MODULE THREE

Aug 12
10am - 12nn

Gender in Emergencies
MAUREEN
“MO”
PAGADUAN

Feminist
Scholar
Professor
Activist
Mentor
Workshop Culture

We are all teachers, we are all learners

Assume best interests, ask questions to clarify

Speak up, step back

Monitor our airtime

Help name issues, help find solutions

Let’s stretch, let’s experiment!
Virtual Small Group Practices

- Take turns in answering, use the participant list to call on everyone esp those who are quiet
- Screen share the worksheet so people can see the progress of the discussion
- Help document along
- Monitor and keep time
Co-Facilitator

Maria Libertad (Libby) Mella
Gender Adviser - Humanitarian Support Personnel, Oxfam International

- Currently the Gender Adviser-HSP OXFAM (Yemen, Bangladesh-Rohingya, Kenya, NE Nigeria, Somalia, South Sudan, Philippines-Haiyan).
- Educated in The Netherlands and Philippines
GENDER
the cultural, psychological and social aspects assigned to women and men
- can change over time
- differ from one culture to another

SEX
Inborn biological characteristics
- fixed and unchanging over time
- not influenced by economic or social factors

- Are influenced by many factors, such as education, income level, age, social class, religion, etc
- Are different amongst women and men depending on age, ethnic group income level, culture and tradition etc
Patriarchy, Sexism & Male Supremacy

3 BATAYANG PANINIWALA

- **Mababang pagtingin** sa baba, mas mahina sa lalaki (Male Supremacy).

- Ang pagiging babae ay may mga nakatakdang papel sa mundo batay sa kanyang katawan o reproductive traits (Biological Determinism).

- **Dalawang klase o kahon** lang ang tinatanggap na “normal” na pagkatao: baba at lalaki (Gender Binary).
Population Sex Disaggregation:
50.6% male to 49.4% female

Population Age Disaggregation:
<15 yrs. 31.8%; >60 yrs. 7.5%

Female Headed Households:
22.7%

Gender Pay Gap:
26.6%

Infant and Maternal Mortality Rate:
21.0 per 1000 live births

Prevalence of Violence Against Women and Girls:
24% (spousal violence)
“The inability to recognize gender as a key determinant of the life choices we have can be a real obstacle to participatory and sustainable development.”

Objectives

● To consider and discuss Gender Equity as a continuum: as lens, process and impact
● To discuss and reflect on Gender Mainstreaming as a strategy for advancing gender equality during emergencies
● To share lessons learned and best practices in mainstreaming gender in humanitarian interventions
Agenda

Goal-setting  10 min
Gender Equality Continuum  20 min
Small group: Assessing Interventions  60 min
Minimum Standards for Gender in Emergencies  20 min
Synthesis & Next Steps  5 min
Gender Equality Continuum Tool

Ignores:
- the set of economic/social/political roles, rights, entitlements, responsibilities, obligations and power relations associated with being female & male
- dynamics between and among men & women, boys & girls

Gender Blind

Gender Aware

- Examines and addresses these gender considerations and adopts an approach along the continuum

Exploitative
- Reinforces or takes advantage of gender inequalities and stereotypes

Accommodating
- Works around existing gender differences and inequalities

Transformative
- Fosters critical examination of gender norms* and dynamics
- Strengthens or creates systems* that support gender equality
- Strengthens or creates equitable gender norms and dynamics
- Changes inequitable gender norms and dynamics

GOAL
- Gender Equality and better development outcomes

* Norms encompass attitudes and practices
* A system consists of a set of interacting structures, practices, and relations
Example Project 1:

● How would you categorize it?

● Condom Social Marketing

● The goal of a social marketing campaign was to increase condom sales and promote “safe sex”. The campaign launched a television ad featuring a young man who said very proudly that he used a different color condom with each of his several girl friends. The intended message was that he used condoms whenever he had sex.
Example Project 1:

- Exploitative

- Condom Social Marketing

- Explanation:
  - The TV ad exploited social and cultural values supporting men’s virility, sexual conquest, and control. It reinforced the expectation/stereotype that “macho” men have multiple female sexual partners and undercut the notion that joint communication and decision-making, negotiation, and mutual respect are important for safe sex behaviors. It also contradicted other health efforts to promote safe sex practices through partner reduction.
Example Project 2:

- **How would you categorize it?**

- **Youth Roles in Care and Support for People Living with HIV/AIDS (PLWHA)**

- The goal of a project was to involve young people in the care of PLWHA. They conducted formative research to assess the interest of young people in being caregivers, and to explore the gender dimensions of care. Young people were asked what care-giving tasks male and female youth feel more comfortable and able to carry out, and asked PLWHA what tasks they would prefer to have carried out by male or female youth. Based on this research, the project developed youth care and support activities for PLWHA which incorporated tasks preferred by young women and young men.
Example Project 2:

- **Accommodating**

- Youth Roles in Care and Support for People Living with HIV/AIDS (PLWHA)

- **Explanation:**
  - The program successfully engaged both young women and young men in providing care and support for PLWHA. However, the program accommodated existing gendered divisions of labor and missed an opportunity to engage young men for the first time in a non-gender-traditional care-giving role. The program missed an opportunity for a more gender transformative outcome.
Example Project 3: 

- **Child Marriage (CM) Intervention**
- A CM intervention sought to stop the practice. Project staff realized that simply enacting a law prohibiting the practice would not address the socio-cultural and economic motivations supporting it within the community. Child marriage is driven by gender inequality and the belief that women and girls are somehow inferior to men and boys. While boys are affected by CM too, the issue impacts girls’ lives far more intensely.
- The project staff launched a youth-led initiative to provide livelihood opportunities, education, life skills and psychological support to young people who are at risk of child marriage or already involved in such relationship. Education and campaign are key strategies to enhance knowledge on risks and consequences directed to children, adolescents and parents. Core message focuses on children’s rights and women/girls empowerment.
Example Project 3:

- Transformative

- Child Marriage (CM) Intervention

Explaination

- The project engaged the young people in a process of critical reflection, leading to an understanding that the long-accepted cultural practice of CM is a human (children and women’s) rights issue. By communicating to and working with different members of communities, multi-sectoral approaches were implemented to challenge gender norms and eliminate a harmful cultural practice, while providing economic opportunities. Ultimately, the project is contributing to a transformative impact.
<table>
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<tr>
<th>Safe programming</th>
<th>Gender Mainstreaming</th>
<th>Targeted Action</th>
<th>Transformative Action</th>
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<td>Ensures that all humanitarian activities do not inadvertently create greater risks for those they are trying to reach not do they exacerbate conflict (DO NO HARM)</td>
<td>Systematically integrates gender perspective into the entire project cycle (needs assessment, design, implementation, monitoring and evaluation) of interventions in all sectors.</td>
<td>Targets a specific group where a particular need or vulnerability has been identified and specific actions are needed to redress gender inequality</td>
<td>Challenges unequal power relations, dismantle gender oppression and addresses root causes</td>
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SMALL GROUP WORK:

● **GROUP 1 & 2**: Pregnant rural women living in a geographically isolated island of Samar experience higher maternal mortality rates than nearby communities. During a typhoon, everyone on the island are evacuated to the mainland but a pregnant woman loses her baby in transit to the hospital.

● **GROUP 3 & 4**: Temporary shelters built in a transitional community by the local government after a volcanic eruption are missing front doors and have no perimeter lights.

● **GROUP 5 & 6**: Latrines built in an IDP camp have no locks or holes, crowded together without labels.

● **GROUP 7 & 8**: After an earthquake disrupted water pipelines, women have to walk a kilometer longer to collect safe water. Water supplies are trucked in and distribution is decided by water committees. The committees are staffed by traditional community leaders, mostly men.

● **GROUP 9 & 10**: After a feudal clan erupted in a community, IDPs evacuated to a neighboring municipality were predominantly women and children. Cash for work programs by the humanitarian agency were offered to the men to guard and monitor the camp.
Small Group Work Questions

1. What are the Manifestation/s of Gender Bias in this scenario?
2. Formulate an intervention.
3. Assess whether this is exploitative, accommodating or transformative.
INTERNALIZE
Promoting Gender Equality Through Internal Practices

ANALYZE
Gender Analysis Throughout the Project Cycle

STRENGTHEN AGENCY
Participation, Dignity and Empowerment

PROTECT
Addressing Gender-Based Violence and PSEA

Establish People, Power, Resources, Program, Policy, Culture

Gather info, Analyze, Consult, Design for specific needs, safety and accountability, Evaluate and Learn

Program and ensure for meaningful participation and promote women’s rights

Implement safe programming and interventions
Some NGOs who responded to the 2004 South Asian tsunami now have gender-sensitive criteria for recruitment which accept women’s managerial experience in running the household and child-care as valid experience.

Divisions between the technical water and sanitation team which was all male, and the ‘social’ public health promotion (PHP) team which included men and women, led to competition for resources such as vehicles. This compromised the ability of female staff to reach the field, thus limiting the access and participation of female beneficiaries in programme activities.
Responding to Typhoon Ketsana in the Philippines, Oxfam consulted specifically with men and women in communities to determine context specific vulnerabilities. This led to the category of ‘single parent households’, after it was revealed that single male-headed households were vulnerable too.

| ✓  | Context specific vulnerabilities must be determined. A review of the tsunami response in Tamil Nadu found that Aravanis (who do not identify themselves as either male/men or female/women) missed out on relief because their sexual and gender identity is not captured by male/female and man/woman categories. |
In the 2010 flood response in Pakistan, Oxfam worked with women to identify safe cash for work activities they could complete in their homes. Women made shawls, jumpers and quilts to distribute to those in need, receiving the same pay as men did for rebuilding roads and cleaning irrigation channels. For many it was the first time they earned their own money.

Consultation on design and siting of public health facilities is essential to ensure they are appropriate, safe and therefore likely to be used. An Oxfam partner responding to the 2004 Indian tsunami did not consult with women on the design or siting of public health facilities. As a result, the facilities were not used and were eventually demolished, wasting resources and providing sub-standard support for communities.
In the 2004 Sri Lanka tsunami response, Oxfam supported the work of local partners who conducted training for security forces and camp managers at camps for displaced people to ensure that women were protected and that incidents of harassment, abuse, and assault were quickly reported and dealt with.

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<th>PROTECT</th>
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It is important to remember that just because SEA is not being reported does not mean it is not happening. The likelihood of incidents of SEA occurring is very real in humanitarian emergencies and is notoriously underreported. Community may not report for a host of complex reasons such as fear of reprisal, fear of loss of humanitarian support, fear of backlash from family and community, lack of information about how to complain and what will happen, and a lack of trust in the system. Agencies often fail to deal with this. Reasons given were lack of time and that communities did not raise the issue.
REFLECTION

Heaven and hell

What is the ideal gender-responsive humanitarian response?

What is the chaotic gender-blind humanitarian response?
References

● https://www.gihahandbook.org/


Evaluation
Next Steps

1. Zoom link for Fri session: **Core Elements & Principles of GBVIE Programming**

   When: Aug 14, 2020 09:00 AM Singapore

   Register in advance for this meeting:

   https://unfpa.zoom.us/meeting/register/tJYpduCrpjotH91Dlr9wMUR2t9exE9sY7IL3
   After registering, you will receive a confirmation email containing information about joining the meeting.