.

Key considerations for mainstreaming gender equality, diversity and protection into agency and sector/cluster coordination

Initial steps:

- **Identify the relevant policies,** guidelines, tools and standards on gender, diversity, protection and GBV mainstreaming that your organisation uses/follows. Use these as a starting point and build on them.

- **Connect with gender/GBV/protection specialists/focal points** in your own and/or other organisations to gain support on how gender mainstreaming is addressed in the setting. In some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- **Identify and link up with coordination mechanisms/ networks** on gender, protection and GBV, including protection from sexual exploitation and abuse (PSEA), e.g. sectors/clusters and working groups. Meet regularly with these groups to find out what the key priorities in their action plans are and how you can contribute to strengthening the integration of gender, protection, including GBV, into your role and tasks. If no such coordination mechanisms exist, consider whether you can advocate for their establishment within the Humanitarian Country Team (HCT).

- **Discuss with your supervisor/line manager** in the partner organisation about how these dimensions are addressed and should be integrated into your working plan to ensure work is in line with the organisation and global commitments to gender, protection and GBV mainstreaming e.g. the *IASC Gender Handbook* and *GBV Guidelines* (link in sources).

- **If you find that knowledge,** skills and capacity levels are low among colleagues and sector members as concerns putting strategies and actions in place, ask for support from gender/ GBV experts/focal points/sectors/working-groups/networks. All sectors should have gone through basic training in gender and GBV mainstreaming, including protection from sexual exploitation and abuse (PSEA).

Assessments, monitoring, reporting and information management

- **Advocate for and support all needs assessments** in order to collect disaggregated data by sex, age and disability. Also consider if there are other factors of relevance, such as religion, ethnicity and sexual orientation, that should be considered, as well as protection risks, such as GBV. Encourage agencies and sector leads to perform assessments in line with the *IASC Gender Handbook* and *GBV Guidelines* (link in sources).

- **Ensure that** a gender analysis of differences in needs, priorities and opportunities between females and males of different ages and abilities, as well as protection risks, such as GBV, is in place for the context. Advocate for its use in determining operational and sector priorities.

- **Promote** that information management systems collect, analyse and disseminate data disaggregated by sex and, age and other relevant factors and dissemination of findings to decision-makers. This is crucial to ensure prioritisation and targeting of interventions is evidence-based and take gender, diversity and protection, including GBV, concerns into consideration.

- **In order to reduce stress on populations affected,** advocate for joint needs assessments, data collection and monitoring and evaluation between agencies and sectors and ensure individuals are not repeatedly interviewed.

- **Ensure that agencies** and sectors engage women, girls, boys and men equally (in assessments, planning, implementation and monitoring of humanitarian activities. Support the participation of local organisations representing women and girls, including LGTBQI and people with disabilities. Also, promote the involvement of national and local women's and youth networks in humanitarian coordination and decision-making.

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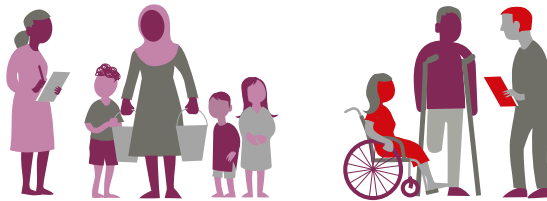
- **Ensure that** a gender analysis and findings from analysis of disaggregated data by sex, age and other relevant factors are routine parts of agency and sector reporting mechanisms in meetings. Support that gender, diversity and protection considerations in formulated objectives and targets in interventions are followed up. Encourage agencies and sector leads to do this in line with the *IASC Gender Handbook* and *GBV Guidelines* (link in sources).

Strategic planning and advocacy

- **If you have the ability to influence** inter-agency sector coordination forums and the Humanitarian Country Team (HCT), encourage them to adopt gender and protection, including GBV, as priority cross-cutting issues and that sector strategies mainstream these considerations in their work by adopting the *IASC Gender With Age Marker, Gender Equality Measures* (view the section 2.3 Tools for gender-sensitive project planning and design for further information), *Gender Handbook* and the *GBV Guidelines* (link in sources). Common humanitarian action plans and sector response plans should include actions to ensure the integration of gender and protection concerns and establish routines for reporting on the status of gender and protection indicators as provided in the IASC resources. Sectors may also adopt separate, sector-specific gender and/or protection mainstreaming action plans. Discuss with your supervisor/line manager on how to promote this e.g. by influencing the country director and HCTs.

- **If you have the ability to influence** UN-led and flash appeals, CERF and pooled funds, advocate for resources to support actions to mainstream gender, diversity, protection, including GBV, considerations into the humanitarian response. Discuss with your supervisor/line manager on how to promote this, e.g. by influencing the country director and HCTs.

- **Advocate for gender, diversity and protection,** including GBV, concerns being included in objectives in the joint Humanitarian Needs Overviews and Humanitarian Response Plans.
- **Advocate for the initial and life-saving actions** taken by all actors to respond to, mitigate risks of and prevent GBV even if there is absence of population-based data. Put in place necessary actions to protect women, girls, boys and men from all forms of sexual exploitation and abuse by agency staff and partners. Encourage all actors to align their work with the *IASC GBV Guidelines* (link in sources).
- **In advocacy with key stakeholders,** such as national government counterparts and civil society, advocate for the importance of prioritising funding and actions to integrate gender, diversity, protection concerns, including GBV, into humanitarian response and preparedness efforts.

In sector/cluster meetings

- **Promote the appointment of a sector/cluster focal point** to attend gender/protection/GBV coordination meetings. More and more GBV sub-clusters appoint focal points to attend other cluster coordination meeting, such as WASH. However, vice versa is not as common while this is considered a promising practice.

- **Promote** the equal participation of women and men in meetings and an environment where both female and male participants feel respected and confident enough to express their views without interruptions from others.
- **Include a standing item on sector meeting agendas** to follow up on gender and protection, including GBV, mainstreaming efforts.

Example: Gender aspects in emergency preparedness planning in Cox's Bazar

An MSB field staff deployed reflects on his mission as an emergency coordinator to the Inter-Sector Coordination Group in Cox's Bazar, Bangladesh, and the efforts in the Rohingya Refugee Crisis Response to integrate a gender and diversity perspectives in the emergency preparedness work: "We found that early warning messages for cyclones, the monsoon and flooding were disseminated to the Rohingya population through mosques, but since women were not allowed in these spaces they were missing out on the information. This was an important weak spot! To strengthen the warning system, the Government of Bangladesh's already existing Cyclone Preparedness Program was extended to all the camps. In each camp volunteers (50:50 women and men) were recruited from the Rohingya population and trained to reach out with early warning messages to the whole population. Also a booklet 37 has been developed using cartoons to inform people what to do before, during and after cyclones and is being used by volunteers in information dissemination activities. In cyclone warning dissemination and evacuation, women, children and people with disabilities are now prioritised (MSB, 2018).

37. www.shongjog.org.bd/resources/i/?id=ece6474f-f6b3-44ad-bdcc-54d785814a6b

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.5 What is gender equality?

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

2.5 Gender equality in monitoring and evaluation

2.6 Ensuring equal participation of everyone

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

3.1 Information management

Sources and further reading:

IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), www.gbvguidelines.org/en/home/

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

OCHA Gender Toolkit, (2012), www.unocha.org/sites/dms/Documents/GenderToolkit1_121205_5_ver7.pdf

UNDAC Field Handbook (2018), www.unocha.org/sites/unocha/files/1823826E_web_pages.pdf

3.3   Office and accommodation

One of the key MSB mandates is to support partner organisations with logistics and infrastructure solutions to enable humanitarian access and to improve living and working conditions for aid workers. This support includes tent-based solutions, prefabricated modules and facilities that can be sent on a short notice to emergency settings to facilitate the field presence of actors, but we also build permanent constructions that can be used on a longer-term basis. Modules normally include office and accommodation structures, hygiene facilities, logistics facilities as well as all support structures such as kitchen, generator building, storage and water tower.

> As early as in the planning and the design phase,
> it is important to reflect on how to build the compound
> to ensure it is functional for all users.

In order to ensure our constructions meet the needs of, and are safe for, both female and male aid workers, applying a gender and diversity perspective is key. This is fundamental to increase women's participation in international assignments, which is a long-term goal both for MSB and the international community as a whole. Adapting accommodation and work facilities to both women and men's needs and requirements may, for example, include separate toilets and shower facilities, installing adequate lightning and ensuring privacy for the changing and washing of clothes.

As early as in the planning and the design phase, it is important to reflect on how to build the compound to ensure it is functional for all users. First, find out who will be using the facility, what their different needs and requirement are and how to meet them. Look at how these might differ between women and men, but also if there are other factors, such as where people come from (their nationalities), their religion or other cultural aspects, that affects their needs and risks and, consequently, requirements as concerns the facilities.

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Part 3: Sector-specific and thematic tools

The MSB office and accommodation concept considers gender, diversity and safety aspects in all phases of the project by using a simple checklist. This tool was launched in an office and accommodation project in Nigeria in 2017 and has since been applied in several projects and been continuously improved. Below you will find the checklist and it should be used in the initial planning and design stage of a project, when setting up facilities, and later for following up and adapting structures and constructions. Some components are very practical and results can be analysed by testing the facilities. Other components need to be analysed by observation and questions to individuals working and living in the compound. It is important to note that the checklist should be adapted according to local context. The ultimate responsibility for ensuring the use of the checklist lies with the MSB operations manager, however, all team members are expected to use it in their work.

Checklist for mainstreaming gender, diversity and protection in construction, office and accommodation projects:

Assessment and planning phase

- **If working within an International Humanitarian Partnership (IHP) project,** use the established assessment checklist for office and accommodation projects. Ask your programme office how to access it.
- **If you are able to influence the location of the compound,** consult your partner organisation and talk to local women and men, for example women's organisations, who have knowledge about the surroundings and who has access to, and benefits from, the area. Find out how the choice of site might affect the security of the local population and those who will be living in the compound. Ensure that the selection of the location takes gender and other social factors, such as nationality, reli-

gion and ethnicity, into consideration. For example, look at how safety can be ensured for local female and male staff when commuting to the area and consider if the location might risk causing tensions or conflicts in the area e.g. between ethnic or religious groups.

- **Assess the compound to understand how it will be/is used** by women and men and if some groups face certain security risks. Consider if there are other factors, such as age, disability, nationality, religion or other cultural aspects that affect people's needs and risks and thereby, requirements as concerns the facilities. Use the list under next heading "The design phase" for examples of areas to cover in the assessment. This can be carried out by consulting your partner organisation and interviewing female and male aid workers and local women and men who will be working at the compound through group discussions. If possible, groups for discussion should be separate for women and men and include both national and international staff.

- **When collecting information for the assessment and baseline report,** disaggregate data by sex, age and disability, and other context-specific factors of relevance e.g. nationality.

The design phase:

- **When designing the compound, ensure the following:**

  - **Privacy for women and men** and to minimise overcrowding.
  - **Separate accommodation/sleeping area** for women and men.
  - **Sanitation and hygiene facilities** are culturally appropriate and guarantee integrity, safety and dignity for everyone. **This may for example include looking at:**

    ◦ **Where toilets and showers are situated** in relation to accommodation to ensure security.
    ◦ **Putting locks on the inside** of toilets and showers.
    ◦ **Separating shower rooms for men and women** and ensuring privacy when changing and entering/exiting the shower area. If women/men do not feel comfortable with showering in an open space together, consider having separate showers or shower times if space is a constraint.
    ◦ **Placing hooks for clothing in close proximity** to the showers for those who prefer to get undressed in the shower.
    ◦ **Appropriate disposal or care** (washing and drying) facilities for female sanitary materials and underwear are available, for example, by offering a separate area where women can wash and dry clothes in privacy.
    ◦ **If relevant, offer a space for breastfeeding** and where baby nappy changes can be carried out, if permitted in the compound.

  - **Adequate lightning in all common spaces,** including by the toilets, showers, prayer rooms, accommodation/sleeping area, eating space etc.

- **Room/area for praying,** separate for women and men if required.
  - **Consideration is given to allergies,** dietary and religious food preferences.

- **Verify the planned compound setup for quality assurance.** Ideally, this is done by discussing the compound plan with actual or potential female and male compound users e.g. in group discussions. If possible, groups should be separate for women and men and include both national and international staff.
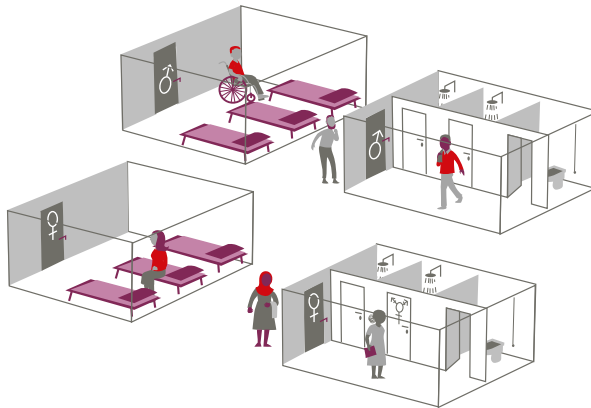
Example: A mistake in the placing of hygiene areas was corrected

A project manager talks about a project in the Central African Republic: "When we built the last field office we really made a mistake with the hygiene areas. The sinks were placed on the outside of the buildings so that everyone could see who was washing themselves. We managed to correct it and move them, and we also moved the entrance to the hygiene areas where there was least chance of looking in. Despite that, we still had to hang up mats to prevent people from looking in. Most things can be corrected by thinking about them at an early stage." (n.d.)

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Monitoring and evaluation

- **Continuously monitor progress** in the construction work by using pre-established indicators that are disaggregated by sex, age, disability and other context-specific factors e.g. nationality. Methods for collection of data could involve:

  - **Arranging group discussions and/or going for "camp walks"** with female and male compound users asking questions about access to services, cultural appropriateness of facilities etc. Engage both national and international staff. Monitoring of risks related to safety and security, such as gender-based violence (GBV) and sexual exploitation and abuse (SEA) should be included for example by looking at overcrowding, privacy, locks and lighting.

  - **Ask guests who are leaving** the compound to fill out a user survey/check-out form answering a set of questions about their experience of living in the compound, access to the facilities, feeling of security and appropriateness of services/facilities. Results should be documented and discussed regularly at staff meetings and used to adapt facilities and routines. An example of a check-out form can be found in Annex 3.

  - **Setting up a "suggestion box"** that is available for everyone to leave feedback on the functioning of the compound. The box should be checked regularly and feedback discussed at staff meetings in order to adapt facilities and routines.

Safety, Gender-Based Violence (GBV) and Protection from sexual exploitation and abuse (PSEA)

- **Be prepared to handle cases of GBV,** including SEA. It is important to be aware that a survivor of GBV, including SEA, can reach out to anyone at any time and survival-centred

actions are crucial so no harm is done. Find out where to refer survivors to the necessary support services e.g. medical and psychosocial, and make sure that this information is known to all the staff in the compound. Ensure that post-exposure prophylaxis (PEP kits) are available in, or in close proximity, to the compound to prevent transmission of HIV in cases of rape.

- **Promote actions to prevent GBV** and SEA against staff and local populations outside the compound. Actions could include ensuring adequate lightning and locks on accommo-dation and toilets, offering 24/7 reception hours and putting in place a warden system and an anonymous whistle-blowing mechanism. However, the creation of an environment where staff condemns and act to prevent GBV and SEA is of equal importance. Discussing rules in the compound, attitudes and values related to the topics regularly at staff meetings could be a way of promoting such an environment. Information about rules and the code of conduct in the compound should be familiar to all staff in the compound.

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- **Advocate for partner organisations to establish a system** for filing complaints related to GBV and SEA that guarantees anonymity and confidentiality. This system should not only rely on written complaints and information materials might need to be adapted to ensure that those with lower levels of illiteracy can also access the systems. Advocate for the importance of all local and international staff being aware of, and trusting in, the complaints procedure. For further guidance view 2.11 Safety, security and protection in the operation

- **Ensure that a GBV/PSEA focal point is appointed** by the partner organisation who will regularly monitor and follow up on the aspects mentioned above in the compound.

Local recruitment[38]

- **Strive towards a minimum of 40/60 ratio between female/male recruited staff.** If possible, also apply a conflict-sensitive approach and recruit from groups with diverse backgrounds e.g. religious and ethnic. If delegating recruitment to another actor, include provisions for gender-balanced and conflict-sensitive recruitment in dialogue and agreements with contractors and partners.

- **Analyse barriers to women's participation** in consultation with partners and local organisations representing women and men. Remove barriers to employing women when possible, for example, by adapting working hours and offering transportation to facilitate for women and men to take the jobs.

- **Try to avoid gender stereotype recruitment.** If considered safe, challenge local traditional gender roles by encouraging

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38. For more in-depth guidance on how to promote gender equality in recruitment, please view the section 2.8 Gender equality considerations in recruitment and human resources.

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women and men to enter into non-traditional female/male occupations.

- **Inform all local staff about the zero tolerance for GBV** and sexual exploitation and abuse SEA and routines for filing complaints within the partner organisation and the MSB systems. Consult with HR colleagues on site and at MSB in Sweden if you are unsure about the routines.
- **Inform all local staff about how to provide feedback** on the set up of the compound and its functioning, for example, in a user survey/check-out form (view Annex 4 for an example) or suggestion box.

Local purchases/procurement[39]

- **Speak to local organisations and traders' networks** representing women to identify businesses owned and run by women in the area. Procurement officers and gender focal points/experts in the partner organisation and other UN agencies, such as UN Women, might be able to provide useful information.
- **Give female and male traders** and businesses owned and run by women and men of different social backgrounds, such as ethnicity or religion, equal opportunities to benefit from local purchases. Opportunities to benefit women's economic empowerment and contribute to enhanced gender equality to be taken into account in each step of the procurement process.

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39. For more in-depth guidance on how to promote gender equality in procurement, view the full checklist Gender equality considerations in procurement in this toolkit. Especially, operations managers and staff who are in charge of procurement are encouraged to use this checklist.

Example: Local workers in a construction project in DRC

A programme officer talks about a construction project in DRC in 2018: "MSB supported a UN agency to expand their office using additional prefabricated office modules, fixed constructions for toilets (separate for females and men), drainage system and ground preparation. When we started, the company that had been selected to do the construction work had approximately 15 local workers on the ground. After the first day, the operations manager of the deployed MSB team pointed out that there were no females among the staff the company provided. After long discussions, in which the operations manager put a lot of emphasis on the need to include female workers, they agreed that at least 40 % of the workers would be women. After this, the company followed the deal and both local women and men were employed. If the operations manager had not pushed for this, it would not have been noticed". (MSB, 2018)

Contracted local female and male workers are taking a break in the shadow from the construction of a number of office and accommodation facilities for WFP in Kananga, DRC. Photo: Kerstin Degerman-Oldgren, MSB, 2018.

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.5 Gender equality in monitoring and evaluation

2.6 Ensuring equal participation of everyone

2.8 Gender equality considerations in recruitment and human resources

2.10 Gender equality considerations in procurement

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

Annex 4: Example of check-out form for staff compound

Sources and further reading

MSB Gender and diversity checklist for basecamp (2017) (not published)

International Humanitarian Partnership, Office and Accommodation Handbook – Comprehensive Field Handbook for IHP Service Packages – office and accommodation (under development).

IASC, Gender Handbook for Humanitarian Action (2017), https://interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), https://gbvguidelines.org/en/home/

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3.4   Water, sanitation and hygiene

Adequate access to water, sanitation and hygiene (WASH) is essential to safeguard hygiene, the right to water, to promote human dignity and reduce public health risks for populations affected by crises. Women, girls, boys and men have different WASH needs and, in most societies, they do not have the same access to clean water and adequate hygiene and sanitation facilities. In humanitarian crises, they are often impacted in different ways and have different needs and priorities when it comes to WASH services. For example, in many parts of the world, women and girls are responsible for water collection and have special requirements concerning sanitation facilities and hygiene items due to their reproductive role. Walking long distances to water points and unsafe sanitation facilities can increase the risk of gender-based violence (GBV) e.g. harassment or assaults on women and girls. Other groups who are often exposed to increased risks and in need special attention in WASH activities are people with mobility limitations, such as children, elderly and people with disabilities, and LGBTI individuals.

To ensure safe, needs-based and culturally appropriate WASH facilities and services are accessible to all, the involvement of women, girls, boys and men in the planning, implementation and follow up of WASH activities is key. It is important to mention that women and girls are often overlooked sources of knowledge regarding cultural WASH practices and should be engaged to promote public health.

Below, you will find advice on how to integrate gender equality, diversity and protection concerns, including GBV, into WASH activities. This guide has been written with humanitarian settings in mind but could also be used as inspiration in resilience strengthening programmes, for example focusing on preparedness and contingency planning to meet populations' WASH needs in crisis situations.

Key considerations for mainstreaming gender equality, diversity and protection into WASH activities

Initial steps:

- **Identify the relevant guidelines,** tools and standards on gender, diversity and protection/GBV mainstreaming in WASH used/ followed by your organisation. Use these as a starting point in your work.

- **Connect with gender/GBV/protection specialists/focal points** in your own and/or other organisations to gain support on how gender mainstreaming is addressed in the setting. In some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- **Discuss with your supervisor/line manager** in the partner organisation about how these dimensions are addressed and should be integrated into your work plan to ensure the work is in line with organisation and global commitments for gender, protection and GBV mainstreaming e.g. the *IASC Gender Handbook* and *GBV Guidelines* (link in sources).

In assessments, mappings and other data collection

- **Include questions** related to gender, diversity and protection, including GBV, to understand who is affected, how they are affected and how WASH facilities and activities should be designed to ensure the rights, dignity and safety of women, girls, boys and men. See the box below for examples.

- **Collect data disaggregated** by sex, age, disability and other context-specific factors of relevance on the specific needs, risks and concerns of women, girls, boys and men.

- **Seek to involve women, girls, men and boys of different ages,** disabilities and social backgrounds, including people with other gender identities, in the data collection and analysis. Priority should be given to girls' (particularly adolescents) and women's participation in consultation processes. Take measures to ensure women and men can participate equally, e.g. by having separate groups discussions for women and men and different age groups, if culturally appropriate.

- Field assessment teams should include both female and male data collectors to ensure the needs of both women and men can be assessed and addressed. All team members need to be briefed on what to do if a case of GBV is disclosed to them. It is important to be aware that survivors of GBV and SEA can reach out to anyone at any time and survival-centred actions are crucial to providing accurate support and to not risk doing harm.

- **Analyse the data collected and information** about the situation from a gender perspective (gender analysis).

Example of questions: Gender, diversity and protection in WASH assessments, mapping and data collection

- **Who is responsible for collecting,** handling, storing and treating water in the community and household? How, where, when and how often are these tasks carried out? How much time is spent?

- **Who is responsible for maintenance and management** of water and sanitation facilities in the community and household? How, where and when are these tasks carried out?

- **What structures was the community using** to make WASH-related decisions before the crisis and what are they using now? Who participates in decision-making spaces? Do women and men have equal voices? How do adolescent girls and boys, the elderly and disabled participate?

- **What are the cultural practices** as regards personal hygiene? For example, what types of hygiene materials are appropriate to distribute to women, girls, men and boys? Are women and girls' menstruation needs impacting their access to other services? Are schools equipped with menstrual hygiene materials?

- **Has the crisis impacted hygiene practices** for women, girls, boys and men and their ability to fulfil their different WASH needs?

- **Is there are gender balance** among staff and volunteers engaged in WASH activities? Are there enough women in the teams to ensure activities can reach the women and girls in the population?

- **Are staff and volunteers** who will be/are engaged in WASH activities sensitised to gender, age, disability and related WASH needs and to how to communicate respectfully with people with disabilities and older people? Do they abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them?

- **If WASH facilities have already been established:**

  - **Have water points, toilets and bathing facilities** been located and designed to ensure privacy, dignity and security? For example, is there an acceptable distance between women's and men's toilets (according to the local culture), showers and washing areas? Have facilities been adapted to ensure women, girls, boys and men, including people of other gender identities and with mobility limitations, can use facilities? Do they feel safe using the WASH facilities?

  - **Are there any barriers to accessing WASH services and facilities** for specific groups of people, e.g. women and girls, LGBTI individuals or people with mobility limitations? Do any groups face specific security and protection risks when accessing WASH facilities, such as GBV?

In the planning and design of WASH activities

- **Use the findings from the assessment** and situation analysis, which included gender perspectives, to inform the planning and design of WASH facilities and activities.

- **Use the** *IASC Gender with Age Marker* and *Gender Equality Measures* (view 2.3 Tools for gender-sensitive project planning and design for more information) for programme design to support the systematic integration of gender equality and age considerations into programme planning, targeting, design and follow-up. The formulation of objectives that include these aspects is key to achieving effective results that benefit diverse women, girls, boys and men equally and take their different needs into account. If your organisation is not using a marker, advocate for the use of it.

- **Coordinate with other relevant sectors,** such as site planning/shelter and protection/GBV, to reinforce efforts to promote gender equality, secure protection and prevent GBV risks around WASH facilities.

- **Always seek to involve women, girls, boys and men** of different ages, abilities and social backgrounds, equally in the planning and design of WASH activities. Consulting and reflecting their views and opinions in the location and design of facilities and activities is key to mitigating risks of GBV.

- **When designing WASH facilities,** ensure equal access for women, girls, boys and men, including people of other gender identities, elderly and those with disabilities, and maximise privacy, dignity and safety. **This includes making sure that:**

  - **WASH facilities are located** where women, girls, boys and men feel safe.

  - **Separate toilets, showers, and washing areas** are accessible for women and men, people of other gender identities and with disabilities. Solutions for mobility limitations may

include access ramps, wide doors, handrails, sufficient space within the toilet, seating for toilets and artificial lighting.

- **Hooks for clothing are placed in close proximity** to showers/washing area for those who prefer to get undressed in the shower and washing area.

- **All toilets, showers and washing facilities have locks** on the inside and users can close and lock the door themselves.

- **There is adequate lightning inside,** around and to and from the WASH facilities.

- **Appropriate disposal or care** (washing and drying) facilities for female sanitary materials and underwear are available e.g. by offering a separate area where women can wash and dry clothes in privacy.

- **Separate facilities are available for caregivers** to assist children with their bathing and toileting needs. Doors should have an opening or window on the upper part as a protective measure against child abuse.
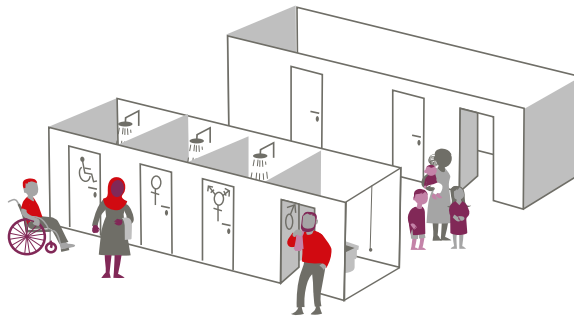
- **Ensure that culturally-appropriate sanitary materials** and underwear are distributed to women and girls of reproductive age in a sensitive manner. See the box below for examples of considerations to include.

Fact box: Considerations to ensure access to culturally-appropriate sanitary materials and under-wear for women and girls of reproductive age in a sensitive manner

- **Distribute through women's groups,** directly after school and/or at other venues where girls are together. Ensure that those who are involved in the distribution of menstrual hygiene management materials are female.

- **Make sure pre-packaged materials for distribution** are clean and unopened

- **Provide culturally-adapted dignity kits** for menstrual hygiene management and demonstrate the use of the materials e.g. in Women Friendly Spaces.

- **Provide menstrual hygiene management education** and awareness-raising for women, girls, sexual and gender minorities as well as men and boys. This can be conducted separately, as required by the context.

- **In hygiene promotion activities,** target not only mothers but also fathers and other carers of children in order not to exclude other groups who might be responsible for family hygiene. Make sure to conduct hygiene promotion activities at times that are convenient and accessible to women, girls, boys and men in the target group. Also consider the gender balance of the hygiene promotion team. For example, some contexts may not allow male hygiene volunteers to speak to female participants and women may be placed in harm's way for participating in hygiene promotion activities.

Programme implementation, monitoring and evaluation

- **Ensure that staff and volunteers who will be/are involved** in WASH activities are sensitised to gender, age, disability and related WASH needs and to how to communicate respectfully with people with disabilities and older people. Ensure WASH staff abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them, e.g. how to refer to proper medical and psychosocial services. Ask for support from gender/GBV experts/focal points if necessary.

- **Work with community groups** including both women and men to operate, maintain and adjust WASH facilities and waste disposal in the community. If providing training for communities in construction and maintenance of facilities e.g. of wells and pumps, water storage, treatment and water quality monitoring, ensure women and men have equal access to participation. Information about training and language, place and timing of sessions must be adapted to ensure that women and men can participate and are not restrained by their other duties and roles.

- **Monitor access to and usage of WASH facilities,** the impact of activities and how safe people feel using the facilities
  - **Monitoring and Evaluation (M&E) tools** should include the collection of data disaggregated by sex, age, disability and other context specific relevant factors and a gender analysis.
  - **Use indicators measuring change** for women, girls, boys and men of different ages, abilities and social backgrounds. Suggested indications can be found in the *IASC Gender Handbook* and *GBV guidelines* (link in sources). Your baseline should be the initial data and analysis that was carried out on needs, gaps and dynamics in the planning phase of the project.
  - **Always seek to involve community representatives** of different genders, ages, abilities and social backgrounds in the monitoring of WASH facilities and activities to understand if services correspond to the needs of everyone and if there are any safety concerns or modification needs. Priority should be given to girls, and particularly adolescents. Take measures to ensure women and men can participate equally, e.g. by having separate groups discussions for women and men and different age groups, if culturally appropriate.
  - **In collaboration with GBV and protection actors,** conduct safety audits regularly to identify and address GBV risks in WASH facilities and services. If necessary, ask GBV and protection experts for supports. Example of useful tools can be found on the search engine on the *IASC GBV Guidelines* website (link in sources).

- **Advocate for the establishment of a feedback** and accountability mechanism so women, girls, boys and men can provide their input on the WASH services and a system for filing complaints related to GBV, including Sexual Exploitation and Abuse (SEA). All staff, volunteers and women, girls, boys and men in the local community should be aware of

the procedures for providing feedback and filing complaints.

The system should operate 24/7 and not only rely on written feedback/complaints. Information materials might need to be adapted to ensure that people with lower levels of literacy and visual impairments also can access the systems.

Example: Gender-sensitive hygiene promotion in Cox's Bazar

An MSB WASH officer was deployed to strengthen UNHCR's hygiene promotion in Cox's Bazar, Bangladesh, in 2018. He reflects on his efforts to integrate a gender and diversity perspective into this work: "One task I was involved in was to revise the standards for hygiene kits that we distributed to the refugee population. In order to identify what to put in the kits, we carried out eight focus group discussions with women and men in the camps. This helped us understand hygiene needs in the population and if these differed between different groups, for example, women and girls' specific requirement for sanitary products. I was also involved in a new initiative between the UNHCR Protection/GBV Sector and the WASH Sector that wanted to strengthen cross-learning between the two sectors' operations. The strategy was to co-utilise two community volunteer networks that both sectors were using to deliver GBV and hygiene promotion messages to the refugee population. The hygiene promotion volunteers received awareness-raising training on gender, GBV risks and disability inclusion, while the GBV community volunteers were trained in hygiene promotion work. The initiative was very much appreciated by both volunteer groups and it has resulted in an increased understanding of WASH-related gender issues and GBV risks among volunteers, specifically when it comes to women and young girls. It has also expanded the volunteer base and their capacity to disseminate messages on both protection/GBV risks and how to support survivors of GBV, as well as desirable hygiene behaviours, in community outreach activities (MSB, 2018).

Example: Women on water and infrastructure committees in Turkana, Kenya

In Turkana, the second largest provinces in Kenya, food insecurity and water shortage are chronic problems and humanitarian actors have maintained a longstanding presence. UN Women interviewed women about issues around access to water. One older woman described the situation: "For water, they [women] go to the river. It takes one hour to get to the river. It's usually girls who fetch water. Boys may fetch firewood or play." A WASH programme in the area then decided to include women in water and infrastructure committees. This resulted in women being able to influence the location, maintenance and design of water points, which made the water points more suitable to their needs. It also reduced the distance that women had to walk each day to access drinking water (UN Women, 2015[40])

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3.5   Site planning and shelter

Access to adequate shelter in humanitarian crises is essential in order to safeguard people's right to an adequate standard of living, to promote human dignity and ensure the protection of displaced populations. Humanitarian crises impact access to shelter for women, girls, men and boys in different ways. Since women and men often have different roles and responsibilities in the household and community and face different risks, they also often have different needs and priorities when it comes to site planning, shelter design and shelter-related non-food items (NFIs).

For example, in many parts of the world, women and girls are responsible for the collection of firewood and water and have special requirements concerning sanitation facilities and hygiene items. Long and unprotected distances to water points, firewood collection and NFI distribution points, as well as unsafe WASH facilities and registration centres, can increase women's and girl's workload and their exposure to risks of gender-based violence (GBV) e.g. harassment or assaults. Other groups who are often exposed to increased risks and in need of special attention in site planning and shelter design are LGBTI individuals and.people with mobility limitations, such as children, the elderly and people with disabilities.

It is therefore essential to understand gender-specific needs, roles and priorities in site planning and shelter design. Each step of a programme must also consider the protection and "do no harm" principles to avoid reinforcing gender inequalities and increasing gender-related risks, such as GBV and sexual exploitation and abuse (SEA). Gender and diversity sensitive site planning supports shelters, facilities and NFI being culturally appropriate and organised in a way that is convenient and safe for women and men of different age groups, abilities and social backgrounds. This may, for example, include placing shelters in close proximity to basic services, such as

water collection points, to free up time for women and girls and to reduce exposure to protection risks.

In order to ensure safe, needs-based and culturally appropriate shelter services, the involvement of women, girls, boys and men in the planning, implementation and follow up of shelter and site planning activities is key. It is important to mention that, despite the fact that women and girls often bear the primary responsibility for household chores, they are often overlooked as sources of knowledge regarding shelter practices. Therefore, special attention should be paid to involving them in order to secure their protection, safety and security.

Below you will find advice on how to integrate gender equality, diversity and protection concerns, including GBV, into shelter and site-planning activities. This guide has been written with humanitarian settings in mind but could also be used in resilience strengthening programmes, for example, focusing on preparedness and contingency planning to meet populations' shelter and protection needs in times of crises.

Key considerations for mainstreaming gender equality, diversity and protection into site planning and shelter activities

Initial steps:

- **Identify relevant guidelines,** tools and standards on gender, diversity and protection/GBV mainstreaming in shelter and site planning used/followed by your organisation. Use these as a starting point in your work.
- **Connect with gender/GBV/protection specialists/focal points** in your own and/or other organisations to gain support on how gender mainstreaming is addressed in the setting. In

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some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- Discuss with your supervisor/line manager in the partner organisation about how these dimensions are addressed and should be integrated into your work plan to ensure the work is in line with organisation and global commitments for gender, protection and GBV mainstreaming e.g. the *IASC Gender Handbook* and *GBV Guidelines* (link in sources).

In assessments, mappings and other data collection

- **Include gender, diversity and protection/GBV-related questions** in order to understand who is affected, how they are affected and how the site and shelters should be designed to ensure the rights, dignity and safety of women, girls, boys and men of different ages, abilities and social backgrounds. See the box below for examples of questions.

- **Collect data disaggregated** by sex, age, disability and other context-specific relevant factors on the specific needs, risks and concerns of women, girls, boys and men.

- **Seek to involve women, girls, men and boys** of different ages, abilities and social backgrounds, including people of other gender identities, in the data collection and analysis. Priority should be given to girls (particularly adolescents) and women participating in consultation processes. Take measures to ensure women and men can participate equally e.g. by having separate group discussions for women and men and different age groups, if culturally appropriate.

- **Field assessment teams should include both female and male data collectors** to ensure the needs of both women and men can be assessed and addressed. All team members must be briefed on what to do if a case of GBV is disclosed to them. It is important to be aware that survivors of GBV and SEA can

reach out to anyone at any time and survival-centred actions are crucial to providing appropriate support and not to risk doing harm.

- **Analyse the data collected** and information about the situation using a gender perspective (gender analysis).

Examples of questions: Gender, diversity and protection in site planning and shelter assessments, mapping and data collection:

- **What are the typical groupings within households?** How many people share the same shelter?

- **Who participates in decision making related to shelter and construction?** Do women and men have equal voices? How do adolescent girls and boys participate?

- **What is the division of labour between women, girls, boys and men** when it comes to productive (income-generating activities) and reproductive roles (in the household e.g. cooking, cleaning, water and fuel collection and child-care)? Have these roles changed with the crisis? How, where and when are these roles carried out? How much time is allocated?

- **What were the roles of women and men in construction prior to the emergency?** Are there noticeable changes in family structures, e.g. many female or male-headed households? Have these resulted in changes in gender roles related to shelter construction tasks and decision-making?

- **What are the cultural norms and community practices for basic daily chores,** such as cooking, and privacy in shelter design?

- **What are the needs and priorities of women, girls, boys and men,** including people of other gender identities, adolescents, elderly and people with disabilities, when it comes to the site plan, shelters and shelter-related NFIs?

- **Which groups, by sex, age and disability,** may not be in a position to construct their own shelters and how can they be supported?

- **What protection risks,** such as GBV and SEA, do different groups of women, girls, men and boys face, including people of other gender identities, unaccompanied children, adolescents, elderly and people with disabilities? How can these be addressed in the planning of the site and shelter design?

- **Is there a gender balance among staff and volunteers** involved in shelter/site planning activities? Are there enough women in the teams to ensure activities can reach the women and girls in the population?

- **Are staff and volunteers who will be/are involved in site planning/shelter activities sensitised to gender,** age and disability needs and to how to communicate respectfully with people with disabilities and older people? Do they abide by safety and ethical standards and know what to do if an incident of GBV is disclosed to them?

- **If a site has already been planned and shelter established:**

  - **Have women, girls, boys and men's diverse site and shelter needs and priorities been responded to?** Is privacy and dignity ensured? Is overcrowding avoided?

  - **Are there barriers for different groups e.g.** women and girls, adolescents, elderly, people with disabilities and LGBTI individuals, to access facilities, shelter service and NFIs?

  - **Do women, girls, boys and men feel safe at the site and in the shelters?** Do any groups face security and protection risks, such as GBV including SEA, when accessing facilities and services e.g. do women, girls and other at-risk groups have to travel long distances or through insecure places to obtain cooking fuel?

  - **Can women and men participate on equal terms** in consultation and shelter activities?

In the planning and design of site planning and shelter activities

- **Use the findings from the assessment** and situation analysis, which included gender perspectives to inform the planning of the site and design of shelter activities.

- **Use the** *IASC Gender with Age Marker* and *Gender Equality Measures* (view the section 2.3 Tools for gender sensitive project planning and design for further information) for programme design to support the systematic integration of gender equality and age considerations into programme planning, targeting, design and follow-up. The formulation of objectives that include these aspects is key to achieving results that benefit diverse women, girls, boys and men equally and take their different needs into account. If your organisation is not using a marker, advocate for the use of it.

- **Coordinate with other relevant sectors,** such as WASH and protection/GBV, to reinforce efforts to promote gender equality, secure protection and prevent GBV risks at the site.

- **Always seek to involve women, girls, boys and men** of different ages, abilities and social backgrounds equally in the planning of the site and shelter construction. Consulting and reflecting their views and opinions in the location and design of facilities and activities is key to mitigating GBV risks.

- **When planning the site, designing shelters and/or distributing shelter-related NFIs,** ensure the needs of women, girls, boys and men, including people of other gender identities, the elderly, adolescents, people with disabilities and LGBTQI individuals, are considered and maximise privacy, dignity and safety. For example, this could include making sure that:

  - **Shelters are located where women, girls, boys and men feel safe.** Vulnerable groups, such as older people, people with disabilities, single women and unaccompanied children,

should be located in well-lit areas, close to WASH facilities and distribution points. Unaccompanied children should be placed with appropriate groups (relatives etc.) and, at a minimum, be accommodated separately from unrelated males.

- **Shelters are adapted to meet the needs of different household compositions** e.g. families and single women and men. Allocate one family per shelter.
- **Sphere standards (link in sources) for space and density are adhered to** and systems are in place to address overcrowding.
- **Shelter is secure with internal locks** and there are high windows that cannot be looked into. Use shelter material that prevents people outside from being able to observe whether the shelter is occupied or not.
- **There is adequate lighting at the entry points** to the shelter and in and around communal areas, including WASH facilities.
- **Toilets and shower/bathing facilities are separate** and individual for women and men. The needs of people of other gender identities are assessed to ensure their safety. For further guidance on gender-sensitive WASH facilities, view the section Water, sanitation and hygiene.
- **Facilities are adapted to meet the needs** of the elderly and people with disabilities e.g. with handrails and wheelchair access.
- **Access to safe firewood** or other domestic energy sources is ensured.

- **Women and men have safe and equal access** to culturally-appropriate, gender-specific shelter-related NFIs. Ensure that everyone has access to training and support on how to use construction and shelter skills according to their needs. For example, male-headed households might need extra support in cooking skills and female-headed household with building their shelter. Ensure additional support for groups with mobility limitations, such as pregnant women, elderly and people with disabilities.

- **Separate and safe areas,** such as woman, adolescent and child-friendly spaces, are accessible, including for elderly women, people with disabilities and LGTBQI individuals. Temporary housing should be available for those at risk of GBV.
- **Alcohol and illegal substances are prohibited** within group shelters.
- **All visitors have to sign in and sign out.**

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Programme implementation, monitoring and evaluation

- **Ensure that staff and volunteers** who will be/are involved in shelter and site planning activities are sensitised to gender, age and disability needs and to how to communicate respectfully with people with disabilities and older people. Ensure WASH staff abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them for example, how to refer to the proper medical and psychosocial services. Ask for support from gender/GBV experts/focal points if necessary.

- **Inform women, girls, boys and men** of their entitlement to shelter assistance and their right to participate in, and benefit from, shelter activities and programming. Information should be disseminated widely in accessible formats such as visual (pictures, posters etc.), relevant languages, audio formats (radio transmission etc.) and easy-to-read formats at distribution points where people of all gender identities, ages, abilities and backgrounds meet.

- **Work with community groups** including both women and men to operate, maintain and adjust communal spaces, facilities and shelters. If providing training for communities in construction and maintenance of facilities e.g. of wells and pumps, water storage, treatment and water quality monitoring, ensure women and men have equal access to participation. Information about training and language, place and scheduling of sessions must be adapted to ensure that women and men can participate and are not restrained by their other duties and roles.

- **Monitor access to, and usage of communal spaces,** facilities, shelters and NFIs, the impact of activities and how safe people feel using facilities.

    - **Monitoring and Evaluation (M&E) tools** should include the collection of data disaggregated by sex, age, disability and other context-specific relevant factors and a gender analysis.

    - Use indicators measuring change for women, girls, boys and men of different ages, abilities and social backgrounds. Suggested indications can be found in the *IASC Gender Handbook* and *GBV guidelines* (link in sources). Your baseline should be the initial data and analysis that was carried out on needs, gaps and dynamics in the planning phase of the project.

    - **Always seek to involve community representatives** of different genders, ages, abilities and social backgrounds in the monitoring of site and shelter activities to understand if services correspond to the needs of everyone and if there are any safety concerns and needs for modification. Priority should be given to girls, and particularly adolescents. Take measures to ensure women and men can participate on equal terms, e.g. by having separate groups discussions for women and men and different age groups, if culturally appropriate.

    - **In collaboration with protection and GBV actors,** conduct safety audits regularly to identify and address GBV risks in WASH facilities and services. Ask protection and GBV experts for support, if necessary. Examples of useful tools can be found in the search engine in the *IASC GBV Guidelines* website (link in sources).

- **Advocate for the establishment of a feedback and accountability** so women, girls, boys and men can provide their input on the WASH services and a confidential system for filing complaints related to GBV, including Sexual Exploitation and Abuse (SEA). All staff, volunteers and women, girls, boys and men in the local community should be aware of procedures to provide feedback and file complaints. The system should operate 24/7 and not only rely on written feedback/complaints. Information materials might need to be adapted to ensure that people with lower levels of literacy and visual impairments also can access the systems.

Example: Involving young people in dignity kit distribution after Typhoon Bopha

In response to Typhoon Bopha in the Philippines in 2012, young women and men from the affected communities were engaged in the distribution of dignity kits. They were trained in the purpose and contents of the kits and, with support from UNFPA, they developed short presentations in their local language explaining the purpose of the kits and how the items could protect the dignity and health of the recipients. They also developed messages about sexual and reproductive health and how to access GBV services. The presentations were lively, entertaining and informative, and women who attended the sessions said it was the first time they laughed since the disaster. In this case dignity kits provided support to women and girls but were also used as an opportunity to raise awareness in young men and women (UNFPA, 2015[41])

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41. www.unfpa.org/featured-publication/gbvie-standards

> **Example:** Poorly managed evacuation centre caused increase in GBV after Hurricane Katrina
>
> In 2005, hurricane Katrina hit the United States. Over 30,000 residents of New Orleans found shelter in one large collective centre, which had been used in the past but not on such a scale. The largest of the collective centres in the city, a sports arena, suffered storm damage to its roof and when the city lost power, relied on emergency generators. This left many areas, such as toilets, in the dark; water pressure was insufficient, and toilets quickly became unusable. Many women, girls, boys and men spent days and nights on stadium seating, as not enough beds were available. When supplies ran low, food and other items such as nappies were rationed, which created tensions and aggression. Because of the poorly-constructed and under-dimensioned facilities and supplies, many cases of sexual violence, including rape against women, girls and boys, were reported at the time. In addition, workers at the centre were unprepared to support male and female survivors of sexual violence, which further reduced the number of men and women reporting incidents or receiving support (CARE International, 2016[42])

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

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3.6   Healthcare

Preventive healthcare measures and medical care are essential to ensure the health and well-being of staff in international operations. In response to this, MSB can deploy medical staff to humanitarian and peace support operations to provide MSB teams and partner organisations with health service support.

Due to biological (sex) and social and behavioural (gender) differences between women and men, female and male staff have different health needs and face different health risks. For example, some diseases are more common in women, such as breast cancer and osteoporosis, while men are more likely to contract lung cancers and heart diseases. In general, women are less likely to engage in risky health behaviour but are more likely than men to present 'invisible' illnesses and disabilities, such as depression, eating disorders and disabilities related to sexual violence. Statistics also shows that men are more often involved in traffic accidents, violence, they drink more alcohol and engage in risky sexual relationships. Men also often wait longer to seek medical treatment in comparison to women.

Due to biological (sex) and social and behavioural (gender) differences between women and men, female and male staff have different health needs and face different health risks.

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In order to promote healthy behaviours among women and men, and to prepare for and provide equal and needs-based health services to female and male staff, medical staff have to understand gendered health differences and risks and prepare accordingly. For example, adapt medical supplies and treatments to meet the different health needs of women and men. It is also important to note that health risks can differ between younger and older individuals. national and international staff and if a person has a disability or not. Risks can also be influenced by other context-specific factors, such as religion, ethnicity, sexual orientation or gender identity. It is vital, therefore, to examine health risks and the overall health service support from a gender perspective.

In humanitarian and peace support operations settings, health care can be limited and lack quality. This affects women more since e.g. sexual and reproductive health care is often a lower priority where there is poor local healthcare. Also, the risk of rape and unwanted pregnancies for women and girls tend to increase during and after conflicts and disasters. This is something that medical staff need to take into consideration when planning for the treatment of medical incidents of female (and male) staff. The risk of diseases and epidemics among local populations can also be high in crises and post-conflict settings, which in turn may increase staff exposure to health risks.

Below you will find advice on how to plan for and provide healthcare to meet the different health needs of female and male staff members and support gender-sensitive healthy behaviour. This guide can be applied in humanitarian settings, when working for a partner organisation or in an MSB team, or in peace support operations.

Key considerations for mainstreaming gender equality, diversity and protection into healthcare

Assessing health needs and risks

- **Get to know your target group,** e.g. an MSB team or staff in an EU/UN mission or UN agency. Assess their health and hygiene needs, behaviour and risks looking at the dimensions of sex and other gender identities, age, disability, nationality, religion, ethnicity etc. Below are a few examples of issues to investigate:

  - **What are the specific health needs** for different groups of female and male staff?

  - **What health risks are different groups** of women and men exposed to at the workplace and during their free time? How do women and men's behaviours affect health risks?

  - **Can women and men fulfil their gender-specific sanitary needs?** For example, do women have access to culturally-appropriate sanitary materials and hygienic management of these (disposal, washing etc.)?

  - **Is there a plan in place for dealing with** potential and likely health incidents (e.g. illness or accidents) for women and men, including rape? Has the plan considered if there might be different requirements for treatment, referral to other services and medical evacuation for women and men, for example where is the closest gynaecologist and urologist for referral located?

  - **Is there a plan in place for preventing women's and men's different health risks?** For example, is information to staff about desirable hygiene practices, behaviours and prepared-ness measures to reduce health risks adapted to women and men's different needs, risks and behaviour?

- **If a healthcare facility is/will be established,** is it/will it be in line with cultural customs and adapted to ensure the privacy and confidentiality of female and male visitors/patients?

• **Consult both international and national staff** in your organisation about actual and experienced health needs and risks outside and inside the workplace. This is important as these might differ from the threats you identify yourself and threats experienced might differ between women and men of different nationalities and backgrounds.

Planning for gender-sensitive health promotion and medical response

• **Develop a plan for preventing women and men's different health risks.** For example, make sure that information and advice to staff about desirable hygiene practices, behaviour and preparedness measures to reduce health risks are adapted to women's and men's different needs, risks and behaviour.

Plan of action

• **If a healthcare facility is established,** try to provide opportunities for patients to decide if they want to see female or male medical staff, that services are in line with cultural customs for women and men and guarantee privacy and confidentiality.

- **Try to ensure that culturally-appropriate** and good-quality sexual and reproductive health services and information are available to both women and men, including national and international staff.

- **Develop a plan for responding to potential health incidents** that might affect women and men, including sexual violence. Consider whether there might be different requirements for treatment, referral to other services (e.g. gynaecologist or urologist) or medical evacuation for women and men.

- **Promote that all staff have access to** an individual First Aid Kit, that they are up-to date and that the staff know how to use it.

- **Make sure morning after pill** and a Post Exposure Prophylaxis (PEP) kit is part of your medical equipment. The kit should include medications that can limit the risk of HIV infection after accidental blood exposure. This treatment has to be initiated within 72 hours and it is therefore vital that the kit is available nearby. Consider if a PEP kit should also be available in other places if there are remote locations. However, since PEP treatments require medical application, this might not be feasible in all situations.

- **Find out what medical,** psychosocial, legal and protection services are available for staff that have been subjected to GBV. Prepare to be able to provide safe, confidential and adequate medical and psychological first aid if a case of GBV is disclosed to you and ensure that you know where to refer the person to service providers for more specialised support. Ask GBV experts/focal points in your organisation or in another organisation for support if necessary. Communicate this information to all staff in a way that is accessible to all e.g. print, email, images etc.

- **Promote that professional psychosocial support** and peer support is available for all staff and that both women and men are encouraged to seek support.
- **When providing training,** such as for the use of First Aid Kits and Emergency Trauma care, promote that women and men have the same opportunities to participate.

- **Develop and implement a plan** to report medical incidents, including misconduct and mistreatment by medical staff. The reporting should be confidential, consider women and men's different needs and be freestanding from the medical staff and/or health facility.

Example: Gender balance and information campaigns – key to success in a medical operation to EUPOL in Afghanistan

A Medical Advisor was deployed to the EUPOL in Afghanistan and reflects on achievements during this mission:

"During my mission, I realised how important gender balance in the team is. Domestic violence is very common in Afghanistan and unfortunately, society does not offer the same support functions as, for example, in Sweden. MSB also had a female Medical Officer deployed to the Mission and she became very popular among the women who visited the healthcare facility seeking support from domestic violence. The female medical officer offered counselling, peer-support and treatment of injuries to the women. The local women working in the Mission also wanted to know more about sex and healthy relationships, what is normal and not, what can I expect on the night of the wedding etc. and MSB staff provided information.

As a male member of the healthcare staff, I handled similar issues but with local male staff in the Mission. They had questions regarding if it was ok to physically reprimand their wives, force their wives to have sex with them when they do not want to and how to handle problems with erections. They also asked for treatment of genital infections that they had not dared to seek medical care for since they were afraid that the local doctor would breach their confidentiality and tell the family.

Another success factor was that we regularly conducted information campaigns regarding the implications of confidentiality, which probably made both female and male mission staff confident in seeking care from the EUPOL Medical Department (MSB, 2018).

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.6 Ensuring equal participation of everyone

2.7 Gender equality in training and exercises

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

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IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), www.gbvguidelines.org/en/home/

MSB internal tools and experience

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3.7   Waste Management

Disasters and conflicts often generate large quantities of waste that block humanitarian access and can lead to environmental contamination and human health impacts. At the same time, the situation can overload existing waste management infrastructure and hinder reconstruction efforts. Disaster and conflict waste may, however, also present opportunities. If properly managed, waste can, apart from preventing environmental or health-related secondary hazards, contribute to reconstruction of streets, buildings and public infrastructure by making use of recycled debris.

Recycling activities can further generate emergency employment and lead to additional livelihood opportunities. Not least, disaster and conflict waste management activities can include capacity development of local authorities for more efficient and resilient waste management operations that take preparedness and risk reduction aspects into account. Proper waste assessment, followed safe and efficient collection, removal management and disposal of waste is therefore important in disaster response and recovery.

Fact box: Defining crisis and disaster waste

Solid waste, municipal waste, green debris, construction debris, medical waste, waste from humanitarian operations

MSB has long-standing experience of supporting partner organisations, national authorities and communities with waste management operations in different crisis and disaster contexts, and maintains an extensive roster of experts in the area. Due to biological (sex) and social differences (gender) and the different roles and responsibilities women and men often have in society, they often experience different risks, including risks related to disaster waste and to other crisis-related environmental impacts. By applying a gender perspective to waste management operations, we ensure that accurate responses to the needs, concerns and priorities of women, girls, boys and men in crisis-affected communities are generated. A gender perspective must also be accompanied by an analysis that examines how other diverse factors, such as age, disability, religion, ethnicity, sexual orientation or gender identity might affect the risks that different groups of women and men experience and what their distinct needs, priorities and opportunities are.

Waste management operations also often come together with great opportunities to enhance equal access to, control over and benefits from waste resources between women and men in disaster settings and may thereby contribute to gender equality. For example, previous MSB projects have shown that efforts to ensure participation of women and people with disabilities in waste management emergency employment schemes, such as Cash for Work (CfW) programmes, have contributed to enhancing the recovery of particularly vulnerable and excluded groups.

Below you will find advice on how to integrate gender equality, diversity and protection concerns into disaster and crisis waste management operations. This guide has been written with humanitarian/early recovery settings in mind but could also be used in resilience strengthening programmes focusing on, for example, waste management and preparedness.

Key considerations for mainstreaming gender equality, diversity and protection into waste management

Initial steps:

- **Identify relevant guidelines,** tools and standards on gender, diversity and protection/GBV mainstreaming in waste management used/followed by your organisation. Use these as a starting point in your work.

- **Connect with gender/GBV/protection specialists/focal points** in your own and/or other organisations to gain support on how gender mainstreaming is addressed in the setting. In some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- **Discuss with your supervisor/line manager** in the partner organisation about how these dimensions are addressed and should be integrated in your work plan to ensure work is in line with organisation and global commitments for gender, protection and GBV mainstreaming.

When undertaking damage and needs assessments

- **Consult different groups of women and men,** local organisations and municipal departments affiliated with waste management. This will ease the understanding of who is affected by waste and how, who faces the greatest risks and how your operation can facilitate equal participation in activities and respect the rights, dignity and safety of women, girls, boys and men, including people of other gender identities, elderly and people with disabilities. See the box on the next page for examples on relevant gender and diversity related issues to include in the assessment.
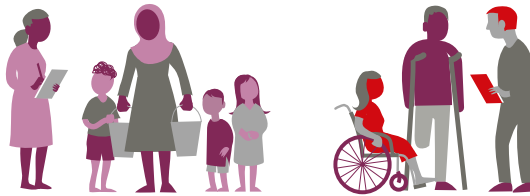
- **Collect data disaggregated by sex,** ages, disability and other context-specific relevant factors on the specific needs, risks and concerns of diverse women, girls, boys and men.
- **Analyse the data collected** and information about the situation using a gender equality perspective (gender analysis).
- **Involve women, girls, boys and men** of different ages, abilities and social backgrounds, including people of other gender identities, older people and those with disabilities in the data collection and analysis. Priority should be given to girls, and particularly adolescents, and women's participation in the consultation processes.
- **Field assessment teams should,** if possible, include both female and male data collectors to ensure that both women and men can be reached and their needs assessed.

Example of questions: Gender, diversity and protection in waste management assessments, mappong and data collection

- **Which households have been affected by waste,** are in close proximity to temporary disposal sites for disaster waste (and previous waste accumulation) and should be prioritised in waste management operations? What risks do women, girls, boys and men of different ages, abilities and social backgrounds in the households face from an environmental-health perspective?

- **Are informal waste management and recycling chains functioning?** How are women and men from different age, abilities and social background contributing to them/benefitting from them? How have these been affected by the crisis and have women and men of different ages, abilities and social backgrounds been impacted in different ways?

- **What is the division of tasks and responsibilities** between women and men engaged in waste collection, sorting and recycling, both inside and outside dump-sites and land-fills? What is the relationship between tasks for women and men, for example, are women and men collecting and profiting from selling material equally?

- **Are there safety regulations and arrangements for waste workers?** Are these followed-up? What are the labour conditions? Are there differences between women and men in this regard? Are children working at, or staying on, dump-sites and landfills?

- **What risks are female and male workers exposed to?** Are there any differences in exposure and do women and men have equal access to suitable protective gear?

- **What are the perceptions, knowledge and information needs** as concern health and hygiene related to waste handling, health and safety risks among different groups of women, girls, boys and men?

Left sidebar navigation:

Planning and designing waste management operations

- **Coordinate with gender/protection/GBV sectors** and working groups to reinforce efforts to promote gender equality, secure protection and prevent GBV risks in the setting.

- **Use the** *IASC Gender With Age Marker* and *Gender Equality Measures* (view the section 2.3 Tools for gender-sensitive project planning and design for further information) for programme design to support the systematic integration of gender equality and age considerations into programme planning, targeting, design and follow-up. The formulation of objectives that include these aspects is key to achieving results that benefit diverse women, girls, boys and men equally and take their different needs into account. If your organisation is not using a marker, advocate for the use of it.

- **Make sure that the needs, risks and priorities** of different groups of women, girls, boys and men, including elderly, people with disabilities and people of other gender identities, who were identified in the initial assessment are taken into account in programme development.

- **Promote the equal involvement** of women, girls, boys and men of different ages, abilities and social backgrounds, including people of other gender identities, in the planning, design, implementation, monitoring and evaluation of programme activities. Assess risks and barriers to participation and reduce risks through project design elements that build in protection and enhance safety. Plan properly and in advance the implementation of any relevant accompanying measure to facilitate equal participation and involvement of men, women, boys and girls with different risks and vulnerabilities.

- **Prioritise areas for waste management activities,** including demolition and recycling activities, where women, girls, boys and men have been most affected by waste and face the greatest risks. This may include those who are threatened by hazardous waste, live in hard-to-access areas, have lost their homes, have lost their livelihoods, suffer from severe poverty or different kinds of inabilities or discrimination. Prioritise households with family members who have a disability.

- **In training and capacity development activities,** ensure that women and men have equal opportunities to participate and learn new skills.

- **Advocate for the staff of the partner organisation engaged in waste management activities** to be sensitised to gender, age and disability needs and to how to communicate respectfully with people with disabilities and older people. Ensure all staff abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them, for example, how to refer to adequate medical and psychosocial services. Ask gender/GBV experts/focal points for support if necessary.

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When rolling out emergency employment, for example, Cash for Work (CfW) programmes:

- **Inform women, girls, boys and men** of their rights to participate in, and benefit from, the activities. Information should be disseminated widely in accessible formats, such as visual formats (pictures, posters etc.), relevant languages, audio formats (radio transmission etc.) and easy-to-read formats at distribution points where people of all gender identities, ages, abilities and backgrounds meet.

- **Strive towards equal participation of women and men,** including people of other gender identities, elderly and people with disabilities.

- **Adapt activities and worksites to provide suitable,** safe and equal opportunities for women and men, including people of other gender identities, elderly and people with disabilities. For example, this may include activities that require less physical labour, offering transportation and childcare services and providing part-time and flexible work hours.

- **Make no distinction between tasks and avoid** requiring "qualified" and "unqualified" female and male workers. This risks excluding women and others who do not have previous experience in the field from applying and participating.

- **Ensure women and men have equal access** to suitable personal protective equipment (PPE) in proper sizes and that the waste operation follows well-defined occupational health and safety rules.

- **Ensure that all employment schemes provide equal pay** to female and male participants and that they do not undermine women and men's other livelihood activities and household responsibilities.

- **Develop safe payment mechanisms,** including mobile phone transfers, when appropriate. If distributing cash, consult female and male participants to identify safe routes, distribution locations and mechanisms, and times for distributions. If mobile phones are used for cash transfers, ensure that women have access to and control over one, or a safe place to store money.

- **Set age limits and forms of work in line** with national legislation for women and men. Consult your host organisation for further support.

- **If parents do not have a safe place to leave their children** while they work, provide childcare arrangements so that women can participate and benefit on equal terms to men.

- **Explore the opportunities to develop exit strategies** that link women, girls, boys and men to livelihood opportunities or economic opportunities/micro-finance services when the programme ends.

Monitoring and evaluation in waste management operations

- **Monitor the impacts of activities** and how safe waste workers who participate in activities feel. Use indicators that measure change for women, girls, boys and men of different ages, abilities and social backgrounds. Your baseline should be the initial data and analysis that was carried out on the needs, gaps and dynamics in the planning phase of the project.

- **Monitoring tools should include** the collection of data disaggregated by sex, age, disability and other context-specific factors of relevance and a gender analysis.

- **Always seek to involve community representatives** of different genders, ages, abilities and social backgrounds in monitoring in order to understand if services correspond to the needs of everyone and if there are any safety concerns and needs for modification of interventions.

- **Advocate for the establishment** of a feedback and accountability mechanism so women, girls, boys and men can provide their input on activities and their work environment and a system for filing complaints related to GBV, including sexual exploitation and abuse (SEA). For further guidance view the section Protection from sexual exploitation and abuse (PSEA). All staff, volunteers and women, girls, boys and men in the local community should be aware of the procedures for providing feedback and filing complaints. The system should operate 24/7 and not rely on written feedback/complaints only. Information materials must be adapted to ensure that people with lower levels of literacy and visual impairments can also access the systems.

Example: Gender and diversity considerations in a waste management programme in Ecuador

A major earthquake struck Ecuador in 2016 and damaged many houses and structures. In a waste managment project run by the UNDP, Cash for Work brigades were set up to handle manual demolition of damaged buildings and the resulting debris management. Of the recruits for the brigades, 50% were female workers. However, many women faced difficulties in participating fully in the work since childcare, which in general is a woman's responsibility, was limited in the community. UNDP therefore decided to employ additional childcare staff on CfW basis in the communities, which resulted in female workers being able to take part in the work scheme on equal terms with men.

Special priority was also given to recruiting workers from families with members who were disabled, as well as prioritising their houses in the demolition and reconstruction plan. Since demolition works and debris management is physically challenging and risky, opportunities to employ people with disabilities were limited. Instead, these individuals were employed as assistants to the engineers to, for example, provide support with bookkeeping tasks.

All workers were paid he same and there was no distinction in payment between qualified and unqualified workers. Male and female workers were also equipped with suitable personal protection equipment (PPE) that had been adapted to their different needs and requirements (MSB, 2018).

Women and men from the local community are clearing debris in a Cash for Work programme after the earthquake in Ecuador in 2016. Photo: Thorsten Kallnischkies, MSB, 2016.

Example: Cash-for-work programme in Nepal changed women's lives

In Nepal, UN Women carried out interviews with women in a local community who had participated in a WFP cash-for-work programme after the earthquake in 2015. Findings showed a significant link between women receiving income from cash-for-work programmes and having more decision-making power within the household. Women also stated that the training that they received within the programmes related to women's empowerment substantially influenced and boosted their confidence, empowerment and awareness of gender inequalities. A focus group participant stated: "We think the WFP [programme] has improved our lives. We are empowered […] And now we can also organise ourselves and create committees." (UN Women, The effect on Gender Equality Programming on Humanitarian Outcomes, 2015)[43]

43. www.unwomen.org/en/digital-library/publications/2015/7/the-effect-of-gender-equality-programming-on-humanitarian-outcomes)

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

2.5 Gender equality in monitoring and evaluation

2.6 Ensuring equal participation of everyone

2.7 Gender equality in training and exercises

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

Sources and further reading:

IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), www.gbvguidelines.org/en/home/

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

The Gender and Water Alliance and Waste. No Capacity To Waste. Training Module Gender and Waste (2010), www.waste.nl/sites/waste.nl/files/product/files/genderwastemodule_final100831.pdf

UNDP, Guidance note on Debris Management (2013), www.undp.org/content/dam/undp/library/crisis%20prevention/SignatureProductGuidanceNoteDebrisManagement11012013v1.pdf

UNDP, Guidance note on Emergency Employment and Enterprise Recovery (2013), www.ba.undp.org/content/dam/bosnia_and_herzegovina/docs/Response%20to%20Floods/UNDP%20Guidance%20note%20Emergnecy%20Employment%20and%20Enterprise%20Recovery.pdf

UNDP, Guidance note on Municipal Solid Waste Management (2015), www.undp.org/content/dam/undp/library/Sustainable%20Development/GuidanceNote_Solid_Waste_Management.pdf

UNDP, Guidance note on "Promoting transformative livelihoods and economic recovery to advance gender equality" (2018) (not available online).

WASTE advisers on urban environment and development, Several resources, www.waste.nl/en/products

3.8   Mine action

Mines and explosive remnants of war (ERW) pose a significant threat to the lives, well-being and socioeconomic development of communities in many countries around the world. Since women, girls, boys and men often have different roles and responsibilities in their communities, they are also impacted differently by landmines and ERWs. Depending on where they spend their time and move between, they often experience different exposure to land mines and other ERWs. For example, women might be forced to cross areas where the risks of landmines and ERWs are high to collect water and firewood to fulfil their household duties. Or, they might need to take long detours to avoid these areas increasing their work-load and limiting their time or other important tasks. On the other hand, reports show that a majority of victims of ERW globally are boys, which clearly shows that a gender lens to mine action is not only about women and girls.

> Since women, girls, boys and men often have different roles and responsibilities in their communities, they are also impacted differently by landmines and ERWs.

In many parts of the world, women, girls, boys and men face different consequences if they become victims of ERW since they often do not have equal access to medical care and psychological services. They might also face different challenges in their reintegration process into the community. It's also important to note the role of "indirect victims" of ERW, e.g. female household members who might be expected to become caregivers or lose the breadwinner of the family. Another gender dimension of mine action is that women and girls often do not have the same access to Mine and ERW Risk Education (MRE). Men are also more likely to be employed in mine action programmes. Other marginalised groups, such as elderly and people with disabilities, may also be unintentionally excluded pro-

grammes, awareness raising sessions and employment opportunities. This happens if mine action programmes and recruitment are not planned and designed to ensure that women, girls, boys and men of different ages, abilities and social backgrounds can participate and benefit equally.

The goal of mine action programmes is to be inclusive, efficient, effective and benefit those who have been worst impacted or who might be at high levels of risk. In order to achieve this goal, programmes must mainstream gender and diversity considerations in all stages of the process, including in the planning, implementation, budgeting and monitoring and evaluation phase. MSB deploys experts in various areas of mine action, such as in explosive ordnance disposal (EOD) with expertise in manual and mechanical clearance, information management for mine action (IMSMA), risk education (RE) and weapons and ammunition management (WAM). A key responsibility for MSB staff in these operations is to ensure that women, girls, boys and men benefit from mine action programmes equally—as employees, volunteers or beneficiaries—and that MSB operations dos not perpetuate gender inequality.

Regardless of your role,examine the tasks and activities you will be in charge of during your operation from a gender perspective and assess how you can contribute to a more gender and diversity-sensitive mine action programme. Below you will find advice on some key considerations concerning how to integrate gender, diversity and protection concerns and to promote gender equality in some areas of mine action programmes. This guide has been written with both humanitarian and post-conflict settings in mind.

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Key considerations for mainstreaming gender equality, diversity and protection into mine action

Initial steps:

- **Identify relevant guidelines,** tools and standards on gender, diversity and protection/GBV mainstreaming in mine action used/followed by your organisation e.g. the United Nations Gender Guidelines for Mine Action Programmes. Use these as a starting point for your work.

- **Connect with gender/GBV/protection specialists/focal points** in your own and/or other organisations to gain support on how gender mainstreaming is addressed in the setting. In some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- **Discuss with your supervisor/line manager** in the partner organisation about how these dimensions are addressed and should be integrated in your work plan to ensure the work is in line with organisation and global commitments for gender, protection and GBV mainstreaming.

- **Use the** *IASC Gender with Age Marker* and *Gender Equality Measures* (view the section 2.3 Tools for gender-sensitive project planning and design for further information) for programme design to support the systematic integration of gender equality and age considerations into programme planning, targeting, design and follow-up. The formulation of objectives that include these aspects is key to achieving results that benefit diverse women, girls, boys and men equally and take their different needs into account. If your organisation is not using a marker, advocate for the use of it.

Survey and clearance

- **Always strive to involve and consult women, girls, boys and men,** including elderly and people with disabilities in order to understand the locations, risks and impacts of land mines and ERW on different groups in the community, their priorities and how cleared land will be used. Make sure to gather data at the best times and locations for women and men to ensure representative, accurate and diverse information is collected. Getting a well-grounded understanding of the needs and concerns of communities before planning activities might take a bit of extra time initially in a project, but is likely to reduce costs in a longer-term perspective since less time and money will be spent on activities that are not prioritised by women, girls, boys and men in the community. For further advice, view the section 2.6 Ensuring equal participation of everyone.

- **Field assessment teams must include** both female and male data collectors to ensure both women and men can be reached and their needs addressed.

- **Collect data disaggregated by sex,** age, disability and other context-specific factors of relevance on the specific risks, concerns and priorities of women, girls, boys and men.

- **Analyse the data collected** and information about the situation using a gender perspective (gender analysis).

- **Seek to involve women, girls, boys and men** of different ages, abilities and social backgrounds in the analysis, planning, design and monitoring of programme activities. Ensure their views inform decisions e.g. on what areas to prioritise for mine clearance.

- **If you are able to impact budgets,** ensure they detail all costs and expenses disaggregated by sex, age other relevant factors to ensure they become a gender-sensitive instrument clearly showing priorities and focus areas.

Example: The value of mixed teams in a survey in South Sudan

In South Sudan, DanChurchAid (DCA) conducted risk education with communities along roads, following a previous route survey. The original survey did not use mixed teams and mostly consulted with local leaders. In one community, reported as free from mines in the original survey, DCA conducted MRE soon after. After gaining permission from local leaders (who repeated that there was no contamination), the mixed gender teams (necessary for speaking with local women) met with women and youth representatives who told them that they had seen suspicious items near where the women collected firewood. As a result of this information, four anti-tank mines were confirmed a few hundred metres from a group of huts inhabited by female widows. This demonstrates the value of deploying mixed teams and consulting widely across communities. (UN Gender Guidelines for Mine Action Programmes, 2010[44])

- **If you are able to influence the national mine action strategy,** the national mine action standards, work-plans and/or standard operating procedures, advocate for the integration of gender, diversity and protection, such as GBV, dimensions in these. Ask gender experts/focal-points for support, if necessary.

- **If employing mine and ERW staff,** facilitate for women to apply and take the jobs on equal terms. For example, make job vacancy ads accessible to both women and men and encourage the employment of female clearance staff wherever possible. Make all possible arrangements to accommodate the needs of both women and men within the work environment.

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44. www.mineaction.org/en/policies-and-position-papers

- **If conducting training** or other capacity-strengthening activities, e.g. for internal and mine and ERW clearance staff, ensure women and men have equal opportunities to participate and learn new skills. Track the genders of training session participants and periodically review whether women and men have equal access to training opportunities.

- **Advocate for internal staff who are/will be involved** in mine action activities to be sensitised to related gender, age and disability needs and on how to communicate respectfully with people with disabilities and older people. Ensure all staff abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them e.g. how to refer to the proper medical and psychosocial services.
- **When releasing land,** make sure that both women and men are involved in the process (investigation, decision-making and handover), have access to and can benefit from released land and are accurately informed about the land that is safe to use.

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Example: Female operators in clearance of ERW in Lebanon

MSB was responsible for an ERW clearance project in Lebanon after the conflict in South Lebanon ended in the summer of 2006. It was estimated that almost one million cluster bombs had been dropped in southern Lebanon. At the beginning of 2007 MSB recruited and trained six local female clearance operators to work in a team of female-only staff. The women were paid great attention by the international media and CNN ran a report entitled "Ground-breaking Women in Lebanon". In many ways the women were ground-breaking since the female clearance team was the first of its kind in the Middle East. Apart from the media attention, the recruitment was a learning process for the agency as an organisation. In the interviews, the women were asked why they chose to look for work in mine action and their views on the job. This led to the agency realising that it was not necessary, as previously thought, to have separate female teams but women could work alongside with men in integrated teams. (MSB, 2007)

A local female mine clearance operator clearing a field from ERWs in the south of Lebanon in 2008. Photo: Johan Eklund, MSB, 2008.

Mine and ERW Risk Education

- **Consult women, girls, boys and men** of diverse ages, abilities and social backgrounds, including elderly and people with disabilities, to learn about their behaviours and how they affect potential risks. Make sure to gather information at the best times and locations for all individuals to ensure the most representative, accurate and diverse information is collected. For further advice, view the section 2.6 Ensuring equal participation of everyone

- **Target women, girls, boys and men** who are at particular risk in education and awareness-raising sessions. Carry out a gender analysis to identify how, where and when to reach them.

- **Consider whether instructors will be able to reach** and be accepted by both women and men in the community. If it is not possible or feasible to mix groups of women and men, arrange separate sessions to ensure they can attend. Strive towards a gender balance among instructors.

- **Hold meetings and sessions** at the most convenient times and places for recipients to ensure both women and men can attend. Consider the responsibilities and workloads of different groups, e.g. if and when women and men are occupied with different tasks inside and outside the household, including unpaid household work e.g. taking care of children or elderly, cooking and cleaning, securing daily necessities such as water, firewood, daily food etc. which is often the responsibility of women. Consider if onsite childcare services may be necessary or facilitate a community child-care network to ensure women's participation. Sometimes, gender appropriate teams going 'door to door' can be more effective for reaching people that might not be able to come to public meetings.

- **Make sure that the locations** for the meetings/sessions are accessible to all. If individuals need to travel to the location, does everyone have access to, and the means for, transportation? If not, can the location be shifted or transport provided? Is the location safe to reach and to return from?

- **Choose and adapt communication tools** to the context so that women, girls, boys and men of different ages, abilities and social backgrounds can receive invitations to participate in sessions and understand the risk education messages. You might need to look at language limitation, literacy among different groups and who is using what kind of communication means e.g. print, radio, theatre, text messaging and social media. Seek to verify that women, girls, boys and men fully understand the messages presented.

- **Consider if there are any safety risks** for different groups as concerns participation and take into consideration that these may change depending on the time of day, week and season.

> **Example:** Separate meetings for risk education in Iraq
>
> The local NGO Baghdad Organisation for Removing Mines and Cluster Munitions deploys mobile outreach teams to conduct risk education in remote areas. Though these teams are mixed gender they noticed poorer engagement from women at risk education sessions than men. In response they decided to hold separate sessions for men and women to improve women's participation. (UN Gender Guidelines for Mine Action Programmes, 2010[45])

45.www.mineaction.org/en/policies-and-position-papers

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Part 3: Sector-specific and thematic tools

Monitoring and evaluation of activities

- **Monitor the impact of activities** and how safe women and men who participate in activities feel. Use indicators that measures change for women, girls, boys and men of different ages, abilities and social backgrounds. The baseline should be the initial data and analysis that was collected in the planning phase of the project. For further guidance, view the section 2.5 Gender equality in monitoring and evaluation.

- **Monitoring tools should include** the collection of data disaggregated by sex, age, disability and other context-specific relevant factors (refer to 2.2). Promote pre and post-clearance impact assessment consulting women and men to verify whether they benefitted equally from programme activities.

- **Always seek to involve community representatives** of different genders, ages, abilities and social backgrounds in monitoring in order to understand if services correspond to the needs of everyone and if there are any safety concerns and needs for modification of interventions.

- **Advocate for the establishment of a feedback and account-ability mechanism** so women, girls, boys and men can provide their input on activities and their work environment and a system for filing complaints related to GBV, including sexual exploitation and abuse (SEA). For further guidance view the section Protection from sexual exploitation and abuse (PSEA). All staff, volunteers and women, girls, boys and men in the local community should be aware of the procedures for providing feedback and filing complaints. The system should operate 24/7 and not rely on written feedback/complaints only. Information materials must be adapted to ensure that people with lower levels of literacy and visual impairments can also access the systems.

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1.4 What is a gender perspective?

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.3 Tools for gender-sensitive project planning and design

2.4 Gender-responsive budgeting

2.5 Gender equality in monitoring and evaluation

2.6 Ensuring equal participation of everyone

2.7 Gender equality in training and exercises

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

Sources and further reading:

GICHD and GMAP, Gender and Diversity in Mine Action Quality management (2015), www.gichd.org/fileadmin/GICHD-resources/rec-documents/Gender-and-diversity-in-mine-action-quality-management-2015.pdf

GMAP, Gender and Mine Action Programme, www.gmap.ch/gmap-publications/

GMAP, Gender-Sensitive Recruitment and Training in Mince Action (2013), www.gichd.org/fileadmin/GICHD-resources/rec-documents/GMAP-Recruitment-and-Training-Guidelines-2013.pdf

UNMAS, Mine Action Programming, www.un.org/ar/peace/mine/pdf/MAPH.pdf

UN Gender Guidelines for Mine Action Programmes, United Nations (2010), www.mineaction.org/en/policies-and-position-papers

Links to films on women in mine action
In DRC: www.youtube.com/watch?v=gSQ0G0Bb_ME
In Iraq: www.youtube.com/watch?v=TSPR5bBT3K8
In Mali: www.youtube.com/watch?v=-HfiLXX2vmg
General: www.youtube.com/watch?v=oYwMMNFjscg

3.9 Safety and security

This chapter aims to support security advisors and other positions connected to security when it comes to integrating gender equality perspectives in operational work. Even though women and men in general face the same threats, risks can differ. If we look at international aid workers for example, female staff are often more likely to be subjected to robberies, gender-based violence (GBV) such as sexual harassments and assaults. Men, on the other hand, are over-represented in statistics when it comes to risks of traffic accidents, abductions and physical violence.

To ensure all staff's safety and security, we therefore need to be aware of these differences since they affect vulnerabilities and the exposure to risks. These differences also need to be considered in order to mitigate risks accordingly. Threats and risks can also differ between younger and older individuals, national and international staff, if someone has a disability, and other social factors such as religion, ethnicity, sexual orientation and gender identity.

The guidance has been written to support security professionals in their work and can be applied to different settings, including in humanitarian action and resilience strengthening and peace support operations. The guidance is structured following the steps taken in a security risk assessment (SRA).

Key steps to ensure gender equality and diversity considerations are integrated in security risk assessment (SRA)

Initial steps

- **Find out if your organisation has their own tools,** checklists or routines for integrating a gender perspective into security assessments and risk-mitigation activities. If so, use these as a starting point and the following points for further inspiration and reference.

- **Connect with gender/protection/GBV experts/focal points** in your organisation to get support on how to mainstream these dimensions into your operation. If such capacity do not exist in your office, look at the country, regional or global level of your organisation. In some settings, an inter-agency senior gender advisor (GenCap) might be present and can support UN agencies.

- **Discuss with your supervisor/line manager** on how the dimensions should be integrated in your work plan and how to ensure the work is in line with organisation and global commitments.

Programme assessment

- **Get to know the context,** including national laws, local customs and cultural aspects, in order to perform a programme assessment. Find out if laws and rules apply differently to women and men. If feasible, and deemed necessary, talk to national staff in your organisation and local actors in the area of operation e.g. local NGOs and women's and men's groups, to learn about culturally expected behaviours and attributes for women and men that can affect programme activities. Be aware that gender and cultural norms may vary in different areas of a country.

Threat assessment

- **Analyse if there are different threats** against women and men in the area of operations, including threats of gender-based violence (GBV). Note that female local staff are often more likely to experience GBV but might also be less likely to report if there is cultural and social acceptance to this type of violence in the country. Threats can also differ depending on other factors, such as age, nationality, religion, ethnicity and sexual orientation. E.g. belonging to a conflicting clan or ethnicity can cause a threat against his/her person that can negatively affect the programme/operations and may therefore need to be included in the SRA.

Vulnerability assessment

- **Identify vulnerabilities among staff members** and the potential relevance this could have for the programme. Assess vulnerability based on gender and other factors, such as nationality, ethnicity, religion and sexual orientation and with consideration to how staff conduct their duties e.g. how they move. When travelling or going on field visits and external meetings, in some contexts female staff may be exposed to certain threats requiring other security measures than for male staff member e.g. arranged transportation. Be aware that the different behaviour patterns of female and male staff can also expose them to certain risks. For example, statistics and research show that men often adopt more risk-taking behaviours in their everyday lives.

Define risk

- **Consider risks and impacts on the operation,** as well as exposed individuals. The occurrence of threats directed at a certain group e.g. based on gender, nationality, religion, ethnicity or sexual orientation, may not have an impact on the overall risk for the operation and therefore, not be a significant part of the SRA. However, special attention still need to be devoted to documenting and communicating these risks, and especially to the groups the risk affects. For example, a staff member wearing religious attributes or expresses behaviour connected to a certain religion can risk harassments and hate crimes due to cultural unacceptance for his/her beliefs. While might not affect the risk level for the overall operation in an certain area, the staff member and the team need to be well informed of such risks, for instance in security briefings.

Mitigating the risks

- **Put in place both "hard" and "soft" measures.** Mitigating risks for identified vulnerable groups is often a matter of "hard" measures, such as reinforcing facilities, protect vehicles etc. It is however important to not forget more "soft" pro-active measures, such as a policy of not travelling alone and in mixed teams and promoting that staff members adapt to and respect cultural customs in order to avoid tensions.
- **Work closely together with the operational managemen**t to ensure mitigating measures are done with considerations to the programme desired effect, as well as to the team composition and individuals' safety and wellbeing.

Other security measures

- **In security briefings** and in preparation of security information that is disseminated to staff, highlight and discuss identified threats, how risks might differ between female and male staff and how to mitigate these in different situations e.g. when travelling or during free time. Highlight how different risky behaviours that might be more common among female and male staff can affect the level of risks by discussing existing statistics, but without stereotyping certain behaviours.

- **If developing evacuation and contingency plans,** ensure that these take both women and men's situation, needs and concerns in case of an emergency into consideration and that all staff will be able to evacuate, including those with disabilities.

- **Promote collective security thinking among staff,** meaning that all staff should be encouraged to support each other to stay safe during their operation. Security and wellbeing for staff is not only a question for devoted security officers, but rather a question for the whole team. Especially encourage men to be aware that female colleagues might be exposed to different threats and risks and to act and intervene in situations that could put them at risk.

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Example: Gender considerations in security work
– good practice from a partner organisation

A security officer in WFP talks about their security work: "At the WPF headquarters in Rome, as part of the mandatory security briefing and as a prevention measure to the specific threat of sexual violence, we deliver a gender session with its primary focus on GBV, sexual violence and harassment in Italy and in the workplace. Such sessions are also strongly recommended for implementation in field locations. We provide all staff with emergency cards in case of a sexual assault and we disseminate a document containing details about useful local and national contacts, such as hospitals, help desks, anti-violence numbers and support associations. We also provide information on WFP tools, initiatives and policies on gender, forms of harassment, security and formal and informal reporting channels that are available and through which we encourage our staff to report security incidents and cases of abuse, including sexual harassment (WFP, 2019).

Training of Medical Security Officers in Georgia 2018. Photo: Johan Lundahl, MSB, 2017.

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Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.4 What is a gender perspective?

1.5 What is gender equality?

1.6 Gender-based violence

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.6 Ensuring equal participation of everyone

2.7 Gender equality in training and exercises

2.11 Safety, security and protection in the operation

2.12 Minimum action to respond to and prevent gender-based violence

Sources and further reading:

Care International, Personal safety & security Handbook (2014), https://www.care.org.au/wp-content/uploads/2014/12/CI-Personal-Safety-and-Security-Handbook-2014.pdf

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OCHA Safety and security for national humanitarian workers (2011), www.unocha.org/sites/unocha/files/Safety%20and%20Security%20for%20National%20Humanitarian%20Workers%2C%20PDS-B%2C%202011%2C%20English.pdf

UNDSS, Section M: Gender considerations in Security Management and Annex A: Immediate Response to Gender-Based Security Incidents – United Nations Security Management System (UNSMS) Security Policy Manual (2017), https://www.un.org/undss/sites/www.un.org.undss/files/docs/security_policy_manual_spm_e-book_as_of_29_nov_2017_0.pdf

WFP, Gender Toolkit, www.gender.manuals.wfp.org/en/gender-toolkit/gender-in-operations/safety-and-security/

WFP, Women's Security Awareness Training – Aide memoire material (2018) (not available online)

3.10   Resilience strengthening operations

Strengthening the resilience of nations and communities is about ensuring that structures, institutions and people – women, girls, boys and men – can better withstand, cope with, recover and learn from disasters. This is a fundamental pillar of efforts to reach sustainable development and requires us to look at the different exposure to risks and vulnerabilities found in societies and the strengthen the capacity of actors, such as government, UN agencies, NGOs and people to reduce these risks, decrease vulnerabilities and improve preparedness and response actions.

Disasters and disaster risks affect women, girls, boys and men differently. Due to existing inequalities between women and men, which are linked to gender norms, unequal access to resource and institutional practices, women are often disproportionately affected by disasters and do not have the same ability to prepare for and reduce risks. Gender roles and inequalities result in women, girls, boys and men having different movement patterns and action space in society leading to them experiencing risks differently.

Fact box: Linking gender inequality and casaulties in disasters

A study of 141 countries found that more women than men die from natural hazards, and that this disparity is linked most strongly to women's unequal socioeconomic status. Where the socioeconomic status of women is high, men and women will die in roughly equal numbers during and after natural hazards, whereas more women than men die (or die at a younger age) where the socioeconomic status of women is low.

(Source: UNISDR, UNDP, IUCN, 2009[46])

46. www.unisdr.org/fils/9922_MakingDisasterRiskReductionGenderSe.pdf

Gender inequalities also constrain women and girls' ability to influence and control decision-making that concerns their own lives, societal development and access to resources. This has resulted in men as a group in general having access to more resources and power compared to women as a group, which in turn explains why women often experience higher vulnerability to disaster risks and challenges in reducing risks, responding to and recovering from disasters.

> Disasters and disaster risks affect women, girls, boys and men differently.

At the same time, women, girls and other marginalised groups' actual and potential contribution to disaster risk reduction, their leadership as first responders, and their central role in community resilience are not leveraged in disaster risk reduction (DRR) and resilience- building strategies. Their participation and leadership in the development and design of DRR and resilience-building strategies is critical and will result in more effective initiatives.

Addressing gender inequality, including gendered poverty, social exclusion and structural discrimination against women, girls and other marginalised groups (e.g. people with disabilities, elderly and LGBTQI individuals), while promoting their participation and leadership, is now globally recognised as fundamental to building resilient societies, organisations and sustainable development.

> **Fact box:** The Sendai Framework for Disaster Risk Reduction (2015) emphasises the importance of inclusive and gender-sensitive DRR work:
>
> Guiding principle d) Disaster risk reduction requires an all-of-society engagement and partnership. It requires empowerment and inclusive, accessible and non-discriminatory participation, paying special attention to people disproportionately affected by disasters, especially the poorest. A gender, age, disability and cultural perspective should be integrated into all policies and practices, and women and youth leadership should be promoted. In this context, special attention should be paid to the improvement of organized voluntary work of citizens.
>
> Guiding principle g) Disaster risk reduction requires a multi-hazard approach and inclusive risk-informed decision-making based on the open exchange and dissemination of disaggregated data, including by sex, age and disability, as well as on easily accessible, up-to-date, comprehensible, science-based, non-sensitive risk information, complemented by traditional knowledge;
>
> Article 36(a)(i) on the role of stakeholders: Women and their participation are critical to effectively managing disaster risk and designing, resourcing and implementing gender-sensitive disaster risk reduction policies, plans and programmes; and adequate capacity building measures need to be taken to empower women for preparedness as well as to build their capacity to secure alternate means of livelihood in post-disaster situations;
>
> (Source: UN, 2015[47])

To ensure MSB strengthens the capacity and resilience of entire organisations and communities effectively, a gender and diversity perspective must be integrated from the very start of a project assessment and throughout the planning, implementation, monitoring and evaluation stages.

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47. www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

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Part 3: Sector-specific and thematic tools

The MSB mandate is to strengthen organisations' capacity to prevent, prepare for, respond to and recover and learn from crisis. To achieve success in this work, we know that a key ingredient and prerequisite is to ensure that a gender and diversity perspective is always at the centre and to promote gender equality. MSB field staff in a resilience-strengthening operation are therefore expected to actively seek to integrate these aspects into operations.

In the following sections, you will find advice on how to integrate gender equality, diversity and protection concerns in some key areas of resilience strengthening operations.

- 3.10.1 Risk and vulnerability analysis
- 3.10.2 Preparedness for response
- 3.10.3 Crisis coordination and management
- 3.10.4 Capacity development for Disaster Risk Reduction
- 3.10.5 Putting gender equality on the agenda in partner dialogue

3.10.1 Risk and Vulnerability Analysis

Risk and Vulnerability Analysis (RVA) is a methodology that determines the nature and extent of risk. It analyses potential hazards and evaluates vulnerabilities that could pose a potential threat to people, property, livelihoods and the environment on which they depend. It also looks at the capacity that people, organisations and society as a whole have to cope with hazards and plan for preventing and managing these. RVA seeks both a quantitative and qualitative understanding of risk and looks at physical, social, economic, and environmental factors and consequences. It can be carried out on different levels of society: from the national or sub-national, down to municipal and local levels.

Women and men experience, perceive and identify risks differently. We can all be equally exposed to a hazard, but women and men have different levels of vulnerability and access to resources that affect how they are impacted. They have therefore also developed different coping strategies. The ultimate goal of RVA is to understand risks and vulnerabilities in order to create a more resilient environment for women, girl, boys and men in society. In this work, taking gender equality and diversity considerations into account is key since gender relations play a key role in shaping risks. A simple equation helps to illustrate this:

$$\text{Risk} = \frac{\text{Hazard} \times \text{Vulnerability by Gender}}{\text{Coping Capacity by Gender}}$$

It is essential to ensure that RVA understands different groups' exposure to hazards, the risks and vulnerabilities they experience and the capacities they hold. The integration of these perspectives is also fundamental to ensuring that risk reduction strategies address root causes of vulnerabilities in a transformative and effective manner.

Fact box: A gender-sensitive RVA is achieved when gender issues are considered in all the steps of assessing risks, namely when:

- **identifying the nature, location, intensity and probability of a risk.**
- **determining the existence and degree of vulnerabilities and exposure to a risk.**
- **identifying the capacities and resources available for managing and reducing vulnerability.**
- **determining levels of risk.**

(Source: UNISDR, 2009[48])

Below there is advice on what to consider during an RVA to ensure you understands the risks, vulnerabilities and capacities of women, girls, boys and men in society. This guide has been written with development and post-conflict/crisis settings in mind but could also be applied in other settings.

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48. www.unisdr.org/files/9922_MakingDisasterRiskReductionGenderSe.pdf

Key considerations for mainstreaming gender equality, diversity and protection into Risk and Vulnerability Analysis (RVA)

Initial steps

- **Identify whether the partner organisation** has a method/ tool for RVA. If so, use this method as a starting point for your work and strengthen the integration of gender and diversity considerations into the method/tool with inspiration from this guide.

- **Connect with gender experts/focal points** in the partner organisation to gain support on how to mainstream these dimensions into your operation. If not present, look beyond the organisation e.g. to local and international women's networks and organisations, NGOs and UN agencies working on Disaster Risk Reduction (DRR) and gender.

- **Discuss with your supervisor/line manager** on how these dimensions should be integrated into your working plan and to ensure the work is in line with organisation and global commitments.

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Assessing hazards, vulnerabilities and the capacity to manage and reduce vulnerabilities:

- **If feasible and relevant, engage community organisations,** NGOs and other groups representing women, girls, boys and men of different ages, abilities and social backgrounds in the identification and analysis. Use strategies that are culturally and socially sensitive to the context and ensure the equal participation of women, girls, boys and men.

- **Collect and analyse data disaggregated by sex,** age, disability and other factors of relevance, such as socioeconomic status, to ensure you understand different groups of women, girls, boys and men's risks, vulnerabilities and capacities for the management and reduction of vulnerabilities. Use the data to support actions that contribute to gender equality outcomes in operations.

- **Identify exposure to hazards faced by women, girls, boys and men** in society separately, including people of different ages, abilities, religions, ethnicities, sexual orientation and gender identities. Take into account that women and men often have different roles and needs in society, spend their time in different places and therefore often face different hazards. Consider how gender norms, women and men's different behaviours and gender inequalities in political, social, cultural and economic spheres might impact their exposure to risk. Also look at hazards affected by climate change and their impact on women, girls, boys and men.

- **Determine vulnerabilities in society** and how these might differ between different groups of women, girls, boys and men. How gender norms and roles, such as women and men's different behaviours and action space, and gender inequalities in political, social, cultural and economic spheres affect the vulnerabilities of women, girls, boys and men. Include gender-based aspects of age, disability, access to information,

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mobility and access to income and other resources that are key determinants of vulnerability. Integrate an intersectional perspective on vulnerability looking at how different diversity factors might affect vulnerabilities e.g. sex and age or sex, age and disability. If conducting historical analysis of disaster damage experience for vulnerability identification, disaggregate data by sex, age, disability and other relevant social factors.

- **Identify existing capacities,** coping strategies and resources available for reducing vulnerabilities. Do these differ between women, girls, boys and men and e.g. by age, disability or other social factors? What are the capacities of critical societal actors, such as healthcare service providers, police, childcare services and civil society organisations? Identify the specific functions, roles and responsibilities carried out by women and men in society. Build these into the analysis and consider how to enhance existing capacities. This information should inform prioritisation and resource allocation for preparedness and response work.

- **Determine acceptable level of risk** with help from the gender-sensitive RVA and ensure risk maps include gender-differentiated impacts of risks, vulnerability and capacity. Also ensure that other factors that might be of relevance for understanding risks, vulnerabilities and capacities are included, such as age, disability and socioeconomic status.

- **Ensure gender equality and diversity are considered** when using a scenario analysis approach. See the box below for examples of questions to use in such analysis.

Example of questions: Gender, diversity and protection when examining scenarios in RVA

- **What are the consequences** of the event/s for women, girls, boys and men of different ages, abilities and social backgrounds, including adolescents, elderly, disabled, religious and ethnic minorities and LGBTQI individuals? For example, injuries and health concerns, property, loss of livelihood, increased workload and risks of gender-based violence (GBV)? Note that women and men often have different roles and needs in society, spend their time in different places and are therefore likely to be impacted in different ways. Also consider how gender inequalities in political, social, cultural and economic areas between women and men might impact on consequences.

- **What parts of society might be affected** e.g. transportation and infrastructure, social and healthcare services, child and elderly care, schools and communication? How will this affect different groups of women, girls, boys and men?

- **What events could potentially follow** and how will these affect other parts of society? How will this impact different groups of women, girls, boys and men? Consider also delayed effects, feedback loops and cascading effects while analysing secondary/domino effect of the initial event.

- **What would the geographical scale of the event be?** Could this impact on who is affected, e.g. are there gendered, socioeconomic, religious and ethnic differences between different areas?

- **How long would the event last** and how would society e.g. organisations, institutions, sectors and different groups of women, girls, boys and men, be affected over time?

- **What are the existing capacities,** coping mechanisms and resources aimed at managing potential event/s among relevant actors, such as, important government agencies and social and healthcare services and different groups of women, girls, boys and men in society? Who has control of those mechanisms and resources? How are risks managed and mitigated today and how could they be better mitigated in the future?

- **Do we have the necessary internal management** structures in place to handle the events, for example, personnel, plans and routines, management support, training and exercises? To what extent do women participate in these structures and influence decisions? To ensure gender considerations are integrated in training and exercises, view the section 2.7 Gender equality in training and exercises.

- **Do we have the internal capacity** to ensure proper information about a potential event is shared to the public, within the organisation and to other actors, for example, other government agencies, NGOs and the private sector? How do we ensure different groups of women, girls, boys and men will receive and understand these messages? Consider how to choose and adapt communication tools and channels so that women, girls, boys and men of different ages, abilities and social backgrounds can receive the information. For this, look at language limitation, literacy among different groups and who is using what kind of communication means e.g. print, radio, TV, web, social media and text messaging.

Risk planning and dissemination of the analysis and plan

- **Identify national, sub-national/provincial and local legal frameworks** for disaster risk reduction, prevention and management, including relevant on-going processes such as revisions or evaluation/monitoring procedures. Find out if and how gender/ gender equality/women's and girls' empowerment are or could be integrated into these laws. Can these be leveraged into operations? If these dimensions are not integrated into legislation, consider if you can advocate for this within the scope of the operation. Discuss with gender experts/focal points and your supervisor/line-manager on how to proceed.

- **Promote that RVA reports** and plans have specific sections or tables showing the different risks, vulnerabilities, capacities and coping strategies of women, girls, boys and men of different ages, dis/abilities and social backgrounds. Share reports and plans widely with actors, organisations and sectors in the same field of work.

- **Use the results of the RVA to prepare targeted information** material and campaigns to ensure that all relevant actors and women, girls, boys and men receive and understand the messages. For example, it might be necessary to adapt the way you communicate and where.
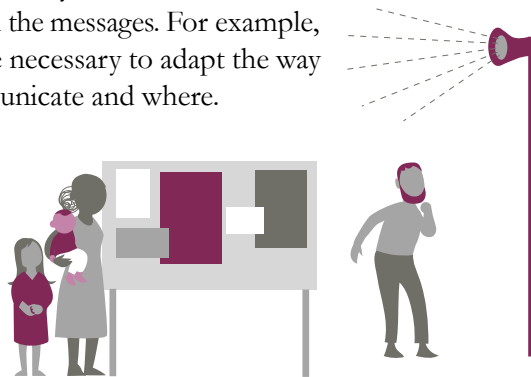
- **If feasible, include actions to strengthen local community structures** and empower women, girls, boys and men's capacities and knowledge for continuous and effective risk analysis at the local level. Ensure potential training and exercises will be planned in a gender-sensitive manner and ensure the equal participation of women and men.

Example: Challenging the concept of "vulnerability" in crises in RVA analysis

An MSB field staff reflect on her experiences as an expert in risk and vulnerability analysis (RVA) in several MSB operations and gender and diversity considerations in this work:

"One thing I have learnt is the importance of finding common grounds around concepts and approaches with the local staff you are working with. Reflecting on what "vulnerability" and "vulnerable groups" means in the context of RVA can be one aspects of this. We often automatically think that women and children are the most vulnerable, but I try to challenge this image. One example that I often use is from Afghanistan where single men in a displacement camp found themselves in a vulnerable situation when they had been handed food supply from aid organisations but had no idea how to cook and make use of them.

This shows that vulnerability is not only a "women's issue". Another example is from the storm Gudrun in Sweden in 2005. A general assumption is often that elderly are extra vulnerable in these situations but during the storm, elderly who got isolated in their houses deep into the forests and cut off from electricity had alternative heating systems and previous experience of how to deal with such situation and were actually better off than young people living in apartment buildings. During my mission in Iraqi Kurdistan, I had these kind of discussions with RVA experts from our partner organisation and talked about vulnerabilities on different levels of the society and underlying causes, and not only the more traditional "hard" threats (MSB, 2019).

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Further reading in the toolkit:

Sources and further reading:

UNISDR, UNDP, IUCN, Making Disaster Risk Reduction Gender-Sensitive: Policy and Practical Guidelines (2009), www.unisdr.org/files/9922_MakingDisasterRiskReductionGenderSe.pdf

UNISDR, 20-Point Checklist on Making Disaster Risk Reduction Gender Sensitive www.unisdr.org/files/42360_20pointchecklistfor-gendersensitived.pdf

UN Women, UNDP, Gender and disaster risk reduction in Europe and Central Asia: a workshop guide for facilitators (2018), www2.unwomen.org/-/media/field%20office%20eca/attachments/publications/2018/gender%20and%20disaster%20risk%20reduction%20in%20europe%20and%20central%20asia%20%20workshop%20guide%20english.pdf?la=en&vs=2805

MSB, Metoder för att göra Risk och Sårbarhetsanalys (RSA) (only in Swedish), www.msb.se/sv/Forebyggande/Krisberedskap/Risk--och-sarbarhetsanalyser/Metoder-vid-risk--och-sarbarhetsanalysarbete/

3.10.2 Preparedness for response

The aim of investing in preparedness for response is to strengthen the capacity of crisis preparedness and response actors and women, girls, boys and men in society in order to anticipate disaster risks and prepare for action if an event occurs. This will contribute to making response actions more timely, effective and relevant and to preventing unnecessary suffering.

Considering the gender and diversity dimension in preparedness and contingency planning helps to lay a strong foundation for delivering a gender-sensitive response that meets the distinct needs of different groups of women, girls, boys and men in times of crisis. This is important since we know that needs, concerns, risks, vulnerabilities and capacities can differ considerably between women, girls, boys and men.

Promoting the empowerment of women and girls and other groups who are often marginalised (e.g. people with disabilities, elderly and LGBTQI individuals) to lead and ensure equitable and accessible response, recovery, rehabilitation and reconstruction approaches is also key in this work. Often, the contribution women can make to disaster preparedness is underutilised. In our international operations, we can contribute to overcoming these challenges by promoting and seeking opportunities to support the empowerment of women.

Below you will find advice to consider when strengthening organisational and societal preparedness response to crisis events and how to ensure it is based on the different needs, risks and vulnerabilities of women, girls, boys and men. This guide has been written to support MSB staff working with partner organisations who are in charge of contingency planning and response to crises, such as national disaster management and civil Protection agencies and rescue services. The guide can be used in different country contexts, from high income to lower income countries.

During 2010, MSB carried out a capacity developing project in Tajikistan training staff of the national search and rescue team in the country. In the picture, one of the students, Shabnam Sarkulieva, is practicing drilling through concrete blocks. Photo: Stig Dahlén, MSB, 2010

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Key considerations for mainstreaming gender equality, diversity and protection into preparedness for response

Assessing needs and requirements for effective planning for preparedness

- **Collect key information** on the demographic, cultural, political, social and economic differences between women and men and look at the nature of gender roles and relations and women and men's access to decision-making structures, information and resources.

- **Assume that GBV is occurring** and might even in increase and intensify during crises and disasters.

- **With this information,** inclusive of sex and age-disaggregated pre-crisis data carry out a gender analysis that will give an indication of different groups' needs and concerns in future emergency response. Also, look specifically at the risks, vulnerabilities and capacities of women, girls, boys and men to be able to address these in preparedness efforts. See the box below and the section 3.10.1 Risk and Vulnerability Analysis for examples on issues to investigate.

- **If collecting primary data,** ensure that data collection teams include both women and men so they can reach and talk to everyone in the population. This is important since women and men might describe, understand and experience risks differently.
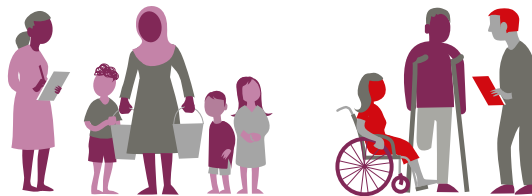
Example of questions: Gender and diversity-related issues to consider in assessments for preparedness and contingency planning

- **Identify the disaster risks** and vulnerabilities of different groups of women, girls, boys and men, including those with disabilities, the elderly and LGBTQI individuals. Also look at their different capacities for reducing risk, responding to and recovering from disasters.

- **Find out if women, girls, boys and men have equal access** to relevant information on weather, climate, disaster risk and other risk-related topics. Check if the information reaches groups that are particularly at risk and vulnerable and if there are multiple channels of information. These differ between contexts but may include female-headed house-holds, pregnant women, the elderly, people with disabilities, LGBTQI individuals and people living in remote areas. For further guidance, view the section 2.9 Gender-sensitive and inclusive communication.

- **Find out if women, girls, boys and men,** including those with disabilities, the elderly, adolescents and LGBTQI indi-viduals, enjoy different access to other services, assets and resources that can affect their ability to respond to, and pre-pare for, crises.

- **Identify if women, girls, boys and men have different needs** and requirements concerning preparedness and response activities e.g. when it comes to early warning sys-tems, drills, search and rescue operations, access to rescue boats and life jackets and items in prepositioned relief kits.

- **Identify the extent women, girls, boys and men,** including those with disabilities, the elderly, adolescents and LGBTQI individuals, participate in planning, monitoring, response activities, participatory decision-making processes and infor-mation dissemination activities, and what their roles are.

Strengthening the capacity for gender and diversity-sensitive disaster preparedness and contingency planning

- **Support the appointment** of champions/focal points within the organisation who will lead the integration of gender equality and diversity into preparedness and contingency planning work. Depending on the scope and size of the organisations, one or more champions/focal points might be necessary. Ensure that these are appointed by the senior management, have a clear mandate and ToR, as well as adequate time to fulfil their roles. Ask for support from gender experts within the organisation, if available, to ensure they are provided adequate training. If such officers do not exist, look outside the organisation in or ask MSB for support from a gender expert.

- **Identify the organisation's frameworks,** policies, routines, methods, tools and templates that support the integration of gender equality and diversity perspectives into preparedness and contingency planning. If lacking, advocate for the integration of these perspectives into existing documents or the development of new ones. Ask for additional support from gender experts/focal points within or outside the organisation if necessary.

- **Use results from the baseline gender analysis** to inform the organisation's planning. Some organisations choose to develop baseline gender briefs that can provide a quick overview of a pre-crisis situation in terms of the roles, responsibilities and relations between women, girls, boys and men in different areas. Such a brief could include information about gender-related needs, risks (including risks of GBV), vulnerabilities and capacities that can be of relevance to actors in order to be able to respond in a timely, relevant and effective manner if a crisis occur.

- **Promote that relevant institutions,** government agencies, ministries and civil society organisations representing the entire society e.g. women, men, youth, elderly, disabled, ethnic and religious minorities and LGBTQI individuals, are involved in the planning and continuous updating of preparedness and contingency plans.

- **Support the allocation of a budget** for capacity development and programme activities that promotes gender-sensitive preparedness and response management.

- **Advocate that all staff and volunteers involved** in response and preparedness activities are sensitised on gender, age and disability-related needs and concerns. Ensure all staff abide by safety and ethical standards and know what to do if a case of GBV is disclosed to them, e.g. how to refer to adequate medical and psychosocial services. Ask for support from gender experts/ focal points within or outside the organisation, if necessary.

- **Advocate that both women and men** are included in needs assessment and rapid response teams and in volunteer networks to ensure teams can engage with both women and men in the population. Strive towards a gender balance and at least 40/60 ratio.

- **Encourage the partner organisation to get involved in** existing relevant coordination/network/working groups for gender and GBV in crisis management on the national, sub-national/provincial and/or local levels to support coordination and harmonisation of activities.

- **If you can influence preparedness efforts** on the community level, ensure that women, girls, boys and men are involved in contingency planning and the development of early warning systems and response activities, such as search and rescue, evacuations and relief distribution. Ensure that women and girls and other vulnerable groups, such as the elderly, people with disabilities and LGBTQI, have equal and safe access to

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influence processes and participate in capacity building events such as awareness raising sessions and training. Promote a community culture that sees the value of the involvement of women, girls, men and boys.

Example: The Swedish Rescue Services improved gender equality through criticised measure

The Rescue Services in Sweden struggle with the challenge of recruiting women for their fire fighter teams, one of the reasons being that a macho culture is still in place in many stations and female colleagues commonly face discrimination and harassment at work. In 2013, the Rescue Services initiated a project to increase the resource base for female fire fighters that was piloted in a district in the south of Sweden. In order to achieve the goal, newly-recruited female firefighters were placed only in two different stations. This strategy met a lot of criticism, not least because the women did not have the opportunity to choose where they worked. But the strategy proved to be successful. The project's external evaluators found that when the women were not the only woman on the team, they were less exposed and vulnerable. They became individuals and less of a representative of their gender. The evaluator wrote the following in the final report: "The results of the evaluation shows that a more equal organization is perceived to have contributed to a better working environment for everyone. The rescue service has thereby managed to enforce a ground-breaking change in the firefighting sector." (MSB, 2019).

Early Warning Systems

- **Support the development** of forecasting and early warning systems that put people at the centre and take multiple hazards into account. Strive towards developing systems through participatory processes and tailor them to the needs, risks and capacities of women, girls, boys and men of different ages, abilities and social backgrounds.

- **Consider the varying ways** women and men obtain, process, interpret and respond to warning information, the gender differences in knowledge of disaster risk and in reaction to information. For further guidance, view the section Gender-sensitive and inclusive communication.

- **Ensure broad release channels** that are accessible to everyone e.g. regardless of where they spend their time and how they access information. For more advice, please view the section 2.6 Ensuring equal participation of everyone.

Exercises and training to strengthen preparedness

- **Promote regular disaster preparedness,** response and recovery exercises, drills and training to ensure rapid, effective and gender-sensitive response to potential disasters and related displacement.

- **Integrate gender, age and disability aspects** in the development of scenarios to highlight women, girls, boys and men's different needs and capacities during crises.

- **Ensure training and exercises are planned and performed** in a gender-sensitive manner and secure the equal participation of women and men of diverse ages, abilities and social background, if relevant. For further advice, view the section 2.7 Gender equality in training and exercises.

Pre-positioning of relief items and promoting public awareness at community level

- **Support the establishment of community centres** for the promotion of public awareness and stockpiling of necessary relief materials in accordance to women, girls, boys and men's different needs and requirements. These centres can also be used for implementing relief activities in emergencies, such as distribution of relief items and sharing information via an information desk.

- **Ensure women, girls, boys and men** of diverse ages, abilities and social backgrounds are included and can participate in awareness-raising sessions on equal terms and receive and understand messages. Also include them in the design of relief items kits e.g. for households and hygiene needs. For further guidance on design of gender-sensitive hygiene kits and Non-Food Items, view the sections 3.4 Water, sanitation and hygiene and Site planning and shelter.

- **Establish contracts with manufacturers** and distributors as a preparedness effort to secure that the relief items will be available to women, girls, boys and men in case of an emergency. For further guidance, view the section 2.10 Gender equality considerations in procurement.

- **Ensure that feedback mechanisms** where women, girls, boys and men can provide their input on response activities are established so corrective actions are able address their specific assistance needs.

- **Planning for responding** to gender-based violence (GBV) risks in crisis

- **Promote that the partner organisation** integrates prevention and mitigation of GBV risks in preparedness and response plans in all sectors. This might include forming rapid response and assessment teams that consist of both women and men so they can reach the entire population and identifying emergency shelter sites that are safe for women and girls. For more sector-specific advice on how to reduce and prevent GBV risks and what to include in preparedness plans, please view the *IASC GBV Guidelines* (link in sources) and Part 3 Sector-specific and thematic tools.

- **Collect information on referral services** (health, psychosocial, legal aid, safe house networks etc.) for survivors of GBV and build referral pathways to support timely, confidential and survivors-centred services on the community level during crises. Strong collaboration and coordination between specialised service providers and community awareness on available support is key in this work.

- **Advocate for the establishment of a system** for filing complaints related to GBV, including sexual exploitation and abuse (SEA), that guarantees anonymity. This should be in place as soon as possible following a crisis event and operate 24/7. All staff, volunteers and women, girls, boys and men in the local community should be aware of the procedures for providing feedback and filing complaints and have access to them. The system should not only rely on written feedback/complaints and information materials might need to be adapted to ensure that people with lower levels of literacy and visual impairments can also access the systems.

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Example: Entry points for integrating gender and diversity into an MSB DRR project in Iraq

In 2017-2018, MSB was involved in a capacity-strengthening project with the Joint Crisis Coordination Centre (JCC), the national disaster management agency in Iraqi Kurdistan. The project aimed at enhancing the agency's capacity for disaster risk management, preparedness and response and during this period, MSB deployed different experts to support the work. The integration of gender and diversity aspects into project activities was on the agenda from the initial stage of the project and JCC were committed to including these in the practices and methods developed. Although the results and effects of this project have not yet been evaluated, we would like to share some of the entry points that were used as inspiration for how it can be done for other capacity development projects:

• Selected staff in the agency's different offices participated in training on gender and diversity in disaster management to make sure everyone possessed a basic understanding and awareness of the topic. The training also allowed for discussions and reflections on context-specific issues related to the topic. An MSB gender advisor supported the delivery of the training.

• MSB supported JCC in establishing a Gender Task Force (GTT) within their network to drive the work of strengthening the integration of gender and diversity into JCC operations, both from an employer/organisational perspective and from a gender mainstreaming in operations perspective. The task force received additional training and technical support from an MSB gender advisor to develop a Terms of Reference and work plan for the group. Support was also provided for the task force to develop a gender policy for the agency's offices.

• MSB provided input on how to integrate a gender equality perspective into a new disaster response law in Iraqi Kurdistan. (MSB, 2018)

Further reading in the toolkit:

Sources and further reading:

IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015), www.gbvguidelines.org/en/home/

IASC, Gender Handbook for Humanitarian Action (2017), www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017

IFRC, The responsibility to prevent and respond to sexual and gender-based violence in disasters and crises (2018), www.media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report_Final.pdf

IFRC, A practical guide to gender sensitive approaches to disaster management (2010), www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf

MSB, En räddningstjänst för alla – Handbok i jämställdhet för räddningstjänsten (2019) (only available in Swedish), www.msb.se/sv/Produkter--tjanster/Publikationer/Publikationer-fran-MSB/En-radd-ningstjanst-for-alla--handbok-i-jamstalldhet-for-raddningstjansten/

UN, Sendai Framework for Disaster Risk Reduction 2015 – 2030, www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

UNISDR, 20-Point Checklist on Making Disaster Risk Reduction Gender Sensitive (2011), www.unisdr.org/files/42360_20point-checklistforgendersensitived.pdf

UNISDR, UNDP, IUCN, Disaster Risk Reduction Gender-Sensitive: Policy and Practical Guidelines 2009, www.unisdr.org/files/9922_MakingDisasterRiskReductionGenderSe.pdf

UNISDR, Developing Early Warning Systems: A Checklist (2006), www.unisdr.org/2006/ppew/info-resources/ewc3/checklist/English.pdf

UN Women, UNDP, Gender and disaster risk reduction in Europe and Central Asia: a workshop guide for facilitators (2018), www2.unwomen.org/-/media/field%20office%20eca/attachments/publications/2018/gender%20and%20disaster%20risk%20reduc-tion%20in%20europe%20and%20central%20asia%20%20work-shop%20guide%20english.pdf?la=en&vs=2805

3.10.3 Crisis coordination and management

Coordination and management is fundamental to ensuring that the actors responsible can lead and coordinate their work effectively in times of serious events, crises and disasters, and to prevent and mitigate unnecessary and avoidable risks, suffering and damage. MSB assists partner organisations to strengthen their capacity within the area of civil protection and crisis preparedness and response through organisational development, strengthened coordination and communication capacities and by providing support to the planning, implementation and evaluation of training and exercises. Within this field, ensuring that gender and diversity dimensions are taken into account and promoting gender equality is one of the key MSB mandates.

Below you will find advice and tips to consider in projects that seek to strengthen organisations' capacities to coordinate and manage crisis events to ensure the different needs, risks and vulnerabilities of women, girls, boys and men are taken into account. This guide has been written to support MSB staff working with crisis management and coordination organisations, such as national disaster management and civil protection agencies, and can be applied to different country contexts, from high income to lower income countries.

Key considerations for mainstreaming gender equality, diversity and protection into crisis coordination and management

Putting coordination structures in place

- **Identify existing committees/forums/networks** dealing with crisis management and coordination between relevant actors e.g. government agencies and national and international NGOs and review the integration of gender and diversity aspects in their operations.

    - **Look inside the partner organisation** and at national, sub-national/provincial and local levels depending on the scope of the programme. For example, check if gender, diversity and GBV is on the agenda and if sex and age disaggregated data are highlighted.

    - **Look at who is represented in the group/s** and if women and men feel equally comfortable with expressing themselves?

    - **Promote gender balance** (at least a 40/60 ratio) in the group/s and a safe and inclusive environment in meetings.

    - **Advocate for gender and diversity** to be a permanent item on the agenda.

    - **If committee/group members' awareness** of gender and diversity-related aspects of crisis management appears low, suggest that e.g. a local gender expert/organisation visit a meeting and introduce the group to the topic.

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- Find out if specific **gender and/or** gender-based violence (GBV) **task forces/committees/networks exist** for crisis management and coordination. These might comprise of gender, GBV and/or protection from sexual exploitation and abuse (PSEA) focal points appointed by relevant organisations and may function on the national, regional and/or local level. These can be organised by both national and international agencies. Encourage the partner organisation to get involved in these groups to learn more and share information and experiences on their efforts to integrate gender, diversity and GBV into crisis response, preparedness and recovery efforts.

- **If no gender and GBV task forces/committees/networks exist,** examine possibilities for advocating for their establishment on the relevant level/s to support the integration of gender, diversity and GBV dimensions in crisis preparedness, response and recovery work.

- **Create opportunities for dialogue** between local women's organisations, policy-makers and governmental bodies through existing coordination mechanisms, e.g. those initiated by international agencies and organisations.

Example: A gender perspective in MSB national coordination conferences

One of MSB's responsibilities is to lead a weekly national coordination conference bringing together national government agencies of relevance for crisis management to continuously practice information sharing and inter-agency coordination in case of a crisis. In 2017, MSB carried out a study showing that there are several entry points where MSB can contribute to strengthening the integration of a gender equality and diversity perspective into the national coordination conferences. For example, MSB sets the agenda in the conferences and can therefore ensure that different aspects of gender and diversity are raised in meeting, such as the types of crises to be coordinated. The MSB chairperson plays an important role and can ask follow-up questions to agencies e.g. how different target groups have been affected by an event, if they have access to sex and age disaggregated data etc. This person also bears an important responsibility to ensure both female and male, young and old, participants in the weekly conference feels free to engage actively and speak freely.

The study results have then been used to develop the coordination conferences further. For example, the chairs of the meetings have received basic gender training and new, more gender-,sensitive templates and instructions are under development to support this work. Hopefully, in the future, this will show positive effects on gender equality in inter-agency coordination and information sharing between agencies in Sweden in cases of crises (MSB, 2019).

Strengthening the capacity of duty officers and operational management

- **Identify the organisation's methods,** routines, tools and templates that support the integration of gender equality and diversity perspectives into preparedness and contingency planning. If lacking, advocate for the integration of these per-spectives into existing documents or the development of new ones. Ask for additional support from gender experts/focal points within or outside the organisation if necessary.

- **Advocate for a gender balance** (at least 40/60 ratio) in recruitments and appointments to duty officer and operative crisis management roles. If there is an application and recruit-ment process, ensure that women and men have equal oppor-tunities to apply, be selected and take on the job. For further advice, please view the section 2.8 Gender equality considera-tions in recruitment and human resources.

- **Promote regular exercise** and training for duty officers and operational management staff to ensure rapid, effective and gender-sensitive response to potential events. Integrate gender, age and disability aspects into the development of scenarios to highlight women, girls, boys and men's different needs, risks, vulnerabilities and capacities during crises. For further advice view the section 2.7 Gender equality in training and exercises.

Strengthening common operational pictures and consequence analyses

- **Promote the development of gender-sensitive tools** and templates for common operational pictures for crisis events that include information on gender-related needs, risks (including GBV), vulnerabilities and capacities. Also, include if and how these events have different consequences for women, girls, boys and men of different ages, abilities and social backgrounds. Disaggregate data by sex, age, disability and other relevant context-specific social factors. Use findings to prioritise aid and support.

- **Consider the need for the partner organisations** to develop a baseline gender brief providing a quick overview of a pre-crisis situation as a preparedness measure. These could include information about the roles, responsibilities and relations between women, girls, boys and men in different areas and information about their distinct needs, risks (including risks of GBV), vulnerabilities and capacities. This information could then be used as a starting point for the organisation to analyse the impacts of a potential crisis situation on different groups of society.

- **If feasible, always seek to engage community organisations,** NGOs and other groups representing women, girls, boys and men of different ages, abilities, social backgrounds and gender identities in the identification and analysis of crisis situations. Use participatory methods that are culturally and socially sensitive to the context and ensure equal participation of women, girls, boys and men.

Crisis communication

- **Support the partner organisation** to prepare methods, tools and networks to be able to share relevant, timely and gender-sensitive information to the public, internally in the organisation and to other actors, such as government agencies and NGOs in a crisis event.

- **Adapt texts, language and images** to ensure communication is gender-sensitive, inclusive and relevant to the specific context. View the section 2.9 Gender-sensitive and inclusive communication for further advice.

- **Make sure that women, girls, boys and men** of different ages, abilities and social backgrounds can receive and understand the information and messages. Choose and adapt communication tools and channels with this in mind e.g. by looking at language limitation, literacy among different groups and who is using what kind of communication means, such as print, radio, TV, Internet, social media and SMS. Include several communication methods in case one is not sufficient to reach everyone.

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Example: A Swedish information brochure about crisis preparedness was adopted to different groups

In the spring of 2018, MSB sent out the brochure "If crisis or war comes" to 4.8 million Swedish households. In the brochure there were a large number of illustrations of different situations linked to crises and war and measures that individuals can take to prepare at home. In order to reflect society, MSB ensured that different people appeared on the pictures. For example, people over the age of 55 were completely missing from the pictures in the first draft. In addition to age, MSB ensured that people of different sexes and ethnic backgrounds were included. People with disabilities who may have special needs in a crisis were also featured. Women, men, young and old were all in active roles. (MSB, 2018[49]).

A meeting with participants from the EU Civil protection mechanism and MSB to coordinate resources from international actors. Photo: Pavel Koubek, EU, 2018

49. www.msb.se/RibData/Filer/pdf/28706.pdf

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Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.6 Gender-based violence

1.7 Gender, diversity and protection concerns in crises

2.1 Integrating a gender equality perspective into situation analysis (gender analysis)

2.2 Using disaggregated data to inform analysis

2.6 Ensuring equal participation of everyone

2.7 Gender equality in training and exercises

2.8 Gender equality considerations in recruitment and human resources

2.9 Gender-sensitive and inclusive communication

2.11 Safety, security and protection in the operation

3.10.1 Risk and vulnerability analysis

3.10.5 Putting gender equality on the agenda in partner dialogue

Sources and further reading:

UNISDR, 20-Point Checklist on Making Disaster Risk Reduction Gender Sensitive, www.unisdr.org/files/42360_20pointchecklistfor-gendersensitived.pdf

UNISDR, UNDP, IUCN, Disaster Risk Reduction Gender-Sensitive: Policy and Practical Guidelines 2009, www.unisdr.org/files/9922_MakingDisasterRiskReductionGenderSe.pdf

UN, Sendai Framework for Disaster Risk Reduction 2015 – 2030, www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

3.10.4 Capacity development for DRR

Capacity development does not take place in a vacuum or start on a clean slate. It is complex and intertwined with organisational and national cultures and cannot be limited to enhancing the knowledge and skills of individuals only. Until fairly recently, "capacity" was narrowly understood as being about training and transfer of technical know-how, but there has now been a major shift in thinking and important recognition that it also requires long-term, holistic and systematic change processes.

MSB has long experience in capacity development work and has developed an approach that guides initiatives through a number of phases and methods. Below there is an overview of the overall approach and tips on how to ensure the different needs, challenges and opportunities of women and men of different ages, abilities and social backgrounds in organisations are considered in capacity development projects. This is key to ensuring that everyone benefits from efforts and gains equal opportunities to strengthen their own capacity.

Promoting more gender equal and non-discriminatory relationships, norms and values are also key factors to more well-functioning organisations where each individual staff member can fulfil their role, function effectively and utilise their full potential. Ensuring the systematic integration of gender and diversity perspectives and promoting gender equality in all phases of capacity development projects is therefore key to success.

The capacity of individuals depends on the quality of the organisation where they work. It is also influenced by the enabling environment in which the organisation operates and the structures of power and influence in which they are embedded. In capacity development, three levels are often consequently often referred to; individual, organisational and the enabling environment.

Strengthening capacity on the individual level

This level is about changing women and men's behaviours and strengthen their knowledge and skills. Peoples' capacity is shaped by their background, their position in society or in an organisation, the level of knowledge and skills they have acquired throughout life, and the opportunities they have had to gain new ones. In most countries in the world, being a woman or a man impacts these aspects strongly. Due to unequal gender norms and discrimination against women all over the world, women often have fewer opportunities to develop new skills, grow professionally and utilise their full potential in life. Age, ability and other social factors, such as religion, ethnicity, sexual orientation and gender identity may also influence individuals' capacity and their abilities to strengthen it. Being a young and disabled woman can, for example, limit a person's ability to develop capacities even further.

Activities aimed at strengthening capacity on this level may include working with individuals or groups to strengthen their skills and expand their experience and knowledge through training, exercises and through experimental and practical learning. Examples of gender and diversity considerations in this work can be found in the box on the next page.

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Fact box: Example of activities on the indidivual level

- **Promote that women and men have equal opportunities** for selection to participate in capacity-development activities. Strive towards a gender balance (at least a 40/60 ratio) in teams in dialogue with the partner organisation. For further advice, please view the section 2.6 Ensuring equal participation of everyone and 2.8 Gender Equality considerations in recruitment and human resources.

- **Ensuring that women and men have equal opportunities** to participate in and learn from training and exercises. For example, integrate gender, age and disability aspects into course material and the development of cases and scenarios. Consider whether women and men can be mixed in training sessions in order to ensure that everyone feels confident enough to participate actively and ensure that scheduling is appropriate to assist attendance. For further advice, view the section 2.7 Gender Equality in training and exercises.

Strengthening capacity on the organisational level:

This level focuses on changing structures, systems and management to increase organisations' capacity to engage and motivate, deliver results and lead change processes. Due to unequal gender norms all over the world, organisational culture and management can play an important role in limiting women's ability to fulfil their roles in an organisation, reach effective results and grow professionally. Other groups might also face structural obstacles in organisations, such as young, the elderly, disabled and religious and ethnic minorities. For example, being a young woman might limit your position and the ability to develop new capacities even further.

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Consequently, working on the organisational level must include looking at how structures, systems and management hinder or support different groups of women and men to function effectively and increase their capacity in organisations. Activities may include mapping and strengthening organisational policies, frameworks, routines, instructions and tools to ensure they are inclusive and promote gender equality. The ultimate goal is that the organisation can fulfil their mandate and utilise all individuals' full potential. Examples of gender and diversity considerations in this work can be found in the box below.

Fact box: Example of activities on the organisational level

- **Mapping and reviewing relevant policies,** frameworks, routines, instructions and tools on gender and diversity in the partner organisation. This will give an understanding of the capacity of the organisation in regard to gender and diversity-related issues. Things to look for could include:

  - If and how women and men's equal participation and influence are promoted.

  - If women and men's different needs, roles, responsibilities and opportunities are considered and valued.

  - If women and men have equal opportunities to grow professionally.

  - If there are clear informal and formal structures for women and men to participate in.

  - If diversity perspectives are included and discrimination on the basis of age, disability, religion, ethnicity, sexual orientation or gender identity (depending on the legal framework in the country) is prohibited.

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- **Maintain a continuous dialogue with the partner organisation,** including senior management, in order to understand and build on their objectives, policies, processes, tools, knowledge and experience related to gender and diversity-related issues. Explain the MSB approach, policy background and mandate in regard to integrating gender equality and diversity in the project and support that is available. Key is to allow time to understand if there is resistance, build trust and ownership for prioritising these perspectives. The "how to do it" should follow the partners' capacities and needs by finding common ground. For more support in dialogue, please view the 3.10.5 Putting gender equality on the agenda in partner dialogue.

- **Promote that the partner organisation's HR department** adopts/strengthens non-discriminatory and gender equal policies and codes of conducts for staff. This may include ensuring that women and men's work role is possible to balance with their role in the family e.g. by offering parental leave, flexible work hours and child and elderly care. Key in this work is also to ensure that women and men feel safe and are not put at risk of gender-based violence (GBV), including sexual harassment and abuse, when at work. For further advice on this, view the sections Safety and security and 2.11 Safety, security and protection in the operation.

- **Promote that women and men have equal opportunities** to advance in their career in the organisation and achieve leadership positions. Support a gender balance (at least a 40/60 ratio) on each management levels e.g. line managers, head of teams and senior management. For further advice, please view 2.6 Ensuring equal participation of everyone and 2.8 Gender equality considerations in recruitment and human resources.

- **If training and exercises are organised,** ensure that women and men have equal opportunities to participate, speak and learn. For example, integrate gender, age and disability aspects into course materials and the development of cases and scenarios and consider whether women and men can be mixed in training sessions in order to ensure that everyone feels confident enough to participate actively. For further advice, view the section 2.7 Gender equality in training and exercises and 2.6 Ensuring equal participation of everyone.

- **In order to support changing unequal power relations** and increasing trust between staff members, encourage an ongoing discussion around acceptable behaviours in the workplace and desirable values and norms around gender and diversity. Ask for support from gender/GBV/PSEA experts/focal points within or outside the organisation to facilitate such discussions.

The enabling environment

This level focuses on addressing aspects in the broader social environment, such as legal frameworks, political processes, culture, norms, values and power relations that can support or inhibit capacity strengthening on an individual or organisational level. Due to unequal gender norms all over the world, legal frameworks in some countries might openly discriminate against women and certain groups, such as LGBTQI. This is then very likely to also exert influence on the abilities of these group to fulfil their role and grow professionally in an organisation.

Activities on this level may include strengthening the organisation's position in relation to other actors and coordination with national and international actors on issues related to e.g. the *Sendai Framework for Action*[50]. Examples of gender and diversity considerations in this work can be found in the box below.

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50. www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

Fact box: Example of activities to influence the enabling environment

- **Mapping national policies and legal frameworks** relevant to the project in order to understand the local context in regards to gender equality and diversity as all of these will influence on the direction of the project. Things to scan for could include:

  - If and how women and men's equal participation in decision-making in the political, economic and social sphere is promoted e.g. in political leadership positions, and if informal and formal decision-making structures allow for this.

  - If women and men's different needs, roles and responsibilities are considered and valued in societal development and in the provision of services.

  - If women and men have equal rights to resources, assets and freedom of movement in society.

  - If diversity perspectives are included and discrimination also on the basis of age, disability, religion, ethnicity, sexual orientation or gender identity (depending on the legal framework in the country) is prohibited.

- **Identify** relevant networks and coordination/working groups that could support a positive change to the enabling environment for example, find out if there are gender and women's rights committees, coordination groups or networks organised by national and/or international actors. These may function as platforms for organisations to join forces and advocate for changes in legislation and policies. Encourage the partner organisation to get involved in these groups to learn and share information and experiences on their efforts to integrate gender and diversity considerations into their work and on challenges and obstacles when it comes to the enabling environment.

- **Link up with women's organisations,** policy-makers, govern-mental bodies and research institutions to learn about similar initiatives working on promoting gender equality and diversity in similar fields of work. Coordinate your work and build on these in your project. If the project scope allows, examine opportuni-ties to strengthen capacities of relevant national ministries so they can lead on women's empowerment and strengthen the integration of gender equality into policymaking and service delivery on the national level.
- **If you have opportunities to influence relevant policies** and legislation, support the inclusion of gender equality considerations and diversity perspectives. If necessary, ask for support from gender experts/focal points within/outside the organisation.

Training of staff from the Somali Coast Guard in Mogadishu, Somalia in 2018.
Photo: Kenneth Meijnes, MSB, 2018

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Example: Approaches in two MSB capacity-development projects

MSB is currently implementing a number of interesting international capacity development projects for DRR where gender and diversity have formed an integral part of the approach and work plan. Since the results and effects of these projects have not been collected and evaluated just yet, it is at this stage difficult for us to highlight examples of good practice. Instead, we would like to give a taste of the approaches and entry points that have been used in two different projects and which could serve as inspiration or how to work in other capacity development projects:

IPA DRAM – Disaster Risk Assessment and Mapping, the Balkans and Turkey (2016-2019)

In IPA DRAM the project initially carried out an analysis of applicable legislation, structures and vulnerable groups per country. For all the technical areas the project covers, an overview was created that identified the relevant entry points and key aspects to consider per technical area in the different capacity-strengthening activities. The key experts in the project were also oriented on gender-aware facilitation and linkages with national gender quality agencies were established. Monitoring of gender balance in participation in activities has been carried out on a continuous basis.

Joint Crisis Coordination Centre (JCC), Iraqi Kurdistan (2016-2018)

Dialogue between JCC and MSB regarding how gender was to be approached in the joint programme resulted in a decision to cover both the employer/organisational perspective, as well as the operational gender mainstreaming perspective. In the project, activities were included to support the establishment of a Gender Task Force working with a ToR endorsed by management. A gender training programme that targeted both HQ and regional offices was also implemented. In addition, some preparatory steps were taken to develop a gender policy for JCC offices and MSB provided technical advice in the development of a new national disaster law in Iraqi Kurdistan to support the integration of a gender equality perspective into legislation. (MSB, 2019)

Further reading in the toolkit:

Key concepts and definitions

1.3 Gender and diversity

1.6 Gender-based violence

2.6 Ensuring equal participation of everyone

2.7 Gender equality in training and exercises

2.8 Gender equality considerations in recruitment and human resources

2.11 Safety, security and protection in the operation

3.10.5 Putting gender equality on the agenda in partner dialogue

Sources and further reading:

MSB Capacity Development Guide (2018), not available online.

3.10.5 Putting gender equality on the agenda in partner dialogue

Working with gender equality in resilience-strengthening operations is often a lengthy process that requires strong commitment, ownership and knowledge on different levels in an organisation in order to achieve results. When initiating new collaboration with a partner organisation, putting the topic on the agenda from the very first day is therefore key. Over the years, we have learned from what has worked well in operations when it comes to partner dialogue and creating motivation and commitment for integrating gender equality into a joint operation.

> When initiating new collaboration with a partner organisation, putting gender on the agenda from the very first day is key.

Below you will find advice and tips based on these lessons learned for resilience-strengthening operations and bilateral collaboration. This guide has been written to support MSB programme officers and field staff working with crisis management and coordination organisations, such as national disaster management and civil protection agencies, and can be applied to different country contexts, from high income to lower income countries.

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Preparations- a prime factor for success!

Prior to dialogue with the partner organisation about gender mainstreaming in future cooperation, some suggestions for preparation.

- **Study any partner policies,** information on website (or in other communication channels), earlier assessment reports, data about staff distribution by sex etc.
- **Discuss previous experiences,** internally and externally, from working with gender mainstreaming in the country/region and the success factors or challenges that were experienced.
- **Prepare your arguments:** give concrete examples of the advantages of integrating gender to thematic areas (i.e. risk and vulnerability assessment) and the working methods (i.e. training) that your cooperation is expected to include.
- **Ask the embassy and other organisations** that support the partner organisation about previous interest/support/ work with gender mainstreaming, openness to work with gender mainstreaming generally and strategies that have been successful previously.
- **Read up on national legislation,** international commitments e.g. The Convention on the Elimination of All Forms of Violence Against Women (CEDAW) or National Action Plans for UN Security Council Resolutions on Women, Peace and Security policies, structures and functions related to gender equality. Also, remember to read up on relevant MSB governing documents and guidelines.
- **Read up on possible requirements and guidelines** from the donor related to gender.
- **Seek support from Gender Focal Points and colleagues** and practice dialogue if you feel insecure.

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Dialogue with the partner organisation

There are different possible entry points to a dialogue with the partner organisation about gender equality and a few different suggestions and examples have been listed below.

- **The partner organisation policies,** structures and/or operations. If you have found information that the partner organisation, for example, has a gender policy then this might be a good entry point by asking about how the partner organisation applies it in its organisation and operations. **Other areas to check up on in order to identify entry points in the organisation include:**
    - **Does the partner organisation** have a gender focal point or other structure in place to organise their gender work? If so, ask for a meeting with relevant staff member in order to learn about their work.
    - **What other resources are available?**
    - **Is this an area that is prioritised/not prioritised** by the partner organisation? Why/why not? What other areas are prioritised?
    - **Are there ongoing processes** (possibly supported by other partners) that could be utilised as an entry point? E.g. ask questions such as "I saw that you carried out this activity, what did it lead to?"
    - **Have there been previous projects** or cooperation between the partner organisation and other actors to link to as an entry point in order to discuss how the cooperation mainstreamed gender and see if there is openness to a similar approach, e.g. previous work, preferably with concrete examples of activities.
    - **Does the partner organisation** have suggestions on how to approach this area, what they want etc.?

- **National legislation, policies, guidelines or similar.** Refer to national legislation, policies or guidelines or similar that you have identified and ask how the partner works with these and if they, for example, have established different types of partnerships related to gender equality. Identify on-going processes, such as revisions and monitoring/evaluation and the participation of women and girls.

- **Efficiency and rights perspective.** Gender-mainstreamed operations will be more efficient in that the project and its deliverables are adapted to different needs and capacities and can have more effect in the partner organisation and the target group of the partner organisation. Women, men, girls and boys have the same rights and should consequently have the same opportunities to influence and be represented. For example, in risk and vulnerability analysis methods, informants and analysis must reflect how different groups perceive risk differently and that risk reduction, response and recovery must be adapted accordingly or risk not reaching, or being relevant, to vulnerable groups. Another example is in exercises where the scenario and characters should represent and reflect different groups and needs, so that the participants can act in line with a realistic scenario and be better prepared for an actual event.

- **The Sendai framework for Disaster Risk Reduction**[51]. In the Sendai framework guiding principles there are two paragraphs (see below) that address the importance of the needs of different groups, integrating this perspective into policy and practice, especially supporting women and youth leadership and collecting disaggregated data in order to inform future policies and measures. Guided by the partner organisation, work with Sendai Framework implementation and ask how the partner organisation implements these guiding principles.

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51. www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

Part 3: Sector-specific and thematic tools

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(d) Disaster risk reduction requires an all-of-society engagement and partnership. It also requires empowerment and inclusive, accessible and non-discriminatory participation, paying special attention to people disproportionately affected by disasters, especially the poorest. A gender, age, disability and cultural perspective should be integrated into all policies and practices, and women and youth leadership should be promoted. In this context, special attention should be paid to the improvement of the organized voluntary work of citizens;

(g) Disaster risk reduction requires a multi-hazard approach and inclusive risk-informed decision-making based on the open exchange and dissemination of disaggregated data, including by sex, age and disability, as well as on easily accessible, up-to-date, comprehensible, science-based, non-sensitive risk information, complemented by traditional knowledge;

- **Donor requirements.** As a last resort, refer to the requirements of the donor in this area and the conditions that come with the funding.

Also describe;

- **What are the MSB points of departure?** What policies, guiding documents and principles guide MSB work e.g. instructions in the letter of appropriations and *Sweden's National Action Plan on the UN Security Council Resolutions on Women, Peace and Security*[52]? What can MSB contribute in this area? Describe different type of resources available, earlier partnerships and working modalities. However, note that MSB cannot deliver "ready-made" solutions and products; these products will be made in cooperation with the partner with the aim of strengthening partner organisation capacity to gender mainstream. What are the partner organisation's thoughts on this?

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52. www.government.se/reports/2016/05/swedens-national-action-plan-for-the-implementation-of-the-united-nations-security-councils-resolutions-on-women-peace-and-security/

Remember...

- **That it is important that this work,** and the dialogue, is based on partner organisation preconditions and ongoing activities. It may also be good to check if external or local expertise in this area has greater chances of being successful.
- **That it is good to have dialogue on several levels** in the partner organisation since perspectives might differ and also to gain acceptance for this work in the organisation, especially in management, to ensure ownership, effect and sustainability.
- **To check understanding of terminology** such as gender and gender mainstreaming. Do we mean the same things when we use the terminology? Are there words in local languages that explain it better?
- **Meeting and involving the national gender equality agency** could be a factor for success.

Further reading in the toolkit:

Key concepts and definitions
1.3 Gender and diversity
1.6 Gender-based violence
3.10.5 Putting gender equality on the agenda in partner dialogue

Sources and further reading
MSB internal tools and experience

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Key concepts and definitions

Bisexual refers to women or men who are attracted to both sexes, female and male (EIGE, nd).

Capacity is defined as the combination of all the strengths, attributes and resources available within an organisation, community or society to manage and reduce disaster risks and strengthen resilience. Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management (UNISDR, 2017)

Disaster is a serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts (UNISDR, 2017)

Disaster risk is the potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity (UNISDR, 2017).

Disaster Risk Management is the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses (UNISDR, 2017)

Disaster Risk Reduction (DRR) is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development. DRR is the policy objective of disaster risk management, and its goals and objectives are defined in disaster risk reduction strategies and plans (UNISDR, 2017).

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Diversity (refer to 1.3) refers to the variations in characteristics, needs, priorities, opportunities and capacities that exists in a groups individuals based on, for example, differences in age, disability, religious belief, ethnic background, nationality, sexual orientations, gender identity and expression, health and social status. Considering diversity in international operations means respecting and taking into account all of these differences to ensure we understand the situation of all people, do not discriminate against anyone and that our work is adapted to meet the needs and utilise the full potential of everyone (IFRC, 2018).

Early Warning System is an integrated system of hazard monitoring, forecasting and prediction, disaster risk assessment, communication and preparedness activities systems and processes that enables individuals, communities, governments, businesses and others to take timely action to reduce disaster risks in advance of hazardous events (UNISDR, 2017).

Gay generally refer to a man who is attracted to other men (EIGE, nd).

Gender refers to the social differences between women and men, as opposed to the biological ones. Perceptions around gender are socially and culturally constructed and often classify women and men into two categories, women and men, and associate the two categorise with specific behavioural, cultural, psychological and social characteristics. What is perceived as feminine and masculine is not definite but constantly reconstructed and renegotiated in societies. Gender changes over time and also varies both within and between countries, cultures and population groups (MSB, EIGE, nd).

Gender analysis is the study of differences in needs, opportunities and capacities of women, girls, boys and men in a given context. A gender analysis looks at the relationships between women, girls, boys and men and considers their respective roles, access to and

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control of resources, participation in decision- making and constraints and risks each group faces relative to others (EIGE, nd).

Gender awareness is the recognition of that life experience, expectations and needs of women and men are different (see gender) (EIGE, nd).

Gender balance/parity refer to when women and men are equally represented in a group of individuals, for example at all levels of an organisation. A ratio of 40/60 is commonly set as a minimum standard in organisations. However, gender balance/parity is not only about equal representation but also about creating an environment where women and men have the same opportunities to participate meaningfully, influence and contribute to the group (EIGE, nd).

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 (gender) differences between women, girls, boys and men. Example of different types of GBV include sexual violence, including sexual exploitation and abuse and forced prostitution; domestic violence; trafficking; forced and early marriage; harmful traditional practices such as female genital mutilation/cutting and economic abuse (IASC, 2015).

Gender blind is the failure to recognise and take into account the different needs, roles and responsibilities that women, girls, boys and men are ascribed to in a specific social, cultural, economic and political context (EIGE, nd).

Gender equality is achieved when women and men of all ages, abilities and social backgrounds have the same opportunities to influence decisions concerning their own life and society as a entire. It is when women and men have the same rights and equal access to economic, political and social participation, control over resources

and freedom of movement. Gender equality is realised when the diverse behaviours, aspirations and needs of women and men are equally valued and favoured in society. To reach this goal, transformation of social and institutional structures into equal and dignified structures for women and men is needed (MSB; EIGE, nd).

Gender equity recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that changes the imbalances between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In simple terms one can say that gender equality is the goal and equity is the means to get there (MSB; EIGE, nd).

Gender equality programming is simply programmes that promote gender equality and are sensitive to and integrate gender dimensions in all stages of a programme – in assessments, design, implementation and follow-up of activities. In gender equality programming, one often talks about two main strategies: gender mainstreaming and targeted actions (IASC, 2018).

Gender budgeting integrates a gender perspective into donor and national government planning, budgeting, and monitoring and evaluation practices in order to promote gender equality throughout the budget cycle (EIGE, nd).

Gender focal points are typically one or more staff members within an organisation who has been appointed a role to promote gender equality and ensure the implementation of a gender-responsive actions in an organisation's work (EIGE, nd).

Gender gap is referred to a difference between women and men in terms of, for example, their level of participation, access to information, resources, rights, pay or benefits (EIGE, nd).

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Gender identity refers to a personal and deeply felt individual experience of gender. One's gender identity may or may not correspond to the person's physiology or designated sex at birth (EIGE, nd).

Gender mainstreaming is a strategy for making women and men's concerns and experiences an integral part of every stage of a programme or project. It involves the design, implementation, monitoring and evaluation phase and seeks to ensure that women and men benefit equally from all activities and that inequality is not perpetuated (IASC, 2018).

Gender-neutral means that something is not associated with either women or men. It may refer to various aspects such as concepts or style of language. Gender-neutral language or gender-inclusive language is language that avoids bias towards a particular sex or social gender, such as chairman (EIGE, nd).

Gender norms are ideas about how women and men should be and act. As with all other kind of social and cultural norms, gender norms are standards and expectations that a particular society, culture and community produce and to which women and men generally conform (EIGE, nd).

Gender roles are social and behavioural norms that within a specific culture are widely considered to be socially appropriate for individuals of a specific sex. Collectively, gender roles often determine the traditional responsibilities and tasks assigned to women, men, girls and boys (EIGE, nd).

Gender relations refer to relations between men and women that are socially determined by culture, religion, or socially acceptable ways of thinking or being. It influences how women and men can socialize and interact with each other (EIGE, nd).

Hazard is a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation (UNISDR, 2017).

Heterosexuality is the sexual, emotional and/or romantic attraction to a sex other than one's own (EIGE, nd).

Homosexuality is the sexual, emotional and/or romantic attraction to people of the same sex (EIGE, nd).

Humanitarian action is defined by humanitarian principles; to deliver life-saving assistance to those in need, without any adverse distinction. They distinguish humanitarian aid from other activities, for example those of political, religious, ideological or military nature. Adherence to the humanitarian principles facilitates access and acceptance, and helps humanitarian workers carry out their work (ECHO, 2018).

Intersectionality is an analytical tool for understanding and responding to how sex and gender overlap and intersect with other social factors and personal characteristics, such as age, disability, socio-economic status, sexual orientation, gender identity and expression, religion, ethnicity etc. and contribute to unique needs and experiences of discrimination (EIGE, nd).

Intersex refers to individuals who are born with sex characteristics e.g. chromosomes, hormones and genitalia that are not exclusively male or female as defined by the medical establishment in society (EIGE, nd).

Lesbian refer to a woman who is attracted to other women (EIGE, nd).

LGBTQI is short for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Intersex.

Queer/questioning refers to all individuals who fall outside of the gender and sexuality 'norms' (EIGE, nd).

Risk Assessment is a methodology that determines the nature and extent of risk. It analyzes potential hazards and evaluates vulnerabilities that could pose a potential threat to people, property, livelihoods and the environment on which they depend. These assessments include detailed quantitative and qualitative understandings of risk: its physical, social, economic, and environmental factors, and consequences (UNISDR UNDP, IUCN, 2009)

Transgender is an umbrella term that describes people whose gender identity or expression does not match the sex they were assigned at birth. The term includes, among many others, transgender persons who are between male and female, transsexuals and transvestites. The opposite is called cisgender, or non-transgender, which describes people whose gender identity matches their sex at birth (EIGE, nd)

Protection mainstreaming refers to activities aimed at obtaining full respect for the intrinsic rights of all individuals in accordance with international law (e.g. international humanitarian, human rights and refugee law) taking into account differences in age, gender, minority or other background. Mainstreaming protection is the process of, in combination with a gender equality perspective, incorporating this lens in all activities of our work. The ultimate aim is to ensure that activities do not cause harm, target the most vulnerable, enhance safety, dignity, and promote and protect the human rights of the target group without contributing to or perpetuating discrimination, abuse, violence, neglect and exploitation (Global Protection Cluster, nd).

Sex is the physical and biological characteristics that distinguish males and females. It refers to a person's anatomy and physical attributes such as external and internal reproductive sex organs (EIGE, nd).

Sex and Age Disaggregated Data (SADD) refer to data broken down by sex and age (and potentially also other variables) to for example reflect the different needs, priorities and interests of women and men of different ages and their access to and control over resources, services and activities (IASC, 2018).

Sexual and reproductive health and rights. Sexual rights include the right to receive the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive health-care services. Sexual rights protect all people's rights to fulfil and express their sexuality. Reproductive rights are rights of all individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to the highest attainable standard of sexual and reproductive health (IASC, 2018).

Sexual orientation refers to a person's emotional, romantic and sexual attraction to another person. It refers to attractions towards individuals of a different sex/gender (heterosexuality), the same sex/gender (homosexuality) or more than one sex/gender (bisexuality) (EIGE, nd).

Survivor-Centred Approach creates a supportive environment in which a survivor of GBV's rights and wishes are respected, their safety is ensured, and they are treated with dignity and respect. A survivor-centred approach is based on the following guiding principles:

- **Safety:** The safety and security of the survivor and her/his children is the primary consideration.
- **Confidentiality:** Survivors have the right to choose to whom they will or will not tell their story, and information should only be shared with the informed consent of the survivor.

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- **Respect:** All actions taken should be guided by respect for the choices, wishes, rights and dignity of the survivor. The role of helpers is to facilitate recovery and provide resources to aid the survivor.
- **Non-discrimination:** Survivors should receive equal and fair treatment regardless of their age, gender, race, religion, nationality, ethnicity, sexual orientation or any other characteristic (UNFPA, 2015).

Vulnerability is the conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards (UNISDR, 2017).

Women's (and girls') empowerment is a strategy that seeks to change power relations that assign women and girls a low social status in an effort to redress debilitating inequality. Women's empowerment programmes regard women and girls as agents of change and focus on raising awareness, building self-confidence, expanding choices and increasing access to and control over resources for women and girls. This in turn will enable a transformative change to take place, disrupts gender stereotypes and allows for long-term sustainable change (IASC, 2018).

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Annex 1: Key normative frameworks, tools and guidelines on gender equality in international operations

Key international policy on gender equality in international operations

- Universal Declaration of Human Rights, 1948 (www.un.org/en/universal-declaration-human-rights/)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979 (www.un.org/womenwatch/daw/cedaw/)
- Beijing Declaration and Platform for Action, 1995 (www.beijing20.unwomen.org/en/about)
- UN Security Council Agenda on Women, Peace and Security, 2000–2015: Resolution 1325 (2000); 1820 (2009); 1888 (2009); 1889 (2010); 1960 (2011); 2106 (2013); 2122 (2013) and 2242 (2015) (www.peacewomen.org/why-WPS/solutions/resolutions)
- EU Comprehensive approach to the EU implementation of the United Nations Security Council Resolutions 1325 and 1820 on women, peace and security, 2008 (www.register.consilium.europa.eu/doc/srv?l=EN&f=ST%2015671%202008%20REV%201)
- EU Gender Action Plan (GAP II) 2016-2020 (www.europa.eu/capacity4dev/public-gender/minisite/eu-gender-action-plan-2016-2020)

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- IASC Policy on gender equality and the empowerment of women and girls in humanitarian action, 2017 (www.interagen-cystandingcommittee.org/gender-and-humanitarian-action/documents-public/iasc-policy-gender-equality-and-empower-ment-women)
- Call to Action on Protection from Gender-based Violence in Emergencies, 2013 (www.calltoactiongbv.com/)
- 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals, 2015-2030 (www.un.org/sustaina-bledevelopment/development-agenda/)
- Sendai Framework for Disaster Risk Reduction 2015-2030 (www.unisdr.org/we/coordinate/sendai-framework)

Key Swedish policy documents on gender equality in international operations:

- Sweden's Gender Equality Policy Goals, 2006 (www.jamstalld-hetsmyndigheten.se/en/about-gender-equality/swedens-gen-der-equality-policy)
- Sweden's Feminist Foreign Policy (www.government.se/gov-ernment-policy/feminist-foreign-policy/)
- Sweden's National Action Plan for the implementation of the United Nations Security Council Resolutions on Women, Peace and Security 2016-2020 (www.government.se/reports/2016/05/swedens-national-action-plan-for-the-implementation-of-the-united-nations-security-councils-resolutions-on-women-peace-and-security/)
- Sweden's Strategy for global gender equality and women's and girls' rights 2018–2022 (www.government.se/49e41f/globalas-sets/government/dokument/utrikesdepartementet/summary---new-strategy-for-global-gender-equality-and-womens-and-girls-rights-20182022.pdf)

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- Policy Framework for Swedish Development Cooperation and Humanitarian Assistance (www.government.se/legal-documents/2017/05/policy-framework-for-swedish-development-cooperation-and-humanitarian-assistance/)
- Sweden's Policy for Global Development and the implementation of Agenda 2030 (www.government.se/legal-documents/2018/03/policy-for-global-development-in-the-implementation-of-the-2030-agenda/)

MSB policy documents on gender equality in international operations:

- MSB Gender Mainstreaming Strategy 2018-2022 (In Swedish only, not available online)
- Framework for Gender Equality and the Prevention of Gender-based Violence in MSB Operations 2018-2022 (In Swedish only, not available online)
- Code of Conduct for International Operations (view Annex 3)

Key tools and guidelines for gender equality in international operations:

- Inter-Agency Standing Committee's (IASC) Gender Handbook in Humanitarian Action, 2017 (www.interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017)
- IASC Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action, 2015 (www.gbvguidelines.org/en/)
- EAAS/CPCC Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming, 2018 (not available online)
- MSB Gender Equality Toolkit for International Operations, 2019

Annex 2: Gender-related questions in recruitments

Questions concerning openness to and awareness of gender equality and diversity:

- **What does gender equality mean to you?** Gender equality concerns equality between women and men – they should have the same opportunity to shape society and their own lives. The area involves questions about power, influence, economy, health, education, work and physical integrity. It is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the behaviours, aspirations and needs of women and men are equally valued and favoured. In regards to operations MSB can contribute to gender equality in regards to equal participation in crisis management, equal access to crisis management services/adapted crisis management service, taking gender differences in risk perception and risk exposure into account etc.

- **Can you give an example of gender inequalities?** What do you think gender inequality can lead to? Gender inequalities can (and often do) lead to differences in many areas of life. For example, lacking decision making power for women in the family/organisation/governing political bodies, lower income, products and services (in regards to, for example, personal equipment, health care, food distributions) that are tailored to the male norm/decreasing access for women, restricted freedom of movement for girls/women/trans persons and use of violence against women/girls (including persons breaking gender norms, for example, trans persons) in regards to for example: domestic violence and sexual violence in conflicts.

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- **Why do you think MSB works with gender mainstreaming?**
  For example: to ensure that MSB:s services reach the entire target group – including women, men, girls and boys of different backgrounds (effectiveness), fulfilling human rights/fairness/democracy/representation of women/marginalized groups (rights), to ensure that our services/work encompass the needs/preferences of both women, men, girls and boys of different backgrounds (quality).

  - **Can you give an example of when you have encountered gender inequalities in your work?** What did it involve and what was your response? Note to interviewer: If difficult to get to answer: ask interviewee to reflect upon her/his personal life or general observations. Could involve: not reaching the entire target group (women, men, girls and boys of different backgrounds/depending on their target group), obstacles at work that inhibit the participation/work of colleagues due to gender etc. (sexist jargon, unnecessary selection criteria in recruitment that excludes people etc.) Response could be: suggesting changes, not agreeing, bringing up with manager, adapting project activities/deliverables to ensure participation, access, protection/safety, dignity of different population groups (for example: in regards to sex and gender, age, ability, religion etc.). Be aware of: interviewee not having reflected on/unawareness of and particularly: not interested in changing gender inequalities.

  - **Scenario:** You are part of an MSB operation and realize that the team is completely homogenous (same sex, age, background) – the same is true for the people you are consulting in your field trip in regard to humanitarian needs. What are your thoughts on this? What could be the effects of only working with and consulting a homogenous group? What could you do to get information on possible differences in needs and situation due to gender roles? (Purpose: make sure that our staff

can see the value in having different information sources/that gender can bring different experiences in the team/opening up for speaking to different population groups/that gender and factors such as class and religion can result in very different needs and possibilities among the affected population.)

Questions concerning practical and technical knowledge on the integration of gender equality and diversity within their own expertise area

- **As a (INSERT PROFILE) – can you give an example of how you can adapt work tasks to have a more inclusive or gender equitable outcome?** For example, ensuring that there were both women, men among the participants/among the target group/changing a product/service to ensure more inclusive access. Could reveal more practical knowledge and skills, awareness on tools etc.

- **Can you give examples of how you have applied a gender perspective in your work?**

- **As a (INSERT PROFILE) – can you give examples of positive effects that your work can have on gender equality?** Can you give examples of possible negative effects that your work can have on gender equality?

- **What tools or resources are you aware of** that supports working with a gender perspective and contributing to gender equality?

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Annex 3: MSB Code of Conduct

Swedish humanitarian aid is devoted to saving lives; lessen suffering and maintaining human dignity for people in distress exposed to, or under threat of being exposed to armed conflicts, natural disasters or other disaster situations. Of equal importance is disaster prevention and building resilience within communities and individuals. Efficient prevention can substantially reduce the risk of major humanitarian disasters in the future. The purpose of International civilian crisis management for its part is to create conditions for people in conflict- and post conflict situations to live in freedom, safety and justice. MSB contributes as a governmental agency to these objectives through humanitarian operations in disasters, programs for disaster risk reduction and support to international civilian crisis management.

As field staff for MSB I perform important work in support of these overall objectives. My effort contributes to a reduction of suffering among populations in distress and/or improved conditions for long term development, safety and justice.

In order for MSB's operations to effectively contribute to expected targets an ethically sound behaviour is an equally integral part of my commitment as are duties well performed. It is my responsibility to know of relevant parts of the UN conventions on Human Rights and principles of Do No Harm and I adhere to applicable legislation. I treat all people with respect including colleagues and representatives of the employer. As MSB field staff, I pledge to follow this Code of Conduct.

1. International operations of MSB shall be based on factual prioritization of needs and stay independent of personal rela-

tionships and preferences. I am aware that members of the
target group of the operation and/or the local population are
or could perceive themselves to be in a position of depend-
ence to me. I understand that they own interpretative right in
this matter and not I. // I understand that their interpretation
of the matter prevails over mine.

    a. I do not engage in sexual relations with anyone belonging
to the target group of the operation or any other person
that could be in a position of dependence to me. I under-
stand that this could put her or him in a difficult position
with harmful consequences both during as well as after
the relationship and/or the operation. If I already prior
to the operation am engaged in a relationship with a per-
son belonging to the target group of the operation or any
other person that could be or perceive herself/himself
to be in a situation of dependence to me due to my posi-
tion, I will notify MSB of this fact before agreement of
employment has been reached.

    b. I do not take improper advantage of my position in order
to give anyone benefits that she or he would not other-
wise obtain, and I do not act in a manner that may be per-
ceived as though I expect favours to be returned. I work
to ensure that partners of MSB act in the same way.

2. MSB operations are based on the needs of populations
affected by crisis, and human equality. Through my behav-
iour and work as MSB field staff, I actively strive to prevent
discrimination and harassment based on sex, ethnic origin,
age, religion or belief, political opinion, disability, sexual
orientation and gender identity or expression. I do not use
derogatory expressions and am responsible for contributing
to an environment free from discrimination and harassment.
Sexual harassment is an unwelcome behaviour of sexual

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nature that violates a person's dignity or creates an offensive environment for them. This includes but is not limited to demeaning comments, jokes, suggestions, photos that are sexually explicit and degrading as well as unwelcome body contact and abuse. I am aware that it is the exposed person who determines whether the behaviour is unwelcome or not.

3. MSB condemns trade in sexual services. I do not buy or convey any sexual services. All dealings with child pornography are strictly prohibited. Visits to pornography-, striptease- or similar clubs are not allowed since this can entail support to criminal activities such as sex trade. I keep the workplace free from all pornographic material and do not use its computers or other technical equipment to view, store or distribute pornographic material.

4. MSB shall within its area of responsibility ensure that a child's perspective is observed in all operations. I am aware that all individuals under the age of 18 are considered to be children by international law and that children are often in a vulnerable position. I pay extra attention to make sure that I and other adults around me do not in any way take advantage of this fact.

5. MSB rejects organized crime. I undertake to avoid contact with organized crime in all situations, for example when I exchange currencies, choose a restaurant or accommodation. I understand that involvement with organized crime can entail indirect support to for example; human trafficking or terrorist networks and may constitute a direct security risk.

6. MSB will actively work to counter corruption and other irregularities. Corruption worsens poverty and undermines trust in the rule of law and international assistance. MSB defines corruption as the abuse of trust, power or position for improper gain. Corruption includes among other things bribery, bribery of foreign public officials, blackmail, bias and

nepotism. I do not therefore abuse the trust, power or position derived from my service as MSB field staff for improper gain. I do not engage in trade of goods or services for private gain nor do I pay or receive bribes. I am aware of MSB's anti-corruption policy for international operations; I stay observant and report suspicions of corruption in accordance with the policy.

7. MSB stands for a high level of security and will work to ensure maintained confidence in MSB and its partner organizations. Among other things, this means that I do not appear under the influence of alcohol while in service. In my role as a representative of MSB and eventual host organization, I will always appear in a representative manner, also during designated leisure time. For this reason, as well as from a safety perspective, I am very restrictive with consumption of alcohol. I do not drive under the influence of alcohol. I do not handle any type of drug classified as narcotics (in accordance with Swedish law and as stipulated by the Medical Products Agency), unless this is part of my assignment as a licensed healthcare professional, or unless I have been medically prescribed the drug due to illness or injury.

8. MSB shall work to ensure the integrity and security of people and partner organizations. I am aware that the information I publish on social media can be spread and used in ways not initially intended. I am aware that the publication of disparaging opinions, minimizing reviews or other information that may harm the values associated with MSB or eventual host organization could lead me to be considered inappropriate as a representative of the MSB. I take the integrity and security of my environment into consideration by refraining from publishing potentially sensitive information (including pictures) about the workplace or the organization's ways of working.

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a. I handle the information available to me in my work in a safe manner in accordance with its sensitivity.

9. MSB is committed to a sustainable development. I am aware that I have a responsibility for how environmental issues are managed in my operation and I lead by example. I actively contribute, according to the preconditions of my position, to a positive environmental impact of the operation and work for a sustainable development.

10. MSB strives towards an efficient use of resources. I handle equipment and money at my disposal in a responsible manner, for example by following the instructions for use of operational advances and by keeping my financial records in good order.

I have read and I hereby undertake to comply with the MSB Code of conduct. If I have reason to believe that another MSB employee violates the Code of conduct, I will notify MSB thereof (through Team Leader or Programme Officer). If my actions do not comply with the content of the Code of conduct, I understand that my service may be discontinued and that I may be deregistered from the MSB roster. Suspected violations of the law may lead to a police report.

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Annex 4: Example of check-out form for staff compound

We would appreciate your thoughts about your stay in the camp. Your answers can contribute in our efforts to run a camp that provide service and facilities suitable for all our guests.

Age: 18-28 ☐   29-39 ☐   40-50 ☐   50+ ☐

Gender: Female ☐   Male ☐   Other ☐

1. Did you feel safe to move around the camp and use camp facilities 24/7?

                                                      Yes ☐   No ☐

If no, please share your experience on security concerns.

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2. Did you feel you had the possibility to give feedback regarding the camp during your stay?

Yes ☐   No ☐

If yes, please share in what way.

If no, please suggest how we could improve regarding feedback mechanism.

3. Did you experience you had access to all the facilities in the camp (dining area, shower, toilet, laundry, social area, gym)?

Yes ☐   No ☐

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If no, please specify.

4. Did you feel that the camp services and facilities were appropriate to your needs?

Yes ☐   No   ☐

If no, please share your thoughts.

Other comments:

Thank you for your time!

Swedish Civil Contingencies Agency