



# SEVEN MOVES:

## Protection, gender and inclusion in emergencies training

### Facilitator manual



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The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest volunteer-based humanitarian network. With our 190 member National Red Cross and Red Crescent Societies worldwide, we are in every community reaching 160.7 million people annually through long-term services and development programmes, as well as 110 million people through disaster response and early recovery programmes. We act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. We do so with impartiality as to nationality, race, gender, religious beliefs, class and political opinions.

Guided by Strategy 2020 – our collective plan of action to tackle the major humanitarian and development challenges of this decade – we are committed to saving lives and changing minds.

Our strength lies in our volunteer network, our community-based expertise and our independence and neutrality. We work to improve humanitarian standards, as partners in development, and in response to disasters. We persuade decision-makers to act at all times in the interests of vulnerable people. The result: we enable healthy and safe communities, reduce vulnerabilities, strengthen resilience and foster a culture of peace around the world.

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**Protection, gender and inclusion**  
**in emergencies training**  
Facilitator manual

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## Acknowledgements

This facilitator manual was developed by the International Federation of the Red Cross and Red Crescent Societies (IFRC) to support the 2.5 day Seven Moves training course.

The lead writer and editor of this facilitator manual was Christina Haneef (Independent Consultant for the Australian Red Cross Society) under the supervision of Kaisa Laitila (IFRC).

Valuable input was received from child protection and disability inclusion specialists.

The IFRC would like to express its gratitude to the Australian Government, Australian Red Cross and Netherlands Red Cross for committing to and supporting the production of this manual.



## Abbreviations

COC	Code of Conduct
CP	Child Protection
DAPS	Dignity, Access, Participation, Safety
DRR	Disaster Risk Reduction
EPOA	Emergency Plan of Action
FACT	Field Assessment and Co-ordination Team
HR	Human Resource
IASC	Inter-Agency Standing Committee
ICRC	International Committee of the Red Cross
IFRC	International Federation of Red Cross and Red Crescent Societies
IHL	International Humanitarian Law
INGO	International Non-Governmental Organisation
M&E	Monitoring and Evaluation
Movement	The International Red Cross and Red Crescent Movement
MS	Minimum Standards (for protection, gender and inclusion in emergencies, 2018)
NFI	Non-Food Item
NGO	Non-Governmental Organisation
NS	National Society
PGI	Protection, Gender and Inclusion
PMER	Planning, Monitoring, Evaluating and Reporting
PSEA	Prevention and Response to Sexual Exploitation and Abuse
PSS	Psychosocial Support
RCRC	The International Red Cross and Red Crescent Movement
RDRT	Regional Disaster Response Team
RFL	Restoring Family Links
SADDD	Sex, Age, Disability Disaggregated Data
SGBV	Sexual and Gender-Based Violence
TOT	Training of Trainers
UN	United Nations
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WG	The Washington Group

A woman in traditional attire, including a headwrap and a patterned skirt, walks along a dirt path in a hilly, arid landscape. The scene is bathed in warm, golden light, suggesting sunset or sunrise. The path is dusty and shows tire tracks. The background features rolling hills and sparse vegetation.

# Introduction to the Facilitator manual

This manual presents the information needed to run the 2.5 day Seven Moves: Protection, Gender and Inclusion in Emergencies training course. This manual contains: the background to the training, sample agenda, detailed session outlines, tools and external resources and suggested variations that facilitators can use to contextualise or adapt the training based on the participants.

## Training aims

The aim of the Seven Moves training programme is to raise awareness, to enhance knowledge, build skills and to change behaviour in relation to protection, gender and inclusion (PGI) in emergency programming. The training differs from training in other technical disaster management subjects due to the subject matter involving deeply rooted social, personal and political issues.

## Training objectives

The overall objective of the training is to enable participants to understand the issues of protection, gender and inclusion, and their implications for their respective areas of work. This is achieved through learning about analysis and integration of protection, gender and inclusion into emergency programming. The training programme will introduce the 'Minimum Standards for Protection, Gender and Inclusion in Emergencies (2018)', and its approach to gender, age, disability and diversity, with a strong focus on sexual and gender-based violence (SGBV) prevention, mitigation and response and child protection, through a framework of dignity, access, participation and safety (DAPS).

By the end of the training, participants will:

- Understand the importance of protection, gender and inclusion in all sectors throughout the programme cycle
- Feel confident to articulate the reasons we should mainstream **dignity, access, participation and safety** to ensure inclusive and protective programming
- Be confident in the use of practical tools, specifically the International Federation of Red Cross and Red Crescent Societies (IFRC) Minimum Standards for Protection, Gender and Inclusion in Emergencies, and implementing these in their National Society/IFRC office
- Be confident to take back key messages to support awareness raising in your National Society/IFRC office.

The objectives of the training programme align with core guiding documents and commitments of the IFRC including:

- IFRC Strategic Framework on Gender and Diversity Issues (2013-2020)
- IFRC Strategy on Violence Prevention, Mitigation and Response (2011-2020)
- Council of Delegates Resolution for the Adoption of the Strategic Framework on Disability Inclusion by the International Red Cross and Red Crescent Movement (2015)
- 32nd International Conference Resolution on Sexual and gender-based violence: joint action on prevention and response (2015)
- IFRC Prevention and Response to Sexual Exploitation and Abuse Policy (2018)
- IFRC Child Protection Policy (2013).

## Target audience and materials

This training takes into account the many different types of audience that would benefit from building knowledge and skills in protection, gender and inclusion to be able to apply it to their daily work. Participants, therefore, can be heads of operations, heads of programmes, senior management, technical staff and volunteers from National Societies, IFRC and the International Committee of the Red Cross and Red Crescent (ICRC). Participants may be staff or volunteers who are working on PGI profiles as a staff member or volunteer, or who may have been selected by their National Society or IFRC office to be the PGI focal point. Experience in emergency programming, as well as in protection, gender and inclusion may vary considerably and therefore the training programme has been developed in such a way that it can be modified according to the needs of participants. The training programme allows the facilitator to be guided by the specific objectives for each Move (each module) and then tailor the training content and activities to the participants in question.

It is recommended that the training should be conducted with no more than 30 participants. The training has been designed to be participatory and have a strong element of peer-to-peer learning. A group size of 30 or less will allow for richer discussions and for all participants to engage during the course.

The National Society or IFRC office sending the participant to the training should be demonstrating:

- support for protection, gender and inclusion in their activities, programmes, services and internal processes
- a clear commitment to further the integration of PGI in emergency programmes
- a commitment to support the selected participant to bring back lessons learnt from the training by raising awareness of PGI approaches with other staff and volunteers as well as having time and resources to integrate PGI in activities, programmes, services and internal processes.

In addition to the types of audience, it is acknowledged that the activities and examples provided in this manual may not resonate in all contexts. This facilitator manual and the corresponding PowerPoints and activities, have been organised around the 'Inside Disaster Haiti' case study with the use of short video clips from a documentary on the Red Cross Red Crescent response in Haiti in 2010. **Facilitators are strongly encouraged to adapt the material to be more specific for the training in question.** The complete Seven Moves training package includes videos from different regions, as well as adapted survivor profiles to support contextualising of material.

The exercises will be continually revised and expanded based on feedback by facilitators of this training. Facilitators are invited to provide this feedback, variations of exercises and to add more exercises that they are aware of and/or have used so that it can be available for all. For all feedback please contact the IFRC PGI focal person in your region or in Geneva.

## Training methodology

The methodology for this training course comprises a combination of interactive exercises, brainstorming, discussions, group-work, case studies, scenario-based problem-solving,

interactive exercises, quizzes and video presentations. The exercises provide an in-depth exploration of the issues of PGI through non-formal activities.

Case studies and scenarios are forms of problem-based learning that challenge the participants to analyse and discuss solutions to the presented case. A good case study makes the participant think critically and develop a thorough assessment of the situation leading to a well thought out solution or recommendation. In addition, case studies are a great way to improve the learning experience because of their capacity to get participants actively involved in the learning process. The training package is structured around context-specific case studies for training purposes. The case studies will be based on real situations and demonstrate the relevance and benefit of considering PGI in Red Cross Red Crescent emergency response and preparedness. Since the case studies are based specifically on Red Cross Red Crescent work situations and practices, users from National Societies, IFRC Delegations and the IFRC Secretariat can easily relate the materials to their own work situations. Fictional scenarios are used as complementary exercises.

## The Seven Moves Format and Sample Agenda

The programme will follow a Seven Moves structure, which draws on the seven Fundamental Principles and associated values of the Red Cross and Red Crescent Movement. Each 'Move' will focus on one of the seven Fundamental Principles and its relevance to protection, gender and inclusion in our work. There are seven sessions in total.

### Day 1

**MOVE 1: HUMANITY – Understanding the issues** (to protect human life and health and prevent human suffering, care, human dignity)

**MOVE 2: IMPARTIALITY – Protection, gender and inclusion in humanitarian action** (without discrimination, non-judgment, objectivity, equality, inclusiveness)

### Day 2

**MOVE 3: INDEPENDENCE – Advocating for protection, gender and inclusion in emergency programming** (autonomous action but subject to the law),

**MOVE 4: UNITY – Integrating protection, gender and inclusion into emergency programming** (service to all, harmony, respect for diversity)

**MOVE 5: NEUTRALITY – A practical framework for integrating protection, gender and inclusion into our operations** (without taking sides, trustworthiness, building confidence of all)

### Day 3

**MOVE 6: VOLUNTARY SERVICE – Starting with ourselves** (without desire for gain, spirit of altruism and service)

**MOVE 7: UNIVERSALITY – A part to play, individual and organisational action plan** (service everywhere, cooperation solidarity)

The following training agenda is a sample agenda for a full 2.5-day training, including time to develop draft action plans. Facilitators should adapt the agenda as needed to suit their specific contexts and needs. Adaptations could include:

- Inclusion of a field visit. This could be to a National Society project or programme, e.g. a community based disaster risk reduction (DRR) programme, that has a strong focus on inclusion of vulnerable or at-risk groups; to a community project that supports persons with disabilities to engage in income generating activities which supports their resilience in times of disaster; to a government-supported programme or facility that works with specific at-risk groups in times of disasters to learn how they ensure inclusive strategies and approaches. Field visits allow participants to see practical impacts of inclusive or protective strategies.
- Inclusion of an extra 0.5 or 1 day to invite additional internal or external speakers to the training. Internally, this could be useful if the National Society has recently developed its Child Protection Policy or Disaster Management Strategy. A representative could present this to participants for discussion, to show how PGI was included in the policy/strategy and how this can practically be implemented in a practical way. Externally, facilitators could invite speakers from: government departments that focus on the rights and inclusion of women, children or at-risk groups (particularly in disasters or emergencies); organisations with which the National Society has good partnerships, e.g. United Nations (UN) agencies or local Non-Governmental Organisations (NGOs). If external agencies are invited, facilitators should take the opportunity to demonstrate how the National Society or the International Red Cross Red Crescent Movement (RCRC) would work with the organisation in an emergency. Facilitators should meet with or brief the speaker prior to the training to ensure that the content of the presentation and discussion is as relevant to the work of the RCRC as possible.
- Expansion of the training into a training of trainers (TOT). This could be an effective adaptation for PGI focal points or staff whose role following the training would also be to train others in their National Society or IFRC Office. The 2.5 days could be expanded to a 4-5-day TOT to include sessions on how to adapt the training, facilitation skills, and a practical field visit.
- Reduction of the training. Noting that National Societies and IFRC offices may not be able to reserve 2.5 days for the training, facilitators may want to look at reducing the content to a 2-day training course. For this, facilitators may consider slightly earlier start times or reduced time for group exercises. Some discussions can be facilitated in plenary rather than in groups to save time also.

## Seven Moves: Protection, Gender and Inclusion for Emergencies

### Participant Agenda

Day 1 (08.30 – 17.00)	08:30	<b>Introduction</b> (welcome, introductions, objectives, agenda, structure of training)
	10:00	<b>MOVE 1: Understanding the issues</b> <b>HUMANITY</b> and protection, gender and inclusion 'Speed Debating' exercise
	10:30	Break
	10:50	<b>MOVE 1: Understanding the issues continued</b> Core Concepts Quiz Time! Why protection, gender and inclusion matters in disasters
	12:30	Lunch
	13:30	<b>MOVE 2: Protection, gender and inclusion in humanitarian action</b> <b>IMPARTIALITY</b> and protection, gender and inclusion Non-discrimination in disaster response 'Inside the disaster' – setting the scene  Gender and diversity analysis • Beneficiary registration, selection criteria and prioritisation • Needs assessments – vulnerabilities and risk factors • Sex, age and disability disaggregated data (SADDD) Considering out teams
	15:30	Break
	15:45	<b>MOVE 2: Protection, gender and inclusion in humanitarian action</b> Group exercise: Beneficiary registration, selection criteria and needs assessments
	16:45	Close
Day 2 (09.00 – 17.00)	09:00	<b>Welcome back, recap of day 1 (Humanity and Impartiality)</b>
	09:30	<b>MOVE 3: Advocating for protection, gender and inclusion in emergency programming</b> <b>INDEPENDENCE</b> and protection, gender and inclusion Organisational commitments PGL advocacy group exercise
	10:30	Break
	10:50	<b>MOVE 3: Advocating for protection, gender and inclusion in emergency programming continued</b>
	11:30	<b>MOVE 4: Integrating protection, gender and inclusion into emergency programming</b> <b>UNITY</b> and protection, gender and inclusion Minimum Standards for Protection, Gender and Inclusion in Emergencies Inside the disaster – survivor profiles Group exercise – analysis of distinct needs, risks and capacities, and applying minimum standards
	12:30	Lunch
	13:30	<b>MOVE 4: Integrating protection, gender and inclusion into emergency programming continued</b>
	14:30	<b>MOVE 5: A practical framework for integrating protection, gender and inclusion into our operations</b> <b>NEUTRALITY</b> and protection, gender and inclusion Group exercise – integrating PGL in emergency plans of action
	15:30	Break
	15:45	<b>MOVE 5: A practical framework for integrating protection, gender and inclusion into our operations continued</b>
	16:45	Close

Day 3	09.00	<b>Welcome back, recap of day 2 (Independence, Unity and Neutrality)</b>
	09.30	<b>MOVE 6: Starting with ourselves</b> <b>VOLUNTARY SERVICE</b> and protection, gender and inclusion Internal protection systems
	10:30	Break
	10.50	<b>MOVE 7: A part to play – individual and collective action plans</b> <b>UNIVERSALITY</b> and protection, gender and inclusion Developing a plan of action
	12.00	<b>Evaluation and Close</b>
	12.30	Lunch and end of training



Training Preparation

## Contextualising the training

The Seven Moves training materials provide the basic structure and content for a 2.5 day training course. It is essential that the training is contextualised, and suited to the National Society and local context to ensure relevance of the training to participants.

For adapted resources of the Seven Moves training, it is advised that facilitators contact their regional or Geneva PGI focal person. The IFRC Protection, Gender and Inclusion in Emergencies Toolkit includes resources adapted for different regions and a complete set of tools and guidelines to support facilitation of the sessions. To contextualise the training the facilitator should explore:

- Using examples and pictures from the country/region where the training is being held.
- Reviewing the National Society or group's strategic plan, aims and goals. This will help make connections between the theory and practice throughout the training.
- Research facts about the country/context, e.g.
  - Who are some of the vulnerable or marginalised individuals or groups in the country?
  - What national and international laws and policies exist to protect or discriminate against specific individuals or groups? E.g. gender and sexual minorities, refugees or migrants, persons with disabilities.
  - What National Society procedures, policies, frameworks and systems are in place to protect staff and volunteers?
  - What National Society procedures, policies, frameworks and systems are in place to protect the populations and communities which the National Society is serving?
  - What is the prevalence of different forms of sexual and gender-based violence (SGBV) in your country? What are the laws on domestic violence, violence against children etc.
  - What national and local case studies would be more relevant to the local situation than the standard case studies in the manual?

## Understanding your participants

It is likely that participants from the same National Society or department will have different experiences, background and understanding of protection, gender and inclusion. To understand your audience, it is important to contact participants prior to the training (3-4 weeks in advance) with a short pre-questionnaire. Participants are advised to fill out the questionnaire and send it back to the facilitator at least 3 weeks prior to the training. As the facilitator, you will then be in a better position to understand the diversity of participants in the training (e.g. based on gender, background, position) and adapt the training according to the participants' needs and levels of expertise. An example pre-questionnaire form can be found in Annex 1.

## Prerequisites for participants

In addition to completing the pre-questionnaire, participants should familiarise themselves with: the IFRC Strategic Framework on Gender and Diversity Issues (2013-2020); the IFRC Strategy on Violence Prevention, Mitigation and Response (2011-2020); the Strategic Framework on Disability Inclusion by the International Red Cross and Red

Crescent Movement (2015) and the 32nd International Conference Resolution on Sexual and gender-based violence: joint action on prevention and response (2015).

Participants are also required to complete the IASC online course 'different needs, equal opportunities: increasing effectiveness of humanitarian action for women, girls, boys and men' and the IFRC online briefing on Child Protection, to provide a background to protection, gender and inclusion.<sup>1</sup>

## Information sharing

One way to share information among participants and conduct an environmentally friendly training would be to have a resource table in the training room. This will allow you to display valuable resources that may not be needed for specific activities, but that participants could review during the breaks. If conducting this at a national level, key policies and publications of the National Society would be useful to display. If conducting this at a Regional level, participants could be asked in advance to bring publications to the training as a way of information sharing and peer-to-peer learning. These could also be shared via Dropbox, or other online platforms, before or during the training.

Other avenues to share information during the training include::

- Facebook or WhatsApp groups: These are good platforms for sharing links, PGI updates, pictures and examples from National Societies' work, to increase collaboration between participants.
- Web stories: Working with communication teams in your National Society or IFRC office to develop a web story, with the aim of raising awareness of the training and ongoing work related to PGI. This could be linked with global, regional or national priorities or initiatives e.g. emergency response operations, new resources being released, conferences, research reports etc. This can also be shared on social media platforms.
- Twitter: To encourage participants to see how their work links in with wider gender equality, inclusion and protection issues, debates and movements. Participants will be encouraged to tweet their experience on PGI and to look at the work that is ongoing globally.
- Voices of the training: Facilitators could work with Knowledge Information Management or communication teams to conduct short interviews with participants to capture people's experiences of the training e.g. what key messages participants have taken from the training and how they will incorporate this within their National Society. This could be useful for internal sharing of information through PGI networks or NS/IFRC communication materials. It can also act as an evaluation method for the facilitators in an innovative format.

In addition to ensuring the training content teaches about protective and inclusive strategies and approaches, it is also important that the training itself is sensitive and inclusive to gender, age, disability and other diversity factors. The pre-questionnaire and an individual requirement form (Annex 2) can support this, to ensure a safe and accessible environment for all.

<sup>1</sup> IASC online course 'different needs, equal opportunities: increasing effectiveness of humanitarian action for women, girls, boys and men' <https://www.interaction.org/resources/training/iasc-gender-elearning> [Accessed 28 September 2018]

The checklist below is designed to help think through ways to ensure your training is inclusive.

No.	Checklist	Completed (Y/N/NA)	Action required
<b>Before the training</b>			
1	Are your participants representative of the National Society/community you are training in? i.e. Is there representation of genders, backgrounds, social groups in the room?		
2	If the answer to (1) is no, have you made extra provisions to overcome barriers that may prevent some individuals from attending: e.g. you could include budget or resource allocations if women need childcare to attend the training, if women or persons with disabilities need people to accompany them to the training, or transportation for persons with mobility limitations who cannot use public transportation.		
3	Have you recorded participants' details such as information on their sex or gender, age, job position? This can be useful when organising pre-arranged groups for exercises and for reporting and follow-up after the training.		
4	Have you circulated an individual requirement form? If yes, do participants have any requirements related to: <ul style="list-style-type: none"> <li>• Diet/allergies?</li> <li>• Accessibility requirements (e.g. sign language interpretation, accessibility of venues and accommodation)</li> <li>• Religious requirements?</li> <li>• Accommodation requirements?</li> </ul> If the answer to any of these is yes, what specific access or provisions would they require during the training/ have these been arranged?		
5	What languages do your participants speak? If there are individuals who speak a different language from the majority of participants, or if participants do not have English as their first language, it would be important to translate key documents or PowerPoint slides so as not to restrict access to information during the training.  If there are individuals who use sign language, have you identified and secured service providers for sign language or speech-to-text interpretation for participants who are deaf?		
6	Have you provided training materials in formats that are accessible to participants who are blind or have low vision (e.g. audio, Braille, accessible Word documents)? Ask the participant which accessible format they prefer.		

No.	Checklist	Completed (Y/N/NA)	Action required
<b>Before the training</b>			
7	<p>Have you visited the venue in advance of the training? Conduct an audit to check for accessibility, e.g. are there ramps at the entrance? Do the ramps meet accessibility standards (1:10 or 1:12 grade slope, handrail)? Is there a wheelchair accessible toilet on the floor of the training room or otherwise easy to access?</p> <p>Is the training room on a floor that requires stairs or lifts? If so are the lifts large enough for wheelchair access? Is there a contingency plan during an emergency, e.g. a fire? Does the venue have adequate sound systems and sound-proofing from surrounding noise?</p>		
8	<p>In the training programme, have you allocated enough time during breaks for persons with mobility limitations to transition between venue locations?</p> <p>E.g. persons who use crutches may move slowly, or accessible ramps or toilets may be located further away and require additional time to access them.</p>		
9	Do you have the details of the National Society/IFRC Psychosocial support staff member or counsellor who could support participants if needed? Have you informed this focal person of the training and its content in advance?		
<b>During the training</b>			
10	Build on the diversity and experience in the room by mixing up the seating arrangements to encourage people to meet others and exchange ideas.		
11	Ensure every participant is encouraged to participate. Notice if certain groups or individuals are not speaking or are being overshadowed by more dominant participants. Try to encourage their active participation.		
12	Make sure participants know about confidentiality and consent. No questions are wrong and participants will not be judged by their questions or reflections (see below for more information and guidance on this area).		
13	Try to inject icebreakers if you notice the participants feeling concerned or overwhelmed. Some topics can include subject matter that may be upsetting or uncomfortable. See Annex 3 for example icebreakers you could use.		
<b>After the training</b>			
14	<p>There may be subject matter that is brought up during the training that participants need time to digest.</p> <p>Information given during the training may resonate differently with different people and participants may not wish to discuss this during the training itself.</p> <p>Do you have communication channels for after the training if participants have follow-up questions?</p>		

The venue: It is important to create a safe and open space during the training, where participants feel comfortable. Some considerations include:

- Cabaret seating is recommended for this training as it enables group discussions. However, there are other seating arrangements which you may wish to use during the course (see Annex 4 for examples).
- Ensure tables and chairs are arranged so that the room is accessible for all, including enough space between tables so that people using assistive devices can get around.
- Ensure participants are mixed to create diverse groups for discussions and group exercises. It is recommended that facilitators take time to develop groups prior to the training. This can be based on information received through the pre-questionnaire such as ensuring a mix based on gender, age, background, language, position, experience and expertise in PGI concepts. Depending on the activity, the facilitator may wish to mix the groups up (again, through pre-identified lists) e.g. if groups are being selected based on their sectoral experience.
- Provide name badges (for facilitators and participants). Although there will be an introductory icebreaker, this helps participants get to know one another and feel more confident approaching each other or initiating discussions.

## Key documents and resources

Before facilitators deliver the training, they should familiarise themselves with this Seven Moves facilitator manual, the Seven Moves toolkit and the IFRC PGI in emergencies toolbox (2018-2019). In addition, facilitators should be familiar with the key documents and resources that are referenced in the training. These include:

- IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies (2018)
- IFRC Strategic Framework on Gender and Diversity Issues (2013-2020)
- IFRC Strategy on Violence Prevention, Mitigation and Response (2011-2020)
- Council of Delegates Resolution for the Adoption of the Strategic Framework on Disability Inclusion by the International Red Cross and Red Crescent Movement (2015)
- 32nd International Conference Resolution on Sexual and gender-based violence: joint action on prevention and response (2015)
- IFRC Gender Policy (1999)
- IFRC Child Protection Policy (2013)
- IFRC Prevention and Response to Sexual Exploitation and Abuse Policy (2018)
- IFRC Code of Conduct
- IFRC Whistleblower Policy.

Facilitators will need to have printed hard copies of the IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies (2018) for each participant.

## Facilitator knowledge and skills

Facilitators should have experience and expertise in protection, gender and inclusion approaches, as well as experience applying this within emergencies and/or disaster and crisis programming in their National Society or IFRC Office.

Facilitators should have a strong understanding of the subject matter in the course and how it relates to the context in which it is being delivered.

Facilitators should have experience in training and skills in adult learning styles to ensure the training methodology is adapted to a range of learning styles e.g. visual learners, kinaesthetic (doing) learners, and auditory learners.

Adults tend to learn when content is practical, relevant to their work and allows them to draw on their own life experiences and knowledge. Therefore, throughout the training, it is important that facilitators encourage participants to share their own experiences through facilitated group work and discussions.

Tips for facilitation <sup>2</sup>	
Do	Do not
<ul style="list-style-type: none"><li>• Listen to the views of others.</li><li>• Speak clearly and slowly.</li><li>• Repeat information when necessary. Consider the tone of what you say, and implied or unspoken meanings.</li><li>• Communicate tactfully. Give honest feedback while considering and respecting other people's feelings and reactions.</li><li>• Elicit information by using both open and closed questions.</li><li>• Create time to reflect: on the content of the training and how that has made participants feel. Make use of ice breakers and energizers.</li><li>• Combine listening with 'doing' to embed learning.</li><li>• Maintain eye contact.</li></ul>	<ul style="list-style-type: none"><li>• Interrupt or cut participants off when they give their views.</li><li>• Ignore or show favour to any individual.</li><li>• Think you know best. Participants may have unique or deeper knowledge.</li><li>• Show any individual bias.</li><li>• Ramble.</li><li>• Put people down or be defensive.</li><li>• Fail to stop for breaks.</li><li>• Address participants who show signs of emotion in plenary. Invite them to share their emotions after the session in a place they feel comfortable.</li></ul>

For further tips on facilitation and organising training, the following two resources may be useful:

- South-East Asia Regional Gender and Diversity Training of Trainers Handbook (Pilot – 2015) available in the Seven Moves Training Package
- Design and Facilitate Transformational Learning: Master Class for Facilitators of 7 Moves, Gender and Diversity Training, Created for International Federation of Red Cross and Red Crescent Societies, PLB, (2015).

Throughout the course, videos are used to demonstrate key concepts and approaches. A list of available videos can be found in the Seven Moves Training Package which can be used by facilitators who wish to adapt the materials to a specific context.

Further resources on protection, gender and inclusion, useful for both facilitators and participants are included below:

- ADCAP, Humanitarian Inclusion Standards for Older People and People with Disabilities (2018)

<sup>2</sup> Adapted from Human Trafficking in the Context of Migration, Trainer Toolkit. How to reduce risks, recognise signs and respond safely (2018)

- Australian Red Cross, Gender and Disaster Management (2010)
- Australian Red Cross, Gender and HIV (2010)
- Australian Red Cross, Gender and Shelter (2011)
- Australian Red Cross, Gender and Water & Sanitation (2010)
- Australian Red Cross, Responding to Gender-based Violence in Emergencies (2013)
- Canadian Red Cross Society, Ten Steps to Creating Safe Environments Training Pack (2011)
- CBM, Disability Inclusion in Disaster Risk Reduction (2017)
- Emergency Capacity Building Project, The Good Enough Guide: Impact Measurement and Accountability in Emergencies, Inter-Agency, first published by Oxfam GB for the Emergency Capacity Building Project (2007)
- Handicap International, Study on disability in humanitarian context: views from affected people and field organisations (2015)
- IASC, Gender Handbook in Humanitarian Action: Women, Men, Boys, and Girls: Different Needs, Equal Opportunities (2006)
- IASC, Guidelines for Gender-based Violence Interventions in Humanitarian Settings (2015)
- IFRC, All Under One Roof: Disability Inclusive Shelter and Settlements in Emergencies (2015)
- IFRC, Asia Pacific Zone, Practical Guide to Gender-sensitive Approaches for Disaster Management (2010)
- IFRC Briefing on Child Protection in Emergencies (2018)
- IFRC, Different. Just like you: A psychosocial approach promoting the inclusion of persons with disabilities (2015)
- IFRC, Europe Region, Training on Protection and Assistance for Children on the Move (2018)
- IFRC, Gender in Water, Sanitation and Hygiene Promotion: A Guidance Note (2012)
- IFRC, Gender Perspectives: A Collection of Case Studies for Training Purposes (2003)
- IFRC, Gender Policy (1999)
- IFRC, Integrating Gender and Diversity into Community Health (2014)
- IFRC, Partnership for MNCH, Eliminating Health Inequities: Every Woman, Every Child Count (2011)
- IFRC, Promoting Gender Equality and a Culture of Non-Violence and Peace Report (2011)
- IFRC, Position Paper on Protection and Assistance to Children on the Move
- IFRC, Strategic Framework on Gender and Diversity Issues (2013- 2020)
- IFRC, Strategy on Violence Prevention, Mitigation and Response (2011 – 2020)
- IFRC, Study on Improving Protection of Unaccompanied and Separated Children from SGBV through Health and PSS Services in Last Mile Locations (2018)
- IFRC and HelpAge International, Guidance on Including Older People in Emergency Shelter Programmes (2011)
- IFRC and Canadian Red Cross Society, Predictable, Preventable: Best Practices for Addressing Interpersonal and Self-Directed Violence During and After Disasters (2012)
- IFRC, Technical Note, Counting People Reached (2018)








- Mazurana, Dyan, Prisca Benelli, Huma Gupta and Peter Walker, Sex and Age Matter: Improving Humanitarian Response in Emergencies, Feinstein International Centre, Tufts University (2011)
- Minimum standards for child protection in humanitarian action. Child Protection Working Group (CPWG) (2012)
- Oxfam, Gender and Disaster Risk Reduction: A Training Pack (2011)
- Oxfam, Gender Training Manual (1994)
- Oxfam GB, A Little Gender Handbook for Emergencies or Just Plain Common Sense (2012)
- Oxfam, Minimum Standards for Gender in Emergencies (2013)
- Sphere Project, Humanitarian Charter and Minimum Standards in Humanitarian Response (2011)
- UNHCR, Working with Persons with Disabilities in Forced Displacement (2011)
- WHO Guidance note on disability and emergency risk management for health (2013)
- Women's Refugee Commission, Disability Inclusion: Translating Policy into Practice in Humanitarian Action (2014)
- Women's Refugee Commission, "I See That It Is Possible": Building Capacity for Disability Inclusion in Gender-Based Violence Programming in Humanitarian Settings (2015).

## Facilitator manual contents

The following sections guide facilitators through the Seven Moves Training Programme. Each module details one 'Move'. Each module includes:

- The title of the Move
- The objectives of the module (the Move)
- Session timing and activity overview

Each activity in the module (the Move) includes:

	Topic	the topic of the activity
	Length of time	estimated time required to complete the activity
	Objectives	the learning objectives for the activity including the specific skills and knowledge participants should be able to demonstrate following the activity
	Activity content	the steps required for facilitators to conduct the activity, including key messages and guidance for the facilitator
	Materials	a list of the required materials and resources for the activity including slide presentations, case studies, templates and guidelines
	Training notes	in addition to tips provided in the activity content, this includes notes to guide the facilitator including possible variations to adapt the session content or the method the activity is presented
	Recommended co-facilitators	suggestions for staff or agencies who can be invited to co-facilitate specific sessions



Modules

## Introduction DAY 1

### 1. The Introduction on Day 1, will usually comprise of the following sections:

1. Welcome or opening (usually from the facilitator(s) and the host National Society and/or IFRC representative. Time required: 15 minutes.
2. Introductions by facilitators and participants – ‘That’s so typical’ exercise. Time required: 20 minutes for a group of 30 participants.
3. An overview of the agenda and structure of the course by the facilitator. Time required: 5 minutes.
4. Pre-test. Time required: 15 minutes.
5. Expectations for the training including: expectations from participants; objectives of the training; what the training does not cover; expectations from facilitators. Time required: 20 minutes.
6. Important points before starting including: sensitivities around protection, gender and inclusion (PGI), participants wellbeing, confidentiality and informed consent. Time required: 15 minutes.

Total session time: 1 hr 30 minutes

### 2. Activity: That’s so typical

Time required: 20 minutes

Show participants the slide ‘That’s so typical’ (Day 1, Slide 3).

The time required for this will depend on the size of your group and how quickly the facilitator can move along from participant to participant. It is important to keep this introductory session concise; remember to ask participants for one short example.

This introductory exercise allows:

- participants to introduce themselves, identify one another and learn a little more about the people in the group.
- participants to start reflecting on the cultural relativity of gender stereotypes in their own lives and within the room.
- to encourage a feeling of participation and solidarity.

As this is the first ‘warm-up’ exercise, facilitators should aim to create a sense of fun and energy in the exercise by moving around the room at a lively pace and introducing yourself with something relatively light.

Ask the participants to introduce themselves (name, nationality, position in their National Society/IFRC) and to tell one gender stereotype representing the participant's country of origin, that is, a way of behaving, an attitude or a characteristic that would be considered typical for their sex/gender.

The facilitators are encouraged to start this exercise with their own example.

A possible variation could be for participants to work with the person next to them to find out information about their colleague. Participants then take it in turns to introduce one another to the group.

Another introductory exercise 'Understanding Team Diversity' can be found in the **Seven Moves Exercise Book**.

### 3. Overview of agenda and structure

Time required: 5 minutes

Before starting with the first Move, it is important to take time to review the overall agenda for the 2.5 days as well as providing some practical information for the participants.

- Health and safety procedures and practicalities (perhaps invite the hotel/venue focal person to deliver this.)
- An overview of the agenda with breaks and lunch times. It is important respect these breaks so that participants can arrange other commitments around this e.g. answering e-mails or phone calls, attending to children, breastfeeding, taking medication etc. It can be explained at the start of the training that these timings will be respected and therefore it is requested that participants respect the training and do not engage in other activities during the sessions.
- Using slide 4, explain:
  - The agenda is structured around Seven Moves, which reflect the Seven Fundamental Principles of the Red Cross and Red Crescent Movement.
  - The content of the training will cover key IFRC frameworks, guidelines, strategies and policies including: the IFRC Strategic Framework on Gender and Diversity Issues (2013-2020); the IFRC Strategy on Violence Prevention, Mitigation and Response (2011-2020); the Council of Delegates Resolution for the Adoption of the Strategic Framework on Disability Inclusion by the International Red Cross and Red Crescent Movement (2015); and the 32nd International Conference Resolution on Sexual and gender-based violence: Joint action on prevention and response (2015).
  - The training will provide opportunities to review and apply in practice the key operational guideline for the IFRC and National Societies on Protection, Gender and Inclusion in Emergencies – the **IFRC Minimum standards for protection, gender and inclusion in emergencies (2018)**.
  - To provide this practical element of the course, exercises will be structured around a case study of Inside Disaster Haiti: a documentary that followed an IFRC Field Assessment and Coordination team (FACT) in the aftermath of the Haiti Earthquake in 2010 (this can be adapted based on how the facilitator has contextualised the course).

## 4. Pre-test

Time required: 15 minutes

Hand out a pre-test to all participants (Annex 5). This will not be included in the participant training manual. Explain to participants that the scores will not be attributed to them, but allow facilitators to collectively see the improvement in the room at the end of the 2.5 days. Collect in the pre-tests at the end of the 15 minutes. Facilitators should mark and keep these until the post-test on day 3.

Facilitators may wish to allocate more time for the pre-test if the test is in English and participants do not all have English as a first language.

## 5. Expectations for the training (Slide 5)

Time required: 20 minutes

Review participants' expectations: This can either be completed on the day of the training or be a summary of the expectations identified in the pre-questionnaire circulated prior to the training.

- a) If facilitators review the pre-questionnaire there is no need to ask participants again what their expectations are; instead have a pre-prepared flipchart with the expectations listed, already grouped into categories and read these out to participants. No identifying information needs to be given. Invite participants to add anything extra. This method will help to save time during the first day and allow participants to see why they completed this before the training and that their efforts are being integrated into the course,
- b) If expectations were not included in the pre-questionnaire, or if this was not circulated beforehand, invite participants to write down 1-2 expectations they have for the training. This can be completed on post-it notes and stuck on a flip chart at the front of the training. Ask a co-facilitator to group these while the exercise is ongoing, and then read these out to the room.

An adapted version of this exercise 'Expectations, Hopes, Concerns' can be found in the Seven Moves Exercise Book.

This is a good time to move to slide 6 'Objectives of the training' where the facilitator can match the training objectives to the participants' expectations to show what will be covered and then explain what will not be covered and why. Please refer to the section below on 'what the training does not cover' for other types of training that may meet participants' expectations with regards to content.

### Objectives of the training

The objectives of this 2.5 day training are:

- To understand the importance of protection, gender and inclusion in all sectors throughout the programme cycle

- To feel confident to articulate the reasons we should mainstream **dignity, access, participation** and **safety** to ensure inclusive and protective programming
- Be confident in the use of practical tools, specifically the International Federation of Red Cross and Red Crescent Societies (IFRC) Minimum standards for protection, gender and inclusion in emergencies, and implementing these in their National Society/IFRC office
- To be confident to take back key messages to support awareness raising in your National Society/IFRC office.

### What the training does not cover

It is important to state briefly what the training will not cover. This will manage any expectations that participants may have and can directly address any expectations from the previous exercise that may not be met in this training.

Explain that this is a basic training course on protection, gender and inclusion.

During the training we will master introductory concepts, but will not go in depth into specific areas such as inclusion of persons with disabilities, child protection, migration in emergencies, sexual and gender-based violence prevention, mitigation and response approaches (instead the course will provide the foundation knowledge and basic concepts), primary prevention, working with young people on gender norms, long-term social inclusion approaches.

The training is a prerequisite for more in-depth specialised training including the IFRC 2.5 day training on SGBV in emergencies. There are other complementary training courses such as: the Masters Training on the Seven Moves; the PGI basic training, designed for surge personnel and divided into key PGI technical areas across five modules; PGI expert training, designed for PGI specialists; DAPS – Disability inclusion and emergency programming; PGI training – Child Protection; Human Trafficking in the context of migration. Please note that this list is not exhaustive and new, complementary training for PGI is continually being developed and made available to National Societies and IFRC staff and volunteers.

The training may provide some ideas on how to conduct this training or raise awareness on key issues and concepts when participants return to their National Society. However, the intention is not to provide full facilitation skills for participants to conduct the training. This would be covered in a training of trainers (TOT) version or Master training of the Seven Moves training.

### Review facilitator expectations

The final part of this section will look at the facilitators' expectations. If you are facilitating with a co-facilitator or with a facilitation team, it is good to have prepared this together beforehand.

Some expectations may have been raised by participants but you may also wish to add your expectations to the list. This could include:

- Avoiding the use of mobile phones or answering emails during the training sessions
- Inviting participants to share their thoughts and feelings in a non-judgemental environment and all participants should respect this

- Not talking over other participants when they are sharing a view or opinion
- Participating in group work
- Being on time for sessions.

Ask participants if they wish to add anything to this. Expectations should be displayed in the venue as a reminder to participants and facilitators throughout the course.

This leads to the final slide (slide 7) of the introduction on the sensitive nature of the training content.

Read out the slide 'Important points before we start' and then advise participants about what they can do during the training if they feel upset or have a negative response to the content.

## 6. Important points before we start

Time required: 15 minutes

- Protection, gender and inclusion are influenced by political and social dynamics and power structures
- Protection, gender and inclusion are deeply personal issues
- Protection, gender and inclusion are contextual issues
- Discussions about sexual and gender-based violence and violence against children can be difficult and can trigger reactions
- Therefore, there is a need for all participants and facilitators to maintain a respectful environment and adhere to confidentiality and informed consent.

Be aware of participants' wellbeing

The content of this training may be sensitive and may trigger emotional reactions. Participants need to feel that they can leave the room at any time if they feel distressed or upset. Facilitators should be able to react sensitively when this situation arises, while continuing the training. Let the participants know that:

- If they feel upset at any point, they can always inform the facilitator
- They may leave the training room at any time
- Facilitators will remain behind for a period of time (e.g. 30 minutes) at the end of each day in case participants wish to discuss any sensitive topics
- A safe space will be created and participants should adhere to confidentiality and informed consent (see below).

During the training it is important to keep the focus on the operational application of protection, gender and inclusion in emergencies and limit personal testimonies. However, it is possible that survivors, witnesses or perpetrators of violence may be participating in the training and that the training may trigger reactions. Facilitators should be aware of the National Society or IFRC counsellor or PSS support available and inform them in advance of the training, so they are on hand if required. Facilitators should also carry key referral information to provide to participants as required.

## Confidentiality and informed consent

It is important from the start of the training, that participants, and facilitators, agree on confidentiality and informed consent. During the training, people may reveal personal information or offer reflections about practices or experiences in their National Society.

It is therefore crucial that:

- All personal or identifiable information is not shared outside the training if participants are telling a personal experience
- Fictional or real case studies will be used throughout the training. Real case studies will conceal identities. Participants should also conceal identities if they share experiences of others
- An agreement is made with participants at the beginning about how photos or videos will be shared e.g. in training reports or on social media. If any individual is uncomfortable with their photo being taken or shared publicly they are given the opportunity to raise this. Persons who are blind must always be informed when a photo of them is being taken and their consent must be obtained to take the photo. If participants change their mind during the training, they have the right to do so, and can inform the facilitation team.

This process is important to create a safe, open and non-judgemental space during the training which should allow for richer discussions and an exploration of participants views and opinions. It also contributes to teaching key concepts of confidentiality and consent from the outset. This is key when discussing protection issues, particularly the guiding principles of the survivor centred approach: Safety, Dignity, Confidentiality and Non-Discrimination.

Ask participants to sign a confidentiality agreement. A draft can be pre-prepared by the facilitator and agreed on by all participants. If any visitors come into the training they should also be introduced to the agreement and asked to sign.



Day  
One

## MOVE 1

### HUMANITY: Understanding the issues






#### Module objectives

- To introduce how people's understanding of protection, gender and inclusion issues can influence decisions and actions.
- Define core concepts around gender, diversity, disability, protection (including sexual and gender-based violence and child protection) and inclusion.
- Look at global and/or context-specific statistics related to protection, gender and inclusion.




#### Module overview

Move 1 components	Time required
Activity 1: Humanity dilemma	10 minutes
Activity 2: Speed debating	20-30 minutes
Activity 3: Core concepts	60 minutes
Activity 4: Quiz Time! Why protection, gender and inclusion matters in disasters	25 minutes
<b>Move 1 Annex</b>	
Protection, gender and inclusion quiz	
<b>Total module time</b>	<b>2 hours 10 minutes</b>






#### Move 1 | Activity 1

	Topic	Humanity dilemma
	Length of time	10 minutes
	Type of activity	Mini-scenario/warm up to the session
	Objectives	<ul style="list-style-type: none"> <li>• To review the Principle of Humanity and what it means in practice for the Red Cross and Red Crescent Movement</li> <li>• To read a scenario and evaluate whether the Principle of Humanity would be upheld in the situation described.</li> </ul>
	Activity content	<p>Introduce the session as the first Move – Humanity</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario bearing in mind the Principle of Humanity.</p>

## MOVE 1

		<p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p> <p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision.</p> <p>The aim of this exercise is to start thinking about how the Principle can be applied.</p>
	Materials	<p>Copy of Humanity dilemma on each participant's desk. This is included in the participants' training pack.</p> <p>Facilitator copy of the Humanity dilemma (Annex 6)</p>
	Training notes	<p>Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.</p> <p>The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.</p>
	Recommended co-facilitators	N/A

## Move 1 | Activity 2

	Topic	Speed debating
	Length of time	20-30 minutes
	Type of activity	Icebreaker exercise
	Objectives	<ul style="list-style-type: none"> <li>To clarify participants' own beliefs regarding protection, gender and inclusion issues</li> <li>To introduce how people's understanding of protection, gender and inclusion issues can influence decisions and actions</li> </ul>
	Activity content	<p>Ask the participants to stand up and form two lines facing each other. Each participant should have a partner.</p> <p>Read participants a statement that is also displayed on a PowerPoint or flipchart regarding an element of protection, gender, inclusion, and instruct them to discuss it with their partner, for two minutes only.</p> <p>After the two minutes, interrupt the discussions (it can be useful to have a bell or phone alarm to halt the discussions) and invite participants to share any interesting points they raised. Take one or two comments and move on quickly. Ask a participant on one side of the row to move one person to their left. Each participant should now have a different partner to discuss the next statement with.</p> <p>Read another statement and allow two minutes for participants to discuss and then invite comments. Repeat several times (for a total of five to six statements).</p>

## MOVE 1

After the last two-minute discussion, thank participants and instruct them to return to their original seats.

Use slide 16 to summarise the activity. Explain that there are often common attitudes and a bias towards PGI and these types of bias can lead to resistance. Participants may have already raised many of these

e.g. we are too busy; we do not have enough resources etc. Explain that this training will address some of these assumptions, with the practical application of PGI standards and support participants with advocating for PGI in their own teams and National Society/IFRC.

Below are some sample statements that are included in the PowerPoint slides. Facilitators are encouraged to devise their own statements, tailored to the context and to participants', background, language level and interests:

- In a disaster response, we must get food, water and shelter to the affected population quickly. It is all about speed and quantity. Protection, gender and inclusion must wait until later.
- In disasters, women are the most vulnerable.
- In disasters, responders can safely assume that families and/or communities will care for a person with a disability.
- In disasters, first responders/humanitarians do not pay enough attention to older people as a distinct group.
- Adolescent/teenage girls; woman or child? In our emergency programmes, it makes no difference as long as they are included in the overall number.
- If we do not hear about sexual and gender-based violence in a disaster, then it is probably not happening.



## Materials

PowerPoint slides (Day 1, Slides 9-16) or flipchart paper with the statements (one per slide), a stopwatch/timer and enough space for the group to stand in two rows facing each other.

Training  
notes

This exercise is meant to open participants' minds to discussing protection, gender and inclusion issues and to help the facilitator to gauge the mood in the room. The aim is not to develop any ideas or to gather in-depth answers to the statements, but rather gather quick-fire reactions to the statements provided.

The activity is also a good icebreaker: participants move around the room and expand the number of people they interact with beyond those sitting next to them. At the same time, the one-on-one interaction affords a certain privacy that may help participants express their opinions.

Below are some additional sample statements. Please note the context (country and competency level of participants):

- In disaster response, the tyranny of the urgent\* trumps everything. Addressing protection, gender and inclusion must wait. \*The need to do something now rather than distinguish carefully between all of the things that need to be done and to do the most important thing first
- In a disaster response, trying to meet the distinct needs of persons with a disability represents an unacceptable burden on limited resources.
- Older people represent a humanitarian 'blind spot'
- Children generally have the same needs as adults in emergencies
- When working in a foreign country, international actors should respect local culture and traditions and not impose Western notions of rights and social progress.

## MOVE 1

- In disasters, more than in any other time, boys don't cry
- In general, women have less upper-body strength than men; therefore, female volunteers should not be allowed in rescue posts because they would not be able to carry an injured person if necessary.
- There are very few persons with disabilities
- There are no persons with disabilities in refugee or IDP camps because they cannot access them.
- Adolescents and adults with disabilities are more likely to be excluded from sex education programmes
- A person's disability defines who they are as an individual
- People with disabilities are dependent and always need help
- The lives of people with disabilities are totally different from the lives of people without disabilities
- People living with HIV/AIDS are passive beneficiaries
- In most cultures boys have less protection needs than girls because of local social norms
- We should try to engage adults but need to avoid talking to children because it is too complex.

It is better to use statements rather than open questions. Statements help participants to take clear positions and make the debates more engaging. It is important that the statements be absolute, not relative and provocative without being outrageous, so that two people may reasonably disagree with each other. For instance, "women are inferior to men" is not a good statement to use, because no reasonable person would defend it.

Instead of asking participants to discuss the statement, one variation is to ask one row of participants to take the position of 'agree' and the other row 'disagree' and discuss to convince their opponent. It is acknowledged that the views expressed by participants may not be their actual views but based on whether they have been assigned the 'agree' group or the 'disagree group'. This method is quite effective to allow more honest views and bias to be expressed, as well as having both sides of opinions expressed.

Variations for this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:

- The meaning of language
- Examining attitudes towards addressing gender and diversity
- Gender Circles



Recommended  
co-facilitators

Global or regional protection, gender and inclusion network members/  
national focal points

## Move 1 | Activity 3



Topic

Core concepts



Length  
of time

60 minutes



Type of  
activity

PowerPoint presentation and group exercise

## MOVE 1



## Objectives

Participants will have an understanding of the core concepts and definitions of Protection, Gender and Inclusion including:

- Gender and Diversity,
- Disability,
- Protection (including SGBV and child protection)
- Inclusion

Participants reflect on what protection, gender and inclusion concepts mean in their context

Activity  
content

Explain that this next session will start to unpack the core concepts of protection, gender and inclusion.

Some participants may be familiar with these terms and definitions, but others will not. This session aims to bring everyone on the same page. Use the slides to take the participants through each definition one by one.

### Describe the difference between 'Sex' and 'Gender' – Slide 17

**Sex** refers to the physical and biological differences, usually between males and females. Most people are born either a man, women or intersex and so we see these as more distinct categories.

**Gender** refers to the social differences among persons of various gender identities throughout their life cycles.

Explain that while people can identify as different genders and although physically less difficult to change, the difficulty usually comes from social and cultural perceptions, or discrimination placed on individuals who wish to do this. People can change their sex, however this usually requires a longer process with medical interventions.

We see gender in terms of how much a person displays masculine or feminine characteristics. Degrees of masculinity and femininity are defined and set by society. People who meet these defined expectations, i.e. If you are born a man you will display masculine traits and characteristics; if you are born a woman you will display feminine traits and characteristics, are usually more accepted in society. People who deviate from this 'norm' set by society may be discriminated against as a result.

In plenary, ask participants if they can think of feminine or masculine characteristics? Answers may include: Feminine – princess, tomboy, sensible, good cook, elegant, nice, emotional, caregiver for children

Masculine – strong, hard, tough, businesslike, outdoorsy

Write these on a flipchart paper as participants are calling out the answers. Review the flipchart for 1 minute, asking whether this means women cannot be strong or professional? Or can men never be emotional or good with children?

This is, of course, not the case.

Ideas and ideals of being masculine and feminine, although deeply rooted in every culture, are social constructs, and are changeable over time and different both within and between cultures, changeable between generations and within families. What may have been a norm for our grandparents, may not be so strongly enforced with our generation.

## MOVE 1

### **‘Defining Gender’**

Focusing on ‘gender’, highlight that it can be a confusing term and can have different emphasis depending on the context.

Use the slide to look at the different components of gender and ways of using it not only as a concept, but as an analytical tool and a strategy for gender equality. Reinforce the idea that gender does not only mean women; women do not live in a vacuum. The importance of gender is the interactions in society, between men and women and ultimately, how this determines the roles, power and resources for females, males and other identities in any culture.

### **‘Sex or Gender’**

This slide can be adapted based on the context and type of participants at the training.

Read out each of the statements one at a time and ask participants to shout out whether they think the statement refers to a person’s ‘sex’ or ‘gender’. For a few examples ask participants to explain why they think this.

### **‘Diversity’**

Explain that who we are does not only rely on the gender we identify with, or whether we have more masculine or feminine traits, behaviours and characteristics. We are made up of a range of identities and characteristics.

Diversity means the full range of different social backgrounds and identities that make up populations. It includes, but is not limited to, gender identity and expression, sexual orientation, age, disability, HIV status, socio-economic status, religion, faith, nationality and ethnic origin (including minority and migrant groups).

The jigsaw image highlights a number of elements of diversity. This can be added too, based on the context. Facilitators may feel some forms of diversity should be removed from this slide, due to sensitivities based on the context and rather discussed at the appropriate times during the course.

### **‘Disability’**

One area of diversity where the IFRC and National Societies have specific commitments, is inclusion of persons with disabilities.

Disability results from the interaction between persons with impairments and the attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments.

Explain that disability is a result of the impairment the individual has and the barriers they face in the society in which they live

Disability = Impairment + Barriers

Barriers can include the following.

- Physical/Environmental
- Attitudinal barriers
- Communication barriers
- Institutional and policy barriers

## MOVE 1

We need to mitigate these barriers by removing potential and actual barriers in our work. This will ensure persons with disabilities can access and participate in society without the negative or restrictive impacts these barriers may have

The definition provided in the training is taken from that agreed in the RCRC Strategic Framework on Disability Inclusion – which is adapted from the United Nations Convention on the Rights of Persons with Disabilities.

### 'Protection' – Slides 22-23

What do we mean by Protection?

Protection in humanitarian action is fundamentally about keeping people safe from harm. It aims to ensure the rights of individuals are respected, to preserve the safety, physical integrity and dignity of those affected by natural disasters or other emergencies, armed conflict or other situations of violence.

The Inter-Agency Standing Committee's definition of protection is the most commonly accepted by humanitarian actors (including the Movement): "all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. Human Rights Law, International Humanitarian Law, Refugee law)".

**Protection in humanitarian action** in the Movement has both internal and external aspects.

**Internally**, it refers to ensuring that the actions of the Movement respect, and do not endanger the dignity, safety and rights of persons.

**Externally**, it refers to action intended to ensure that authorities and other actors respect their obligations and the rights of individuals.

### 'Sexual and gender-based violence' – Slide 24

Start by reading out the definition of SGBV on the slide

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

Examples of SGBV throughout the lifecycle include (but are not limited to): sexual violence, domestic violence, trafficking, forced/early marriage, forced prostitution, sex-selective abortion, differential access to food and services, sexual exploitation and abuse, denial of resources, opportunities and services, female genital mutilation/cutting, sexual harassment, dowry/bride price abuse, honour killing, domestic or intimate partner violence, deprivation of inheritance or property, and elder abuse.

While men and boys can be victims/survivors of some types of SGBV, it has a greater impact on women and girls. This is due to the fact that SGBV is perpetrated against an individual based on socially ascribed differences between males and females. Women and girls with disabilities are also a specific at-risk group with regard to SGBV. It has been reported that women and girls with disabilities were more likely to report sexual violence, with those with intellectual and mental disabilities being among the most at risk. Further men and boys with disabilities were more likely to report physical and psychological violence, especially against men with physical and intellectual disabilities. There may also be more barriers for persons with disabilities (particularly women and girls) to access services.<sup>3</sup>

3 <https://www.womensrefugeecommission.org/populations/disabilities/research-and-resources/984-disability-inclusion-translating-policy-into-practice-in-humanitarian-action>, page 11.

## MOVE 1

Gender inequality and abuse of power are root causes of SGBV.

Sexual and gender-based violence is pervasive in times of peace. In times of crisis, SGBV may become more extreme. In armed conflict, one form of SGBV, sexual violence, can become so widespread and systematic that it is considered a method of war and can escalate into a crime against humanity, a war crime or an act of genocide.

Why do forms of SGBV increase during disasters and crisis?

Following a disaster, sexual, physical and gender-based violence is known to increase, and this can happen for a number of reasons:

Following a disaster, sexual, physical and gender-based violence is known to increase, and this can happen for a number of reasons:

1. In times of disaster, social structures that do exist can break down and therefore people lose valuable protective networks that could have kept them safe.
2. Disruption to people's social environments following disasters can also lead to increased stress within families and communities and, as a result, there can be an increased risk of violence, e.g. domestic violence.
3. In the aftermath of a disaster, refugee and IDP camps are established very quickly to respond to need. However, if persons of all gender identities, ages, disabilities and backgrounds are not involved in the planning processes this can have increased security risks – particularly for women and girls. Poor lighting and lack of security (e.g. locks on latrine doors) at water and sanitation facilities can increase the risk of violence, particularly against women and girls, often with no accountability for perpetrators.
4. Pre-existing risks of violence are exacerbated: Disasters tend to make existing gender inequalities more pronounced and the incidence of SGBV often increases. For example, loss of livelihoods and disruption in daily routines and gender roles can cause tension in the household that may result in increased substance abuse and domestic violence. Also early marriage may be considered as a way for families to protect their daughters. However, it is important to remember that these are enabling factors and the real cause of SGBV is always gender inequality and abuse of power.

While there has been research into sexual violence in conflict, there has been less research into sexual and gender-based violence in disaster situations. However, from the research that has been conducted we do have an understanding to be able to address prevention and mitigation measures in times of disasters.

The facilitator may wish to reference studies conducted by the IFRC and National Societies that provide context-specific research on SGBV in disasters. This included:

Unseen Unheard: gender-based violence in disasters, global study (2015)

[http://www.ifrc.org/Global/Documents/Secretariat/201511/1297700\\_GBV\\_in\\_Disasters\\_EN\\_LR2.pdf](http://www.ifrc.org/Global/Documents/Secretariat/201511/1297700_GBV_in_Disasters_EN_LR2.pdf)

Unseen Unheard: gender-based violence in disasters, Asia Pacific Case Studies (2017)

<http://www.ifrc.org/Global/Photos/Asia%20Pacific/GBV%20page/GBV%20in%20disasters%20AP%20report%20LR.pdf>

The responsibility to prevent and respond to sexual and gender-based violence in disasters and crisis (2018)

[http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report\\_Final.pdf.pdf](http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report_Final.pdf.pdf)

## MOVE 1

It may be good to have one or two copies of these resources printed for reference during the training.

Participants may have heard different terminology for SGBV. Highlight that IFRC and National Societies use the term 'sexual and gender-based violence' as this takes into account the ICRC mandate on sexual violence in armed conflict, whilst the IFRC has a broader mandate to address all forms of SGBV in times of disaster – of which sexual violence is still one.

### Child Protection – Slide 26

One specific area of work for the IFRC and National Societies within its protection focus is violence against boys and girls.

'Child Protection' refers to the prevention of, and response to abuse, neglect, exploitation and violence against children.

**A Child** is defined as any person under the age of 18 years. This is the definition of adulthood in the United Nations Convention on the Rights of the Child and applies to our work even if local laws and customs differ.

**Child Protection** consists of reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

Some of the risks boys and girls may face in times of disaster can include:

Physical, emotional or sexual abuse, neglect, exploitation and violence; child labour; early/forced marriage; arbitrary detention; trafficking/smuggling; discrimination as well as being denied access to food, shelter, health services and education; sickness, further harm, trauma; separation from primary caregivers; loss of identity, citizenship.

In addition to this, we recognise the gender dynamics, and that boys and girls will be impacted and respond differently in disasters, as well as experiencing specific protection risks based on their gender identity. The child's gender, along with diversity factors, will all have an impact on a child's vulnerability in an emergency.

### 'Inclusion' – Slide 27




When we look at all the different factors that make up who we are as people, e.g. age, ethnicity, gender etc we know that not all people are treated the same or have the same access and opportunities to participate in society. Individuals or groups may be discriminated against due to their gender, age, disability, background or factor of their diversity. In emergencies, the impacts of this can become exacerbated. It is therefore important that we ensure, our programmes, approaches and activities are protective of individuals and groups, and are inclusive.

This may mean we need to adapt to ensure those who may be marginalised, discriminated against or excluded as a result of their gender or a factor of their diversity are not excluded from programmes or services.





Inclusion in emergency programming focuses on:

- using the analysis of how people are excluded to actively reduce that exclusion
- creating an environment where differences are embraced and promoted as strengths
- providing inclusive services means giving equitable access to resources for all.

## MOVE 1

		<p>In the longer term, inclusion, focuses on facilitating access to opportunities and rights for all by addressing, reducing and ending exclusion, stigma and discrimination. We call this <b>social inclusion</b>.</p> <p><b>Group discussion – what does protection, gender and inclusion mean? – Slide 28</b></p> <p>Show slide 28 and ask participants to discuss this within their table for 10 minutes. If you are short on time, you may wish to have each table take one of the points for discussion. Walk around the room to see whether the discussions relate to the concepts.</p> <p>The facilitator may wish to hear one or two pieces of feedback, or if satisfied with their discussion, the facilitator can wrap up the session.</p>
	Materials	PowerPoint slides (slides 17 to 28) flipchart and flipchart paper, marker pens
	Training notes	<p>Depending on the level of knowledge the participants have, this session could be adapted to be more participatory.</p> <p>One variation can include printing out each concept and the definition. Cut up the definitions and put all the pieces of paper in an envelope – one per table. Give participants 10 minutes at the start of the session to re-arrange the pieces so that the concept matches the definition. Then proceed in going through the slides. At the start of each new concept ask participants which of them would like to volunteer their table's answer.</p> <p>Another variation could be to give each participant either a term or a definition. Give participants 5-10 minutes to find their pair so that the term and definition match.</p> <p>Variations of this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• True or False Quiz</li> </ul>
	Recommended co-facilitators	<p>Global or regional protection, gender and inclusion network members/ national focal points</p> <p>NS or IFRC staff specialised in child protection or disability inclusion to co-facilitate</p>

### Move 1 | Activity 4

	Topic	Why protection, gender and inclusion matters in disasters
	Length of time	25 minutes
	Type of activity	Quiz and facilitator-led discussion
	Objectives	<ul style="list-style-type: none"> <li>• To look at global and context-specific statistics related to protection, gender and inclusion in an engaging and open environment</li> </ul>

## MOVE 1

Activity  
content

Start the exercise by bringing up the 'crowd photo' on the screen – Slide 29

This photo depicts a distribution process in Haiti after the earthquake. Based on the context, facilitators are encouraged to use a photo from that context or a relevant picture from the region.

Ask participants to look at the photo and say what they think, feel or see when they look at it?

Usual answers include:

*It is busy, frightening, unsafe, rushed, chaotic, desperate, people are crowded or crushed, there is no space, no order.*

After taking multiple answers, let participants know that you will come back to the photo after they complete a quiz.

### Quiz time! – Slide 30, use the additional quiz slide show.

Ask participants to work in pairs answering the questions on the quiz handouts. They have 10 minutes to do this.

If in a National Society context where participants would prefer having the quiz in a different language, it is useful to have this translated beforehand. If in a regional setting, you may wish to give more time for participants who do not have English as a first language.

Once participants have completed the quiz in pairs, go through the answers on the PowerPoint presentation (available in the full training package), providing additional information as necessary to support the statistics. Encourage the participants to shout out their answers to create energy in the room.

Leave space after each answer for the participants to share their thoughts/reactions.

You could give a small prize to people that got all the questions correct.

After answering any questions participants may have, let them know the references to the quiz answers can be found in the PowerPoint slides, which will be circulated after the training.

Return to the 'crowd photo'. Ask participants: Now when you look at this photo, what do you see? Do you see anything different?

Usual answers (which may require an example from the facilitator) include:

- An average of 15% of the crowd may have some form of a disability or may have experienced barriers in getting to the distribution site.
- There are more men in the picture than women. If we look at the statistics, at least 50% should be women or if this was a refugee context around 80% would be women and children, but mainly men are accessing the goods.
- If we think 20% of women at any time are pregnant they could be present in this picture – which may be unsafe due to the setup of the distribution.
- If 35% of women worldwide have experienced some form of physical or sexual violence in their lifetime, that may include women seen in this picture.
- In the context about 8% may be over 65 years of age.

## MOVE 1

### Concluding messages – Slides 32-33:

We cannot look at a group of people, a community, or those affected by a disaster as one homogeneous group, requiring the same support and having the same capacities.

Persons of all gender identities, ages, disabilities and backgrounds, have very different needs and concerns, have different coping strategies on which to draw, and are impacted by crises differently. For example, an adolescent girl with a disability separated from her family probably has very different needs, protection risks and concerns from a healthy, young man with a family.

Emergencies can exacerbate existing gender inequalities, and this can have negative impacts e.g. the incidence of sexual and gender-based violence often increases during disasters.

Examples of this can be seen in Slide 33.

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

Source: Disaster and gender statistics, Fact Sheet, IUCN.  
[https://www.unisdr.org/files/48152\\_disasterandgenderstatistics.pdf](https://www.unisdr.org/files/48152_disasterandgenderstatistics.pdf)

- Indian Ocean Tsunami, 2004, **+80% fatalities women**

Source: The Guardian, news article: <http://www.theguardian.com/society/2005/mar/26/internationalaidanddevelopment.indianoceansunamidecember2004>

Oxfam Report: Women and the Tsunami [http://www.preventionweb.net/files/1502\\_bn050326tsunamiwomen.pdf](http://www.preventionweb.net/files/1502_bn050326tsunamiwomen.pdf)

- Japan earthquake, 2011, **65% of casualties 60+**

Source: The Japan Times, news article: <https://www.japantimes.co.jp/news/2011/04/21/national/90-of-disaster-casualties-drowned/#.W7FQTVZFxfU>

- Cyclone Nargis, 2008, **61% deaths women**

Source: Making women's voices count in natural disaster programmes in East Asia and the Pacific, <http://siteresources.worldbank.org/INTEAPREGTOPSOCDEV/Resources/12680GNEAPDisaster.pdf>

- Laos PDR, 2016, **47% of respondents** reported that women and girls felt distressed by the rise in child marriage after the disaster

Source: The responsibility to prevent and respond to sexual and gender-based violence in disasters and crisis (2018) [http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report\\_Final.pdf](http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report_Final.pdf)

- Data from a study conducted after tropical cyclone Pam in Vanuatu showed that persons with disabilities were 2.5 times more likely to be injured than persons without disabilities.

Source: Disability Inclusion in Disaster Risk Reduction: Experiences of persons with disabilities in Vanuatu during and after Tropical Cyclone Pam and recommendations for humanitarian agencies. CBM, 2017.)

Additional example: data from Japan suggests that the mortality rate of persons with disabilities is 4 times higher than persons without disabilities. (Source: Thematic study on the rights of persons with disabilities under article 11 of the Convention on the Rights of Persons with Disabilities, on situations of risk and humanitarian emergencies. Report to the UN General Assembly. OHCHR, 2015).

## MOVE 1

By taking a protective and inclusive approach to our emergency work we can work towards mitigating the disparities in fatalities and injury. Taking this approach ensures:

- Our programmes are more accountable
- We increase the quality and cost-effectiveness of our programming
- We understand and are able to address vulnerability in the communities we are serving
- We adhere to international principles of humanitarian assistance e.g. 'do no harm'
- We adhere to the RCRC Fundamental Principles and our mandate.

### Conclusion

As RCRC, our mandate is to help those most in need. In order to know who are the most vulnerable we need to create a more valid and representative understanding of the context, based on gender, age, disability and diversity to ensure we know who is there and who isn't there; who has access and can participate and who is not able to, and why. This means collecting data and information (around sex, age, disability, laws) and seeing what this might mean for the community and our programmes.

It does not necessarily mean that we need to collect this data during the most urgent response phase. A lot of this knowledge exists in the host National Societies, with the Government or with other NGOs which we can already draw on. As an example, the statistics used in the quiz are based on secondary data.

It should be noted that although secondary data is useful, particularly in the early stages of a disaster, it cannot and should not replace primary information on the affected population. However, it can be used as a starting point, which can later be validated or adapted through a gender and diversity analysis.

In the next session 'Move 2' we will look more closely at collecting data by sex, age, and disability, conducting gender and diversity analysis and how this can support us to ensure protective and inclusive programming and reach everyone in an effective and appropriate way.



#### Materials

Quiz hand-out for participants (Annex 7). This is included in the participant training pack.

Quiz reference sheet for facilitator (Annex 8) Quiz PowerPoint slides – separate resource

Crowd photo and why PGI matters in disasters (Day 1)



#### Training notes

Depending on how much time you have for the quiz, instead of having participants discuss the answers, you could run through the quiz PowerPoint slides in plenary and go through each of the questions and the answers

Quiz handouts can be used, or if the context allows Kahoot online quiz software.

Variations for this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:

- Power walk exercise

Concepts and learning objectives in Move 1 can also be found in Module 1 of the PGI Basic Training for Surge Personnel.



#### Recommended co-facilitators

Global or regional protection, gender and inclusion network members/ national focal points.

## MOVE 2

### IMPARTIALITY: Protection, gender and inclusion in humanitarian action





#### Module objectives

- How we ensure non-discrimination through protective and inclusive programming, through identifying who to help and why and prioritising what to address.
- Understand the importance of, and practical ways to collect and review sex, age and disability disaggregated data.
- Understand the importance of conducting needs assessments informed by a gender and diversity analysis, to identify the needs, vulnerabilities and risk factors for individuals and groups, and challenges in this.





#### Module overview

Move 2 components	Time required
Activity 1: Impartiality dilemma	10 minutes
Activity 2: Core concepts	1 hour, 50 minutes
Activity 3: Group exercise: Beneficiary registration, selection criteria and needs assessments	1 hour
<b>Move 2 Annex</b>	
Multi-sector needs assessment form	
Beneficiary registration form	
<b>Total module time:</b>	<b>3 hours</b>






#### Move 2 | Activity 1

	Topic	Impartiality dilemma
	Length of time	10 minutes
	Type of activity	Mini-scenario/warm up to the session
	Objectives	<ul style="list-style-type: none"> <li>• To review the Principle of Impartiality and what it means in practice for the Red Cross and Red Crescent Movement</li> <li>• To read a scenario and evaluate whether the Principle of Impartiality would be upheld in the situation described.</li> </ul>

## MOVE 2

 Activity content	<p>Introduce the session as the second Move – Impartiality</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario, bearing in mind the Principle of Impartiality.</p> <p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p> <p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision. The aim of this exercise is to start thinking about how the principle can be applied.</p>
 Materials	<p>Copy of Impartiality dilemma on each participant's desk. This is included in the participants training pack.</p> <p>Facilitator copy of the Impartiality dilemma (Annex 6).</p>
 Training notes	<p>Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.</p> <p>The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.</p>
 Recommended co-facilitators	N/A

## Move 2 | Activity 2

 Topic	Core concepts
 Length of time	1 hour 50 minutes
 Type of activity	PowerPoint presentation, video and group discussion
 Objectives	<ul style="list-style-type: none"> <li>How to practically ensure non-discrimination in our emergency work through:             <ul style="list-style-type: none"> <li>beneficiary registration</li> <li>selection and prioritisation criteria</li> <li>needs assessments</li> <li>sex, age and disability disaggregated data (SADDD)</li> <li>gender and diversity analysis</li> <li>team composition</li> </ul> </li> <li>To know that SADDD and gender and diversity analysis should be mandatory to inform all beneficiary selection and prioritisation criteria as a first step towards protective and inclusive programming.</li> </ul>
 Activity content	<p>Facilitators should start by showing a video. The main purpose is to highlight a practical example, either from Inside Disaster Haiti, or a local more context-specific example of some challenges of working in an emergency context and therefore the challenges that may exist for integrating protection, gender and inclusion in emergency operations.</p>

## MOVE 2

Introduce the video and give a content warning, similar to below:

The video contains images and video footage from the aftermath of the Haiti earthquake, with scenes depicting injury and death, including dead body removal. Some participants may find this distressing or upsetting. The video will be approximately 4 minutes, if anyone wishes to leave during the video they should feel free to do so.

Play the video (4 minutes 6 seconds) –

<https://www.youtube.com/watch?v=FCDFUT5HZQI>

After the video, ask participants what they felt or thought during the video? What challenges could they see in integrating protection, gender and inclusion in disaster response?

Highlight the quote from the IFRC FACT Team Leader Jean-Pierre Taschereau where he says, “Everything needs to be done at once but we can’t.” (Slide 35)

In situations where there is a lack of time and resources PGI is paramount. If we are not able to reach everyone and do everything at the same time, we need to prioritise and select what we do, for whom, and when. To do this, we need to know who is affected, how they are affected and who is most in need or at risk.

Using the PowerPoint presentation highlight the key PGI messages for beneficiary registration and needs assessment.

### Beneficiary registration – Slide 36:

- Registering beneficiaries in the affected population, is a first step in understanding the population’s assistance and protection needs
- This will be the basis for planning programmes, activities and services and therefore it is important that the process allows us to gather the right information.
- Individual registration should be prioritised where possible – especially to understand protection needs, or to know the needs of vulnerable groups.
- If we look at household registration as a default, we will only understand the household through the perspective of one household member. In many societies where men are seen as the head of the household this limits the voices and perspectives of women, women with disabilities and children from being included in the initial assessment.
- Where individual registration is not feasible, ensure individual registration of persons with specific needs. This can be understood through a combination of secondary data, observation and focus group discussions.
- The phrase *‘If you’re not counted, then your needs don’t count’* is a good way to remember that we should aim to hear and record the voices from as many people as possible. We need to ensure we engage with a representative cross-section of people, (based on gender, age, disability, background and other diversity factors), putting special attention on people who might get left behind or left out.

### Selection and Prioritisation – Slide 37:

- As seen in the video, due to funding limitations, as well as time and resource constraints, it is not always possible to reach everyone.
- Of those we register it may be necessary to target and prioritise the most vulnerable of the affected groups with different services and programmes

## MOVE 2

- In the selection and prioritisation of recipients of humanitarian or emergency assistance, we must ensure we conduct an independent needs-based assessment informed by a gender and diversity analysis, as well as appropriate engagement with and targeting of the affected community.
  - based on a gender and diversity analysis – the information gained from a gender and diversity analysis in a needs assessment will provide an evidence base from which to select and prioritise within the affected population, in a fair, participatory and transparent way. It will save time and resources as it will ensure the most vulnerable are reached by the most appropriate services from the outset.
  - in consultation with the affected community – this ensures a community engagement and accountability approach to our emergency response work. Once developed, the criteria must be widely disseminated to the affected population. Clear and understandable justification must be provided for any targeting of aid to a specific group or for the exclusion of a specific group. This ensures transparency with the community, which helps to build and maintain trust as well as support the safety and security of staff and volunteers in the field. It is important that the community understand how and why some individuals/groups are selected for specific goods or services.

### Needs assessments and Gender and Diversity analysis – Slide 38

- A gender and diversity analysis should underlie all needs assessments
- The goal of a needs assessment is to: determine the needs of the affected population and who and which groups are the most vulnerable/most at-risk?

Although emergencies can impact anyone, not everyone will be affected in the same way, nor will they have the same needs during and after the emergency. Even during peaceful times, not everyone experiences daily life in the same way.

We need to ask the questions:

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

Only by knowing this can we then look at selection and prioritisation criteria and assess how those individuals or groups can access the services, if there are any **safety or protection risks** we need to consider and how they can **participate** in the response – to ensure we uphold **dignity**.

### Sex, age and disability disaggregated data (SADDD) – Slides 39-41

Explain that to develop a gender and diversity analysis in a needs assessment, we need to look at SADDD. SADDD is the first step towards understanding who we are, and who we are not, reaching based on their sex, gender, age and disability.

The facilitator could ask participants:

1. What are some reasons why someone's gender could influence a person's experience before, during and after an emergency?
2. What are some reasons why someone's age could influence a person's experience before, during and after an emergency?

## MOVE 2

In plenary, listen to the answers given which should reflect the discussions during Day 1.

### Key messages on SADDD

Disaggregating people reached means counting and reporting on people we reach through our services, according to different categories.

Typically, categories used to disaggregate people reached are socio-demographic characteristics. One mandatory set of characteristics is **sex, age, and disability disaggregation of data (SADDD)**, where disability is disaggregated into six further categories of function: **walking, seeing, hearing, cognition, self-care and communication**. Other examples of socio-demographic categories used in disaggregation include: gender, race\*, ethnicity, nationality, sexual orientation, socio-economic status (e.g. income and education) and legal status (refugee, asylum seeker).

\* “Race” refers to physical characteristics of distinct populations within the larger species (e.g. Caucasian). “Ethnicity” describes the cultural identity that unites a group of people, which can include tradition, language, religion, behaviour traits, and racial ancestry. Two people can identify their ethnicity as Canadian, but their races may be Black and Caucasian. “Nationality” is the relationship between a person and the political state to which they belong or are affiliated. People may identify their ethnicity as Chinese, but their nationality may be Canadian.

Disaggregating by sex is good practice because the biological distinction between a man and a woman is more commonly understood. However, there may be instances where people do not identify with the ‘binary’ option of male or female, but instead identify with one of a variety of gender or sexual identities, such as transgender, transsexual, or they may not wish to identify as any gender. It is important that participants look at the context when deciding what data to collect, how to ask the questions and, importantly, how the information will be used.

When disaggregating by age, IFRC has agreed to use age brackets following international standards i.e. the Sphere Project (the table shown on slide 40 should be shown to participants as an example). However, it is recommended not to have the age brackets in the forms itself but to collect actual age or year of birth to allow each programme and sector to use the data that is most useful to support the people they are serving.

Depending on the type of programme or service being delivered, other age groups may be better suited for analysis. For example, if you are working on a nutrition or vaccination programme for children, smaller intervals may be used before 10 years. Or if you are working in education, (e.g. Red Cross and Red Crescent Principles and values school programme), it may be preferable to have age intervals for each year that coincide with student grade levels.

Ask participants in plenary, if they can think of specific age brackets that would be useful to them in their work? E.g. either in health, WASH, shelter programmes?

For this part of the session, you can refer participants to Annex 1 of the Minimum Standards as a reference for their work following the training.

## MOVE 2

**Disaggregating by disability**

Ask participants, what are some reasons why someone's disability, e.g. vision or hearing impairment, could influence a person's experience before, during or after an emergency?

Answers should refer to the physical/environmental, attitudinal, communication, institutional and policy barriers persons with disabilities might face:

- **Physical/Environmental barriers:** Latrines and washrooms in emergency shelters may not be designed to be accessible to older people or persons with disabilities with mobility limitations, who use assistive devices such as a wheelchair or crutches, or persons who are blind. Distribution points may be located in a place that is difficult for older persons or persons with disabilities to reach.
- **Attitudinal barriers:** persons with disabilities are seen as needing help and as objects of charity. Disability is seen as a result of bad karma or a sin.
- **Communication barriers:** Information is provided in formats that are not accessible to persons with sensory, intellectual or developmental disabilities, e.g. information is posted in a written format on a board and so cannot be seen by persons who are blind, sign language interpretation is not provided for communicating with persons who are deaf, information is not provided in an easy-to-understand format for persons with intellectual disabilities.
- **Institutional and policy barriers:** Disaster laws and policies do not address the rights and inclusion of persons with disabilities. Emergency needs assessments do not include disability disaggregated data collection or assessment of accessibility requirements of persons with disabilities.

A useful resource when disaggregating by disability is **The Washington Group (WG) Short Set of Questions on Disability**. The tool allows us to identify persons at greater risk of experiencing limited or restricted participation in society. It consists of six questions that can be rapidly and easily asked in a variety of settings.

Whenever we collect disability disaggregated data, it is important to carefully consult with people familiar with the local context to inform the development of data collection tools and to train data collectors. In particular, local organisations for persons with disabilities can be useful resources for conducting training on communicating with persons with disabilities. Wherever possible, include persons with disabilities in all phases of the data collection.

The Washington Group Short Set of Questions on Disability

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty with self-care, such as washing all over or dressing?
6. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?

## MOVE 2

Each of the questions (1-6) should be asked with the following four options:

- a. No – no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

Yes – a lot of difficulty has been identified as the recommended cut off point; anyone responding ‘yes – a lot of difficulty’ or ‘cannot do at all’ would be considered as having the intended level of difficulty to be counted as a person with a disability.

### Considerations when using the Washington Group Short Set of Questions on Disability

The Washington Group (WG) questions is a set of questions designed to be embedded in large-scale or household surveys.

- There is a short set of questions and a long set, but in this training only the short set will be discussed.
- The tool allows us to identify persons at greater risk of experiencing limited or restricted participation in society.
- The questions can be asked rapidly and in a variety of situations
- Ideally, questions should be answered by the individuals themselves (i.e. self-reporting), with the exception of those who are not capable of responding themselves. However, in a census setting and for some types of surveys, it is common to have a primary respondent report for all other household members and this is acceptable in these contexts. In self-reporting situations, however, no one should be excluded because they cannot respond on their own (for example due to difficulty hearing, communicating, or an intellectual disability). The choice of a proxy respondent can be important and should be carefully considered before embarking upon the survey interview.
- When developing the questionnaire and training the interviewers, it is important that we avoid using the word “disability”. The meaning of the word “disability” can vary not only across cultures but among people in the same culture. In some cases, the term is associated with shame and /or stigma. Therefore, it is advised to use more neutral terms to avoid any negative bias affecting the outcome (and potentially the validity) of the questionnaire. As a result, the WG questions asks about ‘functioning’ instead of ‘disability’, as the domains of functioning are basic and universal and so are common and recognised in all countries and cultures. The aim of the WG questions is to collect disability data without asking “Do you have a disability” as this leads to under reporting of the number of persons with disabilities.
- It is important to pay attention to translation to ensure the intended meaning of the questions remains.

### It is acknowledged that there are some challenges in collecting SADDD.

- In many cases, there is still no harmonised way to collect SADDD in our National Societies/IFRC. The new Minimum Standards and PGI in emergencies toolkit is moving closer to having a harmonised approach but systems and individuals also need to adopt this.
- There are often different people in the chain of collection, analysis of data and design of programmes who may have a different understanding of or capacity to analyse and use SADDD.

## MOVE 2

- Even if we collect the data and apply a gender and diversity sensitive approach to data collection we need to ensure we have people who can analysis the data? Who would this be? PGI/PMER? And have they been sensitised on SADDD.
- If data is collected and analysed, who feeds/how is this fed into project design? Who has the authority to make changes to programmes, or request/approve budget or changes in design? Have they been sensitised on SADDD and the impacts of this on emergency response?

However, despite some challenges, we need to remember that:

- the use of SADDD is essential for humanitarian programmes, advocacy and learning. The application of SADDD will:
  - i. enable response teams to understand the demographic composition, profile and number of the population that may be affected by the conflict or natural disaster.
  - ii. Increase understanding of who we are and who we are not reaching in that population, providing better awareness to adapt our programmes and better serve our target populations.
- **sex, gender, age and disability are all interrelated.** For example, an impairment like low vision can worsen with age, and a woman may have limited access to eye care and glasses in certain societies, in comparison with a man.
- categories used to disaggregate people reached will vary by programme area, type of emergency and context.

### Gender and diversity analysis – Slide 42

PGI should be mainstreamed in all sectoral assessments through a gender and diversity analysis. Slide 42 gives the definition of a gender and diversity analysis as follows:

**Gender and diversity analysis** helps to understand how opportunities and inequalities may be affected based on a person's sex or the gender that people identify with. It examines relationships between women and men in their diversity; their roles, responsibilities, access to and control of resources and constraints they face relative to each other. It examines the distinct reality of being a particular age or age group, a person with a disability and other contextual factors including but not limited to, sexual orientation, HIV status, socio-economic status, religion, faith, nationality and ethnic origin (including minority and migrant groups).

The following questions and points will support what you would need to include a gender and diversity analysis in your sectoral needs assessments:

- What is the profile of the affected group? (i.e. number of households and household members disaggregated by sex, gender, age and disability; number of single male, female and persons of non-binary gender identity who are heads of household; sexual and gender minorities, number of pregnant and lactating women; persons living with HIV, and number (male/female) of unaccompanied or separated children, older people.
- Besides the groups mentioned above, are there any other potentially vulnerable groups in the community? These might include an ethnic minority, migrant, class or caste group, for example.

## MOVE 2

- Have persons of all gender identities, ages, disabilities and backgrounds been consulted and involved in the assessment to determine their specific needs, priorities and concerns within the sector-specific programming as they relate to dignity, access, participation and safety
- Assessments should be carried out through a combination of observations and questions, including asking persons of diverse gender identities separately regarding programme-specific matters. Wherever possible, conduct separate discussions with children (including adolescents) with appropriately trained and qualified personnel. Are mechanisms in place to ensure gender, age, disability and diversity representation and the participation of different social groups, e.g. gender and sexual minorities, for inclusive analysis of needs and, consequently, more effective responses? If so, what are these?
- Selection and prioritisation must be informed by a gender and diversity analysis. Are people with specific needs – single heads of households, men and women with disabilities, pregnant and lactating women, unaccompanied and separated children, older people, chronically ill, etc. – included in the selection/prioritisation criteria?
- What are the expected roles of females, males and other gender identities in each sector (e.g. in shelter construction, in the maintenance of water points, latrines and bathing areas, in the collection of water and fuel?)
- Do the assessment and response teams have balanced or fair gender identity, disability and diversity representation? Are specific actions required to create permission and space for women and marginalised groups to participate on response teams? If so, what are these?

NB: There will be some protection and safety risks related to CP and SGBV that may not come up or may be raised but need more detailed assessment to understand. Sectoral specialists should work with PGI specialists who will ask more targeted questions.

### Considering our teams – Slide 43



Team composition during assessments is important and this relates very much to ‘participation’ in the Minimum Standards but also to access, safety and dignity.

The Red Cross Red Crescent National Society staff and volunteers come from the communities they are working in. This makes it important to ensure our teams are representative of the community, by gender, age, disability, and other context specific factors such as ethnicity, race, religion etc. If we do not focus on team composition:

- We risk not allowing people to truly tell us about their needs
- We may overlook safety or protection risks
- At risk or marginalised groups may not feel confident to discuss protection and safety concerns
- We need to consider practical ways in emergencies to transform our teams to be representative of the community.

In Move 1 we discussed how gender norms, attitudes and behaviours are set by society, and can change over time and over generations. Show participants a short video from Mexico in 2007 during the Tabasco floods. This video highlights how changes can be made within a National Society and the positive impacts this can have on service delivery and create a change in attitudes among staff.

## MOVE 2

	<p>Tabasco floods (2007, Mexico):  <a href="https://www.youtube.com/watch?v=3d-Yu8Dh1LY">https://www.youtube.com/watch?v=3d-Yu8Dh1LY</a></p> <p>Conclude the PowerPoint presentation by looking at the price of not including a gender and diversity analysis – Slide 44:</p> <ul style="list-style-type: none"> <li>• We limit the effectiveness of humanitarian operations</li> <li>• Humanitarian operations do not reach the most vulnerable</li> <li>• We create the potential to deepen pre-crisis inequalities</li> </ul> <p>We do not meet donor requirements (although this should not be the main driver, it is an persuasive argument if people do not wish to include SADD or gender and diversity analysis in their proposals, budgets, programmes responses). It is becoming more of a mandatory requirement by donors and their governments.</p>
	<p><b>Materials</b></p> <p>Projector and sound facility</p> <p>PowerPoint Slides (Day 1, Slides 36 – 44)</p> <p>Videos:</p> <p>Tabasco Floods: <a href="https://www.youtube.com/watch?v=3d-Yu8Dh1LY">https://www.youtube.com/watch?v=3d-Yu8Dh1LY</a></p> <p>InsideDisasterHaitiTrailer: <a href="https://www.youtube.com/watch?v=FCDFUT5HZQI">https://www.youtube.com/watch?v=FCDFUT5HZQI</a></p> <p>IFRC Minimum Standards for protection, gender and inclusion in emergencies (2018), Annex 2 – Beneficiary selection and prioritisation criteria.</p> <p>IFRC PGI in Emergencies Toolbox (2018-2019)</p> <p>The full guide on “Technical Note – Counting People Reached” which provides guidance for measuring people reached by services provided by Red Cross and Red Crescent National Societies and the IFRC.</p> <p>A guide to Sex, Age and Disability disaggregated data in the IFRC Protection, Gender and Inclusion in Emergencies toolkit (2018-2019).</p>
	<p><b>Training notes</b></p> <p>Where possible the video from ‘Inside Disaster Haiti’ and the video on the Tabasco floods, should be replaced with a video from the context, country or region.</p> <p>Refer participants to the IFRC PGI in Emergencies Toolbox for assessment tools to support a gender and diversity analysis.</p> <p>In addition to the WG short set of disability questions, advise participants that other references are also available including: the Washington Group Extended Set of Questions on functioning; the Humanitarian Inclusion Standards on Older People and People with Disabilities (2018); and the Washington Group/UNICEF Module on Child Functioning (2016). Please note that when collecting disaggregated data on children, the Washington Group/UNICEF questions are recommended to be used as these are specifically designed to cover children between 2 and 17 years of age.<sup>4</sup></p> <p>Variations for this exercise to support similar learning objectives can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• The 24-hour day</li> <li>• Vulnerabilities</li> <li>• Older people in disasters</li> <li>• Sex and age disaggregated data exercise</li> </ul>

4 Washington Group Extended Set of Questions on functioning <http://www.washingtongroup-disability.com/washington-group-question-sets/extended-set-of-disability-questions/>; Humanitarian Inclusion Standards on Older People and People with Disabilities (2018) <http://www.helpage.org/newsroom/latest-news/new-humanitarian-guidelines-launched-for-ageing-and-disability-inclusion/>; The Washington Group/UNICEF Module on Child Functioning (2016) <http://www.washingtongroup-disability.com/washington-group-question-sets/child-disability/>

	Recommended co-facilitators	<p>Planning, monitoring, evaluation and reporting (PMER) staff from the National Society/IFRC</p> <p>Staff or volunteers involved in volunteer management, or human resources to co-facilitate on team composition and volunteer diversity.</p> <p>Global or regional protection, gender and inclusion network members/national focal points.</p>
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## MOVE 2

### Move 2 | Activity 3

	Topic	Beneficiary registration, selection criteria and needs assessments
	Length of time	1 hour
	Type of activity	Group exercise
	Objectives	<p>By the end of the activity, participants will have the chance to:</p> <ul style="list-style-type: none"> <li>think about the types of questions required for a sectoral needs assessment to ensure the assessment is informed by a gender and diversity analysis</li> <li>think of the types of data that would be needed when registering beneficiaries</li> <li>reflect on some of the challenges in achieving this</li> <li>start using the Minimum Standards for protection, gender and inclusion in emergencies (2018) and the assessment forms in the PGI in emergencies toolkit (2018-2019).</li> </ul>
	Activity content	<p>Explain that we will move into a group exercise now. This will allow us to bring together the core concepts of the session. Divide the participants into new groups.</p> <p><b>Exercise Instructions:</b></p> <p>The facilitator reads out the scenario/asks a participant to read out the scenario:</p> <p><i>It is 1 week after a devastating earthquake hit the country. Approximately 100,000 people have been displaced and informal settlements are forming. Local services have been hugely disrupted. It is thought settlements will remain for at least 6 months. Some quick assessments by an all male team have been conducted and distributions have been carried out. Shelter was identified as a need, as was safe and dignified healthcare. Pregnant women were highlighted as needing specific support, as were people with physical disabilities and unaccompanied children. The community, particularly adolescent girls and women, have reported incidences of violence against volunteers.</i></p> <p>Your role in the emergency is to establish a beneficiary registration desk to register affected community members and identify who in the community has specific sectoral needs and identify any protection risks.</p> <p>Explain that participants have two forms. The first to be completed is the multi-sector needs assessment form and the second is the beneficiary registration form.</p>

## MOVE 2

**Multi-sector needs assessment form instructions:**

Complete the date and name of the assessment team leader (choose someone in the team, they will also be responsible for presenting back to the group at the end).

**Participants should comment on team composition and representation.**

*Answers may include: ensure equal or representative gender balance (e.g. 3 female and 2 males), ensure members in the team speak all languages and dialects spoken in the population, consider persons with disabilities, ensure a representation of ethnicities – particularly in a context where there may be overt discrimination against one or more groups e.g. in refugee or conflict contexts.*

Participants should comment **on specific actions they could consider** to ensure permission and space for women and marginalised groups to participate in response teams.

*Answers may include: additional training or capacity building for female staff and volunteers, awareness and advocacy to management to ensure greater representation on the teams, during recruitment processes express on-the-job description that the National Society welcomes female candidates or persons with disabilities to apply.*

(Participants do not know what the exact context is, but this question is designed to have participants think about measures that could be in place.)

**What is the known profile of the population**

*Answers may include: references to secondary data e.g. 50% women, 15% of people may have a disability, % of the population are children etc.*

**Any other groups, who could be particularly vulnerable, that need to be considered?**

*Answers should include reference to: persons of all gender identities, ages, disabilities and backgrounds and social groups such as single heads of household, persons with disabilities, pregnant and lactating women, children, older people or the chronically ill, having been consulted. Specific considerations may be to ensure additional efforts to reach people with physical disabilities, or for people with mobility issues to reach the point of assessment; or ensuring children and their caregivers can be accessed safely to take part in the assessment.*

**Sector specific questions**

The next 5 columns relate to specific sectors and the types of questions participants can include to understand the specific needs, concerns, protection risks for each sector.

Participants can use the assessment tools in the PGI in emergencies toolkit and the MSs for reference to develop 3-4 questions per sector and 1-2 areas they could observe.

**Example answers for Health are shown below:****Assessment questions:**

*What are your current health needs?*

*Are you able to access health facilities or services that accommodate your needs?*

*Are you able to see a male/female staff based on your preference?*

## MOVE 2

*Do you have any chronic health problem or illness that requires specialised attention? Can you access this support?*

*Do you have access to pre- and post-natal medical care?*

*Is there anyone in your family that would require healthcare but cannot access this? And why?*

### **Observations:**

Are there open, functioning and well-staffed health facilities in the surrounding area? Are there male and female health practitioners?

Is the location of the health facility largely accessible to the affected population? Are there sign boards or information posts to direct people to the facilities and the types of services available?

**Example answers for WASH are shown below:**

### **Assessment questions**

*Do you have access to a latrine and is this designated for your sex/ gender?*

*Are you able to access the latrines and if not, what barriers are you facing? (i.e. physical access, safety concerns)*

*Do you have access to appropriate materials and washing, drying space to manage monthly menstruation?*

*Have you been consulted about the design and location of WASH facilities?*

*If you have a concern or a complaint about a service or individual in the camp/area, do you know where you can report this?*

### **Observations:**

Are existing latrines separated for male and female; are there accessible latrines for persons with disabilities and what are these?

Are there specific considerations for sexual and gender minorities? Are there locks on the inside of latrine doors?

Are the cubicles private i.e. without open gaps at the tops of latrines.

**Under each of the columns, participants should highlight challenges in collecting the data they require.**

Answers may include: Information related to safety or concerns from the population may not fully be described during this rapid, multi-sectoral needs assessment. Challenges may occur if the team is not balanced based on gender – making it more difficult and less appropriate to ask women questions about menstrual hygiene management. Accessing people from diverse groups if the appropriate considerations have not been put in place when planning the assessment, e.g. speaking with children or persons who are not able to leave the house as easily. Depending on the context, speaking with women, or adolescent girls on a one-to-one basis to understand more specific WASH, Health and Shelter needs. Available secondary data may not always be of high quality or very reliable. As an example, most countries are not yet using the Washington Group methodology so the % of persons with disabilities is likely to be under-reported.

### **Beneficiary registration form instructions**

**Similar to the multi-sector needs assessment form, on the beneficiary registration form participants first need to:**

Complete the date and name of the assessment team leader

## MOVE 2

**Comment on team composition and representation.**

Comment on **specific actions they could consider** to ensure permission and space for women and marginalised groups to participate in response teams?

*For possible answers, please refer to the prompts listed above for the multi-sector needs assessment form.*

Next, participants need to decide in their groups, whether they will conduct a **household or individual registration** process. This is important as it will depend on the types of headings and challenges foreseen in collecting data.

Based on this, participants should start by completing the grey headings. Annex 2 of the Minimum Standards can be used as a reference.

Answers may include: *basic data on the individual or household e.g. name of beneficiary, name of head of household, no. in household, age of beneficiary or ages/age brackets, date of birth, of members in the household.*

Considerations could include: *age (age brackets or individual ages, what brackets?) Gender or sex – what is the context. m/f/other or m/f. Disability (Washington Group Short Set of questions on disability), ensuring that, if an individual registration is being conducted that the interviewer asks the individual, and not a family member.*

Participants should then select 3 selection criteria of their choice that they would want to know about the households/individual.

This can be influenced by the scenario description (i.e. the earthquake) or by the questions that participants included in the needs assessment. Hypothetically the selection criteria would have resulted from the results from the needs assessment.

Let participants know they can also refer to Annex 2 in the Minimum Standards.

Answers could include:

*The household has little/no access to health facility/services*

*The household has a family member with a chronic illness*

*The household includes an elderly person(s), a pregnant or lactating woman, persons with a disability, persons with chronic illness, orphan(s), unaccompanied or separated children and/or a teenage mother (i.e. under 18 years)*

*The household is child-headed*

*The household is female-headed*

**Challenges foreseen in collecting this data**

Answers may include: *understanding whether persons have a disability if collecting household data; having access to all members of the family e.g. due to cultural restrictions on speaking individually with women or adolescents; if collecting individual data on all family members ensuring all the family are home or are able to attend the assessment point; communicating questions to people with hearing or speech impairments, if there is no additional interviewer or proxy with the skills to support this.*

## MOVE 2

Wrap up the exercise by hearing feedback from groups.

Facilitators could create a list on a flipchart of all the key questions/considerations for a gender and diversity analysis.

### Conclude the session by reminding participants that:

- Assessments are interventions in themselves. They can be meaningful and positive experiences or can cause additional stress for the population. This is especially the case during the immediate aftermath of an emergency. 'Do no harm' and 'the best interests of the child' should therefore be primary considerations in any assessment.
- An important consideration is knowing what data you need and how you will use that data.
- Sex, age and disability matter when it comes to who is injured and how, who dies, who lives, who is affected, and in what ways. If we know these things, we can adjust our planning and programmes to target: the right people, with the right intervention at the right time and with the right resources.
- A gender and diversity analysis should be mainstreamed across all sectors. Specific, more in-depth questions related to protection risks should only be asked by protection specialists and are beyond the scope of mainstreaming. Concerns that come from this assessment should be raised with PGI specialists in your team for follow-up.
- Remind participants that as the Red Cross and Red Crescent, our role is to prevent and alleviate suffering without discrimination.
- We must respect the principle of Impartiality.



#### Materials

PowerPoint slides with exercise instructions and scenario (Day 1, Slides 45-46).

Handouts of:

- Multi sector needs assessment form (Annex 9)
- Beneficiary registration sheet (Annex 10) – both forms are included in the participant training manual.

Minimum standards for protection, gender and inclusion in emergencies (2018) for each participant.

PGI in emergencies toolkit (2018-2019).



#### Training notes

For the multi-sector needs assessment form, a variation could be to split participants into groups based on their sector speciality.

For the beneficiary registration form, groups could be divided to focus on 'individual' and 'household' registration to allow for both approaches to be discussed.

Concepts and learning objectives in Move 2 can also be found in Module 2 of the PGI Basic Training for Surge Personnel: Module 2A Who are we Reaching? Sex, Age and Disability Disaggregated Data (SADDD), Module 2 B PGI Mainstreaming – Assessment and Analysis.



#### Recommended co-facilitators

Planning, monitoring, evaluation and reporting (PMER) staff from the National Society/IFRC.

Global or regional protection, gender and inclusion network members/national focal points.

## MOVE 2

## Wrap up from Day 1

Facilitators should use the final 15 minutes of the day to wrap up and summarise the learning points of the day. This is also a good opportunity to highlight any difficult concepts or discussions and reinforce key messages.

Remind the group who will lead the re-cap in the morning of Day 2 that they will have 15 minutes to cover the key learnings of Day 1. This will take place before Move 3 Independence.

If you have some extra time, facilitators could consider more interactive ways to wrap up. For example, inviting each person to form a circle and take it in turns to say one thing about the first training day. Participants could say something they have learnt, something that surprised them, something that they thought was particularly important, or an emotion they are feeling having completed the first day.

Close the day by thanking everyone for their participation.



Day  
Two

## MOVE 3

### INDEPENDENCE: Organisational policies and frameworks

#### Module objectives

- Provide an overview of core principles and organisational policies behind the IFRC's approach to Protection, Gender and Inclusion, as well as their relation to International, Regional and/or National instruments designed to protect the rights of the individuals.
- To know and deliver key advocacy messages on why protection, gender and inclusion is essential in emergencies and for principled humanitarian action.

#### Module overview

##### Move 3 components

##### Time required

Activity 1: Independence dilemma

10 minutes

Activity 2: Organisational commitments

50 minutes

Activity 3: The 'why' of protection, gender and inclusion in emergencies

40 minutes






##### Move 3 Annex

Protection, gender and inclusion advocacy scenarios




**Total module time:**

**1 hour, 40 minutes**






#### Move 3 | Activity 1

	Topic	Independence dilemma
	Length of time	10 minutes
	Type of activity	Mini-scenario/warm up to the session
	Objectives	<ul style="list-style-type: none"> <li>• To review the Principle of Independence and what it means practically for the Red Cross and Red Crescent Movement.</li> <li>• To read a scenario and evaluate whether the Principle of Independence would be upheld in the situation described.</li> </ul>
	Activity content	<p>Introduce the module as the third Move – Independence.</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario bearing in mind the Principle of Independence.</p> <p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p>

## MOVE 3

		<p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision. The aim of this exercise is to start thinking about how the principle can be applied.</p>
	Materials	<p>Copy of Independence dilemma on each participant's desk. This is included in the participants' training pack.</p> <p>Facilitator copy of the Independence dilemma (Annex 6).</p>
	Training notes	<p>Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.</p> <p>The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.</p>
	Recommended co-facilitators	N/A

## Move 3 | Activity 2

	Topic	Organisational commitments
	Length of time	50 minutes
	Type of activity	PowerPoint presentation
	Objectives	<p>To provide an overview of the key policies and strategies of the IFRC and its member National Societies including:</p> <ul style="list-style-type: none"> <li>• Strategy 2020</li> <li>• IFRC Strategic Framework on Gender and Diversity Issues (2013-2020)</li> <li>• IFRC Strategy on Violence Prevention, Mitigation and Response (2011-2020)</li> <li>• Council of Delegates Resolution for the 'Adoption of the Strategic Framework on Disability Inclusion by the International Red Cross and Red Crescent Movement (2015)</li> <li>• 32nd International Conference Resolution on Sexual and gender-based violence: Joint action on prevention and response (2015).</li> </ul> <p>To link with national and international obligations and commitments (based on the context).</p>
	Activity content	<p>The facilitator should start with a brief introduction to protection, gender and inclusion within the Red Cross and Red Crescent to date. This will reinforce the intrinsic nature of PGI within the fundamental principles of the Movement:</p> <ul style="list-style-type: none"> <li>• PGI approaches are rooted in the RCRC humanitarian mandate to <b>prevent and alleviate human suffering without discrimination</b> and to protect human dignity.</li> </ul>

## MOVE 3

- The RCRC recognises that persons of all gender identities, ages, disabilities and backgrounds have different **capacities, strengths, needs and vulnerabilities** which can affect their resilience to disasters and it is our role as humanitarians to respect this through our disaster risk reduction, preparedness, response and recovery work.
- The IFRC's protection, gender and inclusion work is not a separate or new component. Depending on the context and profile of participants it may be useful to reference ongoing PGI work in that country or region, especially if participants have been directly involved, e.g. the regional PGI or gender and diversity networks of National Society and IFRC focal points, regional and national training, PGI RDRT (Regional Disaster Response Teams) deployments.

The facilitator should highlight the main documents and how they relate to protection, gender and inclusion in the RCRC Movement.

IFRC Strategy 2020 and IFRC Plan and Budget 2016-2020:

- Strategy 2020 guides the actions of the International Federation of Red Cross and Red Crescent Societies (IFRC).
- It defines three strategic aims and three enabling actions for the IFRC and its member National Societies, to achieve a common vision.

**The strategic aims** of Strategy 2020 are:

1. Save lives, protect livelihoods, and strengthen recovery from disasters and crises
2. Enable healthy and safe living
3. Promote social inclusion and a culture of non-violence and peace

The enabling actions to deliver our Strategic Aims are:

1. Build strong National Red Cross and Red Crescent Societies
  2. Pursue humanitarian diplomacy to prevent and reduce vulnerability in a globalised world
  3. Function effectively as the International Federation.
- PGI is reflected in all strategic aims and enabling actions of Strategy 2020 and must be considered as fundamental to achieve the vision of the Strategy.
  - PGI is one of the seven "Areas of Focus" in IFRC's Plan and Budget. This Area of Focus is based on a thorough and ongoing analysis of how people's gender, age, disability and other diversity factors affect their vulnerability to harm before, during and after a disaster.

### **IFRC Strategic Framework on Gender and Diversity Issues 2013-2020**

This provides strategic direction to the IFRC and its member National Societies by encouraging and promoting gender equality and respect for diversity.

The Strategic Framework is in line with Strategy 2020 and IFRC's principles and values.

There are three key outcomes outlined in this strategy:

- Outcome 1: Systematic incorporation of gender and diversity in all programmes, services and tools throughout the whole project management cycle – from assessment to planning, monitoring, evaluation and reporting.

## MOVE 3

- Outcome 2: Improved gender and diversity composition at all levels e.g. governance, management, staff and volunteers.
- Outcome 3: Reduced gender and diversity based inequality, discrimination and violence through the active promotion of fundamental principles and humanitarian values.

### **32nd International Conference Resolution on Sexual and gender-based violence: joint action on prevention and response (2015).**

The Resolution is a joint resolution between IFRC and its National Societies and ICRC. It broke new ground by establishing a measurable plan for how SGBV would be addressed by the IFRC Secretariat, the International Committee of the Red Cross (ICRC) and the Red Cross and Red Crescent National Societies.

The Resolution calls on all parties to armed conflict to end all acts of sexual violence; encourages States to make every effort before, during and after disasters and other emergencies to prohibit SGBV; and underlines the need for States to comply with all relevant regulations to prevent sexual violence and ensure accountability for these crimes.

Commitments included in the resolutions include:

- Ensuring that disaster and emergency management plans and activities include measures to prevent and respond to SGBV.
- Sharing good practices, guidelines and experiences related to addressing SGBV in disasters and other emergencies with relevant actors
- Continuing research and consultations with a view to formulating relevant recommendations to prevent and respond to SGBV in disasters and other emergencies.
- Adopting and enforcing zero-tolerance policies on sexual exploitation and abuse (PSEA) of affected people, by their staff and volunteers, and subject these individuals to sanctions for their actions.

It also calls upon States and National Societies to make every effort to ensure that survivors have access to healthcare services, psychological and psychosocial support (PSS), legal assistance and socio-economic support.

### **Resolution at the Council of Delegates for the adoption of the Strategic Framework on Disability Inclusion (2015).**

The resolution endorses the Strategic Framework's three strategic objectives:

- all components of the Movement adopt a disability inclusive approach
- persons with disabilities have equal access to the services and programmes the Movement provides, thereby enabling their inclusion and full participation
- all components of the International Red Cross and Red Crescent Movement endeavour to change mindsets and behaviour in order to promote respect for diversity, including disability inclusion

NB: Although there may not be time to go into great depth into the detailed frameworks, the aim of the exercise is for participants to know that they exist and that they relate directly to their work.

## MOVE 3




**External references:**

It is also valuable to link the RCRC commitments with external, international commitments. This shows participants that governments, NGOs and UN organisations are all working towards similar commitments and it is therefore crucial that the RCRC Movement upholds similar standards.





In preparation for the training identify core conventions that the country is signed up to and take some time to highlight these, for example:

- The UN Convention on the Rights of the Child
- The Sendai Framework for disaster risk reduction (2015-2020)
- Sustainable Development Goals
- Global Compact on safe, orderly and regular migration

The Convention on the Rights of Persons with Disabilities.

 <b>Materials</b>	<p>Soft copies for each table of the key strategies and policies for participants' reference.</p> <p>PowerPoint presentation (Day 2, Slides 4-8).</p>
 <b>Training notes</b>	<p>The facilitator should have prepared copies for each table of the key frameworks and policies so that participants can reference them during the session. It could be useful to create a Dropbox or have the link to all the resources provided to participants at the end of the session, so they can continue to review and familiarise themselves with the documents.</p> <p>In addition to the organisational policies at IFRC, if you are delivering this training at national and regional level for National Societies staff or volunteers it is important to prioritise the National Society's organisational commitments.</p> <p>One variation to the session can include a presentation from a focal point who has developed or who sensitises staff on the National Society's PGI (or other relevant) strategy.</p>
 <b>Recommended co-facilitators</b>	<p>Global or regional protection, gender and inclusion network members/ national focal points.</p> <p>Staff of the National Society/IFRC office who have a specific focus on PGI, disability Inclusion, SGBV etc.</p> <p>Staff of the National Society who have been involved in the development, implementation or socialisation of National Society PGI-related Policies, Strategies, Frameworks.</p>

**Move 3 | Activity 3**

 <b>Topic</b>	<p>The 'why' of protection, gender and inclusion in emergencies.</p>
 <b>Length of time</b>	<p>40 minutes</p>
 <b>Type of activity</b>	<p>Group exercise and discussion</p>
 <b>Objectives</b>	<ul style="list-style-type: none"> <li>• To look at why we include protection, gender and inclusion in our emergency response work.</li> <li>• For participants to practice developing advocacy messages related to 1 of 3 scenarios to convince others as to why PGI is crucial.</li> </ul>



## Activity content

The facilitator splits the participants into groups (either new or existing groups) and introduces the activity.

- Internal and external advocacy is extremely important when it comes to effective, consistent and systematic PGI programming.
- Refer back to the Speed Debating exercise which highlighted some of the common resistance and bias people may have towards PGI.
- This next exercise is an opportunity to practice developing key messages to advocate to colleagues, management and external partners as to why protection, gender and inclusion in emergencies is so crucial, and how to respond if we come across some of these bias or resistance to our work.
- Read the scenarios out to participants, which they will also have in their training manual (Annex 11).
- Explain that participants will have 40 minutes to read through the scenario they have been given and answer the question at the end.

Facilitators should encourage participants to use supporting messages from the past 1.5 days from the sessions on:

- Discussions on core concepts.
- How and why persons of all genders, ages, disabilities and backgrounds experience disasters differently.
- Why some individuals and groups are more at risk.
- Principles of humanity, impartiality and independence.
- IFRC and National Society frameworks, guidelines, policies and strategies.
- International commitments.

The facilitator should walk around the groups and listen to some of the advocacy messages, offering suggestions as necessary.

After the exercise, ask for 1 or 2 examples from each group and write them up on a flipchart. This can be displayed on the wall for the remainder of the training as a reminder of the persuasive messages and convincing arguments participants have developed.

### Answers given may include:

*If we do not ensure recipients of aid are representative of the community, we risk inadvertently discriminating against certain groups, e.g. if we only provide aid to male members of the community we may be contributing to pre-existing gender and power dynamics at the household and community level, which may further discriminate against women.*

*If we focus our attention only on male-headed households, we risk missing child and female-headed households.*

*We need to assume SGBV is happening in all contexts. It is our duty to act on mitigating further incidences of SGBV, as well as ensuring the right response mechanisms are in place and that we connect to already existing mechanisms.*

*Based on our principle of Humanity we need to prevent and alleviate human suffering. If the needs of women and girls in this case are particularly high, then we need to respond accordingly.*

*According to the IFRC minimum standards, to ensure minimum requirements for the safety of persons of all genders, ages, disabilities and backgrounds, we need to look at specific interventions such as safe spaces for women, adolescents, girls and other at-risk groups. This will require a budget.*

## MOVE 3

## MOVE 3

*Access to essential medical support for survivors of, particularly sexual, violence, will be paramount to the response and may require a budget for additional trained staff and medical kits, as well as outreach.*

*Protection, Gender and Inclusion is not an 'add-on' activity or an after-thought, it is a sector that is recognised by IFRC within the overall Plan and Budget 2016-2020 and is therefore regarded at the same level as other technical sectors such as Health and WASH. Similar to the other sectors, it therefore needs to be considered from the first response.*

*PGL is not only a sector on its own, but requires mainstreaming into other sectors – and this needs to be considered by sector teams from the outset. Retracing activities and approaches is difficult and requires more budget; including PGL in the planning and design phases will mitigate this and ensure people have the right services in the shortest timeframe.*

*To ensure an effective emergency response, we need to uphold the Fundamental Principles of the RCRC. According to the Principle of Impartiality, we must be guided solely based on needs of the affected population and give priority to those most urgent cases. Without conducting a gender and diversity analysis, we will not know who from the affected population should be prioritised and how.*

*UNICEF is not an operational actor; in fact, it is often a partner to NSs who have local volunteers and field capacity. We are not in competition and child protection is a role for all humanitarian agencies, IFRC and National Societies who do have a long-standing commitment and expertise in some of this work.*

*ICRC supports unaccompanied and separated children on RFL yet the needs of unaccompanied and separated children are many and IFRC and NS have a crucial role to play. For example, supporting unaccompanied and separated children to access basic essential services like health care, PSS, legal support, education, etc.*

*Sex, age, disability disaggregated data is the first step for a gender and diversity analysis. This needs to be mandatory to inform all beneficiary selection and prioritisation criteria as a first step towards protective and inclusive programming. Without this we will not know who is in the affected population, how they are affected and what support they need.*

*Just because we do not see a certain group in the community, it does not mean they are not there. We know from secondary data that approximately 15% of people may have some form of a disability (and there may be more accurate local statistics available). Persons with disabilities may not be as visible as a result of physical, social, communication or attitudinal barriers they are facing (which may now be exacerbated by the disaster). Further, the external rapid assessment has provided initial key information on the needs of persons with disabilities and has reinforced the need for more and better data on this.*





## Materials

PowerPoint slide with three scenarios (Day 2, Slides 9-10)

Full advocacy scenarios in participant training manual Flip chart, flipchart paper and marker pens

Blue/white tack, pins or masking tape

## MOVE 3

 <p>Training notes</p>	<p>Adaptation: If you have a large group of participants and would like more than 3 different scenarios, or if you wish to highlight a specific scenario relevant to the participants or National Society, you can develop your own scenarios.</p> <p>Two examples could be: The <b>National Society Secretary General</b> has recently taken the post for the National Society. You as the PGI focal point have a briefing with the Secretary General to sensitise him on PGI. You have heard this is not one of his priorities. <i>Your task is to convince the new SG that it should be a key priority in all programmes to benefit the National Society.</i></p> <p><b>You are developing a proposal with an external agency</b> for a WASH programme. The agency would like to exclude a particular marginalised group who they have experienced issues with it in previous projects. Without including this group you will not reach the most vulnerable in the community. Convince them to include these.</p> <p>Variations for this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• Dealing with resistance to gender issues</li> <li>• Argument-phrase development.</li> </ul>
 <p>Recommended co-facilitators</p>	<p>Global or regional protection, gender and inclusion network members/national focal points.</p>

**MOVE 4****UNITY: Integrating protection, gender and inclusion into programming****Module objectives**

- To be familiar with the Minimum Standards for Protection, Gender and Inclusion in emergencies, and the dignity, access, participation and safety (DAPS) framework.
- To apply in practice a gender and diversity analysis to a needs assessment of an affected population.
- To understand how gender, age, disability and diversity factors can affect an individual's level of need and protection risk, as well as how their diversity can be a strength and capacity.

**Module overview****Move 4 components****Time required**

Activity 1: Unity dilemma






10 minutes

Activity 2: Survivor profiles




1 hour 50 minutes  
(Step 1: 20minutes,  
Step 2: 1 hour 30 minutes)**Move 4 Annex**

Survivor profiles






**Total module time:****2 hours****Move 4 | Activity 1**

	Topic	Unity dilemma
	Length of time	10 minutes
	Type of activity	Mini-scenario/warm up to the session
	Objectives	<ul style="list-style-type: none"> <li>• To review the Principle of Unity and what it means in practice for the Red Cross and Red Crescent Movement</li> <li>• To read a scenario and evaluate whether the Principle of Unity would be upheld in the situation described.</li> </ul>
	Activity content	<p>Introduce the session as the fourth Move – Unity</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario, bearing in mind the Principle of Unity.</p>

## MOVE 4

		<p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p> <p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision. The aim of this exercise is to start thinking about how the principle can be applied.</p>
	Materials	<p>Copy of Unity dilemma on each participant's desk. This is included in the participants' training pack.</p> <p>Facilitator copy of the Unity dilemma (Annex 6).</p>
	Training notes	<p>Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.</p> <p>The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.</p>
	Recommended co-facilitators	N/A

## Move 4 | Activity 2

	Topic	Survivor profiles
	Length of time	<p>1 hour 50 minutes</p> <p>Step 1: 20 minutes</p> <p>Step 2: 1 hour 30 minutes</p>
	Type of activity	Facilitator presentation and group activity
	Objectives	<p>By the end of the session participants:</p> <ul style="list-style-type: none"> <li>will have become familiar with the IFRC Framework of Dignity, Access, Participation and Safety in the Minimum Standards for PGI in Emergencies (2018).</li> <li>will see that individuals in the same crisis will have different experiences and be impacted differently, leading to distinct needs, priorities and protection risks.</li> <li>will see that we may perceive an individual or group as at-risk or vulnerable, but we need to also look for capacities and strengths in their diversity.</li> </ul>
	Activity content	<p><b>STEP 1</b></p> <p><b>Facilitator to introduce the Minimum Standards in detail (Day 2, Slide 12).</b></p> <ul style="list-style-type: none"> <li>Minimum Standards were developed in 2015 as a pilot and revised in 2018 to the document participants have now.</li> <li>This guidance is the key operational framework on protection, gender and inclusion for Red Cross and Red Crescent staff, members and volunteers. It has been based on the Sphere Standards and other international guidelines in emergencies, but is specifically designed for the RCRC.</li> </ul>

## MOVE 4

- It provides a set of minimum standards for protection, gender and inclusion (PGI) in emergencies that all IFRC and National Society staff and volunteers should follow.
- It works on a framework of **dignity, access, participation and safety (DAPS)**
- The DAPS framework provides a simple but comprehensive guide for addressing the core actions in Red Cross and Red Crescent emergency programming.
- It provides practical guidance on how to mainstream these four principles in all sectors, based on a consideration of gender, age, disability and other diversity factors. This includes limiting people's exposure to the risks of violence and abuse and ensuring that emergency programmes 'do no harm'.
- The standards address protection, gender and inclusion concerns by providing practical ways to engage with all members of the community, to respond to their differing needs and draw on their capacities in the most non-discriminatory and effective way. This helps to ensure that local perspectives guide assistance delivery.
- Principles of dignity, access, participation and safety of all individuals and groups are in the common protection principles of the Humanitarian Charter and the Core Humanitarian Standards.
- The standards also support incorporation of the seven Fundamental Principles of the International Red Cross and Red Crescent Movement
- These standards are not only for PGI specialists, they are meant for everyone and designed to be comprehensive, whilst a quick and easy reference guide when staff and volunteers are in the field.

To demonstrate to participants the practical nature of the Minimum Standards to ensure protective and inclusive programming, facilitators can show the following video. <https://www.youtube.com/watch?v=RfRO2tqDXrQ>

(4 minutes 53 seconds)

This video was developed by the Swedish Red Cross and Bangladesh Red Crescent Society with the IFRC PGI Delegate, during the Cox's Bazar Population Movement Operation in Bangladesh, in 2017. The video was developed using the Pilot version of the guideline – at the time the document was called the Minimum Standard Commitments to gender and diversity in emergency programming.

After viewing the video, ask participants for their reflections e.g. what practical ways were the minimum standards being used? What key initiatives were seen in the video?

### STEP 2 (Slides 13 – 14)

If participants have no more questions about the Minimum Standards, explain that participants are no longer in the training venue, they are now in Haiti (for this manual Haiti will be used as the example, but this should be adapted to each training location and context).

Set the scene: A devastating earthquake has hit the country and you have been sent in as first responders. There are a number of fatalities and casualties. You will see the survivors around the room. Each of them has a different story and each have been affected differently by the earthquake. Your role is to go with your team and speak to each of the survivors and hear their experience. The survivors will each explain their distinct needs related to different sectors, as well as any risks they may be facing or are concerned about facing.

## MOVE 4

Split the room into different groups (this could have been done at the start of the session)

Explain the exercise:

Participants will have 10 minutes with their first survivor. During this time they will need to note down:

1. Their distinct needs – health, food security, WASH, shelter, livelihoods, non-food items (NFI), cash-based interventions (CBI), disaster risk reduction (DRR)
2. Their protection risks and capacities
3. How can we address their needs and protection risks? Ask participants to consider referrals and partnerships that may support the survivor getting access to services and care.
  - After ten minutes you will ask them to rotate to the next survivor, who they will be with for five minutes. Each group should review what the previous group/s have written and add or adjust anything they think should be on the flipchart paper.
  - Participants will continue to rotate, having five minutes with each survivor until they come back to the start.
  - When they reach the survivor they started with, they have another 5 minutes to read all the additional points written by other groups.
  - For each point, mark whether it addresses the survivor's **dignity (green)**, access to **assistance (blue)**, **participation (pink)** and/or **safety (black)**? What measures would cost extra **(red)**?

NB: Make sure to highlight that the photos in the exercise and the profiles are not representative of real people.

After five minutes ask all groups to stay with their survivor and ask for a volunteer from each group to present back. Bring all the other groups to that survivor profile. Continue to move around the room until all groups have fed back.

During this, show the feedback slide – (Day 2, Slide 15) on the projector to prompt participants when providing their feedback. An example is provided below for Rachelle: A 17 year old girl.

- What are the survivor's (and their family's) needs and give reasons why you would prioritise these.

*Rachelle is blind and is now living in a tent city. She explains that this is difficult because she used to know her house very well but now is in an unfamiliar place – Dignity, Safety*

*Rachelle has no family left – Safety*

*Rachelle is an adolescent and therefore will need to be treated in ways that respect her age – Dignity, Participation, Safety*

*Rachelle needs to access to appropriate, safe shelter – Access*

- What are the survivor's (and their family's) protection risks?

*Living in a tent city, in an unfamiliar environment and being alone is a protection risk. As we know, women and girls can be disproportionately affected by SGBV and particularly in disasters, where this is seen to increase: one reason being crowded and insecure environments – Safety*

*Rachelle is relying on others (including people she may not know) for survival – this is a protection risk in relation to SGBV and child protection, particularly sexual exploitation and abuse – Safety and Dignity*

## MOVE 4

*Rachelle has specifically identified that she feels unsafe as she has heard stories of violence in the camp – Safety*

*We need to assess specific protection risks relevant to the context e.g. if trafficking is a risk in this context we need to be aware that Rachelle may be at greater risk, being a young girl on her own – Safety*

- What capacities does this survivor have?

*Rachelle is young and capable when in familiar surroundings, as well as with the appropriate assistive devices, such as a white cane – Dignity, Access*

*Rachelle is bright and achieved well in school before the earthquake. If the RC is offering livelihood programmes or skills development programmes Rachelle could be considered for this, or as volunteer for RC programmes and activities. – Participation*

- How can we address their needs and protection risks? Ask participants to consider referrals and partnerships that may support the survivor in getting access to services and care

*Provide safe shelter with people her own age and gender – Safety and Dignity*

*Ask a RC volunteer, staff, or community member, who Rachelle trusts, to work with Rachelle so she can become familiar with the new shelter and surrounding area. – Dignity, Access, Safety*

*Identify if there are temporary education facilities running nearby or women and girls' safe spaces where Rachelle can go during the day – Dignity, Access, Participation, Safety*

*If cash-based interventions are available, assess if Rachelle could be a recipient. Conduct relevant risk and hazard mapping related to CBIs as Rachelle is under 18 – Dignity, Access, Participation, Safety*

*Connect with the interagency cluster system for SGBV, child protection and trafficking referral pathways, including sexual exploitation and abuse feedback systems in the camps. Dignity, Access, Safety*

*Connect with local NGOs or local organisations who are specialised in working with persons with disabilities to identify other opportunities that could be suggested to Rachelle. Dignity, Access, Participation, Safety*




Are there any colours missing or under-represented?

*Safety was highly represented in this scenario based on Rachelle's situation, due to Rachelle being under 18 and therefore considered a child/adolescent, as well as being on her own and without any family or close relatives. Further, Rachelle expressed safety risks and concerns herself. Finally, through observing the situation we can identify potential safety risks due to the context including the crowded and insecure environments.*

- Are there measures that need to be taken to address this survivor's needs that would require additional funding?

*Most interventions require linking with relevant programmes or organisations so no extra resources are needed. Finding safe shelter should be a priority and knowing Rachelle's situation we would need to make sure that she is prioritised for this – this may require more resources.*

## MOVE 4

		<p>After completing all the feedback, the facilitator should summarise the findings. Note that many of the points written down cover D,A,P and S or a combination of 2-4 components of the framework. This shows that the framework is fluid and not intended to be distinct from one another.</p> <p>Finish by congratulating participants for completing a gender and diversity analysis! This session helps participants to see that a gender and diversity analysis can be done by non-PGI specialists.</p>
	Materials	<p>Minimum Standards for Protection Gender and Inclusion in Emergencies (2018)</p> <p>Large print outs of photos for each of the survivor profiles with their survivor story (See Annex 12)</p> <p>Post it notes, marker pens Large flipchart paper, flipcharts</p> <p>Video for the Minimum Standards – in Bangladesh  <a href="https://www.youtube.com/watch?v=RfRO2tqDXrQ">https://www.youtube.com/watch?v=RfRO2tqDXrQ</a></p> <p>PowerPoint slides (Day 2, slides 12-15)</p>
	Training notes	<p>Before the session begins, facilitators will need to display each survivor photo with the profile around the training room. Under each, pin up a large piece of flipchart paper – which participants will write on. It is good to have this ready so you can better set the scene.</p> <p>When providing an overview of the MSs it is useful to describe what dignity, access, participation and safety mean using the introductory pages of the minimum standards. Based on the context ask participants what the words mean in their language and culture. Dignity, especially, may mean very different things in different contexts and may not translate easily. It could be useful to develop a collective understanding of the word at the start of this session. It is also important to show how it can hold different meanings and significance across countries and cultures, therefore if we are working in another context we need to identify what a dignified response means to the affected community members.</p> <p>One variation could be to split participants into groups based on their sector speciality and ask them to only focus on that sector. Or to choose the sectors that participants have a background in. This will allow them to spend more time on reviewing the profiles from a practical angle.</p> <p>Adapted profiles for different regions, as well as with a DRR focus are available in the full training package. It is important to adapt the profiles to the context the training is being held in.</p> <p>Concepts and learning objectives in Move 4 can also be found in Module 3 of the PGI Basic Training for Surge Personnel: Key aspects of PGI mainstreaming, dignity, access, participation and safety.</p> <p>Variations for this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• Gender in disaster “Gulbibibi”</li> <li>• Differences in survivors immediate and long-term needs</li> </ul>
	Recommended co-facilitators	<p>Global or regional protection, gender and inclusion network members/ national focal points</p>

**MOVE 5****NEUTRALITY: Developing a practical framework for integrating protection, gender and inclusion into emergency operations****Module objectives**




- To demonstrate how using a gender and diversity analysis can assist the integration of PGI considerations in a first response, from project design, implementation, monitoring, evaluation to reporting
- What it means to ensure the response has PGI mainstreamed across sectors, as well as specific targeted PGI interventions.
- How to ensure PGI is integrated through community engagement approaches

**Module overview**






Move 5 components	Time required
Activity 1: Neutrality dilemma	10 minutes
Activity 2a: Group exercise for non-PGI sectoral experts/focal points – develop an Emergency plan of action (EPOA)	1 hour, 45 minutes
Activity 2b: Group exercise for PGI experts/focal points – develop an Emergency plan of action (EPOA)	1 hour, 45 minutes
<b>Move 5 Annex</b>	
EPOA templates by sector	
EPOA, PGI facilitator manual	
<b>Total module time:</b>	<b>1 hour, 55 minutes</b>

\*Depending on the participants, either activity 2a or 2b should be chosen. Exercise 2b should be selected if participants are PGI focal points, or staff or volunteers who dedicate (or who are being trained to dedicate) time (either full or a percentage of time) to PGI.





**Move 5 | Activity 1**

	Topic	Neutrality dilemma
	Length of time	10 minutes
	Type of activity	Mini-scenario/warm up to the session

## MOVE 5

	Objectives	<ul style="list-style-type: none"> <li>To review the Principle of Neutrality and what it means practically for the Red Cross and Red Crescent Movement.</li> <li>To read a scenario and evaluate whether the Principle of Neutrality would be upheld in the situation described.</li> </ul>
	Activity content	<p>Introduce the session as the fifth Move – Neutrality</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario bearing in mind the Principle of Neutrality.</p> <p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p> <p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision. The aim of this exercise is to start thinking about how the principle can be applied.</p>
	Materials	<p>Copy of Neutrality dilemma on each participant's desk. This is included in the participants' training pack.</p> <p>Facilitator copy of the Neutrality dilemma.</p>
	Training notes	<p>Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.</p> <p>The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.</p>
	Recommended co-facilitators	N/A

## Move 5 | Activity 2

	Topic	Emergency plans of action
	Length of time	1 hour 45 minutes
	Type of activity	Group exercise – develop an emergency plan of action (EPoA)
	Objectives	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>be able to reflect on what it means to integrate PGI from the assessment, design, implementation, monitoring, evaluation and reporting phases of a plan.</li> <li>identify some key community engagement activities to support PGI approaches.</li> <li>experience developing a sectoral EPoA and identifying both targeted and mainstreamed activities/interventions for PGI.</li> </ul>

## MOVE 5

Activity  
content

Start by explaining to participants that this session will provide an opportunity to look practically at ensuring PGI is included within an emergency response and included from the very start of an operation.

Explain that once plans, budget and monitoring and evaluation (M&E) frameworks are in place it makes it harder to advocate for and include PGI standards. This also makes PGI seem like an afterthought and therefore less valuable than other sector standards such as WASH, Health and Shelter, for example.

Explain that for IFRC and National Societies, protection, gender and inclusion is a sector – on an equal level to more traditional RCRC sectors such as WASH and Health. Therefore, in emergencies we will have a specific PGI plan of action with a specific budget and dedicated human resources. However, as PGI approaches are also crosscutting and fundamental for other sectors to ensure non-discrimination and adherence to humanitarian standards and the Fundamental Principles of the RCRC, PGI standards (in addition to being stand-alone activities) must be mainstreamed across all sectors.

Ask participants if anyone has worked with or been tasked with writing or inputting into an emergency plan of action (EPoA)?

Use this to understand the level of experience in the room, before providing an overview of the objectives of an EPoA and the core components. You could ask one of the participants to also explain this, based on their experiences.

- An EPoA is developed at various stages of a response.
- The first EPoA will be developed based on the initial FACT assessments.
- This makes it crucial that FACT assessments are based on PGI principles and include a strong gender and diversity analysis.
- The EPoA comprises the following sections: A situational analysis which includes a needs analysis and targeting (which we reviewed in Move 2); Operational strategy; and the detailed operational plan.

This session will focus on the detailed operational plan. Each sector requires:

- people targeted by the plan (broken down by male/female)
- budget requirements
- needs analysis
- population to be assisted.

### Exercise 2a – for non-PGI sectoral specialists/focal points

The task is for participants to develop a sectoral Emergency Plan of Action for either health, food, WASH, shelter, livelihoods, NFIs, CBI, DRR.

- Advise participants to re-read the scenario in their manuals (from Move 2) and to re-read the survivor profiles (from Move 4) to remember who was affected by this disaster and how. Remind participants that this was our gender and diversity analysis!
- Using the EPoA template, summarise your needs analysis, target population and methods for community engagement.
- Review the outcomes and outputs already filled in.
- How can participants ensure that PGI is mainstreamed in their sector?
- Participants can add extra activities/interventions to ensure additional targeted or additional mainstreamed interventions relevant to their sector are included.

## MOVE 5

The facilitators should move around the room and work with the groups. After the group work is complete, a quick round of feedback/show of hands based on key considerations is useful to see how much participants have remembered to include from the previous sessions. Here are some sample questions but facilitators can also adapt this, especially if the session is focused around one or fewer sectors.

- How many of you gathered sex, age and disability disaggregated data or used it to inform your analysis? (SADDD)
- How many of you included an activity about changing your programming based on consultations with communities?
- Did you include a beneficiary complaints or feedback mechanism in your activity plan?
- Did your team include mainstreamed activities?
- Did your team include any targeted activities (i.e. for only one group of people e.g. persons of different gender identities, ages, disabilities and backgrounds?)
- Did you mention that assessment/evaluation teams should be diverse and gender balanced?
- Did you refer to SGBV or Child Protection response protocol or PSEA referral protocols?

Note down strong and weaker points and in the remaining time review aspects participants found more difficult. Provide advice on how this can be overcome.

End by asking participants if there was something they did not usually include in their day to day work, but feel is now straightforward to do? This will end the session on a high and show that, although this requires a slight mind-set change when they fill in their sector plans, there are very quick, easy and effective additions we can make which will have large positive knock-on effects for our sectors.

### Exercise 2b – for PGI specialists/focal points

The task is for participants to develop a sectoral Emergency Plan of Action for Protection, Gender and Inclusion.

- Advise participants to re-read the scenario (Move 2) in their manuals and to re-read the survivor profiles (Move 4) to remember who was affected by this disaster and how. Remind participants that this was our gender and diversity analysis!
- Using the EPoA template, summarise your needs analysis, target population and methods for community engagement.
- Review the outcomes and outputs already filled in.
- How can participants ensure PGI targeted activities are well reflected in this EPoA?
- Discuss which activities will also need to be mainstreamed in other sectors such as: health, food, WASH, shelter, livelihoods, NFIs, CBI, DRR. Participants should include these in the EPoA and mark these in the notes section to show where and how they should be considered in the other sector's EPoAs.

The facilitators should move around the room and work with the groups. After the group work is complete, a quick round of feedback/show of hands based on key considerations is useful to see how much participants have remembered to include from the previous sessions:

- Did your team identify both targeted activities and mainstreamed activities for PGI?

## MOVE 5

- Did your team include any targeted activities, i.e. for only one group of people e.g. persons of different gender identities, ages, disabilities and backgrounds?
- How many of you indicated in the notes, which sector the activity should be mainstreamed in and considerations for how this could be achieved?
- How many of you gathered sex, age and disability disaggregated data or used it to inform your analysis? (SADDD)
- How many of you included an activity about changing your programming based on consultations with communities?
- Did you include a beneficiary complaints or feedback mechanism in your activity plan?
- Did you mention that assessment/evaluation teams should be diverse and gender balanced?
- Did you refer to SGBV or Child Protection response protocol or PSEA referral protocols?

Note down strong and weaker points and in the remaining time review aspects participants found more difficult. Provide advice on how this can be overcome.

Now hand out copies of the 'Integrating Protection, Gender and Inclusion in Emergency Plans of Action Checklist' from the PGI in emergencies toolkit (2018-2019). Give participants an extra 10 minutes to review this and add anything extra based on the checklist and the feedback discussion.

Participants can now take this back to their National Society or IFRC office as a good practice to support them with future plans.



## Materials

PowerPoint slides (Day 2, Slides 17 to 21)

Emergency plan of action templates (Annex 13)

Move 2 scenario, in the participant training manual

Move 4 completed gender and diversity analysis and survivor profiles

Copies of the 'Integrating Protection, Gender and Inclusion in Emergency Plans of Action' checklist from the PGI in emergencies toolkit (2018-2019)

Training  
notes


If participants come from one National Society, facilitators could use the emergency plan of action template for that specific National Society. This will be more familiar to participants and help them develop practical skills which they can implement in their NS.

If you are conducting a regional or mixed training, the IFRC EPoA template can be used as a standard form. You could show different examples based on who is in the room, during the session, to highlight differences and similarities – with the key message that independent of the template used, PGI should always be included as a sector and be mainstreamed throughout.

Based on the participants' background, the facilitator may wish to choose specific sectors or a single sector to focus on. Participants can be divided into groups according to their area of expertise.

Another variation could be to select an existing EPoA from the IFRC database. Ask participants to review it in groups (1 sector per group) and discuss how PGI has been mainstreamed – if at all. Participants can then come up with suggestions on how to improve it using the same key considerations as above.

## MOVE 5

	<p>Facilitators should review the 'Integrating Protection, Gender and Inclusion in Emergency Plans of Action' checklist from the PGI in emergencies toolkit (2018-2019) for guidance on key mainstreaming and targeted activities and initiatives that can be included in the EPOA templates.</p> <p>Variations for this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• Gender sensitivity in food relief.</li> </ul>
 <p>Recommended co-facilitators</p>	<p>Global or regional protection, gender and inclusion network members/ national focal points</p> <p>FACT, RDRT or ERU team members who have deployed in contexts with a PGI delegate/team and/or have experience mainstreaming PGI in EPOAs – who could share their experience.</p>

## Wrap up from Day 2

Facilitators should use the final 15 minutes of the day to wrap up and summarise the key learning points of the day. This is also a good opportunity to highlight any difficult concepts or discussions and reinforce key messages.

Remind the group who will lead the recap in the morning of Day 3 that they will have 15 minutes to cover the learnings of Day 2. This will take place before Move 6, Voluntary Service.

If you have some extra time, facilitators could consider more interactive ways to wrap up. For example, facilitators could develop a short quiz of 5-10 questions related to the concepts and materials of the Day. Ask participants to shout out the answers. You could bring a bag of sweets and give one to whoever shouts out the correct answer first.

Close the day by thanking everyone for their participation.



Day  
Three

## MOVE 6

### VOLUNTARY SERVICE: Starting with ourselves






#### Module objectives

- To review issues of protection, gender and inclusion with a focus on internal protection systems, including prevention and response to sexual exploitation and abuse (PSEA), Child Protection and Code of Conduct issues.
- To understand our obligations with regard to PSEA, Child Protection and Code of Conduct issues and the organisation's zero tolerance approach to sexual exploitation and abuse and violence against children.




#### Module overview

Move 6 components	Time required
Activity 1: Voluntary Service dilemma	10 minutes
Activity 2: Internal Protection Systems	50 minutes
<b>Total module time:</b>	<b>1 hours</b>






#### Move 6 | Activity 1

 Topic	Voluntary Service dilemma
 Length of time	10 minutes
 Type of activity	Mini-scenario/warm-up to the session
 Objectives	<ul style="list-style-type: none"><li>• To review the Principle of Voluntary Service and what it means practically for the Red Cross and Red Crescent Movement</li><li>• To read a scenario and evaluate whether the Principle of Voluntary Service would be upheld in the situation described.</li></ul>
 Activity content	<p>Introduce the session as the sixth Move – Voluntary Service</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario bearing in mind the Principle of Voluntary Service.</p> <p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p> <p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision. The aim of this exercise is to start thinking about how the principle can be applied.</p>

## MOVE 6

	Materials	Copy of Voluntary Service dilemma on each participant's desk. This is included in the participants' training pack.  Facilitator copy of the Voluntary Service dilemma.
	Training notes	Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.  The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.
	Recommended co-facilitators	N/A

## Move 6 | Activity 2

	Topic	Internal Protection Systems
	Length of time	50 minutes
	Type of activity	Video and presentation
	Objectives	By the end of the session participants will: <ul style="list-style-type: none"> <li>• be aware of sexual exploitation and abuse, its impacts and IFRC's zero tolerance policy.</li> <li>• learn about the IFRC/National Society Internal Protection Systems and the core obligations that we need to adhere to in our day to day work, including in emergency contexts.</li> <li>• To highlight the reporting procedures in the IFRC/National Society and our responsibility to report.</li> </ul>
	Activity content	<p>The facilitator should start with a short introduction to frame the session following on from the dilemma:</p> <ul style="list-style-type: none"> <li>• The RCRC is a voluntary organisation mandated to serve those in our communities, and as we have reviewed in the training so far, our mandate is to serve those most in need by applying our Fundamental Principles and protective and inclusive approaches.</li> <li>• Our duty is to protect and to work without expectation for gain – whether it be financial or otherwise.</li> <li>• Therefore, we must hold ourselves and the organisation accountable to high standards when it comes to misconduct or an abuse of obligations.</li> <li>• We need to do so, to protect staff, volunteers, and those we serve in the community.</li> <li>• It is crucial that we are all aware of guidelines and policies of the IFRC and National Societies so we can prevent and respond in the right way. This next module will look specifically at sexual exploitation and abuse.</li> </ul> <p>Asks the participants if anyone knows what sexual exploitation and abuse is? What is the distinction between this and sexual and gender-based violence which has been discussed throughout the last 2 days?</p>

## MOVE 6

After some discussion, provide the answer on the slide to give clarity.

*SEA is a particular form of **SGBV** that has been reported in humanitarian contexts, specifically alleged against **humanitarian workers**.*

To ensure everyone is aware of the definitions, it is a good idea to define both sexual exploitation and sexual abuse.

**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:** The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

### **“To Serve with Pride: Zero Tolerance for Sexual Exploitation and Abuse”**

To illustrate some examples of the occurrence and impacts of SEA, participants will watch a film called “To Serve with Pride: Zero Tolerance for Sexual Exploitation and Abuse”

The 20-minute film was made to raise awareness among UN and related personnel about the impact of acts of sexual exploitation and abuse on individuals and communities. It provides clear information about our obligations.

Explain that the IFRC is working on developing its own video to represent the obligations outlined in the IFRC PSEA policy. Meanwhile, this video has been endorsed by the IFRC as the commitments and obligations reflect both those in the IFRC Code of Conduct and the IFRC PSEA policy.

Content warning! Before showing the video, explain the following:

- The video is 20 minutes long. It contains content related to the sexual exploitation and abuse of individuals including young girls.
- During the video there is a case study from Cambodia of a child sex abuse case, as well as testimonies from women and girls who disclose their experiences of sexual exploitation and abuse by humanitarian workers.
- There are images (photos and videos) that may be distressing, and the content and scenes can be upsetting.
- As the facilitator, you realise that this may be uncomfortable for people to watch. As such, participants are free to leave the room, before the video starts or at any point during the film.
- They do not have to explain why, and the facilitators will remain behind after the session if they wish to discuss anything.
- There will be a full debrief at the end of the 20 minutes.

Show the video: <https://www.youtube.com/watch?v=NfMKMCYFgPo>

Following the video it is good to read the room to determine how to debrief. Open-ended questions are useful in case participants wish to share their reflections or ask questions. Here are some examples to use as you feel appropriate:

- Would anyone like to reflect on the video, what you are feeling or thinking having watched this?
- What do you think about the film?
- What do you think is the impact of sexual exploitation and abuse? On victims? On communities? On our work? On our relationship with government?

## MOVE 6

- As people working with the RCRC, we all have an obligation to create and maintain an environment that prevents sexual exploitation and abuse. How do you think you could personally contribute to such an environment?
- In your entire working career (not just this job), think about how many of you have had a feeling that someone you work with might be sexually exploiting or abusing someone? Have you ever experienced someone reporting this impression/observation to management?

NB: Be clear that you are not asking for details, names or specific examples.

Sometimes participants will be quite quiet. If so, provide your reflections on the video. If participants are still not wishing to feedback conclude with some key messages and remind participants that you are available during the next break if there is anything they wish to discuss.

- SEA happens in humanitarian emergencies all around the world. It is the result of an abuse of position by humanitarian workers who in emergency contexts (and in developmental contexts) have relative power over the communities they are serving. Here we can provide examples: such as an aid worker having control over and access to food supplies, blankets, cooking stoves. These goods held by the humanitarian worker may be lifesaving to individuals in the community and the humanitarian worker may be the only source the community have to obtain these goods.
- Even if a survivor is seen to be complying with a situation or entering an agreement with a humanitarian worker, the coercion and abuse of power does not make this consensual or OK for the humanitarian worker to engage in.
- No organisation is immune to this occurring, so we should not be under the assumption that SEA will not happen in the RCRC.
- There are many impacts of SEA, on the individual, their families and communities, these can be immediate as well as long term and effects can even be seen over generations.
- Effects of SEA can be fatal.
- Review the list of impacts on the SEA (Slide 27)

Explain that the IFRC and National Societies know that they are not immune to SEA. Therefore, the organisation has a number of policies to ensure that internally we are protecting the communities we work with.

Review slides 28 to 36

### **IFRC has a Zero tolerance to sexual exploitation and sexual abuse**

- The IFRC applies a survivor-centred approach to PSEA, following the principles of: safety, respect, non-discrimination, confidentiality and do no harm. This means, we put the survivor in the centre of the whole process.
- In 2018, IFRC Secretariat released its PSEA policy. This contains core obligations that are applicable to all staff, volunteers, members, senior managers, leadership, contractors of the IFRC.
- From now, IFRC plans to work with National Societies to develop and adopt their own PSEA Policy.

## MOVE 6

- Explain that there are core principles which we will discuss in this session. These principles are in line with those in the video as well as the PSEA component of the IFRC Code of Conduct.
- The PSEA policy also expands on procedures for reporting and monitoring and evaluation of the policy. Full roles and responsibilities of all staff as well as specific responsibilities of senior managers, Secretary Generals, deployed personnel, auditors etc. can also be found in more detail in the policy.

### Core obligations

IFRC Personnel shall:

- a. Not commit any act of sexual exploitation or abuse.
- b. Not engage in any sexual activity with:
  - Persons under the age of 18 years, regardless of the age of majority or consent locally (ignorance of or mistaken belief in the age of a child is not a defence).
  - Adults who look to benefit or already benefit from the IFRC's protection or assistance.
  - Sexual activity includes all forms of activity and abuse of a sexual nature, with or without physical contact and whether either party is aware of such abuse.
- c. a. Not exchange money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour. This applies regardless of the legal status of prostitution in the laws of the IFRC staff members' home country or duty stations.
- b. Not produce, procure, distribute or use pornographic material in IFRC offices or on IFRC equipment, including reading/surfing pornographic websites or message boards or sending or engaging with pornographic emails.
- c. All IFRC personnel have the responsibility to:
  - Read and understand the PSEA policy
  - Complete mandatory PSEA training
  - Report any SEA incidents that they have witnessed, heard about or suspect
  - Cooperate fully with those responsible for investigation
  - Ensure the confidentiality of any reported incident
  - Managers at all levels have a particular responsibility to create and maintain an environment that assists in preventing SEA.

If the training is being given to senior managers, the facilitator should add here the roles and responsibilities of senior managers from the IFRC PSEA policy.

Ask if there are any questions on any of the obligations listed?

In addition to the PSEA policy we have other internal protection systems that support reducing misconduct among staff and volunteers. These include:

- IFRC Code of Conduct
- IFRC Whistleblower Policy
- IFRC Child Protection Policy
- IFRC Anti-Harassment Guidelines

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Explain that we have anti-harassment guidelines but these relate to misconduct between co-workers (staff, members or volunteers) rather than between staff/volunteers and the community.

The Code of Conduct is complementary to the PSEA policy and does contain many of the PSEA obligations, as this was developed before the IFRC had a specific policy on the topic. The Code of Conduct differs from the PSEA policy as this focuses on a number of areas of misconduct and codes of behaviour, not only SEA.

### Child protection policy

Equal to protection from SEA by our own staff and volunteers, all Red Cross and Red Crescent staff and volunteers must be aware of the provisions of the **IFRC Child Protection Policy** and receive a briefing in this regard. In 2013, the IFRC launched its Child Protection Policy to provide a framework for ensuring that children (i.e. under 18 years) are protected from all forms of abuse and exploitation in all IFRC operations, activities and programmes. In 2015, the IFRC launched an online training programme on the policy and all personnel are encouraged to take the training via the learning platform. An Action Plan guides the implementation of the Child Protection Policy and broader integration into programming.

### Why we have a child protection policy

- Violence against children is a global concern that is often predictable and preventable.
- All children have the right to be safe and protected, independent of nationality, culture, race, gender, religious or political beliefs.
- The Minimum Standards have a clear focus on child protection under the 'Safety' standards and is something we should all be aware of when working in our sectors. This includes:
  - Ensuring you have signed the Child Protection Policy and have received a briefing on it.
  - That you are aware how to make a report and access referral services if you have a child protection concern.
  - Ensure materials are developed on child protection in your context and this is accessible to all, including persons with disabilities.
  - If you are in a position of recruiting, that you ensure child-safe recruitment measures.

For the IFRC, the Child Protection Action Plan stipulates that 100% of staff who interact with children will have been screened by 2020.

As also mentioned during Move 1, Child Protection consists of reducing risks to children's holistic wellbeing, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

What is contained in the IFRC child protection policy?

The IFRC has a zero tolerance of violence against children and child exploitation and abuse.

According to the IFRC Child Protection Policy (2013), the IFRC is committed to:

- Upholding the rights of children and its obligations under the United Nations Convention on the Rights of the Child and other relevant international instruments

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- The safety and best interests of all children accessing its services and programmes or involved in campaigns, voluntary support, fundraising, work experience (regardless of the child's gender, ability or background) and, in particular, to minimising the risk of abuse.

Preventing violence against, and abuse and exploitation of, children is a shared responsibility.

All personnel who have reason to believe that a child may be exploited or abused, or that the safety or wellbeing of a child may be at risk, as a result of action or inaction of IFRC personnel, have the obligation to report as soon as possible.

### Responsibility to report

The Code of Conduct, Child protection policy and the PSEA policy outline reporting mechanisms that we have if we suspect exploitation, abuse or misconduct has taken place, or if we experienced this ourselves. The reporting lines include:

- The Office of Internal Audit and Investigations
- The locally designated PSEA focal point (if applicable)
- The reporting individual's line manager or any other manager, including senior managers
- Human Resources (HR), in Geneva or the Regions
- IFRC's whistle-blower hotline system (currently known as "Safecall"). Explain that Safecall is a 24/7 whistleblowing hotline. You can choose between reporting online via their reporting form or by telephone. They have operators who can speak 170 different languages. NB: Advise participants which languages are available based on participants in the room..

For all these reporting lines, confidentiality is key. As someone reporting you will be protected by the Whistleblower policy. The policy states that:

"The Federation has a zero tolerance policy to any form of retaliation against a person who either reports reasonably held suspicions of a breach of the Federation's Internal Rules or who cooperates in an audit or investigation process carried out under the authority of the Secretary General." Therefore if your complaint or concern is raised in good faith then you cannot be subject to retaliation by the organisation.




Advise participants to visit the PSEA taskforce website for further details <http://pseataaskforce.org/>

And the Safecall website is: <https://www.safecall.co.uk>

Conclude the whole session by summarising the importance of response as well as prevention:

- Response is important but it is fundamental to raise awareness • Response is important but it is fundamental to raise awareness before an incident occurs
- We should not investigate ourselves; there are formal HR processes and specialists and as of today you will know who to go to in your NS or IFRC if you have a concern
- Sexual exploitation and abuse can have long-term impacts on all areas of a person's life – including their health (physical or mental) and can lead to shame, exclusion or stigmatisation within communities and can be fatal
- We have a duty to familiarise ourselves with the policies and report suspicions or acts of exploitation or abuse if they occur

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	<ul style="list-style-type: none"> <li>• In emergencies we also have the responsibility to request that reporting systems are established/disseminated to all staff and volunteers and that staff and volunteers (especially those newly recruited) sign the policies and are briefed on this</li> <li>• Refer HR and Senior management to the safety standards in the Minimum Standards.</li> </ul>
 Materials	<p>Video: “To Serve with Pride: Zero Tolerance for Sexual Exploitation and Abuse”  <a href="https://www.youtube.com/watch?v=NfMKMCYFgPo">https://www.youtube.com/watch?v=NfMKMCYFgPo</a></p> <p>PowerPoint presentation – (Day 3, Slides 25-36)</p> <p>Copies of IFRC policies and procedures including:          PSEA Policy, Code of Conduct, Child Protection Policy, Whistleblower Policy</p> <p>IFRC Child Protection Policy (2013)  <a href="http://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2016/12/DOC-14-193_e_v100_child-protection-policy.pdf">http://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2016/12/DOC-14-193_e_v100_child-protection-policy.pdf</a></p> <p>IFRC Child Protection Action Plan (2015-2020)  <a href="http://www.ifrc.org/Global/Publications/principles/IFRC-Child-Protection-Action-Plan_2015-2020.pdf">http://www.ifrc.org/Global/Publications/principles/IFRC-Child-Protection-Action-Plan_2015-2020.pdf</a></p> <p>If in a National Society context, it is important that although IFRC internal systems may be referenced, where there is an NS equivalent policy or guideline this should be presented, and copies provided to participants. Links can be made to the IFRC to show what the policy was based on.</p> <p>Similarly, National Society reporting mechanisms should be discussed in addition to IFRC mechanisms.</p>
 Training notes	<p>Depending on the participants, the facilitator could ask participants to debrief in their groups after the video. This may make it easier for participants to share their thoughts and answer some of the questions listed above. The facilitator should then listen to feedback and conduct a final debrief in plenary.</p> <p>If in a regional or mixed group, depending on how much time remains after reviewing all the key policies, the facilitator could ask participants in their groups to discuss what exists in their own National Society/ IFRC Office, in terms of policies, reporting mechanisms, awareness or training. Identify 1 or 2 actions they would like to see improved.</p> <p>If all participants are from the same National Society and the session has focused specifically on the policies, Code of Conduct and reporting mechanisms for that context, in groups participants could discuss how they will ensure 100% compliance and increase awareness in their teams (with support from HR). This is also a good opportunity for participants to identify 1 or 2 areas they feel need improving.</p> <p>Variations for this exercise to convey similar learning objectives can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• Sexual exploitation and the code of conduct</li> <li>• Sexual exploitation and abuse – short case study</li> <li>• Difficult choices</li> <li>• What do you do?</li> </ul>
 Recommended co-facilitators	<p>It is important that this session is either conducted or co-conducted with a staff member from Senior Management, Head of Operations and a representative from Human Resources. If possible, HR should lead this session.</p>

## MOVE 7 UNIVERSALITY: A part to play, individual and organisational action plan






### Module objectives

- Participants make collective commitments and individual action plans based on their learning during the training




### Module overview

Move 7 components	Time required
Activity 1: Universality dilemma	10 minutes
Activity 2: A part to play – Story boards and action plans	1 hour
<b>Move 7 Annex</b>	
Action plan template	
<b>Total module time:</b>	<b>1 hour, 10 minutes</b>






### Move 7 | Activity 1

	Topic	Universality dilemma
	Length of time	10 minutes
	Type of activity	Mini-scenario/warm up to the session
	Objectives	<ul style="list-style-type: none"> <li>To review the Principle of Universality and what it means in practice for the Red Cross and Red Crescent Movement</li> <li>To read a scenario and evaluate whether the Principle of Universality would be upheld in the situation described.</li> </ul>
	Activity content	<p>Introduce the session as the seventh Move – Universality</p> <p>Ask participants to take 5 minutes to read their handout on the Principle and the scenario. After reading, discuss on their table the question at the end of the scenario bearing in mind the Principle of Universality.</p> <p>Ask for a volunteer to read out the Principle and another to read out the scenario.</p> <p>Then ask for feedback to the question.</p> <p>State that there are no right or wrong answers and we do not have a lot of information to make a hard and fast decision. The aim of this exercise is to start thinking about how the principle can be applied.</p>




## MOVE 7

	Materials	Copy of Universality dilemma on each participant's desk. This is included in the participants' training pack.  Facilitator copy of the Universality dilemma (Annex 6).
	Training notes	Depending on time, this could be completed without the group discussion, with the facilitator reading the dilemma or asking for a volunteer to read the dilemma and having a plenary discussion.  The facilitator should review the content of the dilemma within the context of the training. Dilemma examples may need to be adapted if there are cultural sensitivities or laws surrounding the scenario that may be seen to cause potential risk to the facilitator or participants.
	Recommended co-facilitators	N/A

## Move 7 | Activity 2

	Topic	Storyboards and action plans
	Length of time	1 hour
	Type of activity	Group work and individual reflection
	Objectives	<ul style="list-style-type: none"> <li>Participants make collective commitments and individual action plans based on their learning during the training.</li> </ul>
	Activity content	<p>This is the final Move of the training and provides the opportunity for participants to look forward and commit to taking the lessons learnt in the training back to their National Society/IFRC.</p> <p>The session is divided into a group exercise where participants will develop a collective commitment, followed by each participant developing short-term and long-term action plans that they can implement in their context.</p> <p><b>STEP 1: Storyboards</b></p> <p>Explain that the storyboard is a principle of film making. It is something that is very easily adapted to any context: with people of all languages and with different levels of education.</p> <p>Storyboards move away from a prescriptive way of looking at change and think more. It gets us away from the log frame to think about how our behaviour and the challenges we face have an impact on individuals, and what we can do to change it.</p> <p>A picture is worth more than a thousand words!</p> <p>Ask participants, in their groups to develop a 6-piece storyboard (with no text), focused on the following questions. They have 30 minutes to complete this.</p> <ol style="list-style-type: none"> <li>1. What is a key challenge you face in implementing PGI standards into emergency work?</li> <li>2. What impact does that challenge have on communities/individuals?</li> <li>3. What do you do (already) to address this challenge?</li> </ol>

## MOVE 7

		<p>4. What would you do if you had a 'free hand'?</p> <p>5. What supports are needed to make that happen (money, attitudes, tools) and who provides it?</p> <p>6. What would the outcome of that change be for communities/ individuals?</p> <p>After the 30 minutes hear feedback from each group.</p> <p>After this collective commitment, ask participants to take the next 15 minutes to complete their own personal action plan, using the action plan template (Annex 15).</p> <p>The facilitator should lead a wrap-up discussion with the groups about ways to follow through with their action plans, e.g. will the group continue to keep in touch via basecamp, email or social media to support one another with the action plans? Will the group update one another via a teleconference or webinar e.g. in 1-2 months' time? Participants should be encouraged to contact the regional PGI advisors in their regions if they require extra support with the plans.</p>
	Materials	<p>Large flip-chart paper</p> <p>Coloured markers (variety of colours)</p> <p>Art materials (as required and available)</p> <p>Pins, blue/white tack, marking tape</p>
	Training notes	<p>Based on the wrap-up discussion, the facilitator should aim to follow up on the monitoring of the action plans or ensure the information is provided to those who will follow up.</p> <p>If training is being conducted with PGI focal points, a variation of this exercise can be found in the Seven Moves Exercise book:</p> <ul style="list-style-type: none"> <li>• Role of gender focal points.</li> </ul>
	Recommended co-facilitators	<p>It may be a good idea to have the Head of Delegation, Leadership or senior management representatives attend the session to hear the feedback from the storyboards and action plans.</p>

## Closing

Time required: 30 minutes

At this stage of the training all the main sessions have been completed and the participants should have ended positively, having completed their Action Plans and Storyboards. Before closing the training ask participants to complete:

**Post-test:** Facilitators should use the same questions as the pre-test, perhaps changing the order of the questions (Annex 5).

**Evaluation:** It is good practice to have a short evaluation form at the end of the training. This will help participants to feedback based on their expectations and experiences of the training. It will allow facilitators to know what worked and what can be developed for the future training. As you hand out the evaluation forms, explain to participants that they can be anonymous and that only collective feedback will be shared – let them know who the feedback will be shared with. Ask that participants complete the evaluation forms before they leave and collect these on the way out. See Annex 16 for a sample evaluation form.

**NB:** You do not have to wait until the end of the training to assess participants' feedback. In addition to a final evaluation form, you may wish to ask participants how they found the training on a day-to-day basis. For example, write on a flipchart a short question such as 'Did the training today meet your expectations?' with columns: 'Yes', 'Somewhat', 'Not at all', 'No'. Display this on the door on the training room and ask participants to tick in the column that best evaluates their day, on their way out at the end of the day.

**Training report:** If you plan to develop a training report, let participants know that the results of the evaluation and the pre- and post- tests will be included. Otherwise collective results will be circulated in a follow-up email.

**Certificates:** Facilitators may wish to award certificates to each participant. The template in Annex 17 can be adapted for the training.



## Annexes

## Annex 1: Pre-questionnaire

### Participants' Pre-questionnaire

#### Training/Date/Location

This needs assessment should be completed in advance of participation in the “7 Moves to Protection, Gender and Inclusion in Emergencies, 2.5 day training”. The main objectives of this assessment are to: identify the main learning expectations from participants; to gain an understanding of participants’ knowledge and understanding of gender and diversity and to gain an understanding of the participants’ confidence level in training on gender and diversity concepts.

Please kindly complete the following form and submit to xxx by xxx.

Name	
Gender	
Age	
National society	
Position in National Society	
How long have you been with your National Society	

1. What is your reason for attending the Seven Moves PGI for Emergencies training?

2. What are three expectations that you have for this training?

- 1.
- 2.
- 3.

3. What support would you like to receive during this training, to help meet these expectations?

4. Are you currently involved in protection, gender and inclusion activities with the National Society in your country?

☐ YES

☐ NO

If yes, please provide a short description of this work:

5. Please rate yourself on the following areas, with 1 being low and 6 being high

	Lowest ←————→ Highest					
Please rate your knowledge and understanding of protection, gender and inclusion concepts	1	2	3	4	5	6
Please rate your ability to apply gender and diversity concepts to your work within your National Society	1	2	3	4	5	6

Thank you very much for taking the time to complete this needs assessment. Your answers will be taken into consideration for designing the training of trainers to ensure your needs and expectations are met.

## Annex 2: Individual requirement form



[Company Name]

### Individual Requirement Form

Please take a moment to inform us if you have any individual requirements in order that we can prepare logistical arrangements accordingly

Name	
Gender	
Age	
National society	

Do you have any dietary/allergy requirements?

Please describe any possible accessibility requirements you may have for accommodation, transportation, training venue, training materials, communications or other aspects of the training. Please use the space below to specify

Do you have any religious requirements?

Do you have accommodation requirements?

Please add any other information or comments you feel are relevant.

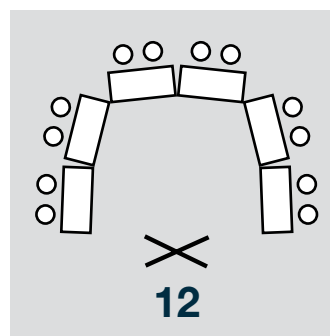
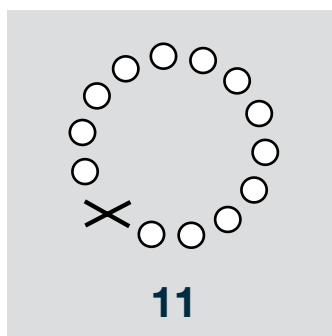
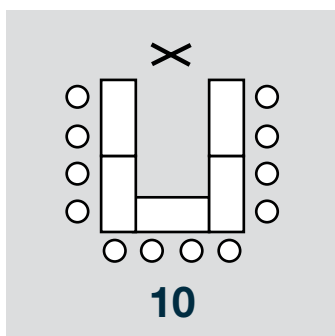
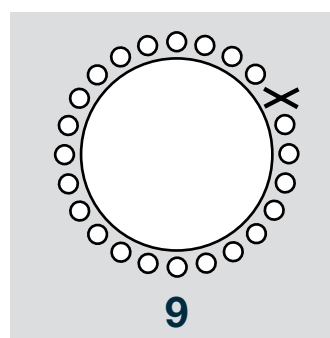
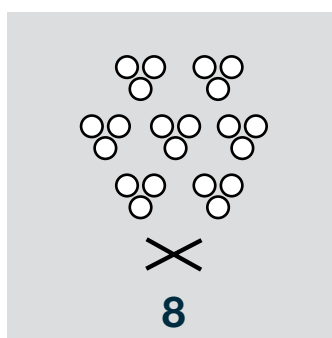
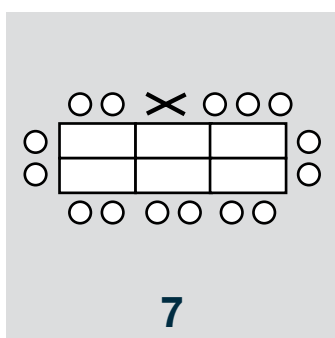
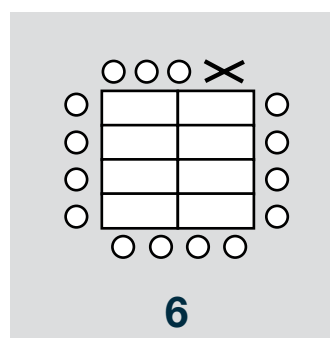
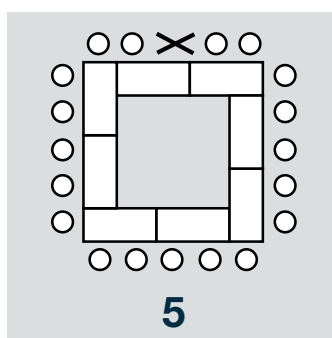
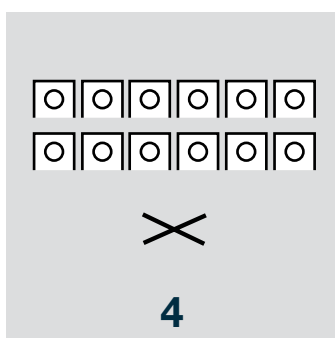
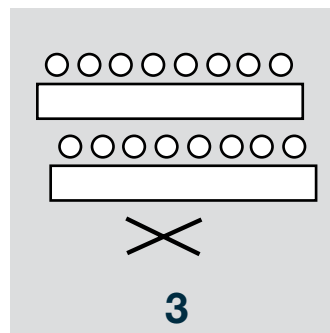
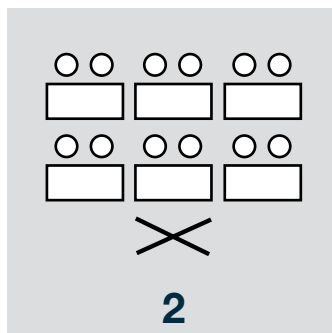
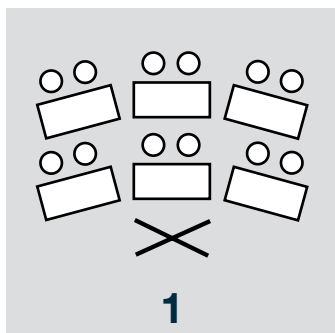
Thank you for your information!

## Annex 3: Icebreakers

No.	Icebreaker	Description
1.	Human knot	The group stands facing inwards in a circle. They hold one of their arms at shoulder height and one arm at waist height. Everyone closes their eyes and walks forward into the circle and has to hold 2 different people's hands. Everyone opens their eyes. Without breaking the chain of hands, the group has to work out how to untangle the knot they've created.
2.	Song & dance	Take a popular song with some actions e.g. 'heads shoulders knees and toes', or a traditional song with some dance steps & teach it to the group.
3.	Guess who	The group stand in a line. The name of a famous person is written on a post it note/paper and stuck to each person's forehead or back. When everyone has a name stuck on, the group can move around and ask one yes/no question to someone else and then move on, until they've guessed the name of the famous person.
4.	People letters	Give the group a word and they have to use their body to spell each letter of the word. Each person can do this individually, or it can be done in groups.
5.	Stretching	The trainer leads the group, and they have to copy the trainer's movements e.g. arms overhead, stretch, touch your toes, stand on one leg, star jump etc.
6.	Longest line	Divide the group into smaller groups. They have 5 minutes. Using the materials they have, e.g. on their table, in their bag, and their clothes, scarves, coats etc. which team can make the longest line? (Have a prize for the winning team if possible!)
7.	Living sculptures	Divide the group into smaller groups of around 3-5 people. Give them a topic, e.g. 'family conflict'. They need to develop a sculpture using themselves to communicate the topic for the group. Variations – There can be some small actions, they can be just absolutely still, or they could develop a short drama sequence which builds their sculpture into a final still sculpture.

## Annex 4: Seating Arrangements

✕ Trainer    ○ Trainee    □ Table



During the training, try and mix up participants' seating arrangements. This will ensure diversity and a gender balance within the groups.

## Annex 5: Pre- and Post-test forms

- 
1. What is the difference between sex and gender?
- 
2. Diversity is the respect and acceptance of difference between people. List three forms of diversity that fall within the IFRC's concept:
    - 1.
    - 2.
    - 3.
- 
3. If we do not use a gender and diversity analysis to inform our needs assessments and beneficiary prioritisation in response, what do we risk doing: Tick all the statements you think are correct
    - a. We limit the effectiveness of humanitarian operations
    - b. Humanitarian operations do not reach the most vulnerable
    - c. The potential to deepen pre-crisis inequalities
    - d. We do not meet donor requirements
- 
4. According to the IFRC prevention and response to sexual exploitation and abuse policy, which of the following are obligations to ensure zero tolerance for sexual exploitation and abuse by staff:
    - a. IFRC personnel shall not commit any act of sexual exploitation or abuse
    - b. IFRC personnel shall not engage in sexual activity with persons under 18 years of age, unless the age of consent locally is below 18
    - c. IFRC personnel have the responsibility to report any SEA incidents that they have witnessed, heard about or suspect, unless it is a friend or close colleague
    - d. Managers at all levels have a particular responsibility to create and maintain an environment that assists in preventing SEA
- 
5. \_\_\_ % of the world's poorest people with some kind of disability
    - a. 15
    - b. 20
    - c. 66
    - d. 90
- 
6. **1. Having a balance of men and women in an assessment or response team is crucial for us to fully and effectively understand the needs and priorities of women, men, boys and girls**  
  
True                      False  
  
Please explain your choice \_\_\_\_\_
-

- 
7. According to research women, girls and boys are how many times more likely to die during a disaster than are men
- Twice as likely
  - Ten times more likely
  - 14 times more likely
  - There is no difference between women, men, boys and girls in mortality rates during disasters
- 
8. 1. What does the 'DAPS' framework stand for?
- Dignity, Accountability, Protection and Safety
  - Dignity, Access, Protection, Security
  - Dignity, Access, Participation and Safety
  - Develop, Accountable, Protection, Standards
- 
9. It is our obligation to report if we have reasons to believe that a child may be exploited or abused:
- Always
  - Never
  - Only when we are directly impacted by the incident should we report
  - Only when the incident occurs in another organisation
- 
10. During and after disasters, sexual and gender-based violence is known to increase. Which of the following are contributing factors to this? Please tick all that apply
- A pre-existing risk of violence in the community
  - Crowded and insecure environments
  - Collapse of protective systems
  - Increased individual and collective stress
- 
11. How often does an adolescent girl die as a result of violence in the world?
- Every 3 days
  - Once a day
  - Every hour
  - Every 10 minutes
- 
12. Which part of the disaster management cycle should the Minimum Standards for PGI in emergencies be applied
- Only when there are specific programmes focused on women and girls
  - In response to disasters or emergencies
  - In disaster risk reduction, preparedness, response and recovery (ie. all stages)
  - Only in mega disasters is it necessary
-

## Annex 6: Fundamental Principle Dilemmas

### HUMANITY

*The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.*

The consequences of the principle of Humanity are not so much boundaries and guidelines for action, as the other Fundamental Principles are: the principle of Humanity is rather a constant reminder of the objectives of the Movement. The principle of Humanity expresses what the Movement places beyond anything else: the need to act in order to prevent and alleviate human suffering. The principle, which underpins all of the other principles, encompasses several ideas:

- Suffering is universal and requires a response; it cannot be met with indifference.
- Respect for human dignity is paramount in everything the Movement does. It implies helping and protecting others regardless of who they are or what they have done.
- The Movement protects life and health by promoting International Humanitarian Law, preventing disaster and disease and undertaking life-saving activities, from first aid to the provision of food and shelter.

#### Protection, gender, inclusion – and Humanity

A country in your region has recently experienced a devastating typhoon and you have been deployed as part of the international response team. Following a rapid assessment, you have received a large consignment of food, which you are going to distribute in a large makeshift camp in the middle of a once densely populated urban area. When you reach the site, there are hundreds and hundreds of people, most of them young men, waiting to rush the trucks to get food packages. It is a chaotic scene as the team throws food out the back of the truck.

Bearing in mind the Fundamental Principle of Humanity but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, in your opinion, is this action acceptable or unacceptable? You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question.

#### NOTES:

- The principle of Humanity requires us to respond to need and suffering.
- The need to provide assistance in the name of 'Humanity' is not done at any cost. The decision to act may be premature.
- The concern here is that the manner of working/distribution does not respect the people we are working with – nor does it protect life and health. Indeed, the manner in which this distribution is being conducted can create more problems than it solves.
- Humanity is the essential, guiding principle that gives us our OBJECTIVE (WHY), however we still need to act in concert with other principles –the other principles give us our "HOW", in particular to ensure needs are prioritised and responded to in an impartial way and to 'do no harm' through our actions.

## IMPARTIALITY

*The Movement makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.*

- The Fundamental Principle of Impartiality establishes the value of non-discrimination, which is one of the most important elements of the protection of the human being: human rights law, humanitarian law, refugee law.
- Non-discrimination is the refusal to apply distinctions of an adverse nature to human beings simply because they belong to a specific category. This does not exclude differences in the treatment given to people placed in different situations on the basis of, for example, sex or age.
- All those in need shall be helped, yet to treat everyone in the same way without taking into account how much they are suffering or how urgent their needs are, would not be equitable. Impartiality means that, for the Movement, the only priority that can be set in dealing with those who require help must be based on need, and the order in which available aid is shared out, must correspond to the urgency of the distress it is intended to relieve.

### Protection, gender, inclusion – and Impartiality

In a large displacement camp, rough estimates suggest that approximately 80% of the population is made up of women and children. In the design of the camp facilities, including the site layout, the design and location of latrines and the composition of food parcels, shelter and hygiene kits, an all-male team from the National Society has consulted with the male elders of the camp.

Bearing in mind the Fundamental Principle of Impartiality but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, in your opinion, is this action acceptable or unacceptable?

You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question.

### NOTES:

- If the outcome responds to the needs, then this action could be acceptable – but it is hard to imagine that the result from consulting only with males will result in addressing women and children's needs in the best possible way.
- Note that the principle of Impartiality does not include "gender" specifically in its list of criteria for non-discrimination. We can accept that: a) this list is not meant to be exhaustive, and b) recognise that as it was agreed in 1965 that it simply reflects the time, not the intention.
- With regard to site layout, design and location of latrines, we also need to ensure that the male elders of the camp have addressed aspects of diversity such as persons with disabilities. From the scenario we do not know if this is the case or if anyone who had a disability was consulted.

## INDEPENDENCE

*The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able, at all times, to act in accordance with the principles of the Movement.*

### Protection, gender, inclusion – and Independence

Before an undemocratically-formulated Constitution was adopted in this country in 2003, the National Assembly voted to remove constitutional protection for homosexuals from an early draft.

A majority of the Assembly's 88 members voted to exclude sexual orientation from an anti-discrimination clause. Discrimination was banned based only on "race, gender, marital status, ethnic origin, economic or social status, belief or ideology, politics, religion, education and mental or physical condition".

This context is reflected in an advertisement for an HIV AIDS consultancy with the Red Cross. In that advertisement, the Red Cross notes that it is one of the most active implementing organisations working on the national HIV/AIDS Programme led by the Ministry of Health. The National Strategy on HIV/AIDS includes a list of "most at-risk groups" such as transport workers, men with multiple partners, female sex workers and their clients. There is no mention of homosexual men or men who have sex with men.

Bearing in mind the Fundamental Principle of Independence but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, in your opinion, is this action acceptable or unacceptable?

You may need more information to make your decision so note down whatever assumptions you make in order to answer the question.

### NOTES:

- Our Independence requires us to act subject to the laws of the country we are operating in.
- As auxiliary to the government in the humanitarian field, National Societies (NS) must negotiate the relationship. Governments can request our assistance and NS must consider the request. NS must always be able to act, at all times, in accordance with their Fundamental Principles.
- The fact that the Government's strategy is silent on homosexuals as an at-risk group would not necessarily prevent the Red Cross working on this topic.
- Any limits imposed by government does not preclude us from negotiating, establishing a dialogue and engaging in humanitarian diplomacy to change the limits – albeit this can be a long process.

### Anecdote from ICRC in Afghanistan under rule of the Taliban

Overnight, when the Taliban took power, women were banned from working. Humanitarian organisations faced the dilemma of abiding by the law and being unable to uphold their humanitarian principles. MSF decided they could not work in this way and left the country rather than prevent women from working. The ICRC made the difficult decision to continue. After decades of careful work, the ICRC had established some women's clinics and felt that the principle of Humanity and the need to alleviate suffering overrode other considerations. The ICRC sent home the local women who worked for them on leave with pay. They then began negotiations with the authorities and through careful and persistent negotiations was able to win small concessions to eventually be able to have women back to work directly with other women (which was obviously culturally accepted and preferred).

## UNITY

*There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.*

- A National Society must open membership to the entire population. It must recruit members from all ethnic, social and other diverse groups in the country to ensure greater efficiency of its action. Any discrimination in the recruitment of members would be a violation of the principle.

### Protection, gender, inclusion – and Unity

In recent years, a particular region of country has seen increasing sectarian violence and tension between the main religious group (75% of the population) and a minority group (25% of the population). The regional branch of the Red Cross Red Crescent is recruiting volunteers to respond to increasing humanitarian needs as a result of the violence. A quick analysis of the figures of newly-recruited volunteers shows that all of them are male and all are from the main religious group.

Bearing in mind the Fundamental Principle of Unity but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, is this acceptable or unacceptable?

You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question.

### NOTES:

- The elements of being open to all and extending our work throughout the entire territory are key elements that ensure a National Society is ABLE to carry out its work out impartially, i.e. by the National Society staff and volunteers reflecting the demographic makeup of the population, they are more likely to gain the trust and acceptance needed to do the work, and to be able to actually reach all areas of the country.
- Even if the new volunteers are all voluntarily signing up, it is problematic that there is not a greater representation of the population. It is important to look at recruitment practices and how the National Society can encourage a broader population to sign up.
- There are of course particular technical needs and competencies that are needed to fulfil the work, and so in that sense a National Society can choose those who are most suitable. It is important that diversity is considered during the application process and efforts made to ensure representation of the community comprised of people with the right skills and knowledge.

## NEUTRALITY

***In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.***

- The purpose of complying with this principle is to enjoy the confidence of all. Implicitly, compliance with the principle is also a condition for operational efficiency, which requires confidence of all in many contexts, i.e. not only in armed conflicts contexts, which are specifically mentioned here.
- Neutrality includes many dimensions. Only the day-to-day acts and words of a National Society can constitute an evidence of its respect of the principle of Neutrality. For instance, if a National Society branch expresses sympathy for a movement, a cause or a political figure, for example by permitting the latter to take advantage of Red Cross or Red Crescent membership for electoral purposes, many volunteers may cancel their membership. If a dispensary run by a National Society also displays a religious affiliation in a country in which there is tension between the members of different faiths, many patients will no longer wish or dare to come for treatment. In other words, neutrality is a state of mind, an attitude that must guide every step taken by the Movement's components.
- Due to the character of communication today, the violation of the principle of Neutrality by a component of the Movement can easily affect the image of other components and, thus, their ability to work in a given context. Therefore, the principle of Neutrality is to be seen in a global perspective.

### Protection, gender, inclusion – and Neutrality

During a media interview, the leader of a National Society says that “sexual and gender-based violence that is occurring in elevated rates during this crisis, is a crime against humanity. The Red Cross condemns this crime and it must be stopped”.

Bearing in mind the Fundamental Principle of Neutrality but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, is this action acceptable or unacceptable?

You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question.

### NOTES:

- What could be the risks of this kind of approach, particularly in terms of “maintaining the confidence of all”?
- Does making this statement constitute an accusation against one party? Are there circumstances when this can be justified?
- Consider the ICRC approach to public denunciation:
  1. Is it a serious violation?
  2. Is it credible?
  3. Have other means of bringing attention been exhausted?
  4. Is it in the interests of the survivors/victims/persons concerned?

## VOLUNTARY SERVICE

*The Movement is a voluntary relief movement not prompted in any manner by desire for gain.*

- Voluntary service is a source of economy. Imagine how much suffering would have to be neglected, for lack of means, if all the work done by volunteers had to be paid for. It is sometimes sufficient to have a relatively small but motivated support staff, with only the necessary minimum financial resources, to enable volunteers to render community services whose cost could never be borne either by the National Society or by the State.
- Voluntary service is also a source of relative power for volunteers who have access to resources for which they have control over the distribution.

### Protection, gender, inclusion – and Voluntary Service

You are working as an international delegate for your National Society in response to a typhoon that devastated an impoverished region of a small island nation in the region. In a displacement camp set up to accommodate about ten thousand people, there is a team of volunteers from the local National Society. You notice that, during a distribution of food, one of the volunteers is giving extra food to some young women in the queue. Later you see the same male volunteer with the women in a local bar.

Bearing in mind the Fundamental Principle of Voluntary Service but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, what if any action would you take in this situation?

You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question.

### NOTES:

- The “desire for gain” referred to in the definition does not refer solely to financial gain. The gain can also refer to status and power.
- The focus is on motivation – in this case, the motivation does not seem to be humanitarian
- The principle of voluntary service refers to the spirit and motivation with which the person engages in work for the Movement. Therefore, principles of Voluntary Service apply equally to volunteers and staff – i.e. the motivation of the staff member must be humanitarian and they must be committed to the principles, not predominantly for status of money.

## UNIVERSALITY

*The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.*

- One of the objectives of the Movement is to be universal, since it is one of the Movement's strengths that it has a National Society in almost every country of the world.
- Solidarity between National Societies is the basis for cooperation between Societies.
- In decision-making, all Societies carry one vote at the International Federation's General Assembly, the Council of Delegates and the International Conference, irrespective of their size or wealth.

### Protection, gender, inclusion – and Universality

A partner National Society from northern Europe has a policy that includes explicit references to working with and addressing the needs of people with a disability, especially in times of crisis when their vulnerability may be amplified. This partner National Society is supporting a host National Society in a country that does not have a policy on any aspects of protection, gender and inclusion. The disaster management team leader advises the partner National Society that their position is "incompatible" with its own approach of addressing PGI, which they understand to be related to women's needs only.

Bearing in mind the Fundamental Principle of Universality but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, is this acceptable or unacceptable? What action, if any, do you think the partner National Society might take in this situation?

You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question.

### NOTES:

- While in the Movement all components are equal and all views are valid, being part of the Movement involves a responsibility to adhere to Movement policies and minimum standards.
- In this situation, it is important to ascertain if this is the view of the Disaster Management team leader or the National Society as a whole.
- Partnerships between National Societies are essential for peer learning, and by working with the host NS concerned there may be an important opportunity to develop the learning of the NS and widen their view on these issues.
- Another prism for the discussion could be through the principle of Impartiality – what are the needs of the most vulnerable and how are they being addressed, for example, including categories based on gender, age, disability and other diversity factors in assessments could be a way to start a discussion with the local National Society.

## Annex 7: Quiz handout – participant copy

### Protection, Gender and Inclusion Quiz

#### SEX

While approximately 50% of the world's population is female, it is estimated that in populations displaced by conflict, are women and children. Is it **60%, 70%, 80% or 85%**?

#### AGE

___% of the world's population is aged between 0 and 14 years	17%
___% of the world's population is aged between 15 and 24 years	26%
___% of the world's population is aged between 25 and 54 years	16%
___% of the world's population is aged between 55 and 64 years	8%
___% of the world's population is aged over 65 years	41%
___% of the 232 million international migrants that are under 20 years of age	8%

#### PREGNANCY

\_\_\_% of women of reproductive age (15 – 45 years), including refugees and IDPs, are pregnant at any given time. Is it **7%, 10%, 20% or 25%**?

#### DISABILITY

Around ___% of the total world's population live with a disability	12%
The World Bank estimates that ___% of the world's poorest people have some kind of disability	15%
In countries with life expectancies over 70 years of age, people spend on average ___% of their lifespan, living with disabilities.	90%
___% of children with disabilities in developing countries do not attend school	20%

#### LGBT

Being lesbian, gay, bisexual or transgender is illegal in some countries and could result in the death penalty in \_\_\_ countries in the world. **A) 25, 47, 76 B) 2, 7, 15**

#### VIOLENCE

There are 4,200 deaths per day (1.6 million a year). What % of them are;

- Self-directed? \_\_\_% Interpersonal violence? \_\_\_% Collective violence (e.g. conflict)? \_\_\_%  
**36%, 58%, 6%**
- What % of women worldwide have experienced physical and/or sexual violence? **20, 25, 35%**
- Women and girls represent what % of the estimated 20.9 million victims of forced labour worldwide?  
**35, 55 or 65%**
- What % of the 4.5 million people forced into sexual exploitation are women and girls? **75, 88, 98%**
- How often does an adolescent girl die as a result of violence in the world? • **Every 30 minutes, 20 minutes or 10 minutes?**
- How many countries only recognise female victims of rape? **42, 62 or 82**
- How many states criminalise men who report abuse? **39, 54 or 67**
- In how many countries only males are recognised as perpetrators of sexual violence –not females?  
**17, 28, 37**

## Annex 8: Quiz handout – facilitator copy

### Protection, Gender and Inclusion Quiz (Facilitator copy – with sources)

#### SEX

While approximately 50% of the world's population is female, it is estimated that in populations displaced by conflict, 80% are women and children. Is it **60%, 70%, 80% or 85%?**

Source: Women's Refugee Commission Fact Sheet 2013

#### AGE

% of world's population aged between 0 and 14 years	26%
% of world's population aged between 15 and 24 years	17%
% of world's population aged between 25 and 54 years	41%
% of world's population aged between 55 and 64 years	8%
% of world's population aged over 65 years	8%
% of the 232 million international migrants that are under 20 years of age	16%

Source: UNICEF 2013 [http://www.unicef.org/socialpolicy/files/Population\\_Dynamics\\_and\\_Migration%281%29.pdf](http://www.unicef.org/socialpolicy/files/Population_Dynamics_and_Migration%281%29.pdf)

#### PREGNANCY

20 % of women of reproductive age (15 – 45 years), including refugees and IDPs, are pregnant at any given time.

Source: Cooperative for Assistance and Relief Everywhere Inc. (2002) Moving from Emergency Response to Comprehensive Reproductive Health Programs: A Modular Training Series. Washington, DC: CARE.

#### DISABILITY

Around ___ % of the total world's population live with a disability	15%
The World Bank estimates that ___ % of the world's poorest people have some kind of disability	20%
In countries with life expectancies over 70 years of age, people spend on average ___ % of their life span, living with disabilities.	12%
___ % of children with disabilities in developing countries do not attend school	90%

Sources:

WHO Disability and health Fact sheet N°352 Reviewed December 2014, UN Enable Fact-sheet on Persons with Disabilities <http://www.un.org/disabilities/default.asp?id=18>

WHO/UN <http://www.un.org/disabilities/convention/facts.shtml>

United Nations (2007) From Exclusion to Equality: Realizing the rights of persons with disabilities

–Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities and its Optional Protocol,

## LGBT

Being lesbian, gay, bisexual, transgender or intersex is illegal in how many countries? Is it 25, 47 or 76? **76 countries (or 78 depending 'countries')**

Source: "State-sponsored homophobia: a world survey of laws criminalising same-sex sexual acts between consenting adults", International Lesbian, Gay, Bisexual, Transgender and Intersex Association (ILGA), Brussels, May 2011, p. 9

See the countries here <http://76crimes.com/76-countries-where-homosexuality-is-illegal/>

How many countries impose the death penalty on LGBTI people? Is it 2, 7 or 15? **7 countries**

Source: ILGA 2010

Read more: <http://deathpenaltynews.blogspot.com/2010/06/ilga-76-countries-ban-gay-sex-7-have.html#ixzz3e5E2Fper>

## VIOLENCE

There are 4,200 deaths per day (1.6 million a year). What % of them are;

Self-directed? **58%** Interpersonal violence? **36%** Collective violence (e.g. conflict)? **6%**

Source: WHO updated January 2014 <http://www.who.int/features/factfiles/violence/en/>

What % of women worldwide have experienced either physical and/or sexual violence? 20, 25 or **35%**

Women and girls represent what % of the estimated 20.9 million victims of forced labour worldwide? 35, 55 or 65%

Source: UN Women Facts and Figures on Violence Against Women and Girls

<http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

What % of the 4.5 million people forced into sexual exploitation are women and girls? 75, 88 or **98%**

How often does an adolescent girl die as a result of violence in the world? Every 30 minutes, 20 minutes or **10 minutes?**

Sources:

UN Women Facts and Figures on Violence Against Women and Girls

<http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

UNICEF 2014 [http://www.unicef.org/publications/files/A\\_Statistical\\_Snapshot\\_of\\_Violence\\_Against\\_Adolescent\\_Girls.pdf](http://www.unicef.org/publications/files/A_Statistical_Snapshot_of_Violence_Against_Adolescent_Girls.pdf)

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

How many states criminalise men who report abuse? 39, 54 or **67**

In how many countries only males are recognised as perpetrators of sexual violence –not females? 17, **28**, 37

Source: This survey, relying on web-searches to locate the relevant penal codes or equivalent legislation, reviewed 189 codes. Legislation for 4 countries could not be found.

Legal regimes were placed in four categories, and combined with population statistics from the World Bank. This was combined with current characterisations of countries at conflict, sourced from the International Institute of Security Studies database. (Doan C and Luedke A, forthcoming).

## Annex 9: Multi-sector needs assessment form

## Multi-sector needs assessment

Date \_\_\_\_\_

Assessment Team Leader name:

Number and composition of Team (any specific considerations?):

[illegible]

[illegible]

## Annex 11: PGI advocacy scenarios

### Scenario 1. The National Disaster Management Authority

Terrible floods have swept across central and eastern part the continent. One country, in particular, has been very badly affected. At the height of the floods, many villages in the east of the country seemed to virtually disappear, leaving only rooftops and chimneys in view.

Shock has turned to despair as flood waters have retreated only to reveal the scale of the devastation. Numerous farmers face ruin and farm workers are jobless.

A Regional Disaster Response Team (RDRT) has arrived to work with the National Society. You were deployed as Regional Protection, Gender and Inclusion Officer as part of the RDRT to ensure that a gender and diversity perspective is integrated in the response. However, you cannot convince the National Disaster Management Authority that it is relevant to their work. The response team was instructed to deliver assistance to male-headed households (only), stating that men will provide for everyone in the community. – “Gender is not a problem in my country” you are told.

*Articulate your concerns and advocate for an alternate arrangement.*

### Scenario 2. A Government Donor

A hurricane caused strong winds and rains in a small island country in the Pacific, displacing over 50,000 people and affecting 3,470 houses. The government of country X has offered to respond to the devastation caused by the hurricane with a donation of US\$200,000 for relief and rebuilding efforts.

Humanitarian response in previous emergencies has shown that sexual and gender-based violence (SGBV) –particularly sexual and domestic violence – increases in the immediate aftermath of an emergency. You, as a Regional Health Delegate, suspect that the hurricane has intensified pre-existing vulnerabilities and the situation of women and girls is of particular concern. Knowing this, you added a budget targeting SGBV into the Programme Plan of Action.

The donor is not convinced of the need for addressing SGBV and is questioning the programme plan of action. They are concerned that a disaster response is not the right time for tackling SGBV.

*Justify to the donor why you have a budget line on SGBV in your plan, and what you will spend it on.*

---

### Scenario 3. The Operations Manager

A major earthquake has struck in the north-western region of country X. The country is classified as a conflict area, and therefore the International Committee of the Red Cross (ICRC) is the lead agency. However, as this is a natural disaster, it has been decided that the International Federation of Red Cross and Red Crescent Societies (IFRC) will take the lead in responding to the earthquake.

The Assessment Team has been deployed to a town close to the epicentre. There are four men and one woman on the team. You, deployed as the Regional Protection, Gender and Inclusion Delegate, arrive three days after the earthquake, and find widespread destruction in the town, and even though you have not had access to other areas, it is fair to presume that there is a need to launch a major relief operation. It is not yet known how many people will need assistance after the large-scale devastation.

The Operations Manager is very busy. You note that the Emergency Plan of Action does not contain activities that allow for protective and inclusive programming or beneficiary selection informed by a gender and diversity analysis. According to the Operations Manager, there are so many that need help that it is overwhelming to consider protection, gender and inclusion in early response and that the ICRC has already programmes addressing sexual violence in place.

*Convince the Operations Manager to include these.*

---

### Scenario 4: Child protection in emergencies

The National Red Cross of Country X are responding to a migration crisis in the South West of the country. There is a strong RC National Headquarter in the capital, however the branch office is small and has not experienced such a crisis in the past. It has been 2 weeks since families have begun moving across the border. Persons of all genders, ages and disabilities have crossed. It has been noted that there are many children on the move. Teams on the ground are reporting thousands of children in need of psychosocial support, menstrual hygiene management, and access to education, and there are reportedly many unaccompanied and separated children. This is being reinforced by preliminary data presented at a protection cluster meeting by UNICEF and a local NGO.

In raising this issue with the operations team, it was noted that “UNICEF works with children and the ICRC does unaccompanied support.” The head of operations is concerned about the size of the response and the branch, which although very skilled and expanding rapidly, requires continued capacity building for new staff and volunteers. It was strongly proposed that as a result of this, we should be concentrating on other aspects of the response, including access to healthcare and safe water. Child protection can be dealt with by other actors.

*How do you convince the operations manager to ensure child protection is a high priority in the response and considered by all sector teams?*

---

## Scenario 5: Inclusive data collection

It is 8 days after a 7.0 magnitude earthquake hit a small island town in Country X. The government has been responding since day 1 and now international agencies have been granted access to support. The National Red Crescent Society has also been supporting survivors and victims of the disaster from the start.

A rapid assessment focusing on disability inclusion was conducted by a well-known international agency in partnership with local organisations working for persons with disabilities. This showed that organisations were not fully aware of persons with disabilities in the affected population and that data being collected was not reflecting the needs and concerns of this population.

The National Red Crescent Society is about to start registering beneficiaries and collecting data on the affected population. You have suggested that we need to collect accurate and meaningful data on persons with disabilities. The PMER and Relief team designing the questionnaire have said they had not seen any persons with disabilities when they visited the affected area and that including this, will add considerable time to the process.

How do you work with the teams to ensure that data on disability, but also on sex/gender and age are collected?

## Annex 12: Survivor profiles

### Haiti Earthquake Survivor Profiles

#### JOSUÉ: a 13-year old boy

Josué is 13. He was in school when the earthquake occurred. As soon as he could, he raced back to where his home had stood and found his three-year old sister, standing staring at the rubble that was their home. Josué's sister, Maria, sustained serious cuts to her left leg and her head, which are now infected.

"Our mother is below the rubble and we do not know if she is alive or dead. I cannot console Maria and I am worried about her wounds. I saw so many of my friends die when the school collapsed. Everything hurts. Everything is chaos."

Josué does not know where any other relatives are.



## RACHELLE: a 17-year old girl

Rachelle is 17. Her parents and four siblings died when their house was destroyed in the earthquake. Rachelle was found when neighbours heard her calling weakly from the rubble. She has been blind all her life. Rachelle now lives in a tent city with thousands of others. Rachelle used to attend school and used to get very good grades – she hoped to become a teacher herself one day. She has not been able to attend school since the earthquake. “It is difficult. It is hard to be here because I am blind and I used to know my way around my own house.”

Rachelle relies on others around her to get any meagre support that is available. She has heard about the escalation of violence in the camp, especially sexual violence against women and girls and she is very scared.



### ROSELINE: a 70-year old woman with four grandchildren

Roseline was on her way to pick up her grandchildren from school when the earthquake took place. She does not know if her adult children are alive or not but was very relieved to find that all four of her grandchildren had survived and were not injured.

They all live in a large camp close to the centre of the city.

“I am in good physical health, we all are. I am most worried about the psychological wellbeing of the children.”



### JACKSON: a 35-year old man with three young children

Jackson survived the earthquake. However, his wife, who was at home at the time of the earthquake, died when the house collapsed. Two of the three children were at school but they have survived and returned to the site of the house where they were reunited with their father. The third child was found alive, lying beside the body of her dead mother.

“Everything was falling all around us. People were screaming and crying.”

Jackson has moved to a single room tent in a large camp. He desperately wants to recover his wife’s body. He is extremely worried about his three young children, Lina aged nine, Jackson junior aged six and Agatha aged two years.



### DARLENE: a pregnant woman in her thirties with two other children

Darlene was at the doctors when the earthquake happened. She has no idea if her husband survived the earthquake. Her young daughter is uninjured but her infant son, who she is breastfeeding, has sustained a number of cuts and bruises. Her son is with a neighbour as Darlene tries to find out where to get medical care for him.

“I tried desperately to shield my daughter and son but also to shield my own belly as I, too, fell to the floor and pieces of the ceiling crashed down around me.”

Darlene cannot rely on her neighbour for much longer as she has her own family to care for. So, she is desperate to locate her husband and other family members to help her with her two young children.

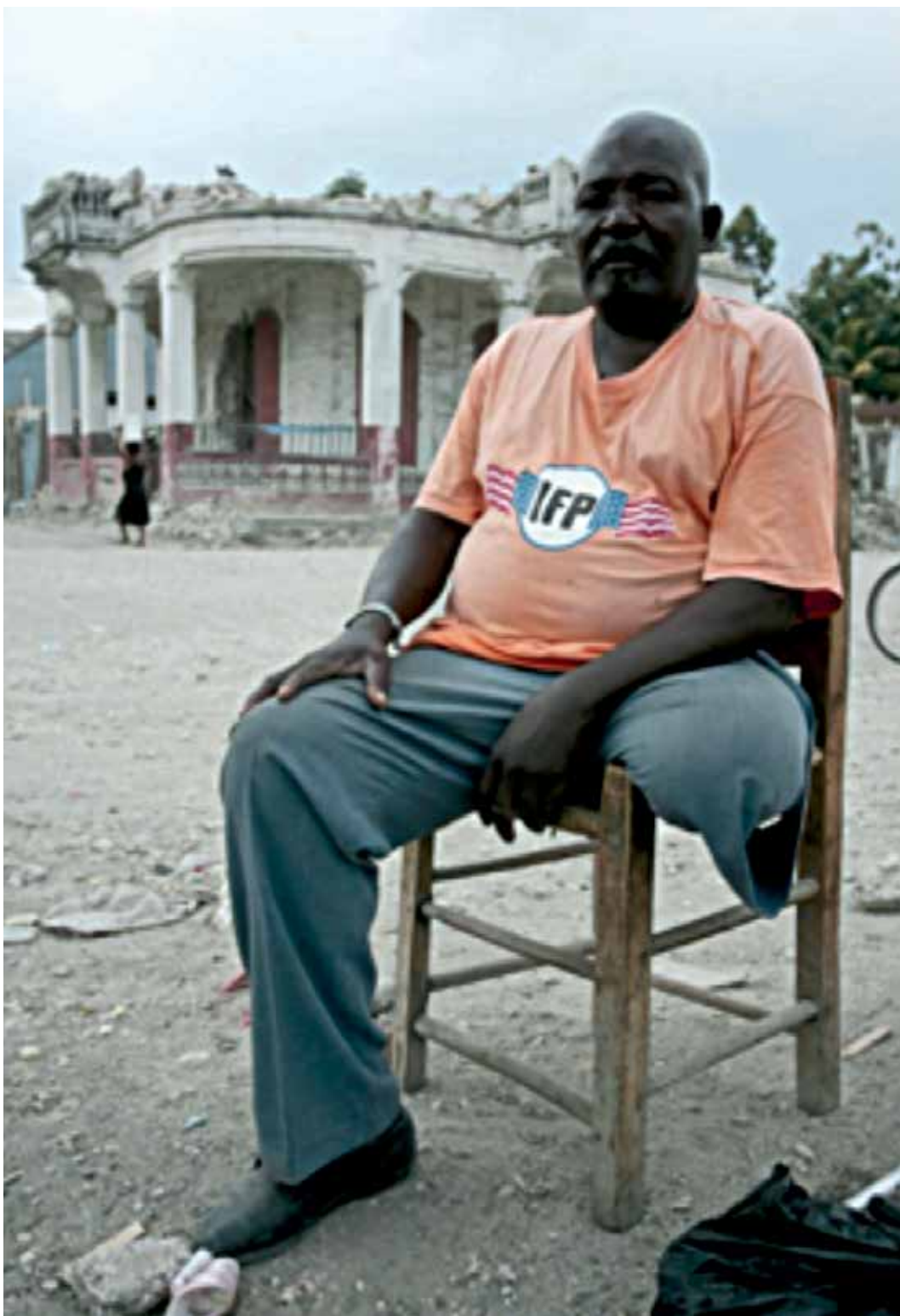


## MANUEL: 50-year old man with a physical disability

Manuel lost his left leg a few years ago due to diabetes.

He was standing at the door of his home when the earthquake started. He yelled at everyone to run out.

“I could not help anyone. I just saw the house crumble with my daughter still inside. My wife and I survived and are uninjured. But we lost everything, our daughter above all, and the bicycle workshop where I used to work. I do not know how we will survive this tragedy. I heard my daughter’s cries as she was crushed.”



## Annex 13: Emergency plans of action

### Food Security

Needs analysis and population to be assisted through this plan of action:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for persons of all gender identities, ages, disabilities and backgrounds, with a focus on the most vulnerable or excluded groups in this sector.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

**Outcome 1: 5,000 affected families in districts x and y have access to food.**

Output 1.1 Up to 5,000 families in districts x and y have their immediate food needs covered through the distribution of food parcels by the Haitian National Red Cross Society

[illegible]

Output 1.2: Ensure the nutritional needs of the most vulnerable are met

[illegible]

## Health

Needs analysis and population to be assisted through this plan of action:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for persons of all gender identities, ages, disabilities and backgrounds, with a focus on the most vulnerable or excluded groups in this sector.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

**Outcome 1: Up to 20,000 families have received adequate emergency healthcare.**

**Output 1.1 The affected communities benefit from basic medical care**

[illegible]

Output 1.2 The affected communities benefit from psychosocial support (PSP) to assist in recovery

[illegible]

## Livelihoods

Needs analysis and population to be assisted through this plan of action:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for persons of all gender identities, ages, disabilities and backgrounds, with a focus on the most vulnerable or excluded groups in this sector.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

**Outcome 1: Livelihoods are restored for 1,000 households within the affected population**

Output 1.1: 1,000 households have restored livelihoods after receiving working capital and inputs sufficient to resume livelihood activities

[illegible]

Output 1.2: 1,000 community members are supported to pursue cash-for-work activities

[illegible]

## Non Food Items (NFIs)

Needs analysis and population to be assisted through this plan of action:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for persons of all gender identities, ages, disabilities and backgrounds, with a focus on the most vulnerable or excluded groups in this sector.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

**Outcome 1: Up to 20,00 families (100,000 people) receive individual hygiene kits**

Output 1.1 Up to 20,000 families (100,000 people) benefit from the distribution of individual hygiene kits

[illegible]

**Outcome 1: Up to 20,00 families (100,000 people) receive family shelter and kitchen set**

Output 1.1 Up to 20,000 families (100,000 people) benefit from the distribution of shelter and kitchen sets

[illegible]

## Shelter

Needs analysis and population to be assisted through this plan of action:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for persons of all gender identities, ages, disabilities and backgrounds, with a focus on the most vulnerable or excluded groups in this sector.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

**Outcome 1: 20,000 families (100,000 people) have adequate emergency shelter in safe and appropriate settlement sites**

Output 1.1: 20,000 families (100,000) have adequate emergency shelter to help preserve their physical and mental wellbeing, dignity and prevent the further deterioration of their humanitarian situation.

[illegible]

**Outcome 1: 20,000 families (100,000 people) have adequate emergency shelter in safe and appropriate settlement sites**

Output 1.2: xxx

[illegible]

## WASH

Needs analysis and population to be assisted through this plan of action:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for persons of all gender identities, ages, disabilities and backgrounds, with a focus on the most vulnerable or excluded groups in this sector.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

## Outcome 1 Risk of waterborne, water-related and vector-borne diseases in targeted communities reduced

Output 1.1 Access to safe water by target population in affected communities increased

[illegible]

Output 1.2 Access to adequate sanitation facilities by target population in affected communities increased

[illegible]

[illegible]

## Protection, gender and inclusion

Needs analysis and population to be assisted:

- Provide a short summary of the anticipated or confirmed needs, capacities, vulnerabilities and protection risks for women, men, boys and girls, of all ages and abilities, with a focus on the most vulnerable or excluded groups in this sector, which this plan of action will seek to meet.
- Include a summary of the target population (the number, location, etc.), including the selection criteria as they apply to their perceived or confirmed vulnerabilities and the sector.

- Include how they will or have been consulted and to what degree they have participated or will participate in the programme implementation.

Output 1.1: Programmes and operations ensure safe and equitable provision of basic services, considering different needs based on gender and other diversity factors.

Output 1.2: Programmes and operations prevent and respond to sexual and gender-based violence and other forms of violence especially against children.

[illegible]

**Output 1.3: Advocacy initiatives contribute to preventing and responding to all forms of violence especially SGBV and against children.**

Output 1.3: NS educational and advocacy programmes raise awareness on humanitarian challenges, cultivate humanitarian values and develop relevant interpersonal skills

[illegible]

## Annex 14: Action plan template

Name	
National society	
Position	
Date	





<b>Short term action plan</b>	
Description/Action	
How will the action be achieved?	
Support required to achieve action	
How will you monitor progress?	
Timeframe	





<b>Long term action plan</b>	
Description/Action	
How will the action be achieved?	
Support required to achieve action	
How will you monitor progress?	
Timeframe	

## Annex 15: Evaluation form

### Evaluation form

Training/Date/Location

Please tick the appropriate box – if you need more space, please use the back of the form or ask for more paper.	 Excellent	 Good	 Average	 Poor
1. To what extent did the training meet your expectations?				
Comments/explanation:				
2. How would you rate the workshop's overall value to you?				
Comments/explanation:				
3. How would you rate the usefulness/relevance of the sessions on gender and diversity concepts				
Comments/explanation:				
4. How would you rate the facilitation methods?				
Comments/explanation:				
5. How was the balance of theory and practice?				
Comments/explanation:				

Please tick the appropriate box – if you need more space, please use the back of the form or ask for more paper.				
	Excellent	Good	Average	Poor

6. How was the length and timing?

Comments/explanation:

7. How was the quality of the materials/resources/handouts?

Comments/explanation:

8. How were the logistics & admin arrangements?

Comments/explanation:

9. How were the facilities (training room, hotel etc)?

Comments/explanation:

10. Which session of the workshop was most helpful or useful for you? Why?

11. Which session of the workshop was least helpful or useful for you? Why?

12. To what extent will this training help you to be more effective in your work? And how?

13. Please use the space below to provide any additional feedback or suggestions to improve this training in the future

Thank you very much for taking the time to complete this evaluation. Your comments and suggestions are very much appreciated and will be taken into consideration for future training.

## Annex 16: Certificate template

	<h1>Certificate of Participation</h1> <p>awarded to</p> <p><b>Ms./Mr. XXXXX XXXX</b></p> <p>In recognition of participation to the</p> <p>International Federation of Red Cross and Red Crescent Societies'</p> <p><b>Seven Moves: Protection, Gender and Inclusion in Emergencies training</b></p> <p>Between month 00 – 00, 20XX</p> <p>Name of the Facilitator, Organisation and position, Department</p> <p>Place and Date</p>	
	<p>International Federation of Red Cross and Red Crescent Societies</p>	



# The Fundamental Principles of the International Red Cross and Red Crescent Movement

**Humanity** / The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

**Impartiality** / It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

**Neutrality** / In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

**Independence** / The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

**Voluntary service** / It is a voluntary relief movement not prompted in any manner by desire for gain.

**Unity** / There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

**Universality** / The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.



International Federation  
of Red Cross and Red Crescent Societies  
[www.ifrc.org](http://www.ifrc.org) Saving lives, changing minds.