

# OCHA GENDER TOOLKIT



Tools to help OCHA address gender equality



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OCHA's seven minimum gender commitments

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## Purpose

This toolkit is designed to provide practical guidance to OCHA staff to effectively integrate gender into their day-to-day activities. It supports the implementation of the 2012 OCHA Gender Equality Policy.

## Structure

The toolkit comprises two sections. Section one covers the basics of gender equality programming in humanitarian action. Section two provides practical information on mainstreaming gender in core functions of OCHA's work.

## Key Gender Equality References

- IASC Gender Handbook in Humanitarian Action, "Women, Girls, Boys and Men: Different needs-Equal opportunities"
- IASC Gender E-Learning
- IASC Guidelines on Gender-Based Violence
- IASC Gender Marker resources: <http://gendermarker.humanitarianresponse.info>



To find out more about gender equality work in OCHA and additional gender tools, go to:

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# Gender Commitments

OCHA's new 2012 Gender Equality Policy: A People Centred Approach calls on all OCHA staff to mainstreaming gender in their work. OCHA's humanitarian policy and programming work will ensure the following seven minimum gender commitments to support the effective mainstreaming of gender in humanitarian action.

## OCHA staff will:

- 1 Apply the ADAPT and ACT C Framework in all programming areas, ensuring, at a minimum, the following three elements are addressed, as they are fundamental to an effective humanitarian response:
  - Routine analysis of gender concerns to inform humanitarian programming and policy processes.
  - Regular and timely collection and analysis of sex- and age-disaggregated data.
  - Support to coordination of gender programming in the response.
- 2 Integrate gender issues into preparedness and resilience processes from data collection, assessments, planning and capacity-building for national partners.
- 3 Support the application of the IASC Gender Marker into OCHA-managed appeals and funding mechanisms.
- 4 Ensure that monitoring and evaluation mechanisms can ascertain if the different needs of women, girls, boys and men have been met in the humanitarian response.
- 5 Develop communication and advocacy products that capture the different needs, capacities and voices of women, girls, boys and men.
- 6 Provide support to humanitarian country leadership, including cluster leads, to effectively integrate gender within humanitarian programming.
- 7 Put in place necessary actions to protect women, girls, boys and men from all forms of sexual exploitation and abuse by OCHA staff, in line with the Secretary-General's bulletin on protection from sexual exploitation and abuse (ST/SGB/2003/13).





# ADAPT and ACT C Framework

# 1

## ADAPT and ACT C Framework

The ADAPT & ACT C Framework is a simple tool to help project staff review their projects or actions with a gender equality lens. All nine steps should be used to validate that the actions address the equal needs of women, girls, boys and men in the humanitarian response.

The framework captures the key principles that underpin gender mainstreaming in humanitarian action:

- Gender equality is a fundamental human right and a matter of social justice, hence humani-

tarian assistance should be grounded and guided by respect for the rights of all women, girls, boys and men.

- Gender equality programming promotes the active involvement of women and men in all aspects of humanitarian action.
- Humanitarian assistance should be shaped by an understanding of the different needs and priorities of women, men, boys and girls.
- Gender equality programming promotes the recognition of the multiple roles of women and men in post-crisis situations.

## Analyse gender roles and responsibilities

### Why is gender analysis important in humanitarian action?

- Natural disasters and armed conflict do not affect all people evenly; they are deeply discriminatory. Pre-existing structures and conditions determine that some members will be more affected.
- Humanitarian actors often respond based on assumptions about what they believe has happened, which includes misconception, for example, about who died, who survived, whose livelihoods were affected and how, and who needs what now.

Gender analysis examines the relationships among males and females of different ages: what are their different roles, who has power and who makes decisions. In a humanitarian setting, gender analysis provides the opportunity to analyse the impact of a humanitarian crisis on women, girls, boys and men.

### Consider the following when undertaking gender analysis:

- Who is affected (women, men, boys, girls, elderly people and disabled people)?
- How are they affected?
- Who has access to what and are there barriers to accessing services?
- What skills/capacities does each group have?
- Who owns what assets?



#### Example:

#### Cholera crisis in Haiti (2010)

In Haiti, it was generally assumed that cholera affected women more than men, as women have the primary role of caregivers, putting them at greater exposure to possible infection. Therefore, women are more often targeted for information. However, following a survey at the end of the cholera epidemic in Haiti, it was found that of the 87 recorded cholera deaths, 67 per cent were men.

If the programme staff had analysed their data during the epidemic, they could have reached out to the community to better understand why more men were affected.



### Design services that meet everyone's needs

The design of services can influence how women, girls, boys and men use the services or benefit from them. Project staff should be aware of the possible physical and human barriers that can affect service delivery.

Examples include:

- Girls may not go to school because there are no separate latrines.
- Separated young boys may not understand how to cook.
- Women may not participate in training because the location is far from their homes.

### Access to services for women, girls, boys and men is ensured

There are many barriers that can influence affected people's access to a service. This is similar to how services are designed. Service providers should understand who is benefiting and routinely monitor who uses the service.

- Take into account the impact of cultural practices, such as restriction on mobility for women and girls.
- Consider the composition of service-delivery teams (in terms of male and female) to address barriers in accessing assistance. For example, women may not be able to access reproductive health services from an all-male health team.
- Ensure that registration for humanitarian assistance does not exclude some groups such as women single heads of households, women in polygamous marriages and widows.

### Participation of women and men is ensured

Ensure women, girls, boys and men participate in the design, implementation, monitoring and evaluation of humanitarian response, and that women are in decision-making positions. The following could be helpful:

- Where the cultural context permits, promote the active participation of women alongside men on an equal or fairly even basis. Camp-coordination committees should have equal representation of women and men.
- Where the context is culturally restrictive, design creative means to ensure women's voices are heard, for instance through women's groups, female leaders and female humanitarian workers with interface to the affected women.

### Training should benefit men and women equally

Ensure that women and men benefit equally from training and other capacity-building activities. Take note of the following:

- Avoid stereotypes that reinforce inequality, e.g. activities regarded as "male only" work, such as food for work or cash for work.
- Provide opportunities for women to attend meetings or trainings, taking into account their other commitments as mothers, caregivers and providers. For example, allow women to attend meetings with children, and tailor the events around a convenient time for women after they have completed their commitments at home.

### Address gender-based violence

Make sure that all sectors take specific actions to prevent and/or respond to gender based violence (GBV). Sector actors should ensure that the services they deliver do not put people at risk. Everyone should use the "IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings" for planning and coordination. Some examples of points to consider to ensure GBV concerns include:

- The presence of lighting around camps/settlements, but specifically around sanitation facilities.
- The distance between common facilities such as toilets, water points and dwelling places to reduce risks of sexual violence.
- The timing for distributing food or non-food items so that people can reach home safely.



## Collect, analyse and report sex-/age-disaggregated data (SADD)

### What is SADD?

This is data broken down by a person's sex and age group.

- The collection of sex-disaggregated data is straightforward, but the collection of age-disaggregated data requires a creation of age categories. The Sphere Handbook suggests the following groups: children: ages 0-5, 6-12 13-17; adults: broken down in 10-year brackets, e.g. ages 50-59 and 60-69.
- SADD is collected through (i) Quantitative methods such as surveys, registration lists, distribution lists, clinic records and census samples; and (ii) Qualitative methods such as key informant interviews, focus group discussions and one-on-one in-depth interviews.

### Why is the collection and use of SADD important?

- Conflicts and natural disasters have different impacts on women, girls, boys and men, children, adults and older people.
- To know the specific needs of these people, and if they have not been met, it is necessary to collect data about/from each group.
- To understand coverage and gaps, service providers need to collect and analyse the sex and age of who is receiving the service.

In 2010, IOM carried out a WASH assessment in the camps in Haiti. The data revealed that 33 per cent of all latrines were not being used and 57 per cent were occasionally used. The reasons were as follows: women complained that latrines were not separated by sex; there was no privacy; the latrines were too far from their living areas; they were not lit; and they had no locks. Alarming, 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.

Examples on the added value of SADD in humanitarian programming:

- Improves the effectiveness and cost efficiency of a relief effort. A case study on WASH and protection in Haiti highlighted above demonstrates this.
- Facilitates effective, practical, context-specific planning and response. A case study below on gender and shelter in Uganda is a good example.

A study by World Vision reported that construction is traditionally a male responsibility. In this context, (is this in Uganda...?) women lacked the skills to build shelters. This meant that women living in single female-headed households had to trade unwanted sex in exchange for the required male construction skills. Therefore, it is crucial to know how many single female heads of household are present in a population and the gender dynamics involving shelter construction in order to accurately plan practical and effective shelter assistance, carefully allocate resources and ensure protection.

## Target actions based on gender analysis

Based on a gender analysis, make sure that women, girls, boys and men are targeted with specific actions when appropriate.

Ensure that targeting criteria are context specific and that terminology such as "single women" "married women", "head of household" and "polygamous families" is clearly defined. Ensure that targeting effectively addresses distinct needs of shared households and polygamous households.

Where one group is more at risk than others, special measures should be taken to protect that group. Examples would be:

- Safe spaces for women to provide an opportunity for psychosocial support and air their views.
- Protection of boys from forced recruitment.



### Coordinate actions with all partners

Set up humanitarian gender working groups to ensure coordination and mainstreaming in all sectors. ADAPT and ACT collectively to ensure gender equality programming.

#### Resources

- FAQ on the IASC Gender Marker
- IASC Gender Marker website: [www.onereponse.org](http://www.onereponse.org)
- UNHCR Age Gender Diversity and Disability surveys (AGDD) incorporate good gender elements
- IASC Gender Handbook



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# Gender **2**

## Definitions and Mandates

### Definitions of Key Gender Terms

#### Gender

Gender refers to the social attributes and opportunities associated with being male and female, the relationships between women and men and girls and boys, and the relations between women and between men. These attributes, opportunities and relationships are socially constructed and learned through the socialization processes. They are context-/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in decision-making opportunities, responsibilities assigned, activities undertaken, and access to and control over resources. Gender is part of the broader sociocultural context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age ([www.un.org/womenwatch/osagi/conceptsanddefinitions.htm](http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm)).

#### Gender Equality

Gender equality refers to the equal rights, responsibilities and opportunities of women, men, girls and boys. Gender equality is achieved when the different behaviours, aspirations and needs of women and men are equally valued and favoured and do not give rise to different consequences that reinforce inequalities.

#### Gender Mainstreaming

Gender mainstreaming is a globally recognized strategy for achieving gender equality. The Economic and Social Council (ECOSOC), in its agreed conclusions 1997/2, defined gender mainstreaming as "...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic

and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

In simple terms, gender mainstreaming is undertaken within sector work, such as in education and shelter interventions, to make sure that the benefits of the sector are equally enjoyed by women and men.

#### Gender Analysis

Gender analysis examines the relationship between females and males, their access to and control of resources, their roles and the constraints they face relative to each other. Gender analysis should be integrated into the needs assessments and in all sector assessments to ensure that gender-based injustices and inequalities are not exacerbated by humanitarian interventions and that, where possible, greater equality and justice in gender relations are promoted.

#### Targeted Actions

Targeted actions are designed and put in place after a review of the gaps or failures of interventions to meet the equal needs of women and men, girls and boys. Specific projects or actions assist a particular group, e.g. women or men, girls or boys who have been left out or ignored. A good example of targeted action is girls' education. When large numbers of girls do not go to school, specific targeted actions to promote girls to go to school should be set up. Similarly, if young sexually active men are not visiting health services due to stigma or other reasons, services to meet these needs should be established.

#### Protection

Protection encompasses all activities aimed at securing the full respect for the rights of individuals (women, girls, boys and men) in accordance with the letter and spirit of the relevant bodies of human rights, and humanitarian and refugee law. Protection activities aim to create an environment in which dignity is respected,



## Gender Definitions and Mandates

specific patterns of abuse are prevented or their immediate effects alleviated, and dignified conditions of life are restored through reparations, restitution and rehabilitation.

### Gender-Based violence

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 differences between females and males. The nature and extent of specific types of GBV vary across cultures and countries. Examples include sexual violence, including rape, sexual exploitation, abuse, forced prostitution and domestic violence; trafficking; forced or early marriage; harmful traditional practices such as female genital mutilation and honour killings; and widow inheritance.

GBV is a serious and life-threatening human rights, protection and gender issue that poses unique challenges in the humanitarian context. GBV increases in conflict situations. These violations place barriers on the enjoyment of rights and the attainment of gender equality.

### Sexual Exploitation and Abuse

Sexual exploitation and abuse (SEA) are forms of GBV that have been reported in humanitarian contexts, specifically relating to humanitarian workers. In 2002, the IASC adopted six core principles relating to SEA, which are included in the UN Secretary-General's bulletin "Special measures for protection from sexual exploitation and sexual abuse" (ST/SGB/2003/13). These principles together constitute SEA programming (PSEA). They are binding on humanitarian staff.

### Gender Balance

Gender balance is a human resource issue. It is about the equal participation of women and men in all areas of work (international and national staff at all levels, including senior positions). Achieving a balance in staffing and creating a working environment that is conducive to a diverse workforce improves the overall effectiveness of our work, and it enhances the capacity to better serve the entire population.

As with many organizations, OCHA has decided to treat the issue of gender balance in the workforce as part of human resources policy and practice. Hence gender balance is not a focus of OCHA's Gender Equality Policy.

## Mandates related to gender equality

### ECOSOC conclusions

In 1998, ECOSOC requested the Emergency Relief Coordinator to "ensure the integration of a gender perspective into all aspects of humanitarian policy". Since then, this mandate has been reiterated to the present ECOSOC/GA resolutions requesting that Member States, UN and other actors ensure all aspects of humanitarian response address the specific needs of women, girls, boys and men. This includes improved collection, analysis and reporting of sex-age- and disability-disaggregated data.

### IASC Transformative Agenda

In its guidance notes, the IASC Transformative Agenda establishes strong commitments on gender, on which OCHA is obliged to take a leadership role, within the core areas of coordination and strategic systems.

### IASC Policy Mainstreaming Gender in the Humanitarian Response

The IASC commits itself to ensuring that its member organizations take the following actions:

- Formulate specific strategies for ensuring that gender issues are brought into the mainstream of activities within the IASC areas of responsibility. Priority areas are assessment and strategic planning for humanitarian crises; the Consolidated Appeal Process; principled approach to emergencies; and participation of women in planning, designing and monitoring all aspects of emergency programmes.
- Ensure data is disaggregated by sex and age, and include a gender perspective in information analysis.
- Produce gender-sensitive operational studies, best practices, guidelines and checklists for programming, and establish instruments and mechanisms for monitoring and evaluation, such as gender-impact methodologies, in order to incorporate gender-analysis techniques in institutional tools and procedures.
- Develop capacity for systematic gender mainstreaming in programmes, policies, actions and training.

Security Council resolution 1325 on women, peace and security (2000) recognized that war affects women differently. It reaffirmed the need to increase women's role in decision-making with regard to conflict prevention and resolution. Among other steps, this resolution calls for the recognition of the special needs of women and girls during repatriation and resettlement, and for rehabilitation, reintegration and post-conflict reconstruction. Available from [www.un.org/events/res\\_1325e.pdf](http://www.un.org/events/res_1325e.pdf)

The UN Security Council subsequently adopted four additional resolutions on women, peace and security: 1820 (2008), 1888 (2009), 1889 (2009) and 1960 (2010). Taken together, the five resolutions represent a critical framework for improving the situation of women in conflict-affected countries.

The Convention on the Elimination of all forms of Discrimination Against Women is considered as the "women's bill of rights" and a cornerstone of humanitarian, development and recovery assistance. It ensures gender equality and the equal protection of human rights of women alongside men in carrying out humanitarian and peacebuilding activities. It also pays special attention to the violation of human rights of women and the provision of appropriate remedies.

Outcomes Document – Beijing +5 (New York, 2000) Actions to be taken at the international level by the United Nations system and international and regional organizations: para 86 (a) Assist Governments, upon request, in developing gender-sensitive strategies for the delivery of assistance and, where appropriate, responses to humanitarian crises resulting from armed conflict and natural disasters. Full text available from: [www.un.org/womenwatch/daw/followup/as2310rev1.pdf](http://www.un.org/womenwatch/daw/followup/as2310rev1.pdf)



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# Gender and Preparedness **3**

## Gender and Preparedness

This tool provides practical tips on how to ensure that gender is mainstreamed in preparedness efforts on the ground.

There is increasing evidence that more women than men are killed in natural disasters, and that more men than women are killed in armed conflict. In natural disasters, the deficit in women's participation in preparedness and response often signals the marginalization of others, including the elderly, people with disabilities and minority groups.

Women and men are often equally active in local preparedness and efforts to build disaster-resilient communities. Both have crucial roles at the household and community level. However, women's roles in mitigating and preparing for disasters and in managing emergencies frequently go unrecognized in formal disaster management circles, and they tend to be

excluded from planning relief distribution. The presence of women and attention to gender differences evaporates at progressively senior levels until it is non-existent in national- and regional-level discussions.

Humanitarian workers can contribute to gender-inclusive disaster preparedness through the following:

- 1 Coordination structures
- 2 Gender analysis to inform preparedness
- 3 Vulnerability assessments
- 4 Information gathering and management
- 5 Planning
- 6 Capacity-building
- 7 Resource mobilization

### 1 Coordination structures

The key country-level players in disaster preparedness and response are the National Government's Disaster Management Office (NDMO) and relevant line ministries. The NDMO leads national coordination. The coordination efforts of the Humanitarian Country Team (HCT) and the clusters work in parallel with and in support of the NDMO. UN agencies, specifically ISDR, UNDP and OCHA, have leadership roles in preparedness.

- The Resident Coordinator/Humanitarian Coordinator (RC/HC) needs to be consulted in order to identify preparedness priorities and strategically help to bring gender dimensions into the pulse of the HCT's preparedness work.

- Strategic relationships should be built with UNDP's Bureau for Crisis Prevention and Recovery and, if present, ISDR and OCHA. These agencies drive the UN's disaster preparedness.
- It is also important to pro-actively support gender and protection service providers to be an integrated part of disaster response (e.g. psychosocial and gender-based violence services).
- Consult with the RC/HC on disaster risk reduction support needed and adapt activities to identified areas.
- Establish links with the HCT, Government and UNDP.



### 2 Gender analysis to inform preparedness

Gender analysis should be conducted before, during and after natural disasters. It should be used to stimulate discussion on the gender lessons learned. This data and reflection give excellent focus to preparedness and contingency planning for future disasters. Field analysis should always be conducted with implementing partners' active field teams. Collaborating on gender analysis in the field presents opportunities to jointly carry out tool development, analysis and reporting. This creates an active learning experience for all.

- The entry point is to work with partner field teams to ensure that practical and relevant tools and approaches are used to conduct relevant gender analysis in communities. Cluster-specific insights should be gathered.
- Gender lessons learned and recommended actions must be discussed with individual cluster leads and their teams.
- This analysis can later make a valuable contribution to the vulnerability assessment, which is conducted when disaster strikes.

### 3 Vulnerability assessment

This is essential to identify who is most vulnerable and why, which capacities need to be developed and strengthened, and what relief and services are needed. Gender analysis is essential to ensure the right response for all women, girls, boys and men. Social networks, power relationships, knowledge, skills, gender roles, health, wealth and location all affect risk and vulnerability to disasters and the capacity to respond to them. Vulnerabilities and capacities of individuals and social groups evolve over time and determine people's abilities to cope with and recover from disaster.

- Tools and approaches used by assessment teams should allow the mapping of the different risks faced by women, girls, boys and men.
- Provide technical support in gaining gender-differentiated insight into the capacities and the vulnerabilities of all disaster-affected groups.
- Ensure that gender and diversity are included in vulnerability and capacity assessments.
- Provide gender technical support in monitoring hazard threats to vulnerable groups at the community level.

### 4 Information gathering and management

Experience shows that assessments planned in a rush often fail to collect essential gender and protection information. In the same rush, time and attention may not be paid to ensuring an appropriate gender mix in assessment teams. Ideally, women-to-women and men-to-men discussions should be conducted to identify the needs, coping abilities and best solutions for all affected people. Although the initial rapid assessment has limited opening for consultation, there are various methods and tools to help maximize the inclusiveness that is possible. All follow-up assessments need to be structured to ensure deeper capture of relevant data by sex, age, disability and context-relevant vulnerability.

- Preparedness should always put priority on having agreed assessment tools and approaches in place before disaster strikes. This is a preparedness responsibility of the NDMO, with technical input and support, as needed, from the international community.
- If in-country clusters are active, this will be a priority of OCHA and the inter-cluster forum. If the NDMO does not initiate this, it is vital that the international community agrees on a practical, inclusive tool for rapid assessments in which it collaborates.
- Likewise, clusters should agree on common sectoral-assessment tools as part of their preparedness. Mandated to mainstream gender and protection, clusters should ensure that assessment tools capture relevant gender and protection information.
- Assist in the development of gender-sensitive assessment tools for the collection of baseline data.
- Assist in the development of engendered common rapid needs-assessment tools.
- Provide technical support to ensure that established early warning mechanisms have clear information and communication flows to all groups in the community.
- Support the development and dissemination of guidelines on early warning response to high-risk groups in the community.
- Provide technical support in establishing early warning systems that include all groups in the community for monitoring early warning indications.



## 5 Planning

Country-level contingency plans and cluster workplans are central to preparedness. Standards and guidelines need to be agreed before disaster strikes. Planning is also fundamental to effective stockpiling. With gender-sensitive planning, pre-positioning and Government-approved lists of allowed relief items can ensure that food and non-food relief meet needs and do not cause harm. Harm can take many forms including a surge of gender-based violence (GBV) when relief supplies are inappropriate, opportunistic promotion of baby formula that undermines breastfeeding, and gaps in the supply of preferred contraceptives.

- A hazard prioritization based on gender and vulnerability analysis and lessons learned from previous disasters.
- Assist in ensuring sectoral response plans include GBV and other gender concerns.
- Put contingency plans through the rigor of a simulation exercise so that value can be added by ensuring gender and protection concerns are meaningfully integrated into the simulation and the follow-up revision of the contingency plan.
- Assist in hazard prioritization based on conducted vulnerability analysis and identified gaps from lessons learned.
- Ensure that sectoral response plans address identified gaps and possible GBV occurrences.
- Ensure that gender considerations are taken on board in simulation exercises.
- Provide technical support in mainstreaming these considerations during the revision of the contingency plan.
- Facilitate a session on gender and mainstream gender perspectives in emergency preparedness trainings.

## 6 Capacity-Building

Engaging communities in preparing for natural disasters is key to reducing risk. The objective is to enhance and build onto the existing knowledge of women, girls, boys and men. The active and equal engagement of women and men in this process enhances the coping strategies of the community against hazard risks and reduces its vulnerability against them. For these reasons, many Governments actively support communities forming disaster management committees. International or local NGOs often partner with the Government as implementers to facilitate community committees that create and implement disaster management plans.

- Help train and build the gender capacity of key implementing partners and their trainer-of-trainer teams who work in community-level disaster preparedness.
- These capacity-building activities can be strategically used to promote meaningful participation of males and females by generation, including people with disabilities and other minority or vulnerable groups.

## 7 Resource Mobilization

UN resolutions, evaluations and donors all demand evidence that humanitarian investment is meeting the distinct needs of the most vulnerable women, girls, boys and men.

- An important part of contribution to preparedness is to ensure that identified gender needs are reflected in Flash Appeals, CAPs and other funding mechanisms. GenCap training on the IASC Gender Marker supports this. It helps ensure that projects are well designed to target beneficiaries, gender coding is accurate and clusters monitor that projects are implemented to fulfill their gender code.
- Ensure that identified gender needs are reflected in Flash Appeals and CAPs.
- Provide training on the Gender Marker and participate in project-vetting teams.



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# Gender in Coordinated Needs Assessments

# 4

## Gender in coordinated needs assessments

This tool describes practical steps to integrate gender concerns into OCHA-managed coordinated needs assessments.

### Ensure a Preliminary Scenario Definition (PSD) is informed by a secondary data review that reflects gender-and age-specific vulnerabilities and needs and the situation of vulnerable groups.

- Use secondary sources to look for gender disparities in humanitarian indices, such as the “Global Gender Index” published by the World Economic Forum. Reports can be accessed from [www.weforum.org/issues/global-gender-gap/](http://www.weforum.org/issues/global-gender-gap/)
- Encourage the use of multiple information sources and identify good sources of information on gender-related and/or women’s issues.
- Use information from national NGOs for a better appreciation of the local context.

### Advocate the collection of views from women, men, girls and boys to ensure gender perspectives are captured in needs assessments.

This could include separate focus group discussions for women, men, girls and boys. Ensure community-level

data collection effectively captures the different needs, views and capacities of women, girls, boys and men.

Ensure the following:

- 1 Ensure assessment teams have a fair balance of men and women in order to better capture gender dimensions.
- 2 Prioritize “do no harm” ethics in needs analysis, i.e. what information is collected and for what specific purpose.
- 3 Promote awareness of possible biases in information collected. For example, if women were not consulted, do these priorities really reflect the community’s needs and priorities?
- 4 Promote the greater use of local women’s organizations and women leaders as information sources on women and girls.
- 5 Collect and use data disaggregated by sex and age to inform good programming.

### Data collection, analysis and report writing use disaggregated data by sex and age.

Capture the following:

- How many people are affected?
- What is the ratio of males to females?
- How many women, girls, boys and men?
- How many need humanitarian assistance?
- How are they distributed geographically?



## Gender in Coordinated Needs Assessments

### Analysis/reporting should provide an appreciation of coverage and gaps.

The following considerations should be taken into account:

- Do the male and female populations have equal access to assistance?
- What are the barriers to accessing assistance for women, girls, boys and men?
- Are there factors that increase the risk of sexual exploitation and abuse?
- Gender issues arising from needs assessments inform humanitarian priorities for response.
- Humanitarian priorities deriving from the needs analysis should provide an understanding of the following:
  - The key issues to be considered in terms of gender, age and protection.
  - The distinct needs for assistance and protection of women, girls, boys and men.
  - The priority areas and groups to be targeted for intervention.



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# Gender in OCHA Coordination Projects **5**

## Gender in OCHA Coordination Projects

This tool provides practical tips on how to ensure OCHA coordination projects mainstream gender and achieve a 2a Gender Marker code. The tool is for OCHA regional and country offices, CRD desk officers and the OCHA CAP section.

The IASC Gender Marker codes humanitarian projects based on how well they ensure that women, girls, boys and men will benefit equally. The code is on a scale from 0 to 2. Applying the IASC Gender Marker ensures that gender considerations are integrated into all phases of project design, from needs analysis and activities to outcomes.

Applying the IASC Gender Marker is mandatory for all CAPs and pooled funds in 2012. The overarching objective of the IASC Gender Marker is to improve project design, not to simply add gender-sensitive words to a document. The tool strengthens programming and analysis based on the different needs, concerns, capacities and contributions of women, men, girls and boys. It ensures more-effective humanitarian action by appropriately designing and targeting the response to meet the distinct needs of all segments of a population.

### IASC Gender Marker Codes

Gender Marker		Description
Gender Code 0	No visible potential to contribute to gender equality	Gender is not reflected in the project sheet or only appears in the outcomes. There is a risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm. These projects are considered "gender blind".
Gender Code 1	Potential to contribute in some limited way to gender equality.	Gender dimensions appear in only one or two components of the project sheet, i.e. in the needs assessment, activities or outcomes.
Gender Code 2a: Gender Mainstreaming	Potential to contribute significantly to gender equality.	A gender analysis is included in the project's needs assessment. It is reflected in one or more of the project activities and one or more of the project outcomes.
Gender Code 2b: Targeted Action	The project's principal purpose is to advance gender equality.	The gender analysis in the needs assessment justifies this project, in which all activities and outcomes advance gender equality.
Gender Code: Not Applicable N/A		This project does not have direct contact with affected people, and it does not directly affect or determine the selection or use of resources, goods or services accessed by affected people.
Gender Code: Not Specified		This code can be used temporarily while the project is not yet finalized.



## Gender in OCHA Coordination Projects

### Ensuring a 2a code for OCHA coordination projects

To achieve a 2a code, gender concerns must be addressed in the OPS project sheet's three main sections: Needs Analysis, Activities and Outputs.

This tool will provide guidance on how to include gender concerns in each section.

### Addressing gender in the Needs Analysis

Describe different dimensions of the crisis faced by women, men, girls and boys, such as:

- Who is affected (women, men, boys, girls, elderly women and elderly men)?
- How are they affected?
- Who needs protection and how?
- Who has access to what and are there barriers to accessing services?
- What skills/capacities does each group have? Do women and men participate equally in decision-making?



#### Example 1:

##### OCHA Yemen Coordination Project 2012

"Yemen ranks lowest on the global gender index, translating into social exclusion and discrimination, especially for women and girls. The current humanitarian situation increases the level of vulnerability. However, the capacity of agencies to effectively mainstream gender into needs assessments and overall project activities in order to ensure positive gender equality outcomes is still weak."

Provide data disaggregated by sex and age for the target population, such as gender ratios, percentage of children and numbers of single-headed households. Address armed elements, women and children in armed groups, or women and child ex-combatants.



#### Example 2:

##### Kenya Emergency Humanitarian Response Plan 2012

"It is estimated that 3.75 million drought-affected people, including 2.4 million children under 18 and more than 900,000 women of reproductive age, will continue to require assistance into the early months of 2012, despite an anticipated improvement in drought conditions as a result of the short rains season."

### Identify gaps in the humanitarian response.

- Vulnerabilities: Who is vulnerable? How are they vulnerable? Make sure you mention who the vulnerable people are (e.g. vulnerable women, men, boys, girls, elderly women and men).
- Capacities/coping mechanisms: Ensure women's capacities are taken into account. What different coping mechanisms are used by women, men, boys and girls? What resources and support are they using to survive? Are these sustainable? Why or why not?
- Access: Do women, men, girls and boys have adequate access to resources, return and reconstruction (human, technical, financial)? What would help increase their access?
- Participation/consultation process: Who has been consulted and how? Have men and women contributed to/participated in the assessment, assistance and reconstruction?



#### Example 3:

##### Afghanistan CAP 2012

"Population displacements are expected to escalate in 2012, causing widespread humanitarian needs and affecting the most vulnerable, for example women and child-headed households, the sick, the disabled and elderly, whose experiences of displacement, needs and priorities are quite distinct. This provides a broad appreciation of vulnerabilities, which could be supported by more specific examples of how the humanitarian situation is worsening it."



## Addressing gender in the Activities

- The IASC Gender Marker is applied and partners trained on its use.
- Coordination mechanisms on gender in humanitarian action are supported.
- A task force on the prevention of sexual exploitation and abuse (PSEA) is created.
- PSEA training conducted.
- Gender is integrated into contingency plans.
- Inter-cluster coordination forum/HCT adopts gender as a priority cross-cutting issue.
- Cluster strategies are gender mainstreamed, adopting the ADAPT & ACT C Framework.

### Example 1:

oPt, Afghanistan and Yemen ERF projects all prioritize the application of the IASC Gender Marker to all ERF projects.

- Sex- and age-disaggregated data are collected and used to inform programming.
- Advocacy efforts are informed by qualitative information on the different experiences, voices and views of women, men, boys and girls in needs assessments.

### Example 2:

Afghanistan, Somalia, Yemen and Kenya coordination projects in the CAP 2012 highlight the need for the collection of timely and reliable sex- and age-disaggregated data throughout humanitarian processes.



### Example 1:

The Afghanistan ERF and coordination project lists the following outcomes, flowing from needs analysis and activities:

- Ensuring that ERF projects address critical gender-equity issues that ensure vulnerable women, girls, boys and men have equitable access to humanitarian assistance.
- Increased advocacy for gender equity within the humanitarian response.
- Improved information management, including a focus on the routine collection and analysis of sex- and age-disaggregated data.



To find out more about gender equality work in OCHA and additional gender tools, go to:

<http://ochanet.unocha.org/TI/Gender/>  
<http://http://gender.humanitarianresponse.info>  
<http://gendermarker.humanitarianresponse.info>

## Addressing gender in the Outcomes

The outcomes section should flow from the needs analysis through activities to ensure a consistent approach. Outcomes should reflect a project's impact on women, men, boys and girls. They should be measurable and preferably broken down by sex and age.





# Gender in Emergency Response Fund (ERFs)

# 6

## Gender in Emergency Response Funds Projects

This tool provides practical tips on how to ensure ERF projects mainstream gender and achieve a 2a or 2b Gender Marker code.

ERFs are country-level pooled funds managed under OCHA auspices. The HC is the overall custodian of ERFs where grants are allocated to NGOs, UN agencies, the International Organization for Migration and the Red Cross/Red Crescent Movement for response to rapidly evolving needs. The funds are un-earmarked, and decisions for fund allocations are made at the country level in a timely, flexible and coordinated manner.

The 2012 global evaluation of the ERF highlighted that the management and administration of the ERFs address gender equality and the impact on women, girls, boys and the elderly. Other diversity concerns, such as disabilities, religion and ethnicity, should also be addressed based on an analysis of needs and capacities in the particular situation.

*When OCHA submits an ERF project to the CAP as a pooled fund project, it should be designed in a way that attains a 2a Gender Marker code. This means including gender concerns in the needs analysis, activities and outcomes.*

### Addressing gender in ERF projects

- ERF-funded projects should address the needs of women, girls, boys and men. Additionally, age and other diversity concerns (disabilities) must also be addressed.
- Minimum requirements must be streamlined with the IASC Gender Marker and gender considerations.
- Projects should strive to attain a 2a or 2b Gender Marker code, as these projects should receive a higher priority in the selection of individual projects.
- It is crucial that gender is considered in all programme monitoring reports.
- Sex- and age-disaggregated data should inform programme design.
- The IASC Gender Marker should be included in ERF project proposals and reflected in the final narrative report as well as the "ERF Annual Report".

### Addressing gender in the Needs Analysis

Describe different dimensions of the crisis faced by women, men, girls and boys, such as:

- Who is affected (women, men, boys, girls, elderly women and elderly men)?
- How are they affected?
- Who needs protection and how?
- Who has access to what and are there barriers to accessing services?
- What skills/capacities does each group have? Do women and men participate equally in decision-making?



# Gender in Emergency Response Funds Projects

## Addressing gender in the Activities

Systematically describe gender-specific activities in ERF projects.

- The Gender Marker is applied and partners are trained on its use.
- Coordination mechanisms on gender in humanitarian action are supported.
- A task force on the prevention of sexual exploitation and abuse (PSEA) is created.
- PSEA training conducted.
- Gender is integrated into contingency plans.
- Inter-cluster coordination forum/HCT adopts gender as a priority cross-cutting issue.
- Cluster strategies are gender mainstreamed, adopting the ADAPT & ACT Framework.



### Example 1:

oPt, Afghanistan and Yemen ERF projects all prioritize the application of the Gender Marker to all ERF projects.

- Sex- and age-disaggregated data are collected and used to inform programming.
- Advocacy efforts are informed by qualitative information on the different experiences, voices and views of women, men, boys and girls in needs assessments.



### Example 1:

The Afghanistan ERF and coordination project lists the following outcomes, flowing from needs analysis and activities:

- Ensuring that ERF projects address critical gender-equity issues that ensure vulnerable women, girls, boys and men have equitable access to humanitarian assistance.
- Increased advocacy for gender equity within the humanitarian response.

Improved information management, including a focus on the routine collection and analysis of sex- and age-disaggregated data.



To find out more about gender equality work in OCHA and additional gender tools, go to:

<http://ochanet.unocha.org/TI/Gender/>  
<http://gender.humanitarianresponse.info>

## Addressing gender in the Outcomes

The outcomes section should flow from the needs analysis through activities to ensure a consistent approach. Outcomes should reflect the project's impact on women, men, boys and girls. They should be measurable and preferably broken down by sex and age.



## Gender and Resilience

This tool provides practical tips on how to ensure gender concerns are embedded in resilience-based actions.

A resilience-based approach means providing assistance in a way that builds the capacity of

households and communities to manage future shocks. It is people focused and therefore must reflect the distinct capacities and coping mechanisms of women, girls, boys and men.

### Why building resilience needs to be gender sensitive

Programme activities that build the resilience of households and communities include disaster risk reduction, emergency preparedness, livelihood support and social protection. As UNISDR states: "Disasters don't discriminate, but people do." Research reveals that disasters reinforce, perpetuate and increase gender inequality, making bad situations worse for women. Meanwhile, the potential contributions that women can offer...are often overlooked and female leadership in building community resilience to disasters is frequently disregarded."<sup>2</sup>

Studies also demonstrate significant differences in how households headed by women and those headed by men cope with shocks;<sup>3</sup> what coping mechanisms come into play within those households, and how they affect women, girls, boys and men in terms of their access to resources and food security.

Therefore, to be effective and sustainable, activities that build resilience must be gender sensitive. Household-level and, consequently, community resilience are based on six main components:<sup>4</sup>

### How to ensure building resilience is gender sensitive

Describe different dimensions of the crisis faced by An approach that focuses on strengthening the resilience of communities and households can increase the impact and cost effectiveness of humanitarian and development assistance. In the same way, an approach that identifies and addresses all segments of a community's distinct capacities and coping strategies can also increase the impact and cost effectiveness of assistance. A resilience- and gender-focused approach to programming is about enhancing quality for better programming. Whether providing assistance as a stand-alone emergency measure or aiming to contribute to longer-term resilience-building, the IASC's ADAPT & ACT-Collectively Framework provides solid general guidance for ensuring gender-sensitive programming at national and local levels.

<sup>2</sup> UNISDR, UNDP and IUCN, 2009, Making Disaster Risk Reduction Gender-Sensitive: Policy and Practical Guidelines.

<sup>3</sup> FAO, Deriving Food Security Information from National Household Budget Surveys: Experiences, Achievements, Challenges (2008), Sibrian R. (ed), and FAO, Food Security Information for Decision-Making: Measuring Resilience, concept note on the Resilience Tool (2010)

<sup>4</sup> ibid



### Recommended steps for building gender-sensitive resilience include:

<b>A</b>	<b>ANALYSE</b> gender differences: Interventions are designed based on a gender analysis.
<b>D</b>	<b>DESIGN:</b> Humanitarian interventions are designed to ensure women, girls, boys and men can benefit, e.g. the location of agriculture extension training takes into account how far women and men can travel; opening hours and design of health clinics allow for women and men to use the services; food-for-work activities are designed to make sure women and men can benefit. Asset-building efforts are designed in such a way as to not interfere or compete with women's other productive and reproductive activities.
<b>A</b>	<b>ACCESS</b> for women, girls, boys and men: Information, training and technologies used in developing capacity are accessible and relevant to all stakeholders. Monitor participants' access to the resources and opportunities created by the project to ensure that all identified groups have equal opportunities to access services needed.
<b>P</b>	<b>PARTICIPATION:</b> Women and men participants are equally involved in vulnerability assessments and in the prioritization and design of resilience-based pilot projects, which are built on their indigenous knowledge. Women and men participants are involved in choosing the assistance modality (food, cash and/or vouchers) that best reflects their reality and their distinct needs.
<b>T</b>	<b>TRAIN</b> women and men equally: Train all staff, including those from private-sector partners, to mainstream gender considerations in project implementation.
and	
<b>A</b>	<b>ADDRESS GBV:</b> We know that in the context of displacement resulting from a disaster, GBV, including sexual violence, exploitation and abuse, is a high-risk problem. All activities must identify any possible negative, unintended effects or attempt to mitigate against them as much as possible.
<b>C</b>	<b>COLLECT,</b> analyse and report sex- and age-disaggregated data: When indicators are disaggregated for sex, age and other contextually relevant variables, they provide clear indications of where interventions are needed.
<b>T</b>	<b>TARGET</b> actions based on gender analysis: Set specific targets for the proportion of women participants in decision-making structures and in the project as a whole. Ensure that their capacities are built to meaningfully contribute to decision-making if there are gaps or cultural barriers.
<b>C</b>	<b>COORDINATE</b> actions with partners: Work with local counterparts to ensure that gender issues are meaningfully included in national policies addressing risk reduction, climate change and related issues.



To find out more about gender equality work in OCHA and additional gender tools, go to:

<http://ochanet.unocha.org/TI/Gender/>  
<http://gender.humanitarianresponse.info>



# Gender Mainstreaming in Clusters **8**

## Gender Mainstreaming in Clusters

This tool provides practical tips on how to ensure clusters mainstream gender into their work.

### Help clusters establish minimum gender standards

Why adopt minimum standards for the dignity and security of girls, boys, women and men in water, hygiene and sanitation in the Democratic Republic of the Congo (DRC)?

- There was a lack of clarity on the expectations of gender mainstreaming and gender-based violence (GBV) prevention in relation to WASH. The minimum standards articulate the cluster's expectations on gender equality in WASH interventions. Five minimum standards were developed with the aim of being systematically applied into the field response.
- To promote gender standards that would be accessible to field practitioners with no previous experience in gender programming or in other related fields. The standards were phrased in a way that everyone could understand, both in terms of value added to current programming and in terms of concrete actions required to meet these standards. They also had to be measurable for the follow-up and evaluation of their application.

### Key consideration in developing minimum gender standards:

In a country as vast as DRC, with numerous humanitarian actors, the choice was made to develop standards that would be easy to apply without extensive training or orientation, since it was not feasible to train all the cluster members.

### The following five minimum standards were adopted:

- 1 Analyse and take into consideration gendered division of tasks within households and communities, and the different needs of women, men, girls and boys in water provision, sanitation and hygiene.
- 2 Consult girls and women at all stages of the project, particularly about the physical placement and design of water points, showers and toilets to reduce time spent waiting and collecting water to mitigate violence. Ensure that evaluation and translation teams include female staff.
- 3 Encourage an equal representation of women and men in the committees and in trainings so that all users have an equal mastery of facilities. Involve men in hygiene maintenance and hygiene programmes.
- 4 Separate by sex the blocks of latrines and showers by using a pictogram, respecting a ration of six latrine and shower stalls for women to four for men. Doors should be locked from the inside.
- 5 Respond to the specific hygiene needs of menstruating girls and women by constructing special washing facilities and providing female hygiene kits.



## Gender in Emergency Response Funds Projects

### Hold clusters accountable to affected people

- Clusters should ensure an effective consultative and feedback mechanism with affected people to promote participation for all women, girls, boys and men.
- Promote the effective and equal participation of women and men in assessment, planning, implementation and monitoring processes.
- In coordination forums, encourage the participation of agencies and NGOs with expertise in gender issues, and provide an agenda item for discussing these issues.

### Mainstream gender into cluster response plans

- Incorporate gender into the cluster objectives, outcomes, outputs and indicators. The Gender Marker is applied and partners are trained on its use.

### Promote application of the IASC Gender Marker

- Support training and capacity-building on the Gender Marker. Set standards that no projects coded "0" will be accepted in the cluster.
- Disseminate Gender Marker products, such as tip sheets, to all cluster members.
- humanitarian response.



To find out more about gender equality work in OCHA and additional gender tools, go to:

<http://ochanet.unocha.org/TI/Gender/>  
<http://gender.humanitarianresponse.info>



## Protection from Sexual Exploitation and Abuse (PSEA) by OCHA staff

The purpose of this tool is to provide guidance to OCHA staff on what they must do to prevent and respond to the prevention of sexual abuse and exploitation (PSEA).

All OCHA staff must be aware of their specific obligations as UN personnel to act with the highest standards of integrity and conduct, both in performance of their official duties and their private lives. Sexual exploitation and sexual abuse are acts of unacceptable behavior and prohibited conduct for all UN staff. All OCHA staff at all levels are accountable for the implementation of the Policy Instruction on Gender Equality where under the Seven Minimum Gender Commitments it is stated that OCHA staff will “Put in place necessary actions to protect women, girls, boys and men from all forms of

sexual exploitation and abuse by OCHA staff, in line with the Secretary-General’s bulletin on protection from sexual exploitation and abuse (ST/SGB/2003/13).” The SGB on Special Measures for Protection from Sexual Exploitation and Sexual Abuse (2003) calls on the UN system to protect affected populations from sexual exploitation and abuse by personnel of the UN and its partners. The IASC’s Six Core Principles Relating to Sexual Exploitation and Abuse, 2002, calls on the humanitarian community to do the same. Many humanitarian entities have also signed onto the Statement of Commitment on Eliminating Sexual Exploitation and Abuse by UN and Non-UN Personnel (2006). Sexual exploitation and abuse is a concern in all contexts in which the UN works.

### Definition:

Sexual exploitation and abuse (SEA) are forms of gender-based violence that have been reported in humanitarian contexts, specifically relating to humanitarian workers. The IASC adopted six core principles relating to sexual exploitation and abuse in 2002, which are included in the UN Secretary General’s Bulletin. These principles together constitute Sexual Exploitation and Abuse programming (PSEA). They are binding on humanitarian staff.

### The IASC’s Six Core Principles Relating to Sexual Exploitation and Abuse <sup>1</sup>:

- “Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
- 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 regarding the age of a child is not a defense.
- Exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative

<sup>1</sup> See Report of the Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises of 13 June 2002, Plan of Action, Section I.A.



behavior is prohibited. This includes exchange of assistance that is due to beneficiaries.

- Sexual relationships between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
- Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.”

## Commitment

Managers and supervisors must ensure that all OCHA staff understand and comply with this instruction. To aid in implementing this instruction and in educating OCHA staff, OCHA’s managers and supervisors commit to:

- 1 Management and coordination: Effective policy development and implementation; Cooperative arrangements; Dedicated department /focal point committed to PSEA.
- 2 Engagement with and support of local community population: Effective and comprehensive communication from HQ to the field on (a) what to do regarding raising beneficiary awareness on PSEA and (b) how to establish effective community-based complaints mechanisms.
- 3 Prevention: Effective and comprehensive mechanisms to ensure awareness-raising on SEA amongst personnel; effective recruitment and performance management.
- 4 Response: Internal complaints and investigation procedures are in place.

## Actions – who is responsible for what in OCHA HQ and field offices?

### Personnel:

- Personnel are to review OCHA-managed contract conditions and ensure that ST/SGB codes are included.
- Personnel will ensure the distribution of PSEA flow-charts and an acknowledgement letter confirming receipts of the SGB for all OCHA staff.
- Personnel are responsible for conveying the PSEA standards of conduct to current staff and senior management (at HQ and field level).
- ST/SGB codes will be shared in the agreements with partners along the review of the ERF Guidelines in 2013.

### All sections HQ and Field:

- The director of CPD is fully engaged and leading OCHA’s work on PSEA.
- PSEA Focal Points at senior level are identified and functioning with the overall responsibility for the development and implementation of the PSEA Instruction and activities and in regular contact with PSEA networks on the ground.
- The HQ has communicated in detail the expectations regarding beneficiary awareness raising efforts on PSEA (including information on the organization’s standards of conduct and reporting mechanism).

### Community Based Complaints Mechanism:

- The HQ urges its field offices to participate in community based complaint mechanisms that are jointly developed and implemented by the aid community, adapted to the specific locations.
- There is guidance provided to the field on how to design the CBCM to ensure it is adapted to the cultural context with focus on community participation.
- There is a mechanism for monitoring and review of the complaint mechanism. OCHA will participate under leader



## Monitoring and compliance

Compliance will be monitored through OCHA's mid-year and end-of year cycle reviews. Elements of this instruction will also be monitored through the UN performance appraisal system in line with UN system wide action plan on gender mainstreaming and women's empowerment.

### Resources

- PSEA Website: <http://www.pseataaskforce.org/>
- "To Serve With Pride" film on PSEA <http://vimeo.com/7989995>
- The Community Based Complaints Mechanism (CBCM) Compendium



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