TRAINING FOR CLUSTERS/SECTORS: GENDER EQUALITY PROGRAMMING IN MYANMAR'S HUMANITARIAN RESPONSE

Facilitated by Lat Sen Gon, Oxfam,

Sabai David and Zaw Min Htet, OCHA,

with support from Maria Caterina Ciampi,

Senior Inter-Agency Gender Advisor

Myitkyina, April 7-9, 2015

Overall training objective

- To provide **guidance** to cluster/sector Gender Focal Points operating in Kachin and Northern Shan on how to **plan**, **implement**, **monitor** and **evaluate** their programmes across clusters/sectors through a 'gender lens' with a focus on practical applications to their work.

Specific objectives

- To develop participants' **knowledge**, **skills** and **competencies** in addressing gender issues throughout the project cycle, from assessment, analysis, and planning through to implementation, monitoring, and evaluation.

- To provide a platform for clusters/sectors to **share challenges** they face in addressing key components of gender equality programming and **identify strategies to overcome these collectively**.

GenCap

Gender Standby
Capacity Project

Expected outcomes

- A network of Gender Focal Points representing each of the clusters/sectors working in Kachin and Northern Shan States will be constituted.

- With support from the Senior Inter-Agency Gender Advisor, they will be able to provide gender inductions to new staff, initiate regular briefings on gender issues, review cluster/sector plans and specific projects/programmes, conduct monitoring visits, and provide hands-on technical support to ensure gender issues are addressed in the humanitarian response.

GenCap

Gender Standby
Capacity Project

Day One

- **Why gender matters in emergencies**
  - Definitions – gender, emergencies
  - Legal framework
  - IASC GEP Framework
- **Sex- and age-disaggregated data and gender analysis throughout the programme cycles**
  - What is SADD?
  - How to analyze SADD?
  - What is gender analysis?
  - How to do a gender analysis?

Day Two

- **Gender-sensitive approaches throughout the programme cycle**
  - Assessments
  - Programme design (gender marker)
  - Implementation (checklists)
  - Monitoring (minimum commitments)
  - Evaluation (audits)
- **Addressing Gender-based violence (GBV)**
  - Definitions
  - Case studies
  - Guidelines

GenCap

Gender Standby
Capacity Project

Day Three

- **Preventing sexual exploitation and abuse (PSEA)**

- **Strategies for increasing women and girls' participation/ influence/ leadership in decision-making in camp settings**

- **Strategies for recruiting, retaining and developing women and gender equality champions in humanitarian response programmes**

Introductions

- In pairs (name, organization, two truths and a lie) and present back

- Together, share personal/professional motivation for this training

Ground rules
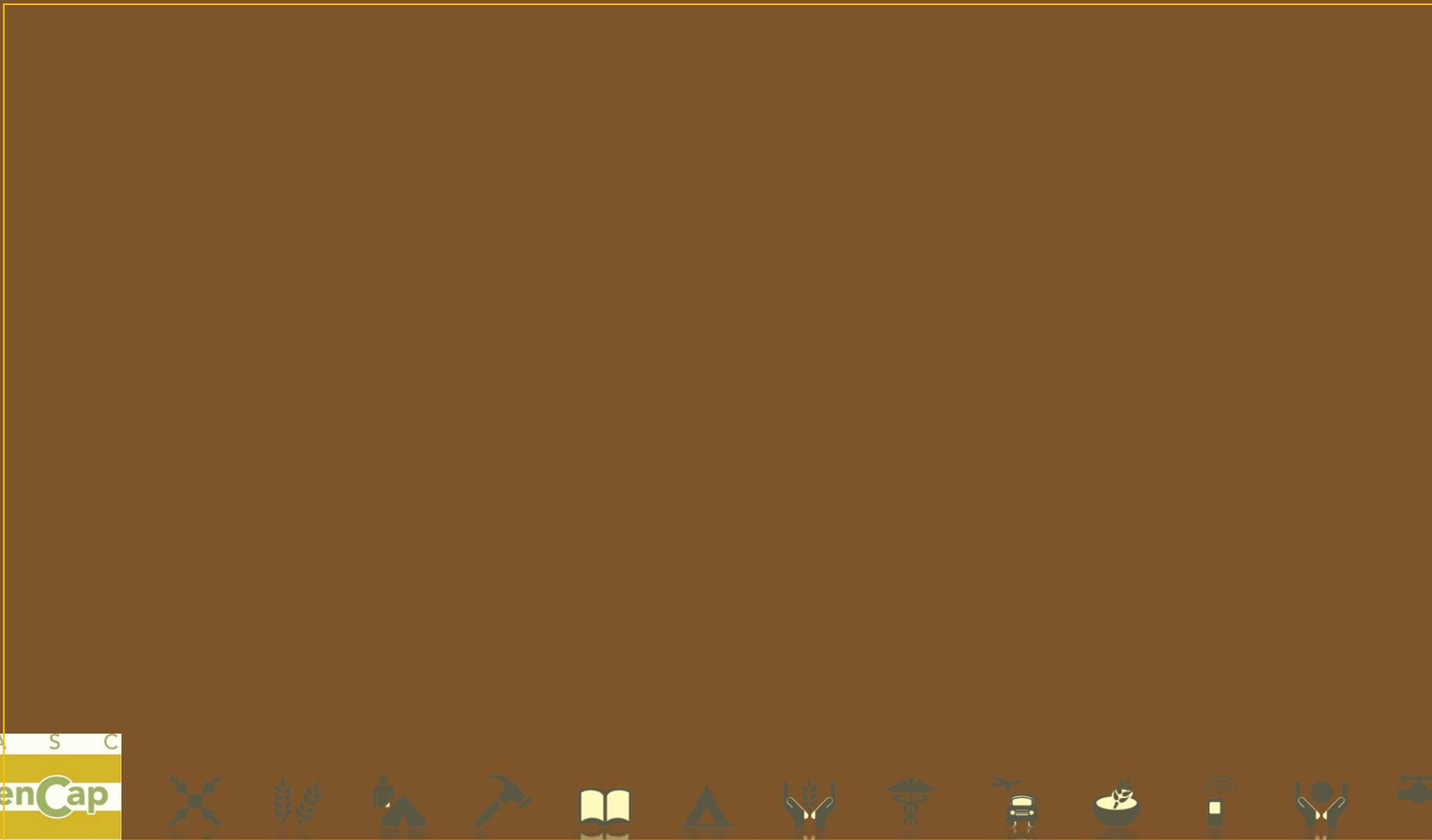
EXERCISE MYTHS AND REALITIES

Gender, GBV and emergencies
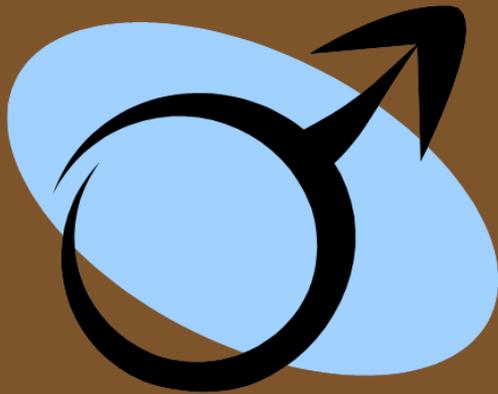
SEX VS. GENDER

What is the difference?

Sex vs. gender

SEX

ဆိုသည်မှာ မိခင်မှ မွေးဖွားချိန်မှ သဘာဝ အရ ဖို နှင့် မ ခန္ဓာကိုယ် ဖြစ်တည်ပုံ ဝိသေသ ကိုဆိုလိုသည်။

GENDER

ဆိုသည်မှာ ကျား နှင့် မ အား လူမှုအဖွဲ့အစည်းမှ နှင့် ယဉ်ကျေးမှု အကြားတွင် သတ်မှတ်ယူဆသော ဝိသေသ ကိုဆိုလိုသည်။

IASC

GenCap

Gender Standby
Capacity Project

| Sex	Gender
Biologically determined	Socially constructed, context specific - history, culture, tradition, societal norms, religion.
Unchangeable	Learned attributes characteristics assigned to women, girls, boys and men that determine roles, responsibilities, decision-making power, opportunities, privileges, limitations and expectations.
Innate	Dynamic and changeable.
Universal	Differs within and between cultures.

Sex vs. gender?

✓ Boys voices break at puberty.

✓ Little girls are gentle, little boys are tough.

✓ Men inherit property and women do not.

✓ Women give birth to babies, men do not.

✓ Men have hair on their bodies, women have much less hair and only in some parts.

✓ Most maids/nannies are women.

✓ The majority of taxi drivers in Myanmar are men.

✓ Women are emotionally weak, men are strong and tough.

Personalizing gender

- Our gender identities or how we see ourselves and how we behave as girls, boys, women and men, are not naturally but socially constructed
- It is shaped — *but not determined* — by the unique complex situation in which we grow up

- We carry it with us into other contexts: local, national, international.
- Often we behave according to "the rules", a prescribed way to be male or female
- What happens when you step outside what is expected of you?

Equality doesn't mean Justice
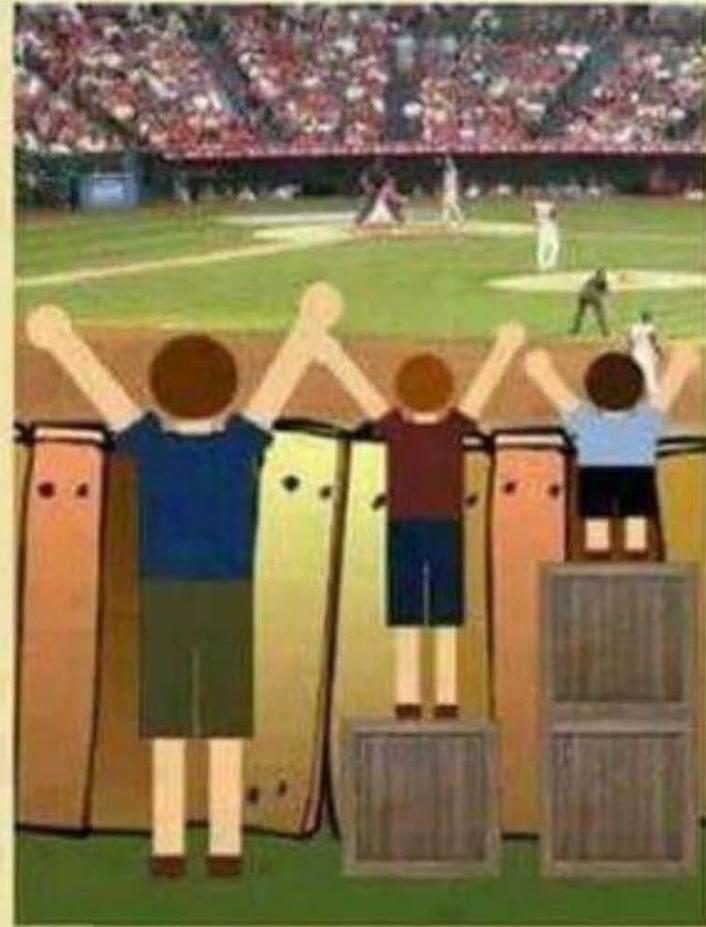
Equality   Justice

Gender equality

- Equal enjoyment by girls, boys, women and men of rights (social, economic, political and legal), resources (control over productive resources including education, land, information and financial), and rewards.

- Access to opportunities is not governed or limited by whether someone is born male or female.

Gender equity

- The process of being fair to males and females.

- Actions to give disadvantaged a fair share of benefits as well as responsibilities in society.

- Based of needs, involves special measures and interventions to compensate for historical and social disadvantages that prevent girls, boys, women and men from operating on a level playing field.

What is an emergency?

A situation in which:

… the **LIFE** or **WELL-BEING** of civilians is – or will be – **THREATENED**

… is caused by natural disaster, conflict, or both

<u>UNLESS</u>

… **IMMEDIATE** and **APPROPRIATE** action is taken

… which demands an **EXTRAORDINARY** response and **EXCEPTIONAL** measures

WHAT PHASE OF EMERGENCY ARE WE FACING IN…

Rakhine?

Kachin? Northern Shan?

Kayah? Kayin? Mon?

Practical needs

- Immediate, concrete, for survival like food, shelter, water and safety
- Associated with their roles
- Practical needs focus on the immediate **condition** of girls, boys, women and men
- By addressing practical needs only, without conducting a gender analysis and planning according to human rights principles, we will not resolve gender-based inequalities

Strategic needs

- Longer-term, related to life circumstances that change over time
- Associated with greater control over their lives, like property rights, political participation to help shape public decisions, safe spaces for women outside the household
- Concern their relative **position** in relation to each other
- By addressing strategic needs, we aim to resolve gender-based inequalities.

IASC
GenCap
Gender Standby
Capacity Project

Universal access

- Provide assistance to all groups (ex. blanket feeding)

Targeted actions

- **Target** groups depending on distinct barriers to access

DOES GENDER MATTER IN EMERGENCIES?

- No
- Yes
- Maybe

The tsunami: 4 females/1 male death
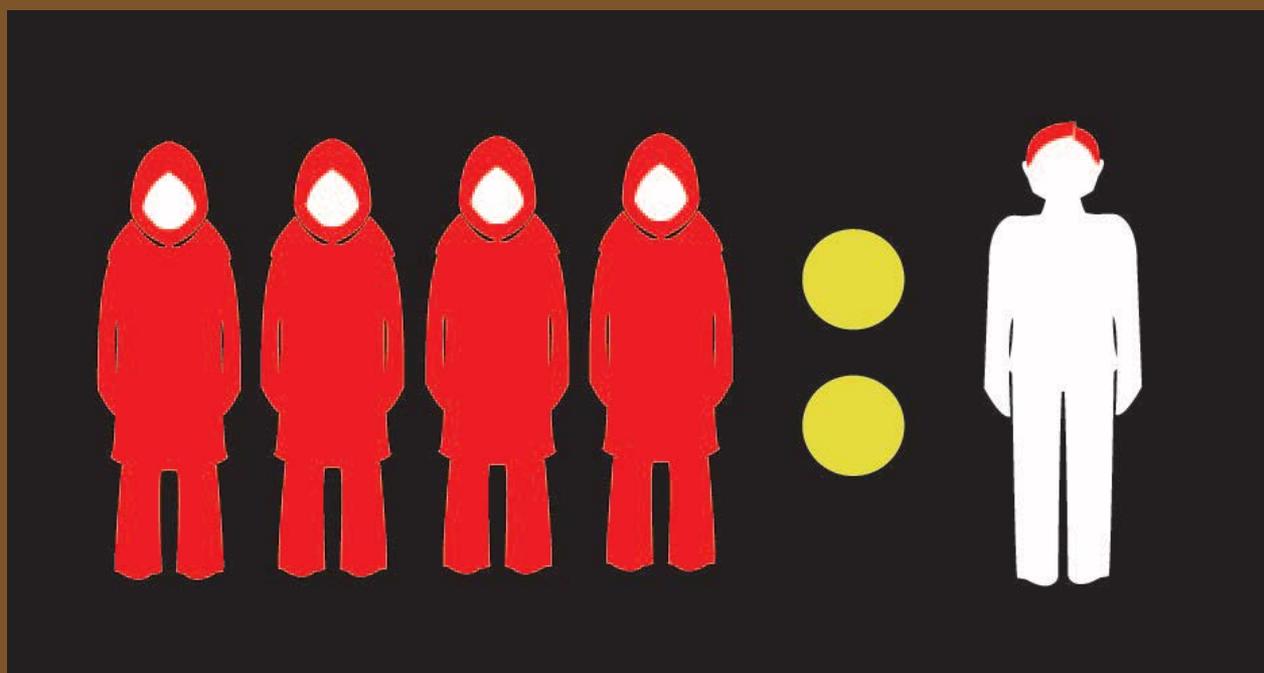
Conflicts: more men and boys die

Direct consequences

Direct War Deaths 1990s
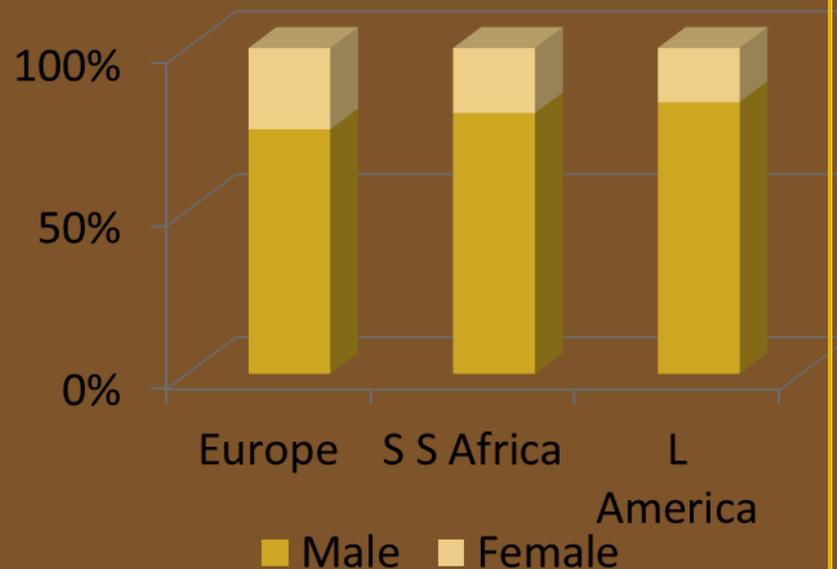
Other possible consequences

destruction, disorientation, displacement separated/unaccompanied boys and girls, elderly men and women

Men

- Loss of role as family provider and protector
- Take on non-traditional domestic tasks

Boys

- At risk of being recruited forcibly into armed groups

Women

- Become heads of households
- Care-givers of orphans and widows

Girls

- At risk of sexual exploitation and abuse

Possible responses

resist violence, survive, support others

Men

- Migrate for work
- Take on non-traditional domestic tasks

Boys

- Join armed groups

Women

- Sell off family assets
- Resort to sex work

Girls

- Get married prematurely

Why focus on girls and women?

- Females face greater risks

- Emergencies exacerbate existing vulnerabilities and inequalities

- Females deliberately targeted in conflicts

- All forms of GBV increase
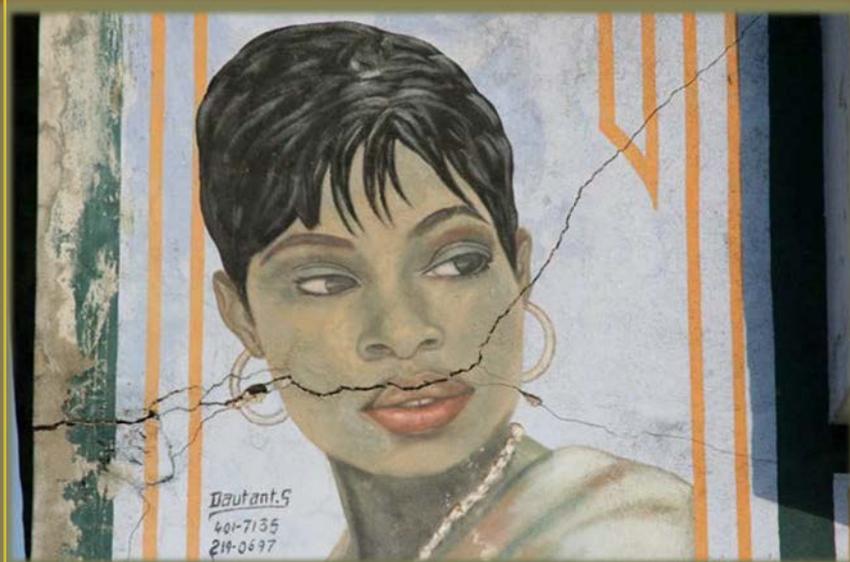
Our responsibility as humanitarians

Save lives

Prevent and relieve human suffering

Protect rights, freedoms and dignity

- **without discrimination** –

The life and rights of each girl, boy, woman and man are equal.

Humanitarian principles

humanity

neutrality

Gender equality

impartiality

independence
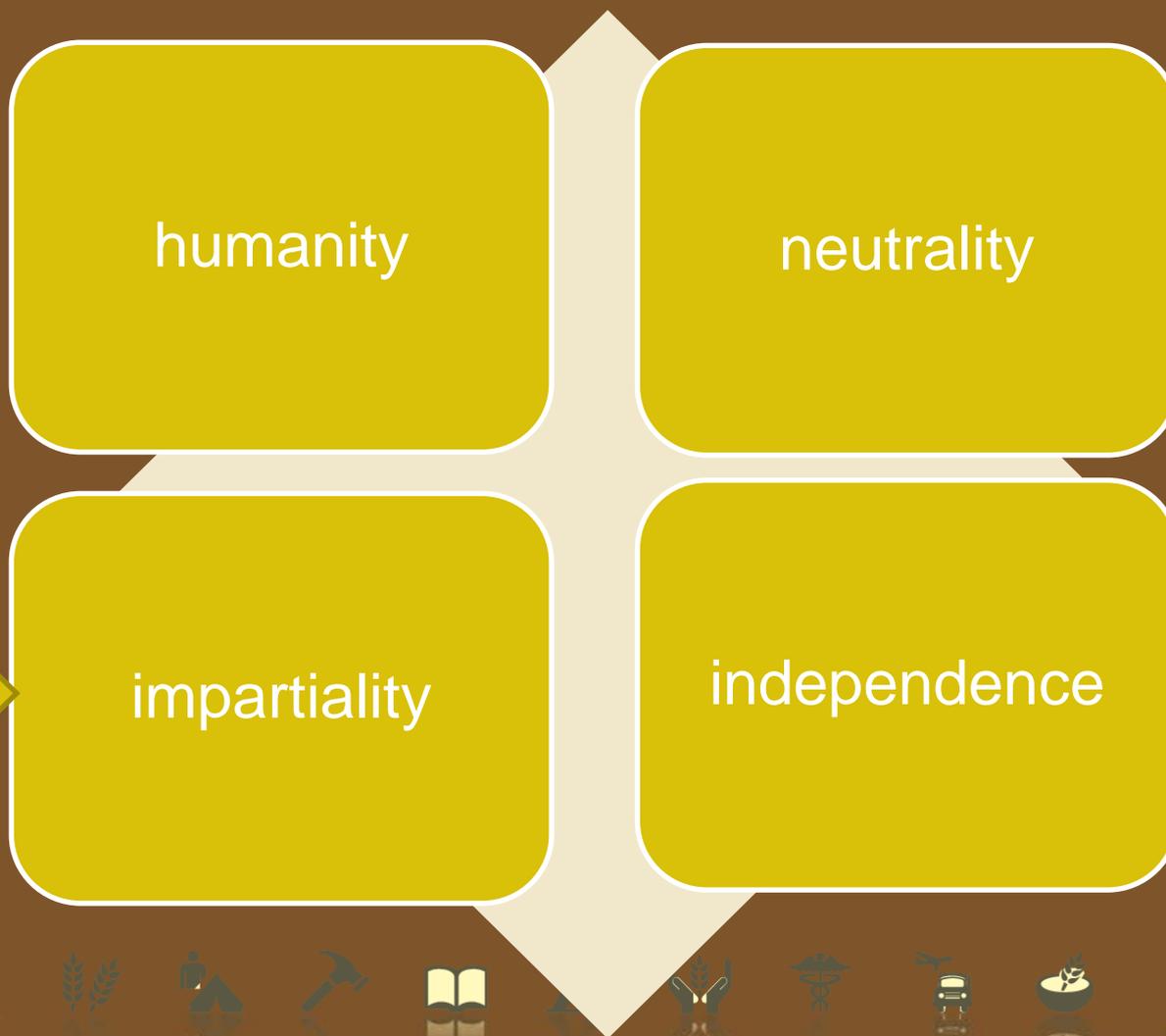
The legal basis

Humanitarians are guided by 3

interrelated and mutually

 reinforcing bodies of treaty

 law :

• International Human Rights

• Humanitarian Law - specific to armed conflict

• Refugee Law - specific to refugees and asylum seekers

*UN Security Council resolutions complement this law

Human rights principles
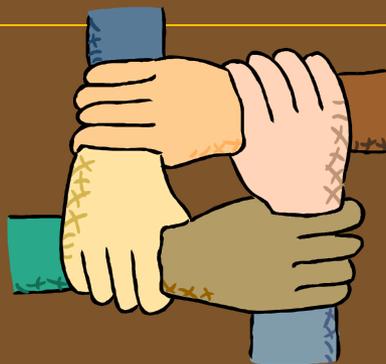
All human beings – girls, boys, women and men –
are born free and equal in dignity and rights
• no one can take away the human rights of another
• no one can give up his or her own human rights
• human rights exist for everyone at all times

List of human rights

- Right to privacy
- Right to live, exist
- Right to have a family
- To own property
- Free Speech
- Safety from violence
- Equality of both males and females; women's rights
- Fair trial
- To be considered innocent until proven guilty
- To be a citizen of a country
- To be recognized as a person
- The right to express his or her sexual orientation

- To vote
- To seek asylum if a country treats you badly
- To think freely
- To believe and practice the religion a person wants
- To peacefully protest (speak against) a government or group
- Health care (medical care)
- Education
- To communicate through a language
- Not be forced into marriage
- The right to work
- The right to express oneself

In addition to treaties....

- **Customary international law** – some critical customary rules are binding on all States even if a State has not ratified a treaty

- **Norms & "soft" law** – principles, standards usually at the multilateral level

Focus on women

Exclusion of women from decision-making processes and high levels of GBV triggered UN Security Council Resolutions:

1325 - participation in peace negotiations and reconstruction

1820 & **1888** - control of sexual violence in armed conflict

1889 - participation in post-conflict processes

1960 & **2106** - specify operational steps for States and UN to prevent and respond to sexual violence in armed conflict

Gender & law in Myanmar

-Establishment of Gender Department at Ministry of Social Welfare, Relief and Resettlement

Water Aid film

THE IASC'S FRAMEWORK FOR PROMOTING GENDER EQUALITY IN HUMANTIARIAN PROGRAMMES

THE GOAL

The human rights of women, girls, boys and men are equally promoted and protected and gender equality is achieved

STRATEGIES AND PROGRAMMES

Gender mainstreaming

Targeted actions or stand-alone activities

Addressing widespread systematic sexual violence

Preventing sexual exploitation and abuse

Working with men to advance the goals of women

Promoting women's leadership and rights

THE BASICS

A gender analysis informs programme planning, implementation, monitoring and evaluation

The IASC ADAPT and ACT-C Framework

Analyze gender differences

Design services to meet needs of all

Access ensured for all

Participate equally

Train women and men equally

AND

Address GBV in sector programmes

Collect, analyse & report sex/age disaggregated data

Target actions based on a gender analysis

Coordinate actions with all partners

Distinct realities – equal chances

- "Natural" disasters and conflicts have profoundly different impacts on girls, boys, women and men

  - different **needs**
    - different **perceptions**
      - different **priorities**

- ▸ **ALL** need to be considered in **HOW** we plan for and deliver humanitarian assistance

GenCap

Gender Standby
Capacity Project

EXERCISE

How do we do it?

1. **Pay careful attention to the most vulnerable groups**

- Consult with males and females in affected populations – reflect age and diversity

2. **Respect dignity of crisis-affected populations**

- Strive for a gender balance in decision-making bodies
- Ask women and men separately for context appropriate rights-based solutions to their problems: human rights are supreme if there is a clash with socio-cultural practice

## 3. **Uphold the rights of all those in need**

- Ensure safe and equal access for males and females to:
  - basic services: food, drinking water, shelter, adequate clothing, health and sanitation
  - paid work
  - personal identification

4. **Ensure that our interventions do not have a negative impact**

- Ensure mechanisms exist to prevent sexual exploitation and abuse and address gender-based violence

The bottom line

- Interventions have greater impact when they consider gender-specific needs, interests, vulnerabilities, capacities and coping strategies.

Promoting gender equality helps us to save lives and protect human dignity

Gender mainstreaming

- A gender perspective is applied systematically to all activities
- Includes developing specific gender policies and programs where necessary
- A broad and comprehensive vision of gender issues throughout the structures, systems, and processes is necessary to design and implement effective programs
- Everyone is responsible for bringing gender perspectives to their work, for raising gender questions, and for ensuring that all activities, tools, materials, documents, trainings, etc., support gender equality.

- ASSESSMENT

- DESIGN

- IMPLEMENTATION

- MONITORING & EVALUATION

ASSESSMENT

SADD and gender analysis

SADD and gender analysis

- What is SADD?

- How to analyze SADD?

- What is gender analysis?

- How to do a gender analysis?

SADD

- Data that is broken down according to a person's sex and age or age group

- Can be collected using

  - **quantitative** methods (ex. surveys, distribution lists, clinic records, census samples)

  - **qualitative** methods (ex. key informant interviews, focus group interviews, one-on-one in-depth interviews, and a variety of ethnographic methods)
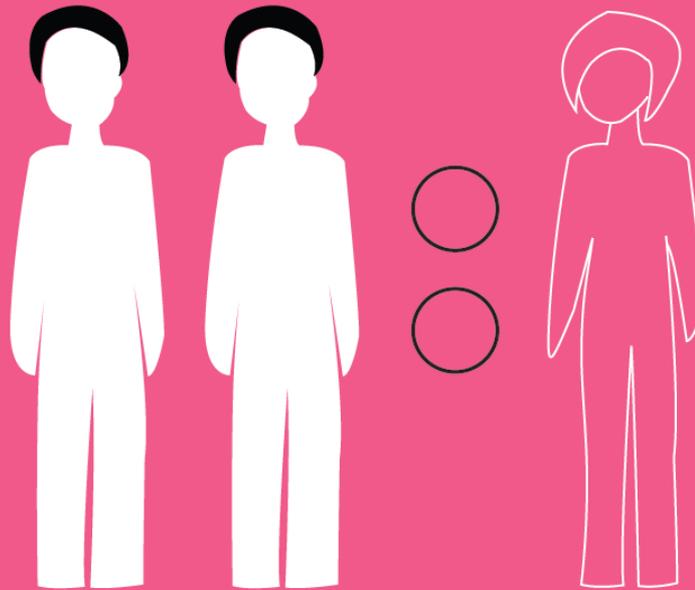
Primary Injuries by Sex, Northern Uganda 2009-2010 (1020 cases)

Injury	Female	Male
Acute Psychological Problems	28	39
Amputations	13	16
Burns and Contractions	95	124
Foreign Bodies	56	194
Gunshots/Bomb Wounds	29	92
Keloids	23	28
Lipoma/Vein Trauma	20	27
Mutilations	06	02
Sexual Abuse	116	0
Torture	13	99

Survey of Extremely Vulnerable Populations in IDP Camps, Uganda

8 in 10 of the "extremely vulnerable populations" who did not return home were over 60 years old

Survey of Population that remained during the War, Croatia

3 in 4 of the population who did not flee were over 60 years old

Survey of Hunger in Temporary Camps, Haiti, 2011

1 in 5 elderly Haitians living in temporary camps are going hungry each day

The benefits of SADD

- ✓ Helps identify most vulnerable
- ✓ Helps expose protection risks
- ✓ Enables the application of human rights
- ✓ Identifies essential life-saving services based on sex and age

- ✓ Contributes to efficiently and effectively saving lives and livelihoods

Entry points for SADD

- ✓ Pre-crisis: contingency planning

- ✓ Rapid Needs Assessments – key respondents

- ✓ More in-depth multi-sector assessments – focus groups and households

- ✓ Sector-specific or joint-sector (2-3 sectors) assessments

- ✓ Multi-Sector Needs Assessment (MSNA) /JAR desk review

WHAT IS GENDER ANALYSIS?

And how can we use it to design and implement good quality humanitarian interventions?

Gender and generational analysis

- Method of examining the distinct reality of being male compared to being a female, and the relationships among males, among females and between males and females of different age sets

- Tool used to examine power dynamics and how they might shape gender roles, access to resources, and the constraints people face in relation to others

- Used in an emergency, it reveals

who is affected ➤ why & how ➤ needs & response
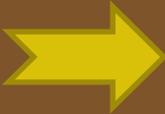
What happened here?
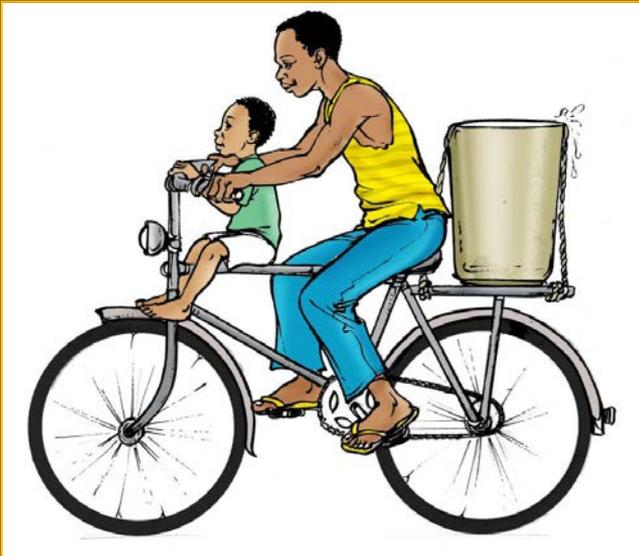
The family's first bicycle

When the first bicycle was broken and had to be replaced, the family bought this bicycle.

Collating data
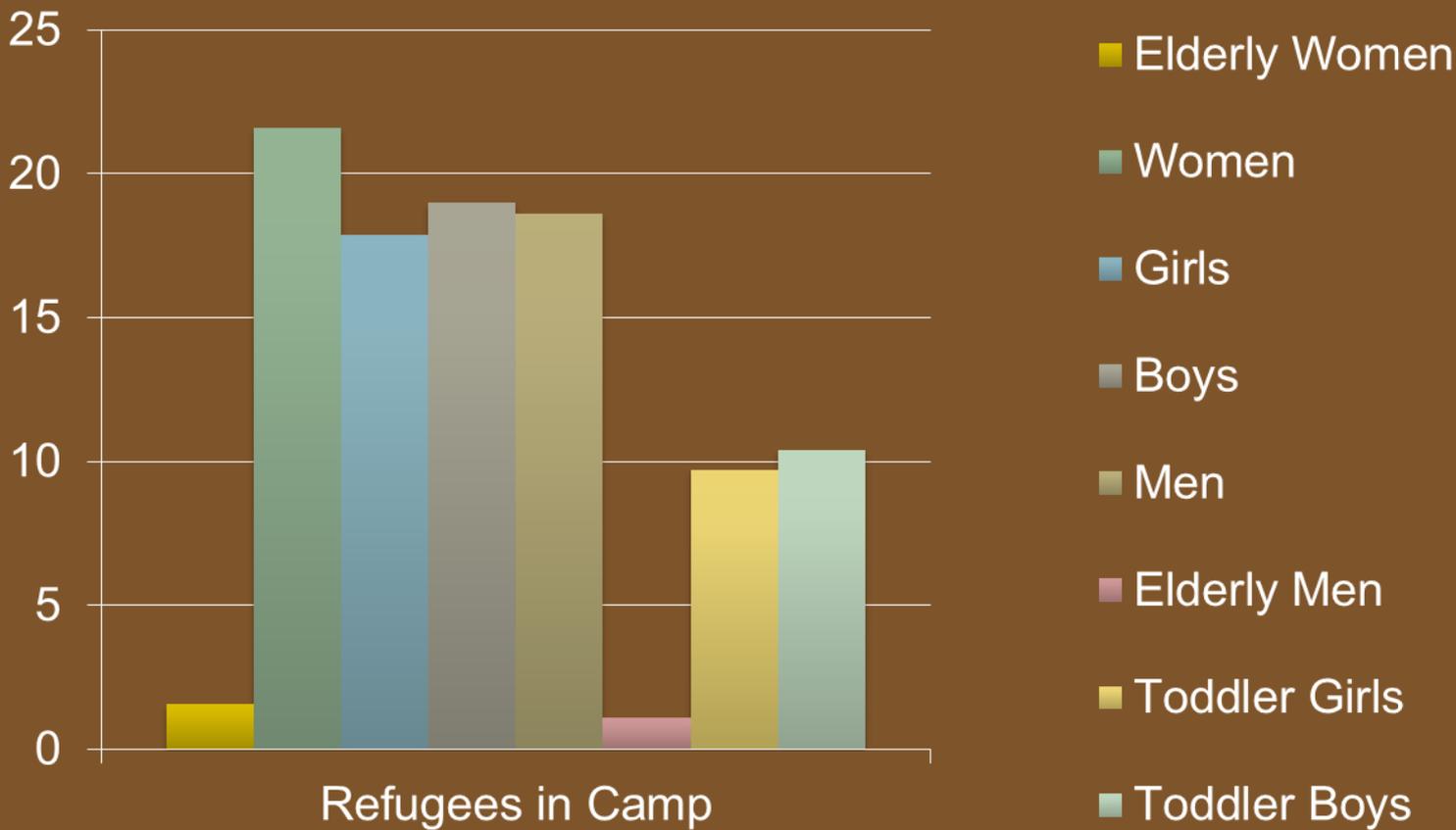
Access to psychosocial support (Syrians in Camps)
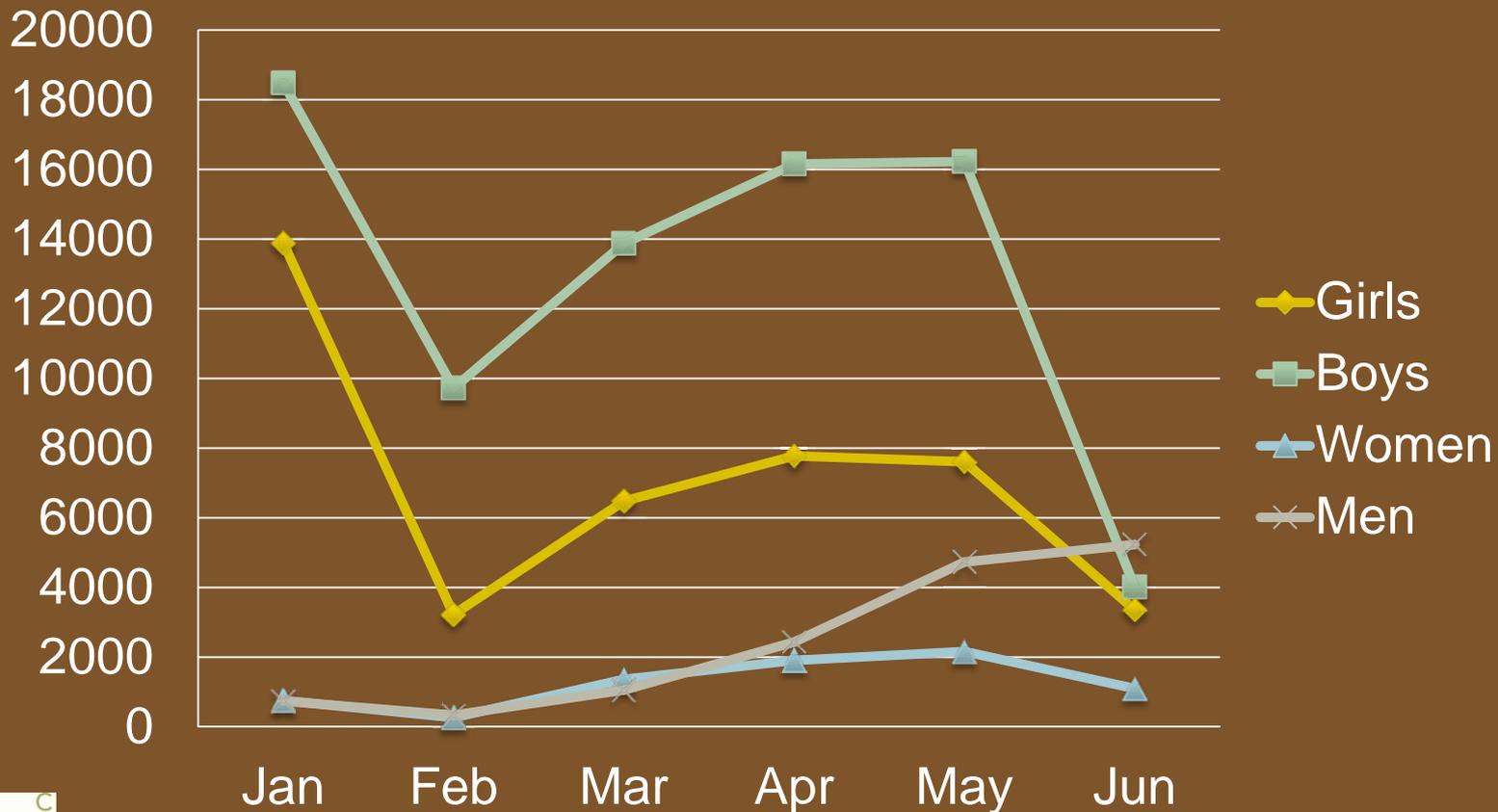
The price to pay for zero gender analysis

- Interventions are misguided and may fail

- Humanitarian aid may deepen pre-crisis inequalities
- Assistance may miss some or all of the most vulnerable segments of the affected population
- You may not get funded!

Challenges

✓ Lack of or gaps in sex and age data limit effectiveness of humanitarian response in all phases of a crisis

✓ Real time SADD is needed on deaths and injuries

✓ No harmonized way to collect, manage and analyze SADD

✓ SADD and gender/generational analysis used to identify problems not solutions

EXERCISE SANCHAUNG CASE STUDY

Part 1: Gender and age analysis

Incorporating a gender and age analysis throughout the programme cycle

EXERCISE SANCHAUNG CASE STUDY

Part 2: Incorporating gender and age analysis throughout the programme cycle (assessment, registration, targeting, adapting services and access, participation, monitoring, evaluation and accountability with the affected population

DESIGN

Gender marker

What is the IASC Gender Marker?

- A tool used to determine whether or not a humanitarian project **is designed** to guarantee equal benefits for women/girls and men/boys and/or to promote gender equality

- A potential predictor of project success in terms of GEP

IASC
GenCap
Gender Standby
Capacity Project

How to get a good score on your proposal

Relevant gender and age issues have to be considered throughout the project design process in 3 key areas

Needs Assessment

Activities

Outcomes

For a good score you must show the link between all 3!

Gender analysis in needs assessments

Describe how the crisis affect girls, boys, women and men differently:

How diverse are they?   Who may be overlooked?

What has changed?   Are they safe or at risk?

Who cannot access service? What are their roles?

How do they cope?   Who makes decisions ?

Who is subject to violence? Who perpetrates violence?

Needs assessments

- *Briefly* explain the relevant similarities and differences between girls, boys, women and men (including different age groups and disabilities) that have been considered in project design.

- These may be differences **in how the crisis has affected males and females**; (ex. men's and women's income, work, community roles, girls' and boys' access to school, exposure to violence).

- Describe how girls, boys, women and men influence each other's **access to resources** and resolve issues. This social analysis and provides understanding of how the aid is likely to be used by families.

- If the assessment *process* took care to gain the views of different groups, be sure to describe and/or reference this.

- Extra words are not required; simply present this as part of your findings.

Activities and outcomes

- Activities **AND** Outcomes need to provide target proportions (girls, boys, women and men of which age groups) to enable monitoring of equitable participation and fair distribution of resources.

- **What is specifically stated here can be tracked and measured:** this provides the guarantee for a gender-sensitive project.

- How will the project benefit women? Men? Boys? Girls?

- Set targets, and explain why you set them, for the participation levels of girls, boys, women and men in the various activities.

- Ratios do NOT have to be 50-50 --- they rarely are! -- but the reason for chosen targets should be explained.

- Don't forget the men! Describe their needs, options, and how they will participate too.

The coding system

CODE 0

Gender is not reflected anywhere in the project. The project is <u>gender blind</u>

CODE 1

The project includes gender equality in a <u>limited</u> way

CODE 2A

The project is <u>gender mainstreamed</u> and will equally meet the needs of women, men, girls and boys.

CODE 2B

Targeted Actions
The project's <u>principal purpose is to advance gender equality.</u>

Code N/A
Not applicable
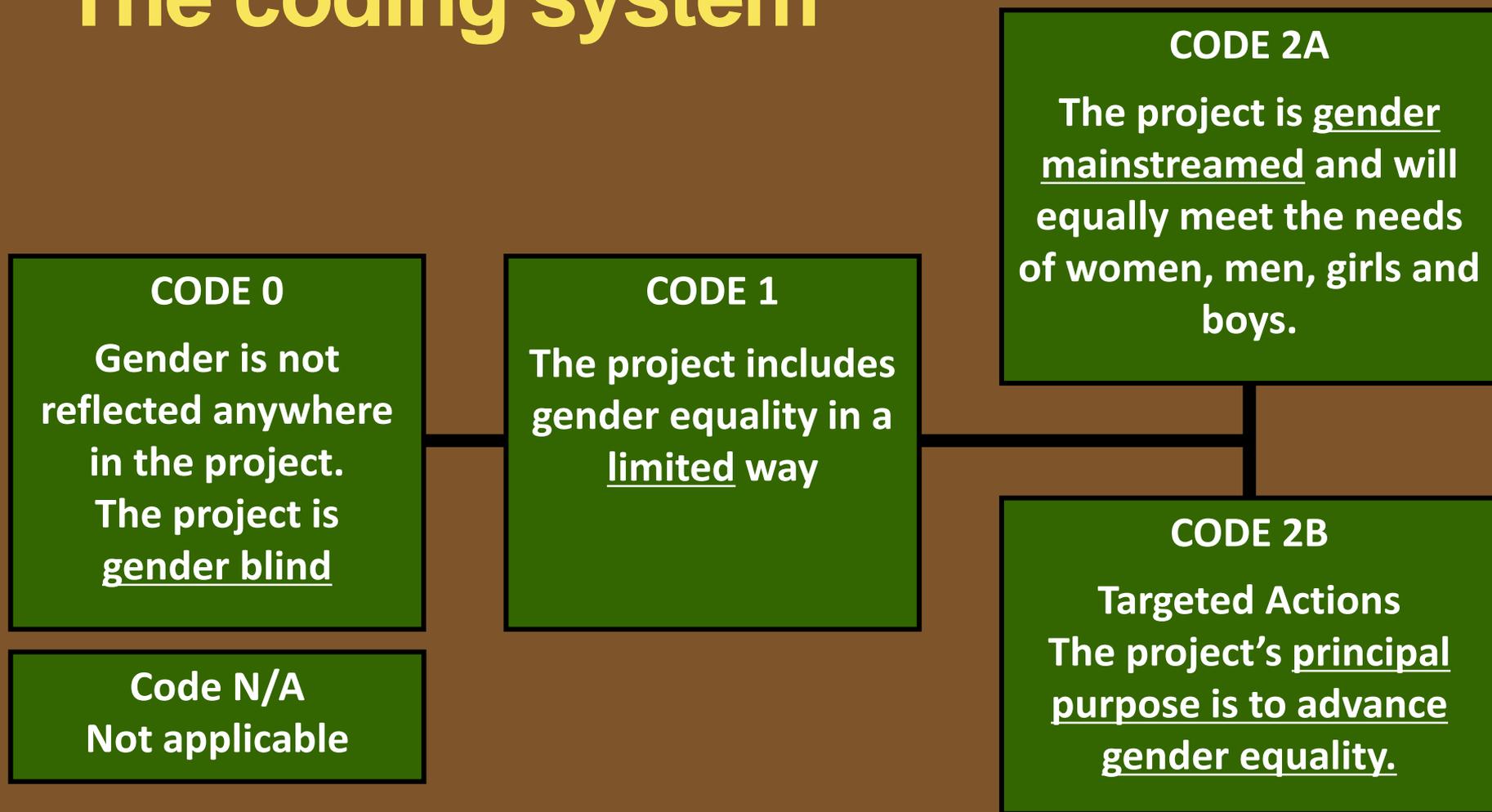
Tips for designing gender-sensitive registration systems

- Include women and men as equal partners in the decision – making bodies

- Ensure equal numbers of women and men in the registration team

- Ensure privacy and confidentiality for women and men

- Give girls and women the option to request a female registrar

- Train the staff on how interview girls, boys, women and men

- Ensure individual registration of persons with specific needs and circumstances

- Set up mechanisms so that women and men participate in informing the community about registration processes and concerns (written and illustrative support)

GenCap

Gender Standby Capacity Project

Tips for designing gender-sensitive registration systems

- Ensure that systems are in place to maintain and analyze sex- and age-disaggregated data and train staff to fill in the information and report it

- Establish gender-sensitive and culturally-appropriate confidential complaint mechanisms

- Ensure equal access to registration sites for both women and men, preferably with a separate queue for women and children

- Institute mechanism to monitor registration systems and involve women and men in monitoring access to registration sites to prevent exploitation and abuse

Tips for gender-sensitive targeting

- Include women and men as equal partners in the decision – making bodies, including the criteria of vulnerability

- Set up mechanisms so that women and men participate in informing the community about targeting processes and concerns (written and illustrative support)

- Involve women and men in monitoring the targeting process

- Establish a "complaint mechanism" accessible for women and men

Tips for designing accessible services

- Ensure the participation of girls, boys, women and men in the design of the services

- Take into account gender and age cultural practices

- Build on existing/ available capacities of girls, boys, women and men

- Consider different services/activities for girls, boys, women and men

- Take into account timing, staffing and location of the services

- Take into account security and GBV risks

- Consider privacy and confidentiality for some services

IMPLEMENTATION

Guidance notes/tip sheets

Checklists

EXERCISE KACHIN IDP CAMPS

Key actions per sector based on assessment

Tips for promoting equal access

- Ensure the information reach all the groups and is adapted to each group

- Have religious and local authorities as allies

- Consider quotas

- Ensure the cost is available for the most vulnerable (transport, etc.)

- Ensure the security (on the way to, in the service / activity and on the way back)

- Monitor rates of access to services by girls, boys, women and men

Tips on meaningful participation

Presence of girls, boys, women and men

- Explain benefits of having all groups represented, including to male leaders
- Choose appropriate location and time for all the participants
- Consider quotas (%)

Meaningful participation: influence, weight of the voice

- Ask men and women separately how best to ensure everyone's meaningful participation
- Consider criteria of participation: ex. experienced, leaders, trusted by community, etc.
- Capacity building: how facilitate a meeting, how participate, respect everyone's voice, etc.

Tips on capacity-building activities

- Choose best time and location for all the participants

- Have religious and local authorities as allies

- Get the trust of the males

- Enhance confidence of women where needed

- Cover any cost for transport, accommodation, food

- Consider if it's better to have a mix or single-sex capacity building activities

- Consider if it's better to have male or female facilitators

- Consider quotas

EXERCISE PROBLEM-SOLVING SCENARIOS

What to do if/when…

MONITORING AND EVALUATION

Minimum commitments

Gender audits

Programme evaluations

Tips on monitoring and evaluation

- Ensure M&E team includes female staff and/or female assessors and translators
- Ensure all segments of the population are consulted (place, time, joint/separated consultations)
- Ensure the response to potential physical and social barriers to access to the population

Tips on monitoring and evaluation

- Define gender- and age-sensitive indicators
  - # g/b/w/m receiving health assistance
  - # households – disaggregated by sex of head of household - benefiting of food basket
  - % of the affected population disaggregated by sex and age engaged in participatory consultations
  - School books including gender sensitive messages
  - Separated toilets for males and females
  - GBV referral system set up and functional

GENDER-BASED VIOLENCE IN EMERGENCIES

Definitions

Case studies

Guidance

VOTE WITH YOUR FEET!

How does it work?

1. Read the statement
2. Decide if you…
   - **AGREE**
   - **DISAGREE**
   - **or are NOT SURE**

REMEMBER: There are no right or wrong answers… we will discuss!

FEMALES & MALES ARE EQUAL...

"WOMEN'S RIGHTS" IS A WESTERN IDEA – THIS DOESN'T WORK IN MYANMAR…

EMERGENCIES ARE THE BEST TIME TO DEAL WITH WOMEN'S ISSUES…

SOMETIMES WOMEN PROVOKE VIOLENCE…

GENDER-BASED VIOLENCE

Types of GBV

Contributing factors

Root causes

အပိုင်း-၅

ကျား၊ မ အခြေပြုအကြမ်းဖက်မှုဆိုင်ရာ

ဒေတာစီမံခန့်ခွဲမှု

အချက်အလက်ကောက်ယူခြင်းနှင့်သုံးသပ်ခြင်း

⬜⬜⬜-⬜ ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜

ကျား-မဖြစ်ခြင်းကိုအခြေခံ၍ လူတစ်ဦးတစ်ယောက်အပေါ် သူ၏ဆန္ဒမပါဘဲ၊ ခွင့်မပြု�‌ဘဲ အာဏာအလွဲသုံးစားပြုခြင်း သို့ အတင်းအကျပ်ပြုလုပ်စေခြင်း ကဲ့သို့သော ထိခိုက်နစ်နာစေသည့်အန္တရာယ်များ ပြုမူကျူးလွန်ခြင်း ဖြစ်သည်။

⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜

⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜ ⬜

⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜ ⬜⬜⬜⬜

⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜

□□□□□□□□□□□□□□□□?

□□□?

□□

□□□□□□□□□□□□□□□□

□□□□□□□□□□□□□□□□□□□□□□□□?

ဖိအားများ/ အားနည်းချက်များ၏ ကြားဝင်ဆောင်ရွက်မှု

- လူမှုရေး
  - ရွယ်တူခြင်းဖိအားပေးမှု ၊ အနိုင်ကျင့်ခြင်း
  - ခေါင်းဆောင် ၊ ဆရာ ၊ မိဘများ
- စီးပွားရေး
  - ငွေရေးကြေးရေး သို့ ဝန်ဆောင်မှုများရရှိနိုင်ခြင်းကိုထိန်းချုပ်ထားခြင်း
  - လင်ယောက်ျား ၊ ဖခင်
- နိုင်ငံရေး
  - ဥပဒေ ၊ ကန့်သတ်ချက်များ
  - မဲပေးရွေးချယ်ထားသောခေါင်းဆောင်
- ရုပ်ပိုင်းဆိုင်ရာ
  - ခွန်အား ၊ အရွယ်အစား ၊ လက်နက်များ
  - လက်နက်ကိုင်အဖွဲ့အစည်းများ
- အသက်အရွယ်နှင့်သက်ဆိုင်သော
  - ထိခိုက်နာကျင်စေနိုင်သည့် အလွန်ငယ်ရွယ်သော နှင့် အလွန်အသက်အရွယ်ကြီးသော

13

□□□□□□□□□□□□□□□□□□=□□□□□□□□
□□□□□□□□□□□□□
□□□□□□□□□□□!

- □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□?
□□?
□□□□□□□□□□□ GBV
□□□□□□□□□□□□□□□□□□□□□□
□□□□□□□□□□□□□□□□□□□□□□□□□□?

လိင်အကြမ်းဖက်မှု အမျိုးအစားများ

- လိင်မှုဆိုင်ရာမတော် မတရား လိင်အကြမ်းဖက်မှု ပြုလုပ်ခြင်း၊ အဓမ္မပြုကျင့်ခြင်း၊ လိင်အမြှတ်ထုတ်ခြင်း၊ အာဏာအလွဲသုံး လိင်အကြမ်းဖက်ခြင်း

- ခင်မင်၊အကြွမ်းတဝင်သောသူ (အမျိုးသား၊ ချစ်သူ)

- ဂုဏ်သရေ ညှိုးနွမ်းစေးခြင်း ကြောင့် သတ်ခြင်း

- လူကုန်ကူးခြင်း ၊ ကျွန်အဖြစ် ခိုင်းစေခြင်း

- တွန်းအာပေးခြင်း နှင့်/သို့ အရွယ်မရောက်သေးခင်လက်ထပ်စေခြင်း

- စိတ်ပိုင်းဆိုင်ရာ အကြမ်းဖက်၊ ခြိမ်းခြောက်ခြင်း နှင့် နှိမ့်ချဆက်ဆံခြင်း

- အမျိုးသမီးအင်္ဂါဖြတ်တောက်ခြင်း

လိင်အကြမ်းဖက်မှု

• လိင်အကြမ်းဖက်ခံရသူ၏ တော်စပ်မှုအပေါ်အခြေခံခြင်း မဟုတ်ဘဲ လိင်အကြမ်း ဖက်ခြင်း (သို့) အကြမ်းဖက်ရန်ကြိုးစားခြင်း၊ မနှစ်မြို့သော လိင်ပိုင်းဆိုင်ရာ မှတ်ချက်ပေးခြင်း၊ လိင်ဆန္ဒဖြစ် ပေါ်လာအောင်ဆွဲဆောင်ခြင်း၊ ၄င်းမှတဆင့် ခြိမ်းခြောက်ခြင်း၊ အင်အားဖြင့်နှိပ်စက်ခြင်း စသည်တို့ပါဝင်သည်။

108

အဓမ္မကျင့်ခြင်း

- ခွင့်ပြုခြင်းမရှိပါ�’ဘဲမိန်းမကိုယ် (သို့) စအိုကို လိင်တံဖြင့် (သို့) အခြား ခန္ဓာကိုယ်အစိတ်အပိုင်း လက် (သို့) ပစ္စည်းဖြင့် ဖောက်ထွင်းဝင်ရောက်ခြင်း၊ ပါးစပ်ဖြင့် အတင်း ဆက်ဆံခြင်း။

အကျွမ်းဝင်သူမှ အတင်းအကြမ်းဖက်ခံရခြင်း

- ကျွမ်းဝင်သူမှ အတင်းအဓမ္မအကြမ်းဖက်ခြင်းကိုခံရခြင်း (ခင်ပွန်း၊ ချစ်သူ)

  အိမ်တွင်း(သို့) ရပ်ကွက်အတွင်းတွင်လည်းဖြစ်နိုင်သည်။

လိင်အခြေခံအမြတ်ထုတ်ခြင်း

သတင်းပေး သဘောတူညီမှု

သဘောတူသည်

သို့

သဘောမတူပါ

GBV အခြေခံစည်းမျဉ်း

- အချင်းချင်းလေးစားရန်။

- လျှို့ ဝှက်ပေးထားနိုင်ရန်။

- စိတ်ချ လုံခြုံ မှု ရှိရန်။

- နိမ်ချဆက်ဆံခြင်းမပြုရန်။

- လွတ်မြောက်လာသူများအားမည်သို့ လေးစားမှုပေးနိုင်ပါသလဲ?

- အခြေခံစည်းမျဉ်း ၄ ခု အတွင်း တွင်မည်သည့် အရာများက

  ချိတ်ဆက်နေသနည်း?

GBV ၏ နောက်ဆက်တွဲအကျိုးဆက်များ

- သေစေနိုင်လောက်သောရုပ်ပိုင်းဆိုင်ရာ ရလဒ်များ။

- သေစေနိုင်မှုမရှိသော ရုပ်ပိုင်းဆိုင်ရာ ရလဒ်များ။

- စိတ်ပိုင်းဆိုင် ရာ ၊စိတ်ခံစားမှုနှင့် ဆိုင်သော ရလဒ်များ။

- လူမှုရေးပိုင်ဆိုင်ရာ ရလဒ်များ။

I A S C
GenCap
Gender Standby
Capacity Project

GBV ၏ အကျိုးဆက်များ

ကျန်းမာရေး

စိတ်လူမှုဆက်ဆက်ရေး

စိတ်ချလုံခြုံမှု

ဥပဒေ / တရားမျှတမှု

လူမှုရေး
•အပြစ်တင်ခြင်း
•လူမှု မှုပတ်ဝန်း
ကျင် တွင်မ ဝင်
ဆုံခြင်း
•လူမှုရေးပိုင်းဆိုင်
ရာစိတ်ဒက်ရာရ
ခြင်း
•လူမှုပတ်ဝန်းကျင်
နှင့် သီးသန့် နေခြင်း
•ဆင်းရဲမွဲတေခြင်း၏
အမျိုးသမီးဝိဒ
ဆက်စပ်မှု
•ကျားမတန်းတူ
အခွင့် အရေးမရှိမှု

သေစေနိုင်မရှိသောရ
လဒ်
•ရှတ်တရတ်
ရုပ်ပိုင်းဆိုင်ရာ
•နာတာရှည်ရုပ်ပိုင်း
ဆိုင်ရာ
•မျိုးဆက်ပွားကျန်းမာ
ရေး
စိတ်ကျန်းမာရေး

သေစေနိုင်သော
•□□□□□□
•သေကြောင်းကြံစည်မှု
•ကလေးသေဆုံးနှုန်း
•အမေသေဆုံးနှုန်း
•မွေးကင်းစကလေးသေဆုံး
နှုန်း
•ခုခံအားကျဆင်းမှုကူးစက်
ရောဂါ

•စိတ်ခံစားမှု-စိတ်လူမှုဆက်ဆံရေး ဆိုင်ရာ
ဖိစီးမှု
•စိတ်ဒါက်ရာ
•စိတ်ကျရောဂါ
•စိုးရိမ်ပူပန်မှု နှင့် ကြောက်ရွံ့ ခြင်း
•ရှက်ရွံ့ ခြင်း၊ မလုံခြုံသောခံစားမှု
မိမိကိုယ်ကို မုန်းခြင်းနှင့် အပြစ်တင်ခြင်း။
•သေကြောင်းကြံစည်ချင်သောအတွေးများ

•ကြောက်ရွံ့
စိတ်ပိုလာခြင်း
•မလုံခြုံသောခံစားမှု
•တုန်လှုပ်ချောက်ချား

•တရားမျှတမှု မရှိသော
•လုံလောက်သော အရေးယူဆောင်ရွက်မှုမရှိခြင်း
•အကြမ်းဖက်မှုနှင့်ဆိုင်သော အခွင့်အရေးမရှိခြင်း
•တရားမျှတမှုမရှိခြင်း

ဖြေရှင်းရန်နည်းလမ်း(GBV)

ကြိုတင်ကာကွယ်ခြင်း

ဖြစ်စေနိုင်သောအကြောင်းအရင်းများ နှင့် ဇစ်မြစ်ကို ဖော်ထုတ် ဆောင်ရွက်ခြင်း

တုန့်ပြန်ခြင်း

GBV၏ နောက်ဆက်တွဲ ရလဒ်ကို ဦးတည်ပြီး ဝန်ဆောင်မှုပေးခြင်း

ကြို့တင်ကာကွယ်ခြင်းနှင့် တုန့်ပြန်ခြင်းလုပ်ဆောင်ချက်များ

ကြို့တင်ကာကွယ်ခြင်းလုပ်ငန်းများ

GBV ဖြစ်စေနိုင်သော ဇစ်မြစ် နှင့် အကြောင်းအရာများ ကို ဖော်ထုတ်ပေးခြင်းဖြင့် ပြည်သူလူထုအတွင်း ရှိလွှမ်းမိုးနေသော အသိပညာ ၊ ခံယူချက်နှင့် အပြုအမူ များကို ရှာဖွေရန်နှင့် အမျိုးသမီး/ငယ်များကြုံတွေ့ နေရသော အန္တရာယ်များကို လျှော့ ချခြင်း။

တုန့်ပြန်ခြင်းလုပ်ငန်းများ

GBV ၏ နောက်ဆက်တွဲ အခြေအနေများ ကို လျှော့ ချခြင်း နှင့် ဖြစ်ပေါ်လာနိုင်သော နာကျင်မှု များကို ကာကွယ်နိုင်ရန် နည်းလမ်းများရှာဖွေခြင်း။
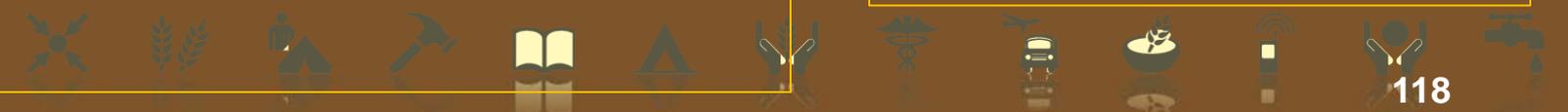
သတိပြုရန်

သင်၏တာဝန်မှာလွတ်မြောက်လာသူ ၏ ဆန္ဒ ကို လေးစားရန်နှင့် နားထောင်ပေးရန်ဖြစ်သည်။ သင့် အနေဖြင့် မည်သည့် ဖြေရှင်းက အကောင်းဆုံးဖြစ်သည်ဟု အကြို လုံးဝ မပေးရပါ။ ရရှိနိုင်သော ဝန်ဆောင်မှု များ အကြောင်းကိုသာ သတင်း-အချက်အလက်ဝေငှရန်ဖြစ်သည်။

Case အလိုက်စီမံခန့် ခွဲ ခြင်း

• အရည်အသွေးရှိသော ၊ အကျိုးရှိသော ရလဒ် များ ရလာစေရန် ရရှိနိုင်သော အရင်းအမြစ်များအသုံးချ၍ တစ်ဦးတစ်ယောက်ချင်းစီ၏ လိုအပ်ချက်များကို ရရှိစေရန် အများပူးပေါင်းပါဝင်ခြင်း ဖြင့် စမ်းစစ်လေ့လာခြင်း ၊ အစီအစဉ်ရေးဆွဲခြင်း၊ အကောင်အထည်ဖော်ဆောင်ရွက်ခြင်း၊ပူးပေါင်းပါဝင်ခြင်း ၊စောင့် ကြပ်ကြည့် ရှု ခြင်း နှင့်ဖြေရှင်းခြင်းဖြင့် ထောင့် ပေါင်းစုံမှ ဝန်ဆောင်မှ ပေးသောဖြစ်စဉ် ဖြစ်သည်။

အကြံဉာဏ်မပေးသင့် သောအကြောင်းအချက်များ

- အကြံပေးသူ သည် ပေးလိုက်သောအကြံသည်မှန်ကန်သည်ဟု ယူဆ၍မရပါ။
- မှားယွင်းသော အကြံများပေးမိလျှင်၄င်းအကြံကြောင့် ဆိုးရွားသော ရလဒ်ကို ဖြစ်စေနိုင်သည်။ ၍အရာသည်ပြဿနာကိုပိုမိုဆိုးရွား စေနိုင်သည်။
- လွတ်လပ်စွာစဉ်းစားခွင့် ပေးခြင်းသည် client ၏ ထင်မြင်ယူဆချက်နှင့် ဆုံးဖြတ်ချက်ကို တန်ဖိုးထားရာရောက်သည် ၊ GBV လုပ်သားနှင့်မသက်ဆိုင်ပါ။
- မည်သို့ လုပ်ကိုင်ရမည်ကိုပြောပြခြင်းသည် သူမ၏ အကြောင်းအရာပေါ် နားလည်သဘောပေါက်၍ရွေးချယ်ခြင်းကို မဖြစ်ပေါ်နိုင်ပေ။၄င်းသည်client ကို သူမ၏ပြဿနာဖြေရှင်းရာတွင်းအကောင်းဆုံးနည်းလမ်းကို ရွေးချယ်နိုင်ရန် ကူညီပေးခြင်းသာဖြစ်သည်။
- အကြံဉာဏ်ပေးခြင်းသည် ပေးသူ အကြံဉာဏ်သာဖြစ်ပြီး client ၏ တန်ဖိုးထားမှုနှင့် ယုံကြည်မှုမဟုတ်ပေ။

GenCap
Gender Standby
Capacity Project

သတင်းအချက်အလက်ဘာကြောင့် လိုအပ်သလဲ ?

- Clients များကို မိမိကိုယ်ပိုင်ဆုံးဖြတ်ချက်ဖြင့်မိမိကိုယ်တိုင်ရွေးချယ်နိုင်စေရန်။

- Client ၏ ကိုယ်ပိုင်အမြင်နှင့် သုံးသက်ချက်ကိုလေးစားရာရောက်သည်။

- သူမဘဝ အတွက်မှန်ကန်သောဆုံးဖြတ်ချက်ကို ဆုံးဖြတ်နိုင်ကြောင်းသိတတ်လာစေရန် ၊
    GBV လုပ်သားဆုံးဖြတ်ရန်မဟုတ်ပါ။

- သူ/သူ၏ ကိုယ်ပိုင်ဆုံးဖြတ်ချက်ကြောင့်ရရှိလာသောနောက်ဆက်တွဲရလဒ်များဖြင့်
    နေထိုင်တတ်စေရန် ၊ GBVလုပ်သားအတွက်မဟုတ်ပါ။

- သတင်းအချက်အလက်ပေးခြင်းဆိုသည်မှာ တစ်စုံတစ်ယောက်ကိုအချက်အလက်များ
    ပြောပြပေးခြင်းဖြင့်ဎင်းတို့ ကိုယ်တိုင် လုပ်ကိုင်ဆောင်ရွက်နိုင်မည့် အရာများကို သိရှိပြီး
    ဆုံးဖြတ်လာနိုင်စေရန်ဖြစ်သည်။

GBV Tree

EXAMPLES OF GBV

Domestic violence

Verbal emotional abuse

FGM

Verbal emotional abuse based on gender

Dowery abuse

Sexual abuse

Marital rape

Rape

Types of GBV

CONTRIBUTING FACTORS

Poverty

Lack of education

Conflict

- SEXUAL
- PHYSICAL
- EMOTIONAL / MENTAL
- ECONOMIC
- HTP

Alcohol / drug abuse

Lack of police protection

CONTRIBUTING FACTORS

DISRESPECT FOR HR

ABUSE OF POWER

GENDER INEQUALITY

ROOT CAUSES

Figure 1. The Life Cycle of Violence Against Women and Its Effects on Health*

Pre-birth
Sex-selective abortion

Elderly
Elder/widow abuse

Health Effects

Infant and child mortality
Low birth weight
Poor mental health
Poor physical health
Injuries
Chronic pain
Gastrointestinal problems
Stress
Depression
Anxiety

Substance abuse
Suicide
Gynecological problems
Unintended pregnancy
Pregnancy complications
Unsafe abortion
Sexual risk-taking
STIs
HIV/AIDS

Infancy
Female infanticide
Neglect (health care, nutrition)

Reproductive Age
Honor killings
Dowry killings
Intimate partner violence
Sexual abuse
Homicide
Sex work
Trafficking
Sexual harassment

Childhood
Child abuse
Malnutrition
FGM

Adolescence
Forced prostitution
Trafficking
Forced early marriage
Psychological abuse
Rape

*The categories of abuse and resulting health effects listed here are representative, not comprehensive.

Based on information from Watts and Zimmerman, 2002[3] and Campbell, 2002.[4]

Source: Shane B, Ellsberg M. Violence Against Women: Effects on Reproductive Health Outlook, Sep 2002; 20(1): 1-8. Washington, DC: Program for Appropriate Technology in Health.

What is Gender-Based Violence?

- Violence directed against any PERSON because of social roles – gendered identity – what it means to be male or female

- Imbalance of power – abuse of power

- Affects more females than males

- Not all males are perpetrators

- Not all females are "victims"

EXERCISE
GBV CASE STUDIES

Identify types of GBV survivors experience, contributing factors, consequences and possible interventions by sector

What types of GBV exist?

6 core incident types:

1. Rape
2. Sexual assault
3. Physical assault
4. Forced marriage
5. Denial of resources, opportunities & services
6. Psychological/emotional abuse

GenCap

Gender Standby
Capacity Project

Why do we have a duty to respond?

- GBV = violation of human rights
- Human rights treaties & declarations = country agreements
- Guidelines for why & how to prevent & respond
- National laws to end GBV (or key types) = legal & political foundation for our work at country level
- BUT - not systematically enforced, people don't know about them, gap between policy & practice

GBV multi-sectoral response model

HEALTH

PSYCHO-SOCIAL*

SURVIVOR
FAMILY
COMMUNITY

LEGAL/JUSTICE

SAFETY/SECURITY

*Includes social reintegration and livelihood initiatives
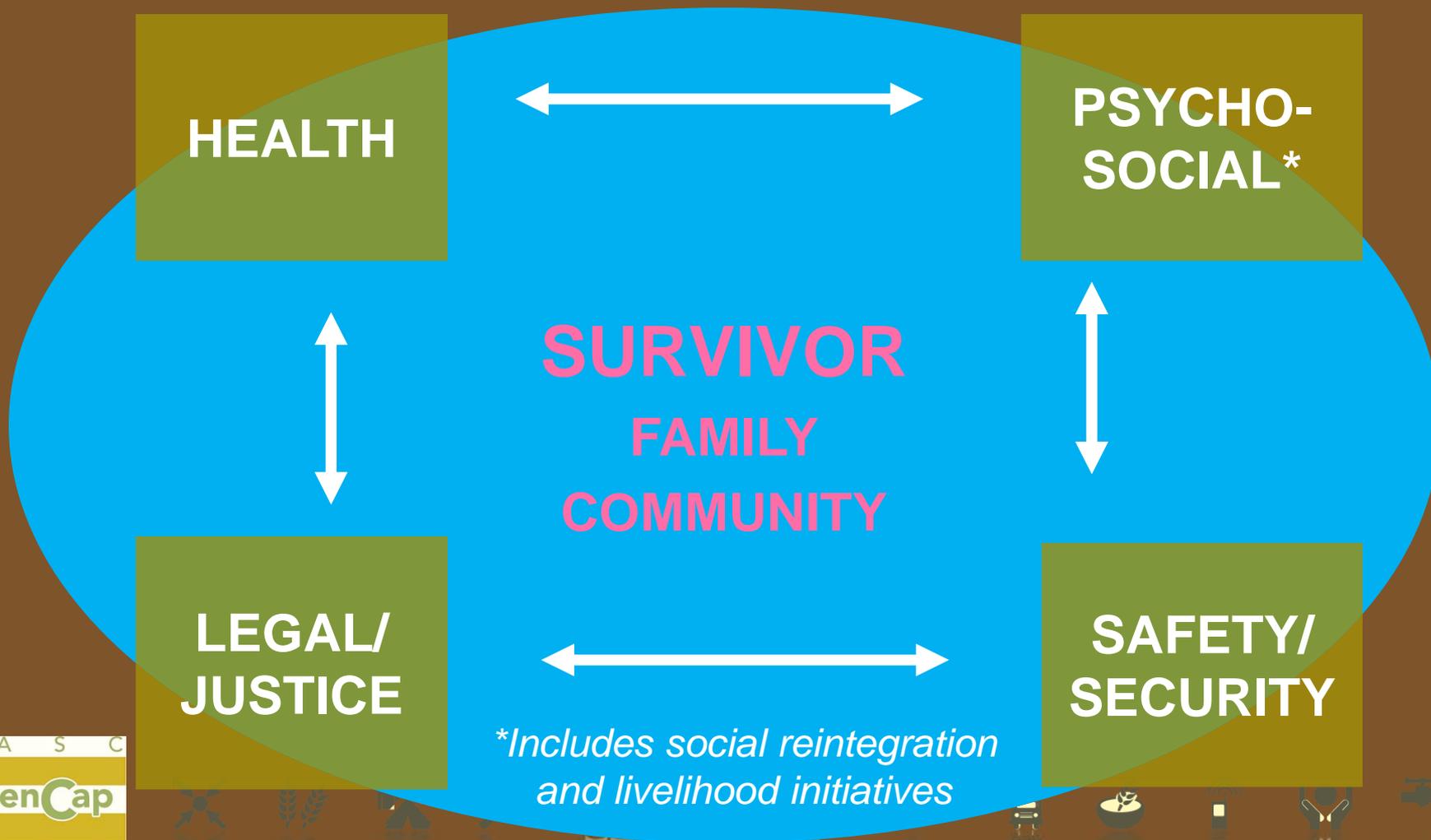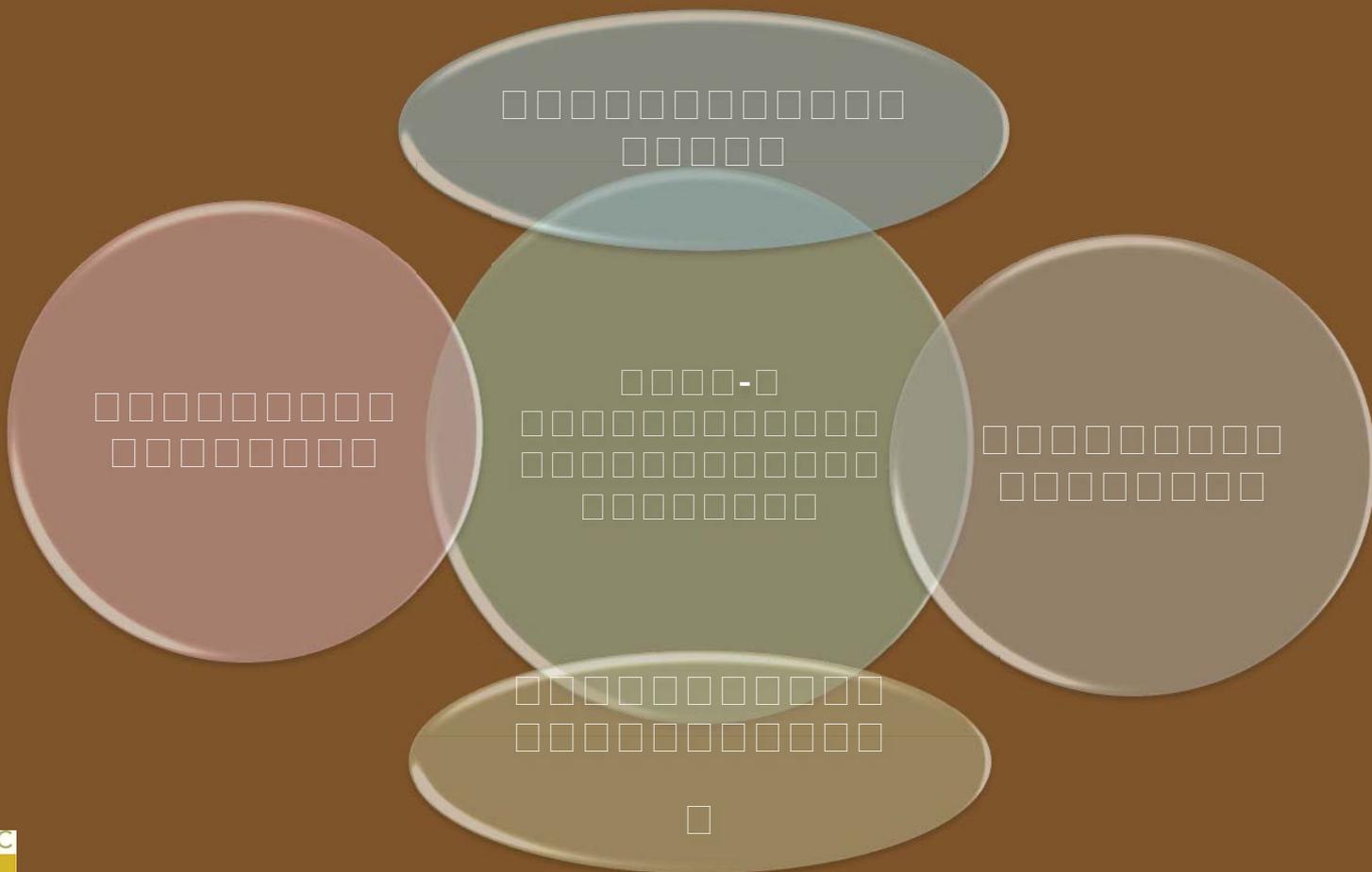
A survivor-centered approach

- The survivor is at center of all we do
- Approach is based on guiding principles of:
  - s**afety/security**
  - **confidentiality**
  - **respect**
  - **non-discrimination**

  Survivors have the **RIGHT** to receive the best possible care in the manner that they chose to receive it

GBV guidelines

- Guidelines for GBV Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergencies, IASC, 2005

Guidelines for Gender-based Violence Interventions in Humanitarian Settings

Focusing on Prevention of and Response to Sexual Violence in Emergencies
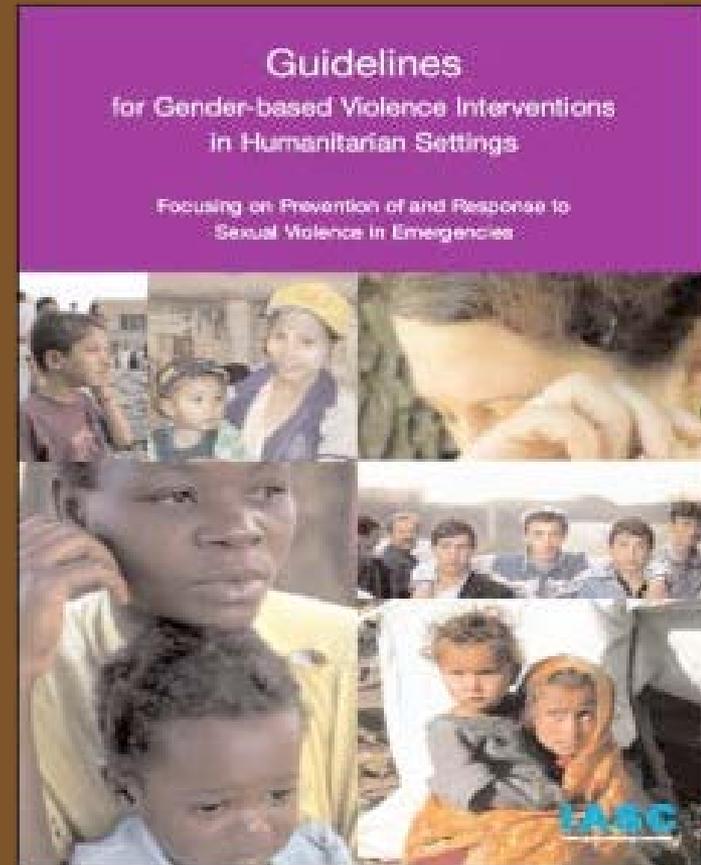
EXERCISE
GBV PREVENTION AND RESPONSE IN EARTHQUAKE SCENARIO

Key actions per sector based on case study

PREVENTING SEXUAL EXPLOITATION AND ABUSE

The Secretary General's Bulletin and implications for humanitarian workers

The Secretary-General's Bulletin

- "Sexual exploitation and abuse have always been unacceptable behaviour and prohibited conduct".

- It establishes specific standards "in order to further protect the most vulnerable populations, especially women and children."

The definitions

- **Sexual exploitation -** any **actual or attempted abuse** of a **position of vulnerability, differential power**, or **trust**, for sexual purposes, including but not limited to, **profiting monetarily, socially or politically** from the sexual exploitation of another.
- **Sexual abuse**" means the **actual** or **threatened physical intrusion** of a sexual nature, whether **by force** or under **unequal** or **coercive conditions**.

Six Core Principles

1. Sexual exploitation and abuse constitutes acts of serious **misconduct** and are therefore **grounds for termination of employment**.

2. **Sexual activity with children** (persons under the age of 18) is **prohibited** regardless of the age of majority or age of consent locally. **Mistaken belief in the age of the child is not a defense**.

Six Core Principles

3. **Exchange of money**, **employment**, **goods or services for sex**, including sexual favours or other forms of humiliating, degrading, or exploitive behaviour **is prohibited**. This includes exchange of assistance that is due to beneficiaries.

4. **Sexual relationships between staff and beneficiaries** of assistance, since they are based on **inherently unequal power dynamics,** undermine the credibility and integrity of the work of the United Nations and **are strongly *discouraged*.**

GenCap

Gender Standby
Capacity Project

Six Core Principles

5. Where staff or related personnel develop **concerns or suspicions** regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not, and whether or not within the United Nations system, **he/she must report** such **concerns via established agency reporting mechanisms**.

6. Staff and related personnel are obliged to **create and maintain an environment** that prevents sexual exploitation and abuse. Managers at all levels have a particular responsibility to support and develop systems which maintain this environment.

The Secretary-General's Bulletin

The SGB applies to:

- ➢ all UN staff (including agencies, funds, programmes)

- ➢ all uniformed personnel (including civilian police and military observers)

- ➢ all partners who enter into a contract with the UN (including NGOs, consultants, contractors, day labourers, interns, JPOs, UNVs etc.)

- ➢ some NGOs and IGOs also use the SGB! Many use the Six Core Principles

141

"**Grey Areas**"

- Strongly discouraged

- Sexual harassment vs. SEA

- Who are the beneficiaries?

- Refer to the FAQs

Key messages

- All staff and related personnel should **PROMOTE** but also **RESPECT** human rights.
- Sexual abuse and exploitation has serious consequences. Especially, **TRUST of local community and population.**
- SG's Bulletin is not designed to place restrictions on lives of staff and related personnel, but to **protect vulnerable groups from harm.**

Key messages

- Sexual activities with children are prohibited.

- Exchange of money, employment, goods or services for sex is prohibited.

- Misuse of a position of authority for sexual and other favours is prohibited.

- Staff and related personnel have an **obligation to report** all suspicions or concerns related to abuse and exploitation.

Test your knowledge

- According to the core principles, all staff and related personnel are prohibited from having sex with people who are under the age of 18.
  - TRUE OR FALSE?

- TRUE: sexual activity with children (under the age of 18) is prohibited regardless of the age of consent locally. This applies to international staff, local staff, consultants, etc.

IASC
GenCap
Gender Standby
Capacity Project

Test your knowledge

- Staff and related personnel are forbidden to have sexual relationships with beneficiaries under all circumstances.
  - TRUE or FALSE?

- FALSE: According to the core principles, sexual relationships between staff and related personnel and beneficiaries are **strongly discouraged**, because such relationships are based on inherently unequal power dynamics. Only when such relationships constitute sexual exploitation or abuse are they forbidden.

Test Your Knowledge

- If you suspect that a staff member is violating the core principles, you must (check all that apply)
  - A. Tell him/her to stop
  - B. Investigate
  - C. Report (i.e to the Head of Office or HR)

- The answer is "C", and this applies regardless of whether you are in the same agency. You must report suspicions.

Test Your Knowledge

- The core principles only apply to behaviour that takes place during working hours.
  - TRUE or FALSE?

- FALSE: The principles apply all the time. There is a responsibility that comes with the position that extends beyond working hours.

WOMEN'S MEANINGFUL PARTICIPATION AND LEADERSHIP

Strategies for increasing girls' and women's ability to influence decisions in camp settings

Role play

Answer the following questions and agree on key points to present to the Humanitarian Coordinator & CCCM Cluster Lead (Group 1) and Chief Minister & Donor (Group 2).

- Why is it a problem that no women are formally represented on government-appointed Camp Management Committees? List issues.

- What practical suggestions can you make to increase women's participation in decisions related to camp life?

Prepare for arguments against/ resistances to your proposal and plan to make a rebuttal.

Role play making a presentation to the Humanitarian Coordinator and CCCM Cluster Lead for Myanmar.

GenCap

Gender Standby
Capacity Project

PROMOTING GENDER EQUALITY THROUGH INTERNAL PRACTICES

Strategies for recruiting, retaining and developing women (female staff) in humanitarian response programmes

Role play: Group 1

Answer the following questions and agree on key points to present.

- Why is it a problem that most camp-based staff and volunteers are men?

- What can be done to encourage women to join the workforce?

- What incentives or supports can be put in place by an organization to retain female staff?

Prepare for arguments against/ resistances to your proposal and plan to make a rebuttal.

Role play making a presentation to OCHA's Head of Office and Plan's Country Director.

Role play: Group 2

Answer the following questions and agree on key points to present.

- How can senior management make sure that new staff has an understanding of gender issues in humanitarian interventions?
- How can senior management value and reward staff members who contribute to gender equality programming in their work?

Prepare for arguments against/ resistances to your proposal and plan to make a rebuttal.

Role play making a presentation to UNFPA's Representative and IMC's Country Director.

Other key resources

Handbooks on Gender and GBV
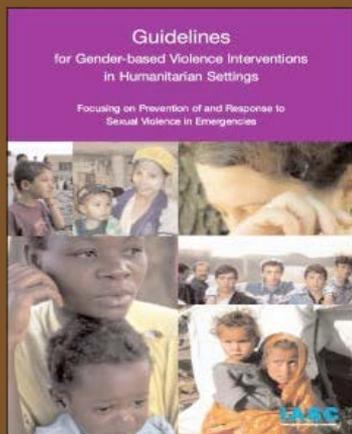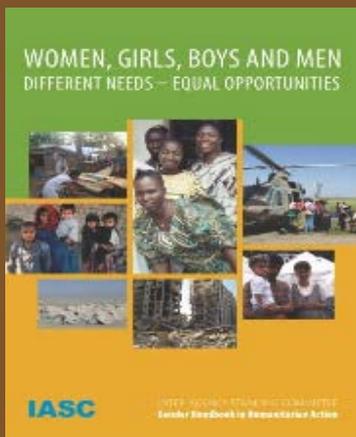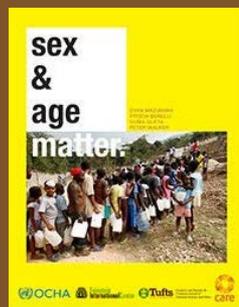
Online Course on Gender in Humanitarian Action

Sex and Age Study

Website

http://www.humanitarianresponse.info/themes/gender

I A S C
GenCap
Gender Standby
Capacity Project

MORE INFORMATION

- Website

http://www.humanitarianresponse.info/coordination/gencap/

- Senior Inter-Agency Gender Advisor for Myanmar

Maria Caterina Ciampi

Hosted by OCHA

caterina@un.org

Tel: 092 50 15 19 52

GenCap

I A S C

Gender Standby
Capacity Project

Put on your gender lenses!

Thank you!