Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action

Reducing risk, promoting resilience and aiding recovery

<www.gbvguidelines.org>
Acknowledgements

These Guidelines represent a comprehensive revision to the original 2005 Inter-Agency Standing Committee (IASC) Guidelines for Gender-Based Violence Interventions in Humanitarian Settings. The lead authors were Jeanne Ward and Julie Lafrenière, with support from Sarah Coughtry, Samira Sami and Janey Lawry-White.

The revision process was overseen by an Operations Team led by UNICEF. Operations team members were: Mendy Marsh and Erin Patrick (UNICEF), Erin Kenny (UNFPA), Joan Timoney (Women’s Refugee Commission) and Beth Vann (independent consultant), in addition to the authors. The process was further guided by an inter-agency advisory board (‘Task Team’) of 16 organizations including representatives of the global GBV Area of Responsibility (GBV AoR) co-lead agencies—UNICEF and UNFPA—as well as UNHCR, UN Women, the World Food Programme, expert NGOs (the American Refugee Committee, Care International, Catholic Relief Services, ChildFund International, InterAction, International Medical Corps, International Rescue Committee, Oxfam International, Plan International, Refugees International, Save the Children and Women’s Refugee Commission), the U.S. Centers for Disease Control and Prevention and independent consultants with expertise in the field. The considerable dedication and contributions of all these partners has been critical throughout the entire revision process.

The content and design of the revised Guidelines was informed by a highly consultative process that involved the global distribution of multi-lingual surveys in advance of the revision process to help define the focus and identify specific needs and challenges in the field. In addition, detailed inputs and feedback were received from over 200 national and international actors both at headquarters and in-country, representing most regions of the world, over the course of two years and four global reviews. Draft content of the Guidelines was also reviewed and tested at the field level, involving an estimated additional 1,000 individuals across United Nations, INGO and government agencies in nine locations in eight countries.

The Operations and Task Teams would like to extend a sincere thank you to all those individuals and groups who contributed to the Guidelines revision process from all over the world, particularly the Cluster Lead Agencies and cluster coordinators at global and field levels. We thank you for your input as well as for your ongoing efforts to address GBV in humanitarian settings.

We would also like to thank the United States Government for its generous financial support for the revision process.

A Global Reference Group has been established to help promote the Guidelines and monitor their use. The Reference Group is led by UNICEF and UNFPA and includes as its members: American Refugee Committee, Care International, the U.S. Centers for Disease Control and Prevention, ChildFund International, International Medical Corps, International Organization for Migration, International Rescue Committee, Norwegian Refugee Council, Oxfam, Refugees International, Save the Children, UNHCR, Women’s Refugee Commission and World Food Programme.

For more information about the implementation of the revised Guidelines, please visit the GBV Guidelines website at <www.gbvguidelines.org>. This website hosts a knowledge repository and provides easy access to the Guidelines and related tools, collated case studies and monitoring and evaluation results. Arabic, French and Spanish versions of the Guidelines and associated training and rollout materials are available on this website as well.

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the United Nations or partners concerning the legal status of any country, territory, city or area or its authorities, or concerning the delimitation of its frontiers or boundaries.

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Foreword

Humanitarian action is most effective when it focuses not only on meeting the immediate needs of those most affected, but also on protecting the rights and long-term well-being of the most vulnerable at every stage.

Gender-based violence is among the greatest protection challenges individuals, families and communities face during humanitarian emergencies. Accounts of horrific sexual violence in conflict situations—especially against women and girls—have captured public attention in recent years. These violations and less recognized forms of gender-based violence—intimate partner violence, child marriage and female genital mutilation—are also being committed with disturbing frequency. Natural disasters and other emergencies exacerbate the violence and diminish means of protection. And gender-based violence not only violates and traumatizes its survivors, it also undermines the resilience of their societies, making it harder to recover and rebuild.

Despite the scope and severity of the problem, current programming to prevent gender-based violence and provide support for survivors is insufficient to deliver the desired results. The newly revised Inter-Agency Standing Committee (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery are designed to address this gap, with clear steps the humanitarian community can take to protect people from gender-based violence.

These Guidelines provide practical guidance and effective tools for humanitarians and communities to coordinate, plan, implement, monitor and evaluate essential actions for the prevention and mitigation of gender-based violence, throughout all stages of humanitarian response—from preparedness to recovery.

Extensively reviewed and field tested, they reflect the combined knowledge and experience of colleagues across the humanitarian community. They also reinforce our collective commitment as IASC Principals to promote the centrality of protection in humanitarian action.¹

And all of us—humanitarian organizations, coordinators, country teams, clusters and donors—have a responsibility to integrate gender-based violence programming in every aspect of humanitarian action.

As United Nations Secretary-General Ban Ki-moon declared when speaking about gender-based violence, “it is time to focus on the concrete actions that all of us can and must take to prevent and eliminate this scourge—Member States, the United Nations family, civil society and individuals—women and men.”²

The international community is more united than ever in its commitment to end gender-based violence. We should build on that momentum. Together, we can strengthen and improve our response in humanitarian crises—and in doing so, help the communities, the families and the individuals we serve to be stronger and safer. We owe that to them—and to our common future.

# Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AAP</td>
<td>Accountability to Affected Populations</td>
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<tr>
<td>AoR</td>
<td>area of responsibility</td>
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<td>AXO</td>
<td>abandoned explosive ordinance</td>
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<td>CA</td>
<td>camp administration</td>
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<td>CAAC</td>
<td>Children and Armed Conflict</td>
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<td>CAAP</td>
<td>Commitments on Accountability to Affected Populations</td>
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<td>CaLP</td>
<td>Cash Learning Partnership</td>
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<td>CBPF</td>
<td>country-based pooled fund</td>
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<td>CCCM</td>
<td>camp coordination and camp management</td>
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<td>CCSA</td>
<td>clinical care for sexual assault</td>
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<tr>
<td>CEDAW</td>
<td>Committee on the Elimination of Discrimination against Women</td>
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<td>CERF</td>
<td>Central Emergency Response Fund</td>
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<td>CFW</td>
<td>cash for work</td>
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<td>CIVPOL</td>
<td>Civilian Police</td>
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<td>CLA</td>
<td>cluster lead agency</td>
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<td>CoC</td>
<td>code of conduct</td>
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<td>CP</td>
<td>child protection</td>
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<td>CPRA</td>
<td>Child Protection Rapid Assessment</td>
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<td>CPWG</td>
<td>Child Protection Working Group</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<tr>
<td>CwC</td>
<td>communicating with communities</td>
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<td>DDR</td>
<td>disarmament, demobilization and reintegration</td>
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<td>DEVAW</td>
<td>Declaration on the Elimination of Violence against Women</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>DRC</td>
<td>Danish Refugee Council</td>
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<td>DRC</td>
<td>Democratic Republic of the Congo</td>
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<td>DTM</td>
<td>Displacement Tracking Matrix</td>
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<td>EASE</td>
<td>Economic and Social Empowerment</td>
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<td>EC</td>
<td>emergency contraception</td>
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<td>ERC</td>
<td>emergency relief coordinator</td>
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<td>ERW</td>
<td>explosive remnants of war</td>
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<td>FAO</td>
<td>Food and Agriculture Organization</td>
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<td>FGD</td>
<td>focus group discussion</td>
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<tr>
<td>FGM/C</td>
<td>female genital mutilation/cutting</td>
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<td>FSA</td>
<td>food security and agriculture</td>
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<td>GA</td>
<td>General Assembly</td>
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<tr>
<td>GBV</td>
<td>gender-based violence</td>
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<td>GBVIMS</td>
<td>Gender-Based Violence Information Management System</td>
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<td>GPS</td>
<td>Global Positioning System</td>
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<tr>
<td>HC</td>
<td>humanitarian coordinator</td>
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<td>HCT</td>
<td>humanitarian country team</td>
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<td>HIV</td>
<td>human immunodeficiency virus</td>
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<td>HLP</td>
<td>housing, land and property</td>
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<td>HMA</td>
<td>humanitarian mine action</td>
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<td>HPC</td>
<td>Humanitarian Programme Cycle</td>
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<td>HR</td>
<td>human resources</td>
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<td>HRP</td>
<td>Humanitarian Response Plan</td>
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<td>HRW</td>
<td>Human Rights Watch</td>
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<td>IASCC</td>
<td>Inter-Agency Standing Committee</td>
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<tr>
<td>ICLA</td>
<td>Information, Counselling and Legal Assistance</td>
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<tr>
<td>ICRC</td>
<td>International Committee of the Red Cross</td>
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<tr>
<td>ICT</td>
<td>information and communication technologies</td>
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<td>ICWG</td>
<td>inter-cluster working group</td>
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<tr>
<td>IDD</td>
<td>Internal Displacement Division</td>
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<td>IDP</td>
<td>internally displaced person</td>
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<tr>
<td>IEC</td>
<td>information, education and communication</td>
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<tr>
<td>IFRC</td>
<td>International Federation of Red Cross and Red Crescent Societies</td>
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<tr>
<td>IGA</td>
<td>income-generating activity</td>
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<tr>
<td>IMC</td>
<td>International Medical Corps</td>
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<tr>
<td>IMN</td>
<td>Information Management Network</td>
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<tr>
<td>IMS</td>
<td>Information Management System</td>
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<tr>
<td>INEE</td>
<td>Inter-Agency Network for Education in Emergencies</td>
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<tr>
<td>INGO</td>
<td>international non-governmental organization</td>
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<td>IOM</td>
<td>International Organization for Migration</td>
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<td>IPPF</td>
<td>International Planned Parenthood Federation</td>
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<tr>
<td>IRC</td>
<td>International Rescue Committee</td>
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<td>IRIN</td>
<td>Integrated Regional Information Network</td>
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<tr>
<td>KII</td>
<td>key informant interview</td>
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<tr>
<td>LEGS</td>
<td>Livestock Emergency Guidelines and Standards</td>
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<table>
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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>LGBTI</td>
<td>lesbian, gay, bisexual, transgender and intersex</td>
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<tr>
<td>M&amp;E</td>
<td>monitoring and evaluation</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MHPSS</td>
<td>mental health and psychosocial support</td>
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<tr>
<td>MIRA</td>
<td>multi-cluster/sector initial rapid assessment</td>
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<td>MISP</td>
<td>Minimum Initial Service Package</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<td>MPP</td>
<td>minimum preparedness package</td>
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<tr>
<td>MRE</td>
<td>mine risk education</td>
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<tr>
<td>MRM</td>
<td>monitoring and reporting mechanism</td>
</tr>
<tr>
<td>NFI</td>
<td>non-food item</td>
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<tr>
<td>NGO</td>
<td>non-governmental organization</td>
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<tr>
<td>NRC</td>
<td>Norwegian Refugee Council</td>
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<tr>
<td>OCHA</td>
<td>Office for the Coordination of Humanitarian Affairs</td>
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<tr>
<td>OCHA</td>
<td>Office of the High Commissioner for Human Rights</td>
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<td>PATH</td>
<td>Program for Appropriate Technology in Health</td>
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<tr>
<td>PFA</td>
<td>psychological first aid</td>
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<tr>
<td>POC</td>
<td>Protection of Civilians</td>
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<tr>
<td>PSEA</td>
<td>protection from sexual exploitation and abuse</td>
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<tr>
<td>PTA</td>
<td>parent-teacher association</td>
</tr>
<tr>
<td>RC</td>
<td>resident coordinator</td>
</tr>
<tr>
<td>RDC</td>
<td>relief to development continuum</td>
</tr>
<tr>
<td>SAFE</td>
<td>Safe Access to Firewood and alternative Energy</td>
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<tr>
<td>SC</td>
<td>Security Council</td>
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<tr>
<td>SGBV</td>
<td>sexual and gender-based violence</td>
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<tr>
<td>SOGI</td>
<td>sexual orientation and gender identity</td>
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<tr>
<td>SOPs</td>
<td>standard operating procedures</td>
</tr>
<tr>
<td>SRH</td>
<td>sexual and reproductive health</td>
</tr>
<tr>
<td>SRP</td>
<td>strategic response plan</td>
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<tr>
<td>SS&amp;R</td>
<td>shelter, settlement and recovery</td>
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<tr>
<td>STI</td>
<td>sexually transmitted infection</td>
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<tr>
<td>SWG</td>
<td>Sub-Working Group</td>
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<tr>
<td>TAG</td>
<td>Thematic Area Guide</td>
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<tr>
<td>UNDAC</td>
<td>United Nations Disaster Assessment and Coordination</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<tr>
<td>UNMAS</td>
<td>United Nations Mine Action Service</td>
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<tr>
<td>UNOPS</td>
<td>United Nations Office for Project Services</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>UXO</td>
<td>unexploded ordnance</td>
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<tr>
<td>VAWG</td>
<td>violence against women and girls</td>
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<tr>
<td>VSLA</td>
<td>Village Savings and Loan Association</td>
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<tr>
<td>WASH</td>
<td>water, sanitation and hygiene</td>
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<tr>
<td>WFP</td>
<td>World Food Programme</td>
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<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>WMA</td>
<td>World Medical Association</td>
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<tr>
<td>WPE</td>
<td>Women's Protection and Empowerment</td>
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<td>WRC</td>
<td>Women's Refugee Commission</td>
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1. About These Guidelines

Purpose of These Guidelines

The purpose of these Guidelines is to assist humanitarian actors and communities affected by armed conflict, natural disasters and other humanitarian emergencies to coordinate, plan, implement, monitor and evaluate essential actions for the prevention and mitigation of gender-based violence (GBV) across all sectors of humanitarian response.

As detailed below, GBV is a widespread international public health and human rights issue. During a humanitarian crisis, many factors can exacerbate GBV-related risks. These include—but are not limited to—increased militarization, lack of community and State protections, displacement, scarcity of essential resources, disruption of community services, changing cultural and gender norms, disrupted relationships and weakened infrastructure.

ESSENTIAL TO KNOW

‘Prevention’ and ‘Mitigation’ of GBV

Throughout these Guidelines, there is a distinction made between ‘prevention’ and ‘mitigation’ of GBV. While there will inevitably be overlap between these two areas, prevention generally refers to taking action to stop GBV from first occurring (e.g. scaling up activities that promote gender equality; working with communities, particularly men and boys, to address practices that contribute to GBV, etc.). Mitigation refers to reducing the risk of exposure to GBV (e.g. ensuring that reports of ‘hot spots’ are immediately addressed through risk-reduction strategies; ensuring sufficient lighting and security patrols are in place from the onset of establishing displacement camps; etc.). Some sectors, such as health, may undertake activities related to survivor care and assistance. For these sectors, there are recommendations related to specialized response programming. Even so, the overarching focus of these Guidelines is on essential prevention and mitigation activities that should be undertaken within and across all sectors of humanitarian response.

All national and international actors responding to an emergency have a duty to protect those affected by the crisis; this includes protecting them from GBV. In order to save lives and maximize protection, essential actions must be undertaken in a coordinated manner from the earliest stages of emergency preparedness. These actions, described in Part Three: Thematic Area Guidance, are necessary in every humanitarian crisis and are focused on three overarching and interlinked goals:

1. To reduce risk of GBV by implementing GBV prevention and mitigation strategies across all areas of humanitarian response from pre-emergency through to recovery stages;
2. To promote resilience by strengthening national and community-based systems that prevent and mitigate GBV, and by enabling survivors\(^1\) and those at risk of GBV to access care and support; and
3. To aid recovery of communities and societies by supporting local and national capacity to create lasting solutions to the problem of GBV.

\(^{1}\) A survivor is a person who has experienced gender-based violence. The terms ‘victim’ and ‘survivor’ can be used interchangeably. ‘Victim’ is a term often used in the legal and medical sectors, while the term ‘survivor’ is generally preferred in the psychological and social support sectors because it implies resiliency. These Guidelines employ the term ‘survivor’ in order to reinforce the concept of resiliency.
How These Guidelines Are Organized

**Part One** introduces these Guidelines, presents an overview of GBV, provides an explanation for why GBV is a protection concern for all humanitarian actors and outlines recommendations for ensuring implementation of the Guidelines.

**Part Two** provides a background to the ‘thematic areas’ in Part Three and summarizes the structure of each thematic area. It also introduces the guiding principles and approaches that are the foundation for all planning and implementation of GBV-related programming. This section should be read by all sector actors in conjunction with their relevant thematic area section.

**Part Three constitutes the bulk of these Guidelines.** It provides specific guidance, organized into thirteen thematic area sections. Each section focuses on a different sector of humanitarian response.

Although the guidance is organized in terms of discrete areas of humanitarian operation, *all humanitarian actors must avoid ‘silod’ interventions*. The importance of cross-sectoral coordination is highlighted in each section and guidance is provided for sector actors regarding cross-sectoral linkages. It is also recommended that sector actors review the content of all thematic area sections, not just those that apply to their area of operation.

The Guidelines draw from many tools, standards, background materials and other resources developed by the United Nations, national and international non-governmental organizations, and academic sources. In each thematic area there is a list of resources specific to that area, and additional GBV-related resources are provided in *Annex 1*.

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**ESSENTIAL TO KNOW**

**Assume GBV Is Taking Place**

The actions outlined in these Guidelines are relevant from the earliest stages of humanitarian intervention and in any emergency setting, regardless of whether the prevalence or incidence of various forms of GBV is ‘known’ and verified. It is important to remember that GBV is *happening everywhere*. It is under-reported worldwide, due to fears of stigma or retaliation, limited availability or accessibility of trusted service providers, impunity for perpetrators, and lack of awareness of the benefits of seeking care. Waiting for or seeking population-based data on the true magnitude of GBV should not be a priority in an emergency due to safety and ethical challenges in collecting such data. With this in mind, *all humanitarian personnel ought to assume GBV is occurring and threatening affected populations; treat it as a serious and life-threatening problem; and take actions based on sector recommendations in these Guidelines*, regardless of the presence or absence of concrete ‘evidence’.

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2 The different thematic area sections have been identified based on areas of humanitarian operation within the global cluster system. However, these Guidelines generally use the word ‘sector’ rather than ‘cluster’ in an effort to be relevant to both cluster and non-cluster contexts. Where specific reference is made to work conducted only in clusterized settings, the word ‘cluster’ is used. For more information about the cluster system, see: <www.humanitarianresponse.info/clusters-space/page/what-cluster-approach>.
Target Audience

These Guidelines are designed for national and international humanitarian actors operating in settings affected by armed conflict, natural disasters and other humanitarian emergencies, as well as in host countries and/or communities that receive people displaced by emergencies. The principal audience is programmers—agencies and individuals who can use the information to incorporate GBV prevention and mitigation strategies into the design, implementation, monitoring and evaluation of their sector-specific interventions. However, it is critical that humanitarian leadership—including governments, humanitarian coordinators, sector coordinators and donors—also use these Guidelines as a reference and advocacy tool. These Guidelines can assist humanitarian leadership to facilitate inter-agency planning and coordination, ensure sufficient resource allocation and work to reform national, local and agency policies and national laws that may directly or indirectly contribute to GBV. These Guidelines can further serve those working in development contexts—particularly contexts affected by cyclical disasters—in planning and preparing for humanitarian action that includes efforts to prevent and mitigate GBV.

The Guidelines are primarily targeted to non-GBV specialists—that is, agencies and individuals who work in humanitarian response sectors other than GBV and do not have specific expertise in GBV prevention and response programming, but can nevertheless undertake activities that significantly reduce the risk of GBV for affected populations.³

For some thematic areas of the Guidelines—such as health, education, protection and child protection—certain recommendations require GBV expertise to implement. In these sectoral areas, programming will often extend beyond basic prevention and mitigation activities to more specialized response activities: for instance, providing medical care to sexual assault survivors, providing counselling services to GBV survivors or building the capacity of police to respectfully interview survivors and undertake investigations. Technical support should be sought from GBV experts when undertaking any of these specialized GBV response activities.

ESSENTIAL TO KNOW

GBV Specialists, GBV-Specialized Agencies, and the Importance of Focused GBV Programming

Throughout these Guidelines, there are references to ‘GBV specialists’ and ‘GBV-specialized agencies’. A GBV specialist is someone who has received GBV-specific professional training and/or has considerable experience working on GBV programming. A GBV-specialized agency is one that undertakes targeted programmes for the prevention of and response to GBV. It is expected that GBV specialists, agencies and inter-agency mechanisms will use this document to assist non-GBV specialists in undertaking prevention and mitigation activities (and, for some sectors, response services for survivors) within and across their areas of operation. The Guidelines include recommendations (outlined under ‘Coordination’ in each thematic area) about how GBV specialists can be mobilized for technical support. However, the Guidelines do not have a section detailing responsibilities for GBV specialists who design and manage focused (also sometimes referred to as ‘vertical’) GBV programmes. That does not imply that focused GBV projects are unimportant, or that cross-sectoral GBV mainstreaming should seek to replace specialized GBV programmes. In fact, it is essential that GBV specialists be in place from the earliest stages of emergency preparedness to plan, implement and coordinate GBV-specialized interventions, and that those interventions be sustained and expanded throughout all stages of humanitarian response. For general resources related to specialized GBV programming, see Annex 1.

³ Affected populations include all those who are adversely affected by an armed conflict, natural disaster or other humanitarian emergency, including those displaced (both internally and across borders) who may still be on the move or have settled into camps, urban areas or rural areas.
These Guidelines emphasize the importance of active involvement of all members of affected communities; this includes the leadership and meaningful participation of women and girls —alongside men and boys—in all preparedness, design, implementation, and monitoring and evaluation activities.
2. Overview of Gender-Based Violence

Defining GBV

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.

Acts of GBV violate a number of universal human rights protected by international instruments and conventions (see ‘The Obligation to Address Gender-Based Violence in Humanitarian Work’, below). Many—but not all—forms of GBV are criminal acts in national laws and policies; this differs from country to country, and the practical implementation of laws and policies can vary widely.

The term ‘GBV’ is most commonly used to underscore how systemic inequality between males and females—which exists in every society in the world—acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls. The United Nations Declaration on the Elimination of Violence against Women (DEVAW, 1993) defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.” DEVAW emphasizes that the violence is “a manifestation of historically unequal power relations between men and women, which have led to the domination over and discrimination against women by men and to the prevention of the full advancement of women.” Gender discrimination is not only a cause of many forms of violence against women and girls but also contributes to the widespread acceptance and invisibility of such violence—so that perpetrators are not held accountable and survivors are discouraged from speaking out and accessing support.

The term ‘gender-based violence’ is also increasingly used by some actors to highlight the gendered dimensions of certain forms of violence against men and boys—particularly some forms of sexual violence committed with the explicit purpose of reinforcing gender inequitable norms of masculinity and femininity (e.g. sexual violence committed in armed conflict aimed at emasculating or feminizing the enemy). This violence against males is based on socially constructed ideas of what it means to be a man and exercise male power. It is used by men (and in rare cases by women) to cause harm to other males. As with violence against women and girls, this violence is often under-reported due to issues of stigma for the survivor—in this case associated with norms of masculinity (e.g. norms that discourage male survivors from acknowledging vulnerability, or suggest that a male survivor is somehow
weak for having been assaulted). Sexual assault against males may also go unreported in situations where such reporting could result in life-threatening repercussions against the survivor and/or his family members. Many countries do not explicitly recognize sexual violence against men in their laws and/or have laws which criminalize survivors of such violence.

The term ‘gender-based violence’ is also used by some actors to describe violence perpetrated against lesbian, gay, bisexual, transgender and intersex (LGBTI) persons that is, according to OHCHR, “driven by a desire to punish those seen as defying gender norms” (OHCHR, 2011). The acronym ‘LGBTI’ encompasses a wide range of identities that share an experience of falling outside societal norms due to their sexual orientation and/or gender identity. (See Annex 2 for a review of terms.) OHCHR further recognizes that “lesbians and transgender women are at particular risk because of gender inequality and power relations within families and wider society.” Homophobia and transphobia not only contribute to this violence but also significantly undermine LGBTI survivors’ ability to access support (most acutely in settings where sexual orientation and gender identity are policed by the State).

Nature and Scope of GBV in Humanitarian Settings

A great deal of attention has centred on monitoring, documenting and addressing sexual violence in conflict—for instance the use of rape or other forms of sexual violence as a weapon of war. Because of its immediate and potentially life-threatening health consequences, coupled with the feasibility of preventing these consequences through medical care, addressing sexual violence is a priority in humanitarian settings. At the same time, there is a growing recognition that affected populations can experience various forms of GBV during conflict and natural disasters, during displacement, and during and following return. In particular, intimate partner violence is increasingly recognized as a critical GBV concern in humanitarian settings.

These additional forms of violence—including intimate partner violence and other forms of domestic violence, forced and/or coerced prostitution, child and/or forced marriage, female genital mutilation/cutting, female infanticide, and trafficking for sexual exploitation and/or forced/domestic labour—must be considered in GBV prevention and mitigation efforts according to the trends in violence and the needs identified in a given setting. (See Annex 3 for a list of types of GBV and associated definitions.)
In all types of GBV, violence is used primarily by males against females to subordinate, disempower, punish or control. The gender of the perpetrator and the victim are central not only to the motivation for the violence, but also to the ways in which society condones or responds to the violence. Whereas violence against men is more likely to be committed by an acquaintance or stranger, women more often experience violence at the hands of those who are well known to them: intimate partners, family members, etc. In addition, widespread gender discrimination and gender inequality often result in women and girls being exposed to multiple forms of GBV throughout their lives, including ‘secondary’ GBV as a result of a primary incident (e.g. abuse by those they report to, honor killings following sexual assault, forced marriage to a perpetrator, etc.).

Obtaining prevalence and/or incidence data on GBV in emergencies is not advisable due to the methodological and contextual challenges related to undertaking population-based research on GBV in emergency settings (e.g. security concerns for survivors and researchers, lack of available or accessible response services, etc.). The majority of information about the nature and scope of GBV in humanitarian contexts is derived from qualitative research, anecdotal reports, humanitarian monitoring tools and service delivery statistics. These data suggest that many forms of GBV are significantly aggravated during humanitarian emergencies, as illustrated in the statistics provided below. (See Annex 5 for additional statistics as well as for citations for the data presented below.)

- In the Democratic Republic of the Congo during 2013, UNICEF coordinated with partners to provide services to 12,247 GBV survivors; 3,827—or approximately 30 per cent—were children, of whom 3,748 were girls and 79 were boys (UNICEF DRC, 2013).

- In Pakistan following the 2011 floods, 52 per cent of surveyed communities reported that privacy and safety of women and girls was a key concern. In a 2012 Protection Rapid Assessment with conflict-affected IDPs, interviewed communities reported that a number of women and girls were facing aggravated domestic violence, forced marriage, early marriages and exchange marriages, in addition to other cases of gender-based violence (de la Puente, 2014).

- In Afghanistan, a household survey (2008) showed 87.2 per cent of women reported one form of violence in their lifetime and 62 per cent had experienced multiple forms of violence (de la Puente, 2014).

In 2013 the World Health Organization and others estimated that as many as 38 per cent of female homicides globally were committed by male partners while the corresponding figure for men was 6 per cent. They also found that whereas males are disproportionately represented among victims of violent death and physical injuries treated in emergency departments, women and girls, children and elderly people disproportionately bear the burden of the nonfatal consequences of physical, sexual and psychological abuse, and neglect, worldwide. (World Health Organization. 2014. Global Status Report on Violence Prevention 2014, <www.who.int/violence_injury_prevention/violence/status_report/2014/en>. Also see World Health Organization. 2002. World Report on Violence and Health, <http://whqlibdoc.who.int/hq/2002/9241545615.pdf>.)
• In Liberia, a survey of 1,666 adults found that 32.6 per cent of male combatants experienced sexual violence while 16.5 per cent were forced to be sexual servants (Johnson et al., 2008). Seventy-four per cent of a sample of 388 Liberian refugee women living in camps in Sierra Leone reported being sexually abused prior to being displaced. Fifty-five per cent experienced sexual violence during displacement (IRIN, 2006; IRIN, 2008).

• Of 64 women with disabilities interviewed in post-conflict Northern Uganda, one third reported experiencing some form of GBV and several had children as a result of rape (HRW, 2010).

• In a 2011 assessment, Somali adolescent girls in the Dadaab refugee complex in Kenya explained that they are in many ways ‘under attack’ from violence that includes verbal and physical harassment; sexual exploitation and abuse in relation to meeting their basic needs; and rape, including in public and by multiple perpetrators. Girls reported feeling particularly vulnerable to violence while accessing scarce services and resources, such as at water points or while collecting firewood outside the camps (UNHCR, 2011).

• In Mali, daughters of displaced families from the North (where female genital mutilation/cutting [FGM/C] is not traditionally practised) were living among host communities in the South (where FGM/C is common). Many of these girls were ostracized for not having undergone FGM/C; this led families from the North to feel pressured to perform FGM/C on their daughters (Plan Mali, April 2013).

• Domestic violence was widely reported to have increased in the aftermath of the 2004 Indian Ocean tsunami. One NGO reported a three-fold increase in cases brought to them (UNFPA, 2011). Studies from the United States, Canada, New Zealand and Australia also suggest a significant increase in intimate partner violence related to natural disasters (Sety, 2012).

• Research undertaken by the Human Rights Documentation Unit and the Burmese Women’s Union in 2000 concluded that an estimated 40,000 Burmese women are trafficked each year into Thailand’s factories and brothels and as domestic workers (IRIN, 2006).

• The GBV Information Management System (IMS), initiated in Colombia in 2011 to improve survivor access to care, has collected GBV incident data from 7 municipalities. As of mid-2014, 3,499 females (92.6 per cent of whom were 18 years or older) and 437 males (91.8 per cent of whom were 18 years or older) were recorded in the GBVIMS, of whom over 3,000 received assistance (GBVIMS Colombia, 2014).

ESSENTIAL TO KNOW

Protection from Sexual Exploitation and Abuse (PSEA)

As highlighted in the Secretary-General’s Bulletin on ‘Special Measures for Protection from Sexual Exploitation and Sexual Abuse’ (ST/SGB/2003/13, <www.refworld.org/docid/451bb6764.html>), PSEA relates to certain responsibilities of international humanitarian, development and peacekeeping actors. These responsibilities include preventing incidents of sexual exploitation and abuse committed by United Nations, NGO, and inter-governmental organization (IGO) personnel against the affected population; setting up confidential reporting mechanisms; and taking safe and ethical action as quickly as possible when incidents do occur. PSEA is an important aspect of preventing GBV and PSEA efforts should therefore link to GBV expertise and programming—especially to ensure survivors’ rights and other guiding principles are respected.

These responsibilities are at the determination of the Humanitarian Coordinator/Resident Coordinator and individual agencies. As such, detailed guidance on PSEA is outside the authority of these Guidelines. The Guidelines nevertheless wholly support the mandate of the Secretary-General’s Bulletin and provide several recommendations on incorporating PSEA strategies into agency policies and community outreach. Detailed guidance is available on the IASC AAP/PSEA Task Force website: <www.pseataskforce.org>.
Impact of GBV on Individuals and Communities

GBV seriously impacts survivors’ immediate sexual, physical and psychological health, and contributes to greater risk of future health problems. Possible sexual health effects include unwanted pregnancies, complications from unsafe abortions, female sexual arousal disorder or male impotence, and sexually transmitted infections, including HIV. Possible physical health effects of GBV include injuries that can cause both acute and chronic illness, impacting neurological, gastrointestinal, muscular, urinary, and reproductive systems. These effects can render the survivor unable to complete otherwise manageable physical and mental labour. Possible mental health problems include depression, anxiety, harmful alcohol and drug use, post-traumatic stress disorder and suicidality.5

Survivors of GBV may suffer further because of the stigma associated with GBV. Community and family ostracism may place them at greater social and economic disadvantage. The physical and psychological consequences of GBV can inhibit a survivor’s functioning and well-being—not only personally but in relationships with family members. The impact of GBV can further extend to relationships in the community, such as the relationship between the survivor’s family and the community, or the community’s attitudes towards children born as a result of rape. LGBTI persons can face problems in convincing security forces that sexual violence against them was non-consensual; in addition, some male victims may face the risk of being counter-prosecuted under sodomy laws if they report sexual violence perpetrated against them by a man.

GBV can affect child survival and development by raising infant mortality rates, lowering birth weights, contributing to malnutrition and affecting school participation. It can further result in specific disabilities for children: injuries can cause physical impairments; deprivation of proper nutrition or stimulus can cause developmental delay; and consequences of abuse can lead to long-term mental health problems.

Many of these effects are hard to link directly to GBV because they are not always easily recognizable by health and other providers as evidence of GBV. This can contribute to mistaken assumptions that GBV is not a problem. However, failure to appreciate the full extent and hidden nature of GBV—as well as failure to address its impact on individuals, families and communities—can limit societies’ ability to heal from humanitarian emergencies.

Contributing Factors to and Causes of GBV

Integrating GBV prevention and mitigation into humanitarian interventions requires anticipating, contextualizing and addressing factors that may contribute to GBV. Examples of these factors at the societal, community and individual/family levels are provided below. These levels are loosely based on the ecological model developed by Heise (1998). The examples are illustrative; actual risk factors will vary according to the setting, population and type of GBV. Even so, these examples underscore the importance of addressing GBV through broad-based interventions that target a variety of different risks.

Conditions related to humanitarian emergencies may exacerbate the risk of many forms of GBV. However, the underlying causes of violence are associated with attitudes, beliefs, norms and structures that promote and/or condone gender-based discrimination and unequal

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power, whether during emergencies or during times of stability. Linking GBV to its roots in **gender discrimination and gender inequality** necessitates not only working to meet the immediate needs of the affected populations, but also implementing strategies—as early as possible in any humanitarian action—that promote long-term social and cultural change towards gender equality. Such strategies include ensuring leadership and active engagement of women and girls, along with men and boys, in community-based groups related to the humanitarian area/sector; conducting advocacy to promote the rights of all affected populations; and enlisting females as programme staff, including in positions of leadership.

### Contributing Factors to GBV

<table>
<thead>
<tr>
<th>Society-Level Contributing Factors</th>
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<tbody>
<tr>
<td>• Porous/unmonitored borders; lack of awareness of risks of being trafficked</td>
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<tr>
<td>• Lack of adherence to rules of combat and International Humanitarian Law</td>
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<td>• Hyper-masculinity; promotion of and rewards for violent male norms/behaviour</td>
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<tr>
<td>• Combat strategies (<em>e.g.</em> torture or rape as a weapon of war)</td>
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<td>• Absence of security and/or early warning mechanisms</td>
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<tr>
<td>• Impunity, including lack of legal framework and/or criminalization of forms of GBV, or lack of awareness that different forms of GBV are criminal</td>
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<tr>
<td>• Lack of inclusion of sex crimes committed during a humanitarian emergency into large-scale survivors’ reparations and support programmes (including for children born of rape)</td>
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<tr>
<td>• Economic, social and gender inequalities</td>
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<tr>
<td>• Lack of meaningful and active participation of women in leadership, peacebuilding processes, and security sector reform</td>
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<tr>
<td>• Lack of prioritization on prosecuting sex crimes; insufficient emphasis on increasing access to recovery services; and lack of foresight on the long-term ramifications for children born as a result of rape, specifically related to stigma and their resulting social exclusion</td>
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<tr>
<td>• Failure to address factors that contribute to violence such as long-term internment or loss of skills, livelihoods, independence, and/or male roles</td>
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<tr>
<th>Community-Level Contributing Factors</th>
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<tr>
<td>• Poor camp/shelter/WASH facility design and infrastructure (including for persons with disabilities, older persons and other at-risk groups)</td>
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<td>• Lack of access to education for females, especially secondary education for adolescent girls</td>
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<td>• Lack of safe shelters for women, girls and other at-risk groups</td>
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<td>• Lack of training, vetting and supervision for humanitarian staff</td>
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<tr>
<td>• Lack of economic alternatives for affected populations, especially for women, girls and other at-risk groups</td>
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<tr>
<td>• Breakdown in community protective mechanisms and lack of community protections/ sanctions relating to GBV</td>
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<tr>
<td>• Lack of reporting mechanisms for survivors and those at risk of GBV, as well as for sexual exploitation and abuse committed by humanitarian personnel</td>
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<tr>
<td>• Lack of accessible and trusted multi-sectoral services for survivors (health, security, legal/justice, mental health and psychosocial support)</td>
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<tr>
<td>• Absence/under-representation of female staff in key service provider positions (health care, detention facilities, police, justice, etc.)</td>
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<tr>
<td>• Inadequate housing, land and property rights for women, girls, children born of rape and other at-risk groups</td>
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<tr>
<td>• Presence of demobilized soldiers with norms of violence</td>
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<td>• Hostile host communities</td>
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<td>• ‘Blaming the victim’ or other harmful attitudes against survivors of GBV</td>
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<td>• Lack of confidentiality for GBV survivors</td>
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<td>• Community-wide acceptance of violence</td>
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<td>• Lack of child protection mechanisms</td>
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<tr>
<td>• Lack of psychosocial support as part of disarmament, demobilization and reintegration (DDR) programming</td>
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<tr>
<th>Individual/Family-Level Contributing Factors</th>
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<tr>
<td>• Lack of basic survival needs/supplies for individuals and families or lack of safe access to these survival needs/supplies (<em>e.g.</em> food, water, shelter, cooking fuel, hygiene supplies, etc.)</td>
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<tr>
<td>• Gender-inequitable distribution of family resources</td>
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<td>• Lack of resources for parents to provide for children and older persons (<em>e.g.</em> economic resources, ability to protect, etc.), particularly for woman and child heads of households</td>
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<td>• Lack of knowledge/awareness of acceptable standards of conduct by humanitarian staff, and that humanitarian assistance is free</td>
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<tr>
<td>• Harmful alcohol/drug use</td>
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<tr>
<td>• Age, gender, education, disability</td>
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<tr>
<td>• Family history of violence</td>
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<tr>
<td>• Witnessing GBV</td>
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ESSENTIAL TO KNOW

Risks for a Growing Number of Refugees Living in Urban and Other Non-Camp Settings

A growing number and proportion of the world’s refugees are found in urban areas. As of 2009, UNHCR statistics suggested that almost half of the world’s 10.5 million refugees reside in cities and towns, compared to one third who live in camps. As well as increasing in size, the world’s urban refugee population is also changing in composition. In the past, a significant proportion of the urban refugees registered with UNHCR in developing and middle-income countries were young men. Today, however, large numbers of refugee women, children and older people are found in urban and other non-camp areas, particularly in those countries where there are no camps. They are often confronted with a range of protection risks, including the threat of arrest and detention, refoulement, harassment, exploitation, discrimination, inadequate and overcrowded shelter, HIV, human smuggling and trafficking, and other forms of violence. The recommendations within these Guidelines are relevant to humanitarian actors providing assistance to displaced populations living in urban and other non-camp settings, as well as those living in camps.


Key Considerations for At-Risk Groups

In any emergency, there are groups of individuals more vulnerable to harm than other members of the population. This is often because they hold less power in society, are more dependent on others for survival, are less visible to relief workers, or are otherwise marginalized. These Guidelines use the term ‘at-risk groups’ to describe these individuals.

When sources of vulnerability—such as age, disability, sexual orientation, religion, ethnicity, etc.—intersect with gender-based discrimination, the likelihood of women’s and girls’ exposure to GBV can escalate. For example, adolescent girls who are forced into child marriage—a form of GBV itself—may be at greater risk of intimate partner violence than adult females. In the case of men and boys, gender-inequitable norms related to masculinity and femininity can increase their exposure to some forms of sexual violence. For example, men and boys in detention who are viewed by inmates as particularly weak (or ‘feminine’) may be subjected to sexual harassment, assault and rape. In some conflict-afflicted settings, some groups of males may not be protected from sexual violence because they are assumed to not be at risk by virtue of the privileges they enjoyed during peacetime.

Not all the at-risk groups listed below will always be at heightened risk of gender-based violence. Even so, they will very often be at heightened risk of harm in humanitarian settings. Whenever possible, efforts to address GBV should be alert to and promote the protection rights and needs of these groups. Targeted work with specific at-risk groups should be in collaboration with agencies that have expertise in addressing their needs. With due consideration for safety, ethics and feasibility, the particular experiences, perspectives and knowledge of at-risk groups should be solicited to inform work throughout all phases of the programme cycle. Specifically, humanitarian actors should:

- Be mindful of the protection rights and needs of these at-risk groups and how these may vary within and across different humanitarian settings;
- Consider the potential intersection of their specific vulnerabilities to GBV; and
- Plan interventions that strive to reduce their exposure to GBV and other forms of violence.
### Key Considerations for At-Risk Groups

<table>
<thead>
<tr>
<th>At-risk groups</th>
<th>Examples of violence to which these groups might be exposed</th>
<th>Factors that contribute to increased risk of violence</th>
</tr>
</thead>
</table>
| Adolescent girls | • Sexual assault  
• Sexual exploitation and abuse  
• Child and/or forced marriage  
• Female genital mutilation/cutting (FGM/C)  
• Lack of access to education | • Age, gender and restricted social status  
• Increased domestic responsibilities that keep girls isolated in the home  
• Erosion of normal community structures of support and protection  
• Lack of access to understandable information about health, rights and services (including reproductive health)  
• Being discouraged or prevented from attending school  
• Early pregnancies and motherhood  
• Engagement in unsafe livelihoods activities  
• Loss of family members, especially immediate caretakers  
• Dependence on exploitative or unhealthy relationships for basic needs |
| Elderly women | • Sexual assault  
• Sexual exploitation and abuse  
• Exploitation and abuse by caregivers  
• Denial of rights to housing and property | • Age, gender and restricted social status  
• Increased domestic responsibilities that keep them isolated in the home  
• Erosion of normal community structures of support and protection  
• Dependence on exploitative or unhealthy relationships for basic needs  
• Engagement in unsafe livelihoods activities |
| Woman and child heads of households | • Sexual assault  
• Sexual exploitation and abuse  
• Child and/or forced marriage (including wife inheritance)  
• Denial of rights to housing and property | • Age, gender and restricted social status  
• Increased domestic responsibilities that keep them isolated in the home  
• Erosion of normal community structures of support and protection  
• Dependence on exploitative or unhealthy relationships for basic needs  
• Engagement in unsafe livelihoods activities |
| Girls and women who bear children of rape, and their children born of rape | • Sexual assault  
• Sexual exploitation and abuse  
• Intimate partner violence and other forms of domestic violence  
• Lack of access to education  
• Social exclusion | • Age, gender  
• Social stigma and isolation  
• Exclusion or expulsion from their homes, families and communities  
• Poverty, malnutrition and reproductive health problems  
• Lack of access to medical care  
• High levels of impunity for crimes against them  
• Dependence on exploitative or unhealthy relationships for basic needs  
• Engagement in unsafe livelihoods activities |
| Indigenous women, girls, men and boys, and ethnic and religious minorities | • Social discrimination, exclusion and oppression  
• Ethnic cleansing as a tactic of war  
• Lack of access to education  
• Lack of access to services  
• Theft of land | • Social stigma and isolation  
• Poverty, malnutrition and reproductive health problems  
• Lack of protection under the law and high levels of impunity for crimes against them  
• Lack of opportunities and marginalization based on their national, religious, linguistic or cultural group  
• Barriers to participating in their communities and earning livelihoods |
| Lesbian, gay, bisexual, transgender and intersex (LGBTI) persons | • Social exclusion  
• Sexual assault  
• Sexual exploitation and abuse  
• Domestic violence (e.g. violence against LGBTI children by their caretakers)  
• Denial of services  
• Harassment/sexual harassment  
• Rape expressly used to punish lesbians for their sexual orientation | • Discrimination based on sexual orientation and/or gender identity  
• High levels of impunity for crimes against them  
• Restricted social status  
• Transgender persons not legally or publicly recognized as their identified gender  
• Same-sex relationships not legally or socially recognized, and denied services other families might be offered  
• Exclusion from housing, livelihoods opportunities, and access to health care and other services  
• Exclusion of transgender persons from sex-segregated shelters, bathrooms and health facilities  
• Social isolation/rejection from family or community, which can result in homelessness  
• Engagement in unsafe livelihoods activities |

(continued)
### Key Considerations for At-Risk Groups (continued)

<table>
<thead>
<tr>
<th>At-risk groups</th>
<th>Examples of violence to which these groups might be exposed</th>
<th>Factors that contribute to increased risk of violence</th>
</tr>
</thead>
</table>
| Separated or unaccompanied girls, boys and orphans, including children associated with armed forces/groups | - Sexual assault  
- Sexual exploitation and abuse  
- Child and/or forced marriage  
- Forced labour  
- Lack of access to education  
- Domestic violence | - Age, gender and restricted social status  
- Neglected health and nutritional needs  
- Engagement in unsafe livelihoods activities  
- Dependence on exploitative or unhealthy relationships for basic needs  
- Early pregnancies and motherhood  
- Social stigma, isolation and rejection by communities as a result of association with armed forces/groups  
- Active engagement in combat operations  
- Premature parental responsibility for siblings |
| Women and men involved in forced and/or coerced prostitution, and child victims of sexual exploitation | - Coercion, social exclusion  
- Sexual assault  
- Physical violence  
- Sexual exploitation and abuse  
- Lack of access to education | - Dependence on exploitative or unhealthy relationships for basic needs  
- Lack of access to reproductive health information and services  
- Early pregnancies and motherhood  
- Isolation and a lack of social support/peer networks  
- Social stigma, isolation and rejection by communities  
- Harassment and abuse from law enforcement  
- Lack of protection under the law and/or laws that criminalize sex workers |
| Women, girls, men and boys in detention | - Sexual assault as punishment or torture  
- Physical violence  
- Lack of access to education  
- Lack of access to health, mental health and psychosocial support, including psychological first aid | - Poor hygiene and lack of sanitation  
- Overcrowding of detention facilities  
- Failure to separate men, women, families and unaccompanied minors  
- Obstacles and disincentives to reporting incidents of violence (especially sexual violence)  
- Fear of speaking out against authorities  
- Possible trauma from violence and abuse suffered before detention |
| Women, girls, men and boys living with HIV | - Sexual harassment and abuse  
- Social discrimination and exclusion  
- Verbal abuse  
- Lack of access to education  
- Loss of livelihood  
- Prevented from having contact with their children | - Social stigma, isolation and higher risk of poverty  
- Loss of land, property and belongings  
- Reduced work capacity  
- Stress, depression and/or suicide  
- Family disintegration and breakdown  
- Poor physical and emotional health  
- Harmful use of alcohol and/or drugs |
| Women, girls, men and boys with disabilities | - Social discrimination and exclusion  
- Sexual assault  
- Sexual exploitation and abuse  
- Intimate partner violence and other forms of domestic violence  
- Lack of access to education  
- Denial of access to housing, property and livestock | - Limited mobility, hearing and vision resulting in greater reliance on assistance and care from others  
- Isolation and a lack of social support/peer networks  
- Exclusion from accessing washing facilities, latrines or distribution sites due to poor accessibility in design  
- Physical, communication and attitudinal barriers in reporting violence  
- Barriers to participating in their communities and earning livelihoods  
- Lack of access to medical care and rehabilitation services  
- High levels of impunity for crimes against them  
- Lack of access to reproductive health information and services |
| Women, girls, men and boys who are survivors of violence | - Social discrimination and exclusion  
- Secondary violence as result of the primary violence (e.g. abuse by those they report to; honor killings following sexual assault; forced marriage to a perpetrator; etc.)  
- Heightened vulnerability to future violence, including sexual violence, intimate partner violence, sexual exploitation and abuse, etc. | - Weakened physical status, physical or sensory disabilities, psychological distress and chronic diseases  
- Lack of access to medical care, including obstacles and disincentives to reporting incidents of violence  
- Family disintegration and breakdown  
- Isolation and higher risk of poverty |
3. The Obligation to Address Gender-Based Violence in Humanitarian Work

“Protection of all persons affected and at risk must inform humanitarian decision-making and response, including engagement with States and non-State parties to conflict. It must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond. In practical terms, this means identifying who is at risk, how and why at the very outset of a crisis and thereafter, taking into account the specific vulnerabilities that underlie these risks, including those experienced by men, women, girls and boys, and groups such as internally displaced persons, older persons, persons with disabilities, and persons belonging to sexual and other minorities.”

(Inter-Agency Standing Committee Principals’ statement on the Centrality of Protection in Humanitarian Action, endorsed December 2013 as part of a number of measures that will be adapted by the IASC to ensure more effective protection of people in humanitarian crises. Available at <www.globalprotectioncluster.org/en/tools-and-guidance/guidance-from-inter-agency-standing-committee.html>)

The primary responsibility to ensure that people are protected from violence rests with States. In situations of armed conflict, both State and non-State parties to the conflict have obligations in this regard under international humanitarian law. This includes refraining from causing harm to civilian populations and ensuring that people affected by violence get the care they need. When States or parties to conflict are unable and unwilling to meet their obligations, humanitarian actors play an important role in supporting measures to prevent and respond to violence. No single organization, agency or entity working in an emergency has the complete set of knowledge, skills, resources and authority to prevent GBV or respond to the needs of GBV survivors alone. Thus, collective effort is paramount: All humanitarian actors must be aware of the risks of GBV and—acting collectively to ensure a comprehensive response—prevent and mitigate these risks as quickly as possible within their areas of operation.

Failure to take action against GBV represents a failure by humanitarian actors to meet their most basic responsibilities for promoting and protecting the rights of affected populations. Inaction and/or poorly designed programmes can also unintentionally cause further harm, as illustrated in the examples below. Lack of action or ineffective action contribute to a poor foundation for supporting the resilience, health and well-being of survivors, and create barriers to reconstructing affected communities’ lives and livelihoods. In some instances, inaction can serve to perpetuate the cycle of violence: Some survivors of GBV or other forms of violence may later become perpetrators if their medical, psychological and protection needs are not met. In the worst case, inaction can indirectly or inadvertently result in loss of lives.

The Centrality Statement further recognizes the role of the protection cluster to support protection strategies, including mainstreaming protection throughout all sectors. To support the realization of this, the Global Protection Cluster has committed to providing support and tools to other clusters, both at the global and field level, to help strengthen their capacity for protection mainstreaming. For more information see the Global Protection Cluster, 2014. Protection Mainstreaming Training Package, <www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html>.
### Humanitarian Areas of Operation

<table>
<thead>
<tr>
<th>Humanitarian Area of Operation</th>
<th>Examples of Harm to Affected Populations by NOT Addressing GBV Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Camp Coordination and Camp Management (CCCM)</strong></td>
<td>When the rights and needs of single women and other at-risk groups are not addressed during site planning, these persons may be placed in isolated and/or unprotected areas, in turn exposing them to sexual harassment and violence.</td>
</tr>
<tr>
<td><strong>Child Protection</strong></td>
<td>Child-friendly spaces that are set up in isolated locations or do not have female staff can increase exposure of children, particularly girls, to violence. If staff have not received appropriate training they may not recognize the risks of GBV and other forms of violence against girls and boys, or take steps to ensure child survivors have access to care and support services. Children may face increased risk of sexual exploitation and abuse by humanitarian workers if staff working in child-friendly spaces have not been properly vetted.</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Education programming that does not take into account the particular rights, needs and vulnerabilities of students can increase their risk of exploitation by teachers, school dropout and child and/or forced marriage. Schools that are located far from homes may prevent children, particularly girls, from attending, and/or increase their risk of sexual harassment or assault during long commutes.</td>
</tr>
<tr>
<td><strong>Food Security and Agriculture</strong></td>
<td>Where access to food is inadequate, women and girls—who are most often tasked with finding fuel and food—may venture to unprotected areas where they are at heightened risk of sexual abuse, including forced and/or coerced prostitution.</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Health-care providers who are not trained or prepared to receive child and adult survivors of GBV with non-judgmental attitudes create a barrier to life-saving services.</td>
</tr>
<tr>
<td><strong>Housing, Land and Property (HLP)</strong></td>
<td>Adhering to traditional norms and practices in HLP programming—such as widow inheritance, male-to-male inheritance, or land tenure being granted to males in the household—may increase women’s vulnerability to unsafe livelihoods activities (e.g. forced and/or coerced prostitution), as well as intimate partner violence and other forms of domestic violence.</td>
</tr>
<tr>
<td><strong>Humanitarian Mine Action</strong></td>
<td>Women and girls directly injured in a blast may be less likely than their male counterparts to receive support for their physical rehabilitation and socio-economic reintegration. Their disability may in turn increase their risk of intimate partner violence and other forms of domestic violence.</td>
</tr>
<tr>
<td><strong>Livelihoods</strong></td>
<td>Targeting women and adolescent girls in livelihoods programming without attention to the risks associated with shifting gender roles may increase their exposure to violence by intimate partners and/or males in the community.</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>Failure to incorporate GBV prevention into nutrition programmes can result in poor families trying to ensure the nutritional needs of their daughters are met through child and/or forced marriages, or sacrificing female children’s nutrition in order to meet the needs of male children. Mothers weakened by poor nutritional status might also be less able to protect their children from GBV and other forms of violence.</td>
</tr>
<tr>
<td><strong>Protection</strong></td>
<td>Protection monitoring activities that do not consider the key ethical considerations related to collecting data on GBV can put survivors at risk of stigmatization and retaliation if exposed.</td>
</tr>
<tr>
<td><strong>Shelter, Settlement and Recovery (SS&amp;R)</strong></td>
<td>When programmes do not address the rights and needs of those who do not have the skills or the physical strength to collect building materials or undertake construction, these persons may be compelled to exchange sex or other favours for shelter materials and/or construction assistance. In addition, if SS&amp;R actors—particularly in camp settings—lack protocols for developing new shelters for those needing to shift from existing shelters, women and girls may be prevented from leaving violent domestic situations.</td>
</tr>
<tr>
<td><strong>Water, Sanitation and Hygiene (WASH)</strong></td>
<td>Failing to establish safe access to water points and accessible, sex-segregated latrines and bathing facilities may expose women, girls and other at-risk groups to sexual assault.</td>
</tr>
</tbody>
</table>
The responsibility of humanitarian actors to address GBV is supported by a framework that includes key elements highlighted in the diagram below. (See Annex 6 for additional details of elements of the framework.)

It is important that those working in settings affected by humanitarian emergencies understand the framework’s key components and act in accordance with it. They must also use it to guide others—States, communities and individuals—to meet their obligations to promote and protect human rights.

**International and national law**: GBV violates principles that are covered by international humanitarian law, international and domestic criminal law, and human rights and refugee law at the international, regional and national levels. These principles include the protection of civilians even in situations of armed conflict and occupation, and their rights to life, equality, security, equal protection under the law, and freedom from torture and other cruel, inhumane or degrading treatment.

**United Nations Security Council resolutions**: Protection of Civilians (POC) lies at the centre of international humanitarian law and also forms a core component of international human rights, refugee, and international criminal law. Since 1999, the United Nations Security Council, with its United Nations Charter mandate to maintain or restore international peace and security, has become increasingly concerned with POC—with the Secretary-General regularly including it in his country reports to the Security Council and the Security Council providing it as a common part of peacekeeping mission mandates in its resolutions. Through this work on POC, the Security Council has recognized the centrality of women, peace and security by adopting a series of thematic resolutions on the issue. Of these, three resolutions (1325, 1889 and 2212) address women, peace and security broadly (e.g. women’s specific experiences of conflict and their contributions to conflict prevention, peacekeeping, conflict resolution and peacebuilding). The others (1820, 1888, 1960 and 2106) also reinforce women’s participation, but focus more specifically on conflict-related sexual violence. United Nations Security Council Resolution 2106 is the first to explicitly refer to men and boys as survivors of violence. The United Nations Security Council’s agenda also includes Children and Armed Conflict (CAAC) through which...

**Humanitarian principles:** The humanitarian community has created global principles on which to improve accountability, quality and performance in the actions they take. These principles have an impact on every type of GBV-related intervention. They act as an ethical and operational guide for humanitarian actors on how to behave in an armed conflict, natural disaster or other humanitarian emergency.

United Nations agencies are guided by four humanitarian principles enshrined in two General Assembly resolutions: General Assembly Resolution 46/182 (1991) and General Assembly Resolution 58/114 (2004). These humanitarian principles include humanity, neutrality, impartiality and independence.

<table>
<thead>
<tr>
<th>Humanity</th>
<th>Neutrality</th>
<th>Impartiality</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human suffering must be addressed whenever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.</td>
<td>Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.</td>
<td>Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions.</td>
<td>Humanitarian action must be autonomous from the political, economic, military or other objectives that any actors may hold with regard to areas where humanitarian action is being implemented.</td>
</tr>
</tbody>
</table>


Many humanitarian organizations have further committed to these principles by developing codes of conduct, and by observing the ‘do no harm’ principle and the principles of the Sphere Humanitarian Charter. The principles in this Charter recognize the following rights of all people affected by armed conflict, natural disasters and other humanitarian emergencies:

- The right to life with dignity
- The right to receive humanitarian assistance, including protection from violence
- The right to protection and security

**Humanitarian standards and guidelines:** Various standards and guidelines that reinforce the humanitarian responsibility to address GBV in emergencies have been developed and broadly endorsed by humanitarian actors. Many of these key standards are identified in Annex 6.

---

**ESSENTIAL TO KNOW**

**What the Sphere Handbook Says:**

*Guidance Note 13: Women and girls can be at particular risk of gender-based violence.*

When contributing to the protection of these groups, humanitarian agencies should particularly consider measures that reduce possible risks, including trafficking, forced prostitution, rape or domestic violence. They should also implement standards and instruments that prevent and eradicate the practice of sexual exploitation and abuse. This unacceptable practice may involve affected people with specific vulnerabilities, such as isolated or disabled women who are forced to trade sex for the provision of humanitarian assistance.


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4. Ensuring Implementation of the Guidelines: Responsibilities of Key Actors

The leadership and actions taken by key humanitarian decision makers in-country have significant influence on the extent to which GBV is recognized as a life-saving priority across all areas of humanitarian response. Positive and proactive leadership also facilitates uptake and implementation of the GBV Guidelines by each humanitarian sector. The table below highlights essential actions for ensuring implementation of these Guidelines to be undertaken at pre-emergency/preparedness and emergency/stabilized stages of humanitarian intervention by: 1) Government; 2) Humanitarian Coordinators; 3) Humanitarian Country Teams/Inter-Cluster Working Groups; 4) Cluster/Sector Lead Agencies; 5) Cluster/Sector Coordinators; and 6) GBV Coordination Mechanisms. The actions are further organized in terms of the programme cycle in order to link with the overall structure of each thematic area of these Guidelines. For more information about the programme cycle, see Part Two: Background to Thematic Area Guidance.

<table>
<thead>
<tr>
<th>Essential Actions to Be Undertaken by Key Actors</th>
<th>Stage of Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Emergency/Preparedness</td>
</tr>
<tr>
<td><strong>1. GOVERNMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Element 1: Assessment, Analysis and Strategic Planning</strong></td>
<td></td>
</tr>
<tr>
<td>Identify Guidelines champions in key ministries to catalyse processes to ensure that GBV prevention, mitigation and response is addressed as an immediate life-saving priority across all clusters/sectors of humanitarian action</td>
<td>✓</td>
</tr>
<tr>
<td>Make available any existing data on affected populations’ risks of and exposure to GBV for inclusion in response strategies and to inform initial assessments (in line with safe and ethical practice for the collection and dissemination of GBV data)</td>
<td>✓</td>
</tr>
<tr>
<td>Support the work of GBV specialists (national and international) to undertake mapping on GBV (e.g. nature and scope; risk and vulnerability factors; national legal framework; cluster/sector capacities to prevent, mitigate and respond to GBV)</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure design and implementation of safe and ethical data collection, storage and sharing</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 2: Resource Mobilization</strong></td>
<td></td>
</tr>
<tr>
<td>Advocate with donors on the importance of providing resources for life-saving GBV interventions from the start of the response—including for targeted GBV programmes, sectoral prevention and mitigation interventions and cluster/sector coordination</td>
<td>✓</td>
</tr>
<tr>
<td>Lead on ensuring that initial assessment reports—which can influence funding priorities for the entire response—including anonymized data on GBV incidents, risks, existing services, etc.</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that different cluster/sector programming policies and plans integrate GBV concerns and include strategies for ongoing budgeting of GBV-related activities</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 3: Implementation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Programming</strong></td>
<td></td>
</tr>
<tr>
<td>As part of leadership and coordination of pre-emergency contingency planning:</td>
<td></td>
</tr>
<tr>
<td>• Highlight ubiquity of GBV and the importance of making GBV prevention, mitigation and response a priority for humanitarian action</td>
<td>✓</td>
</tr>
<tr>
<td>• Ensure that GBV is always included in regular planning cycles for emergency response</td>
<td>✓</td>
</tr>
<tr>
<td>• Highlight to all ministries, government agencies and national NGOs the importance of integrating GBV prevention, mitigation and—for some clusters/sectors—response services for survivors into their programming (without waiting for ‘evidence’ that GBV is occurring)</td>
<td>✓</td>
</tr>
</tbody>
</table>

(continued)
### Essential Actions to Be Undertaken by Key Actors

<table>
<thead>
<tr>
<th>1. GOVERNMENT (continued)</th>
<th>Stage of Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programming</strong></td>
<td>Pre-Emergency/Preparedness</td>
</tr>
<tr>
<td>Ensure key decision makers are aware of the importance of implementing the Guidelines’ recommendations to fulfill humanitarian principles and international humanitarian and human rights law</td>
<td>✓</td>
</tr>
<tr>
<td>Promote participatory processes that engage women, girls and other at-risk groups in planning, design, implementation and M&amp;E of humanitarian action</td>
<td>✓</td>
</tr>
<tr>
<td>Promote Guidelines trainings for all government staff working on humanitarian response. Support staff in attending orientations/trainings and in implementing the recommendations when they return to the office</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Policies</strong></td>
<td></td>
</tr>
<tr>
<td>Ensure that the humanitarian response protects the rights of affected populations in accordance with domestic, regional and international instruments on preventing, mitigating and responding to GBV</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that national and local government policies and strategic guidance reflect good practice on GBV prevention, mitigation and response in line with the Guidelines’ recommendations</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure national and local legal frameworks reinforce the government responsibility to protect and promote the rights of citizens to be free from GBV</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Communications and Information Sharing</strong></td>
<td></td>
</tr>
<tr>
<td>Appoint focal points within relevant government bodies to drive and monitor awareness of how the Guidelines can be used to strengthen GBV prevention, mitigation and response throughout humanitarian action</td>
<td>✓</td>
</tr>
<tr>
<td>Use all opportunities to promote awareness of the Guidelines’ recommendations for all clusters/sectors. Reference the Guidelines in relevant meetings and initiatives of all government bodies with national and international humanitarian actors</td>
<td>✓</td>
</tr>
<tr>
<td>Integrate training on the Guidelines into staff training packages and orientations</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that there are national protocols that support GBV experts to safely and ethically manage GBV data (collection, storage, sharing and dissemination)</td>
<td>✓</td>
</tr>
<tr>
<td>As part of regular information sharing across government, proactively share good practice lessons learned in GBV prevention, mitigation and response in communications (including social media) and at public events</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 4: Coordination with Other Humanitarian Sectors</strong></td>
<td></td>
</tr>
<tr>
<td>Promote the Guidelines and related tools in inter-sectoral emergency preparedness meetings to ensure all decision makers are aware of and have access to guidance relevant to their clusters/sectors and geographic areas</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure all clusters/sectors are working together to implement GBV prevention, mitigation and response programming across all areas of humanitarian response</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 5: Monitoring and Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>Identify at least one relevant indicator from each thematic area section of the Guidelines to include in local and/or national reports</td>
<td>✓</td>
</tr>
<tr>
<td>Require regular monitoring reports on actions and results taken to prevent and mitigate GBV as part of the response and use these data in all reporting on implementation of national policies, plans and strategies</td>
<td>✓</td>
</tr>
<tr>
<td>Include GBV as a standing agenda item in government reporting meetings</td>
<td>✓</td>
</tr>
<tr>
<td>Integrate indicators from the Guidelines in assessments and evaluations</td>
<td>✓</td>
</tr>
</tbody>
</table>

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8 See ‘The Obligation to Address Gender-Based Violence in Humanitarian Work’, above
### Essential Actions to Be Undertaken by Key Actors

#### 2. HUMANITARIAN COORDINATORS (HC)

<table>
<thead>
<tr>
<th>Stage of Emergency</th>
<th>Pre-Emergency/Preparedness</th>
<th>Emergency/Stabilized Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1: Assessment, Analysis and Strategic Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take the lead in ensuring that GBV prevention, mitigation and—for some clusters/sectors—response services for survivors are addressed as an immediate life-saving priority in humanitarian action (whether or not data on GBV are available)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>In initial HCT/ICWG discussions on cross-cutting issues, highlight responsibility of all clusters/sectors to integrate GBV risk reduction in their strategies and proposals</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Request GBV specialists as part of the overall protection assessment capacity, e.g. within the United Nations Disaster Assessment and Coordination (UNDAC) and other assessment teams deploying to the emergency to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lead on ensuring that appropriate GBV-related questions are included in initial rapid multi-cluster/sector assessments (with input from GBV specialists on questions and data collection methods)</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• Ensure that GBV is specifically addressed in assessment reports and the overall Protection Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support the work of GBV specialists (national and international) to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undertake mapping on GBV (e.g. nature and scope; risk and vulnerability factors; national legal framework; cluster/sector capacities to prevent, mitigate and respond to GBV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ensure design and implementation of safe and ethical data collection, storage and sharing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Preliminary Scenarios of emergencies, ensure that any available data on affected populations’ risks of and exposure to GBV are safely and ethically included</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Element 2: Resource Mobilization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that CERF/Flash and other funding mechanisms address GBV as a life-saving criterion from the start of any emergency. Promote inclusion of the Guidelines’ recommendations in the earliest drafts of appeals by all clusters/sectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate with donors on the importance of providing resources for life-saving GBV interventions from the start of the response—including for targeted GBV programmes, cluster/sector interventions and cluster/sector coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead on ensuring that initial assessment reports—which can influence funding priorities for the entire response—include anonymized data on GBV incidents, risks, existing services, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate with government to ensure that different cluster/sector programming policies and plans integrate GBV concerns and include strategies for ongoing budgeting for GBV activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Element 3: Implementation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote participatory processes that engage women, girls and other at-risk groups in planning, design, implementation and M&amp;E of humanitarian action</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Highlight the importance of all clusters/sectors integrating GBV prevention, mitigation and—for some clusters/sectors—response services for survivors into their programming (without waiting for ‘evidence’ that GBV is occurring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that the government is aware of the Guidelines and has access to copies of both the comprehensive Guidelines and the shorter Thematic Area Guides (TAGs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote trainings for humanitarian stakeholders (e.g. HCT/ICWG, cluster/sector lead agencies and coordinators, cluster/sector programmers, national counterparts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support regular inclusion of GBV issues on the HCT/ICWG agendas, with ongoing reports from GBV experts and different cluster/sector coordinators on how the Guidelines’ recommendations are being integrated into cluster/sector programming, and with what results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th><strong>Essential Actions to Be Undertaken by Key Actors</strong></th>
<th><strong>Stage of Emergency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. HUMANITARIAN COORDINATORS (HC) (continued)</strong></td>
<td>Pre-Emergency/Preparedness</td>
</tr>
<tr>
<td><strong>Policies</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Support the revision and adoption of national, local and customary laws and policies that promote the empowerment of women, girls and other at-risk groups and assist government to fulfill its responsibility to protect the rights of citizens to be free from GBV</td>
<td>✓</td>
</tr>
<tr>
<td>Advocate for inclusion of GBV risk-reduction strategies into national and local policies and plans and allocate funding for sustainability of these actions</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure a ‘no tolerance’ policy related to sexual exploitation and abuse committed by humanitarian actors, in line with the Secretary-General’s bulletin (ST/SGB/2003/13)</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Communications and Information Sharing</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Advocate for addressing specific GBV risks in all forums and meetings with national and international stakeholders</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure regular reporting on GBV in communications and reports to stakeholders (donors, HCT/ICWG, the Emergency Relief Coordinator, regular emergency funding reports, reports on the Strategic Response Plan, etc.), in-country and globally</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 4: Coordination with Other Humanitarian Sectors</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Promote the Guidelines in inter-agency preparedness meetings to ensure that all decision makers are aware of relevant guidance for their clusters/sectors/agencies, as well as the importance of implementing the recommendations to meet humanitarian principles and international humanitarian and human rights law⁹</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that a GBV coordination mechanism is activated to support integration of GBV across all areas of humanitarian response (as well as to support specialized GBV programming by GBV partners)</td>
<td>✓</td>
</tr>
<tr>
<td>As part of leadership and coordination of pre-emergency contingency plans, highlight ubiquity of GBV and the importance of making GBV prevention, mitigation and response priority protection issues for humanitarian emergencies</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 5: Monitoring and Evaluation</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Identify at least one relevant indicator from each thematic-area section of the GBV Guidelines to include in country annual reports</td>
<td>✓</td>
</tr>
<tr>
<td>Require regular monitoring updates during HCT/ICWG meetings on actions taken to prevent, mitigate and respond to GBV</td>
<td>✓</td>
</tr>
<tr>
<td>Include GBV in regular monitoring against the different accountability frameworks</td>
<td>✓</td>
</tr>
<tr>
<td><strong>3. HUMANITARIAN COUNTRY TEAM/INTER-CLUSTER WORKING GROUP (HCT/ICWG)</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 1: Assessment, Analysis and Strategic Planning</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Highlight GBV as an immediate life-saving priority in inter-cluster/sector meetings</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that all assessments, monitoring and other data collection mechanisms include GBV-related questions as well as the disaggregation of data by sex, age and other vulnerability factors</td>
<td>✓</td>
</tr>
<tr>
<td>Consult GBV specialists when designing assessments—initial and ongoing—to ensure that data are collected in line with safe and ethical practice</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Element 2: Resource Mobilization</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that programming to prevent, mitigate and—for some clusters/sectors—respond to GBV is reflected in all cluster/sector and multi-cluster/sector response funding proposals for the Flash Appeal, the CERF, and other funding mechanisms</td>
<td>✓</td>
</tr>
<tr>
<td>Ensure that reference to/use of relevant GBV Guidelines’ recommendations is a criterion for successful funding proposals in OCHA guidance for resource mobilization</td>
<td>✓</td>
</tr>
<tr>
<td>Coordinate the pre-positioning of age-, gender-, and culturally sensitive GBV-related supplies where necessary and appropriate</td>
<td>✓</td>
</tr>
</tbody>
</table>

⁹ See ‘The Obligation to Address Gender-based Violence in Humanitarian Work’, above

(continued)
Element 3: Implementation

- **Programming**
  - Ensure there are hard copies of the Guidelines (comprehensive and TAG) available in the office and that weblinks are publicized
  - Regularly discuss GBV risks and risk-reduction responses in inter-cluster/sector meetings, highlighting opportunities for joint cluster/sector approaches to prevent, mitigate and respond to GBV
  - As part of regular information sharing, proactively share good practice lessons learned in GBV prevention, mitigation and response in HCT/ICWG meetings and in other forums

- **Policies**
  - Incorporate GBV prevention and mitigation strategies into cluster/sector policies, standards and guidelines from the earliest stages of the emergency
  - Put in place necessary actions to protect women, girls, boys and men from all forms of sexual exploitation and abuse by all agency staff and partners, and lead advocacy for all agencies/organizations to do the same

- **Communications and Information Sharing**
  - Familiarize agency staff and partners with the Guidelines, championing uptake of recommendations among all humanitarian partners
  - Attend Guidelines orientations/trainings. Ensure that other staff at all levels can also attend and promote implementation of the recommendations
  - Include regular reporting on GBV in all communications with stakeholders
  - For HCT/ICWG:
    - Ensure all communication and advocacy materials capture the different needs, capacities and voices of women, girls and other at-risk groups with respect to GBV risks, prevention, mitigation and response (in line with safe and ethical data collection, storage and sharing)
    - Support GBV experts to safely and ethically manage GBV data
  - For OCHA:
    - Include regular reporting on GBV trends as well as prevention, mitigation and response actions in situation reports and other emergency reports (e.g. include paragraph on GBV within the broader protection section of the first situation report)

Element 4: Coordination with Other Humanitarian Sectors

- For HCT/ICWG:
  - As part of HCT/ICWG responsibility to ensure a coherent response to emergencies (and because GBV programming is designated as a life-saving intervention), be proactive in ensuring links between clusters/sectors for safe access to services for GBV survivors (e.g. connecting other clusters/sector with the GBV coordination mechanism as well as the Health Cluster/Sector) at all stages of the response

- For OCHA:
  - As the leader of inter-cluster coordination, ensure that GBV issues are a regular part of HCT/ICWG discussions/communications and that the GBV coordination mechanism gets a seat in the ICWG

Element 5: Monitoring and Evaluation

- Include regular reporting in inter-cluster/sector meetings about strategies used to prevent, mitigate and respond to GBV and the results of such strategies
- Include evaluation questions relating to GBV prevention, mitigation and— for some clusters/sectors—response services for survivors in inter-agency Real Time Evaluations, and other evaluation Terms of References
## Essential Actions to Be Undertaken by Key Actors

<table>
<thead>
<tr>
<th>4. CLUSTER/SECTOR LEAD AGENCIES (CLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1: Assessment, Analysis and Strategic Planning</strong></td>
</tr>
<tr>
<td>Ensure Heads of Agencies—particularly of UNHCR (as global protection lead) and UNICEF and UNFPA (as global GBV co-leads)—refer to the Guidelines in HCT/ICWG meetings and other forums to raise awareness and engagement among peers</td>
</tr>
<tr>
<td><strong>Element 2: Resource Mobilization</strong></td>
</tr>
<tr>
<td>Leading by example, include relevant GBV Guidelines’ recommendations in funding proposals</td>
</tr>
<tr>
<td><strong>Element 3: Implementation</strong></td>
</tr>
<tr>
<td>▶ Programming</td>
</tr>
<tr>
<td>Ensure the Guidelines’ recommendations are integrated into programme responses across all humanitarian sectors addressed by the CLA</td>
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<tr>
<td></td>
</tr>
<tr>
<td>▶ Policies</td>
</tr>
<tr>
<td>Develop and implement agency and global cluster policies, plans and proposals to ensure that GBV prevention, mitigation and (as appropriate) response is integrated across all CLA programmes (e.g. recruitment and HR policies, procurement policies as well as programming response)</td>
</tr>
<tr>
<td>▶ Communications and Information Sharing</td>
</tr>
<tr>
<td>In the field, ensure there are sufficient copies of GBV Guidelines for CLA programming staff and partners</td>
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</tr>
<tr>
<td><strong>Element 4: Coordination with Other Humanitarian Sectors</strong></td>
</tr>
<tr>
<td>Engage with the GBV coordination mechanism’s CLAs and the Protection Cluster/Sector as resources for the implementation of the Guidelines across all sectors</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Element 5: Monitoring and Evaluation</strong></td>
</tr>
<tr>
<td>Include relevant indicators from the Guidelines in all CLA monitoring frameworks and monitor and report on them regularly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. CLUSTER/SECTOR COORDINATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1: Assessment, Analysis and Strategic Planning</strong></td>
</tr>
<tr>
<td>Introduce the Guidelines in the first days of the response in cluster/sector meetings (sharing information about the various communication media through which partners can access them, such as print, Internet, phone apps, etc.)</td>
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(continued)
### Element 2: Resource Mobilization

Use information collected on GBV risk factors and other GBV-related issues when drafting cluster/sector-specific proposals. Draw on the Guidelines’ recommendations (contextualized for the particular setting) to inform funding proposals.

Submit joint proposals of cluster/sector partners to ensure that GBV has been adequately addressed in the cluster/sector programming response.

Work with national cluster/sector counterparts at different levels of government to ensure that different cluster/sector programming policies and plans include strategies for ongoing budgeting for GBV activities.

### Element 3: Implementation

#### Programming

- Promote the employment and retention of women and other at-risk groups as members of staff, and advocate for their active participation and leadership in all cluster/sector-related community activities.

- Work with the GBV coordination mechanism to contextualize the Guidelines for the setting and for each cluster/sector.

- Advocate for cluster/sector partners to reference the Guidelines to inform their programming responses:
  - Attend training on the Guidelines and support cluster/sector membership to attend trainings on the Guidelines.
  - Promote guiding principles for working with GBV survivors into all responses.
  - Plan and implement programmes in an inclusive way so that women, girls and other at-risk groups contribute to programme design and implementation.

- Develop cluster/sector strategies that specifically note GBV risks and how cluster/sector programmes can address these.

- Take advantage of GBV specialists to enhance cluster/sector programming interventions.

#### Policies

- Support the revision and adoption of national, local and customary laws and policies relevant to the cluster/sector that promote and protect the rights of women, girls and other at-risk groups.

- Develop and implement cluster/sector work plans with clear milestones that include GBV-related inter-agency actions.

- Drawing, as necessary, upon GBV specialists or cluster/sector staff who have attended Guidelines trainings, incorporate relevant GBV prevention and mitigation strategies into cluster/sector policies, standards and guidelines and circulate them widely (e.g. standards for equal employment of men and women; procedures to share information on GBV incidents; cluster/sector procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse).

#### Communications and Information Sharing

- Share experience of integrating the Guidelines’ recommendations into different cluster/sector responses and how this has contributed to an effective response.

- Share cluster/sector strategies that address GBV risks with global clusters and in inter-cluster/sector meetings.
### Essential Actions to Be Undertaken by Key Actors

#### 5. CLUSTER/SECTOR COORDINATORS (continued)

**Element 4: Coordination with Other Humanitarian Sectors**

For all cluster/sector coordinators:
- Raise awareness of the Guidelines—particularly cluster/sector specific guidance—within cluster/sector working group meetings
- Use relevant recommendations to inform cluster/sector contingency planning and response scenario development
- Refer to the Guidelines in meetings with national counterparts to ensure they are aware of, and use, them for emergency preparedness and trainings
- Designate a focal point to engage with the GBV coordination mechanism and act as a communication channel for each cluster/sector on GBV-related issues
- Liaise with the GBV coordination mechanism for updated referral information on where survivors who report GBV can receive appropriate care

For the Protection Cluster/Sector coordinator:
- Be a strong ally in implementing the Guidelines in humanitarian action, supporting the GBV coordination mechanism in its leadership of the implementation process and modelling good practice by incorporating the Guidelines’ recommendations into protection work

**Element 5: Monitoring and Evaluation**

Integrate relevant, contextualized indicators from the Guidelines into regular cluster/sector monitoring activities and share reports with GBV coordination mechanisms, HCT/ICWG and other stakeholders

Develop monitoring systems that allow the cluster/sector to track their own GBV-related activities (e.g. including GBV-related activities in the 3/4/5Ws)

Advocate for the inclusion of questions on the extent to which GBV has been prevented, mitigated and (if relevant) responded to in all cluster/sector assessments and evaluations

#### 6. GBV COORDINATION MECHANISM

**Element 1: Assessment, Analysis and Strategic Planning**

As far as possible, ensure GBV specialists—and, where relevant, other GBV surge capacity—are available to support the HC, OCHA and clusters/sectors to develop and contextualize GBV components of assessments (multi-sectoral and sector-specific)

Share any existing data (on the nature and scope of GBV, high-risk groups, vulnerability factors, etc.) to inform assessments, Preliminary Scenario Definitions, and funding proposals
- Ensure that data are collected and shared according to safety and ethical standards
- Raise awareness that lack of data does not mean lack of incidence of GBV, and that provision of services often results in increased levels of reporting

**Element 2: Resource Mobilization**

Engage and build relationships with donors around use of the Guidelines as part of their funding criteria
- Share any relevant GBV data with donor representatives and advocate that GBV Guidelines’ recommendations inform their funding decisions
- Where appropriate, advocate for funding to GBV-specialized programming proposals and themes

Develop joint proposals with clusters/sectors, drawing on the Guidelines’ recommendations and ensuring comprehensive and coordinated action

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The responsibilities listed here are specific to the implementation of these Guidelines. For more comprehensive information about the roles and activities of the GBV coordination mechanism, see: GBV AoR. 2015. *Handbook for Coordinating Gender-Based Violence Interventions in Humanitarian Settings*, <www.gbvguidelines.org>
Essential Actions to Be Undertaken by Key Actors

<table>
<thead>
<tr>
<th>Essential Actions</th>
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<tbody>
<tr>
<td><strong>Element 3: Implementation</strong></td>
</tr>
<tr>
<td><strong>Programming</strong></td>
</tr>
<tr>
<td>Lead cross-cluster/sector contextualization of the Guidelines in order to promote context-specific understanding of GBV risks and priorities for action</td>
</tr>
<tr>
<td>Identify local GBV specialists who can be tapped to provide surge capacity to clusters/sectors to integrate the Guidelines’ recommendations</td>
</tr>
<tr>
<td>Foster coordination on joint programming responses across clusters/sectors to ensure a comprehensive response to GBV</td>
</tr>
<tr>
<td><strong>Policies</strong></td>
</tr>
<tr>
<td>Act as expert advisers to any cluster/sector, agency or national government body developing policies to prevent, mitigate and—for some clusters/sectors—respond to GBV as part of humanitarian action</td>
</tr>
<tr>
<td>Act as expert advisers on the review and reform of national and local legal frameworks related to GBV prevention and response</td>
</tr>
<tr>
<td><strong>Communications and Information Sharing</strong></td>
</tr>
<tr>
<td>Inform contingency planning and response activities:</td>
</tr>
<tr>
<td>• Collate existing data on GBV for the setting (nature and scope; risk and vulnerability factors; national legal framework; cluster/sector capacities to prevent, mitigate and respond to GBV) and share with all clusters/sectors and key decision makers</td>
</tr>
<tr>
<td>• Compile information on global and national cluster/sector standards and practices related to GBV risk reduction (identifying those which are in place as well as gaps) and share with the RC/HC, the head of OCHA and the HCT/ICWG</td>
</tr>
<tr>
<td>• Lead on raising awareness of the Guidelines in-country:</td>
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<tr>
<td>• Use all opportunities to introduce the Guidelines</td>
</tr>
<tr>
<td>• Present the Guidelines to all cluster/sector working groups</td>
</tr>
<tr>
<td>• Identify potential Guidelines champions at all levels of decision makers and programmers, and work with them on different mechanisms to catalyse uptake</td>
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<tr>
<td>• Proactively engage with government actors</td>
</tr>
<tr>
<td>• Form strategic partnerships and networks to conduct advocacy for improved programming that meets the responsibilities set out in the Guidelines (with due caution to the safety and security risks for humanitarian actors, survivors and those at risk of GBV who speak publicly about the problem of GBV)</td>
</tr>
<tr>
<td>• Lead on training on the Guidelines:</td>
</tr>
<tr>
<td>• Hold orientations with key decision makers (e.g. RC/HC, HCT/ICWG members, OCHA Head of Office, government partners, cluster/sector coordinators, donors, etc.)</td>
</tr>
<tr>
<td>• Conduct trainings on the Guidelines with different clusters/sectors and with women’s and human rights groups</td>
</tr>
<tr>
<td>• Develop a cross-cluster/sector information-sharing protocol to ensure safe, ethical, survivor-centred GBV data management</td>
</tr>
<tr>
<td>• Collect and keep updated information on local GBV response capacities and referral pathways and share this proactively with all clusters/sectors and key decision makers so that they can refer any survivors to the appropriate channels of support/response</td>
</tr>
<tr>
<td>• Develop basic GBV messages with all clusters/sectors and disseminate during community outreach and awareness-raising</td>
</tr>
<tr>
<td>• Be aware of the work of other clusters/sectors in incorporating the Guidelines’ recommendations and share any related reports with the wider GBV community</td>
</tr>
<tr>
<td>• Systematically input into OCHA reporting on integration of the Guidelines’ recommendations across the response (and, where available, the results in terms of effective programming)</td>
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(continued)
## Essential Actions to Be Undertaken by Key Actors

### 6. GBV Coordination Mechanism (continued)

<table>
<thead>
<tr>
<th>Element 4: Coordination with Other Humanitarian Sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify GBV focal points to proactively engage with all clusters/sectors, attending their meetings and providing input on how to integrate the Guidelines’ recommendations</td>
</tr>
<tr>
<td>Provide ongoing support to cluster/sector staff on meeting their responsibilities outlined in the Guidelines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 5: Monitoring and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share baseline data on GBV with other clusters/sectors (primary or secondary data that were collected prior to or at the start of an emergency) to inform programming</td>
</tr>
<tr>
<td>Conduct regular monitoring of the Guidelines’ implementation during the response and regularly share results in inter-cluster/sector forums and meetings with donors, national government and other key stakeholders</td>
</tr>
<tr>
<td>Advocate for and support the inclusion of the Guidelines’ indicators in other cluster/sector monitoring frameworks and evaluations</td>
</tr>
<tr>
<td>Advocate for protection-related response evaluations that assess GBV-specific elements</td>
</tr>
<tr>
<td>Plan for and conduct periodic reviews/evaluations of the Guidelines’ implementation and effectiveness</td>
</tr>
</tbody>
</table>
Additional Citations


PART TWO
BACKGROUND TO THEMATIC AREA GUIDANCE
1. Content Overview of Thematic Areas

This section provides an overview of the guidance detailed in each of the thirteen thematic area sections that follow. Sector actors should read it in conjunction with their relevant thematic area. The information below:

- Describes the summary fold-out table of essential actions presented at the beginning of each thematic area, designed as a quick reference tool for sector actors.
- Introduces the programme cycle, which is the framework for all the recommendations within each thematic area.
- Reviews the guiding principles for addressing GBV and summarizes how to apply these principles through four inter-linked approaches: the human rights-based approach, survivor-centred approach, community-based approach and systems approach.

Summary Fold-Out Table of Essential Actions

Each thematic area section includes a summary fold-out table for use as a quick reference tool. The fold-out table links key recommendations made in the body of each thematic area with guidance on when the recommendations should be applied across four stages of emergency: Pre-emergency/preparedness (before the emergency and during ongoing preparedness planning), Emergency (when the emergency strikes), Stabilized Stage (when immediate emergency needs have been addressed), and Recovery to Development (when the focus is on facilitating returns of displaced populations, rebuilding systems and structures, and transitioning to development). In practice, the separation between different stages is not always clear; most emergencies do not follow a uniformly linear progression, and stages may overlap and/or revert. The stages are therefore only indicative.

ESSENTIAL TO KNOW

Emergency Preparedness and Contingency Planning

“Experience confirms that effective humanitarian response at the onset of a crisis is heavily influenced by the level of preparedness and planning of responding agencies/organizations, as well as the capacities and resources available to them.”

In the summary fold-out table of each thematic area, the points listed under ‘pre-emergency/preparedness’ are not strictly limited to actions that can be taken before an emergency strikes. These points are also relevant to ongoing preparedness planning, the goal of which is to anticipate and solve problems in order to facilitate rapid response when a particular setting is struck by another emergency. In natural disasters, ongoing preparedness is often referred to as “contingency planning” and is part of all stages of humanitarian response.


1 Slow-onset emergencies such as drought may follow a different pattern from rapid-onset disasters. Even so, the risks of GBV and the humanitarian needs of affected populations remain the same. The recommendations in these Guidelines are applicable to all types of emergency.
In each summary fold-out table, sector specific **minimum commitments** appear in bold. These minimum commitments represent critical actions that sector actors can prioritize in the earliest stages of emergency when resources and time are limited. As soon as the acute emergency has subsided (anywhere from two weeks to several months, depending on the setting), additional essential actions outlined in the summary fold-out table—elaborated in the body of the thematic area section—should be initiated and/or scaled up. Each recommendation should be adapted to the particular context, always taking into account the essential rights, expressed needs and identified resources of target community.

**Essential Actions Outlined according to the Programme Cycle Framework**

Following the summary fold-out table, the thematic areas are organized according to five elements of a programme cycle. Each element of the programme cycle is designed to link with and support the other elements. *While coordination is presented as its own separate element, it should be considered and integrated throughout the entirety of the programme cycle.* The five elements are presented as follows:

- **Assessment, Analysis and Planning**
  - Identifies key questions to be considered when integrating GBV concerns into assessments. These questions are subdivided into three categories—(i) Programming, (ii) Policies, and (iii) Communications and Information Sharing. The questions can be used as ‘prompts’ when designing assessments. Information generated from the assessments can be used to contribute to project planning and implementation.

- **Resource Mobilization**
  - Promotes the integration of elements related to GBV prevention and mitigation (and, for some sectors, response services for survivors) when mobilizing supplies and human and financial resources.

- **Implementation**
  - Lists humanitarian actors’ responsibilities for integrating GBV prevention and mitigation (and, for some sectors, response services for survivors) strategies into their programmes. The recommendations are subdivided into three categories: (i) Programming, (ii) Policies, and (iii) Communications and Information Sharing.

- **Coordination**
  - Highlights key GBV-related areas of coordination with various sectors.

- **Monitoring and Evaluation**
  - Defines indicators for monitoring and evaluating GBV-related actions through a participatory approach.

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2 Note that the minimum commitments do not always come first under each programme cycle category of the summary table. This is because all the actions are organized in chronological order according to an ideal model for programming. When it is not possible to implement all actions—particularly in the early stages of an emergency—the minimum commitments should be prioritized and the other actions implemented at a later date.

3 These elements of the programme cycle are an adaptation of the Humanitarian Programme Cycle (HPC). The HPC has been slightly adjusted within these Guidelines to simplify presentation of key information. The HPC is a core component of the Transformative Agenda, aimed at improving humanitarian actors’ ability to prepare for, manage and deliver assistance. For more information about the HPC, see: <www.humanitarianresponse.info/programme-cycle/space>.
Integrated throughout these stages is the concept of early recovery as a multidimensional process. Early recovery begins in the early days of a humanitarian response and should be considered systematically throughout. Employing an early recovery approach means:

“focusing on local ownership and strengthening capacities; basing interventions on a thorough understanding of the context to address root causes and vulnerabilities as well as immediate results of crisis; reducing risk, promoting equality and preventing discrimination through adherence to development principles that seek to build on humanitarian programmes and catalyse sustainable development opportunities. It aims to generate self-sustaining, nationally-owned, resilient processes for post-crisis recovery and to put in place preparedness measures to mitigate the impact of future crises.”


In order to facilitate early recovery, GBV prevention and mitigation strategies should be integrated into programmes from the beginning of an emergency in ways that protect and empower women, girls and other at-risk groups. These strategies should also address underlying causes of GBV (particularly gender inequality) and develop evidence-based programming and tailored assistance.

Element 1: Assessment, Analysis and Planning

In each thematic area, the programme cycle begins with a list of recommended GBV-related questions or ‘prompts’. These prompts highlight areas for investigation that can be selectively incorporated into various assessments and routine monitoring undertaken by humanitarian actors. The questions link to the recommendations under the heading ‘Implementation’ in each thematic area and the three main types of responsibilities therein (see Element 3 below):

- Programming;
- Policies; and
- Communications and Information Sharing.

Initiating Risk-Reduction Interventions without Assessments

While assessments are an important foundation for programme design and implementation, they are not required in order to put in place some essential GBV prevention and mitigation measures (and, for some sectors, response services for survivors) prior to or from the onset of an emergency. Many risk-reduction interventions can be introduced without conducting an assessment. For example:

- The water, sanitation and hygiene (WASH) sector can ensure latrines have functional locks.
- Health sector actors can implement the Minimum Initial Service Package (MISP) for reproductive health at the onset of every emergency.
- Camp coordination and camp management (CCCM) actors can ensure lighting is installed in all communal areas of the site.
In addition to the prompts of what to assess within each thematic area, other key points should be considered when designing assessments:

**Who to Assess**
- Key stakeholders and actors providing services in the community
- GBV, gender and diversity specialists
- Males and females of all ages and backgrounds of the affected community, particularly women, girls and other at-risk groups
- Community leaders
- Community-based organizations (e.g. organizations for women, adolescents/youth, persons with disabilities, older persons, etc.)
- Representatives of humanitarian response sectors
- Local and national governments
- Members of receptor/host communities in IDP/refugee settings

**When to Assess**
- At the outset of programme planning
- At regular intervals for monitoring purposes (these intervals will vary by sector and should be determined by relevant sector guidance)
- During ongoing safety and security monitoring, depending on the sectors

**How to Assess**
- Review available secondary data (existing assessments/studies; qualitative and quantitative information; IDP/refugee registration data; etc.);
- Conduct regular consultations with key stakeholders, including relevant grass-roots organizations, civil societies and government agencies
- Carry out key informant interviews
- Conduct focus group discussions with community members that are age-, gender-, and culturally appropriate (e.g. participatory assessments held in consultation with men, women, girls and boys, separately when necessary)
- Carry out site observation
- Perform site safety mapping
- Conduct analysis of national legal frameworks related to GBV and whether they provide protection to women, girls and other at-risk groups

When designing assessments, humanitarian actors should apply ethical and safety standards that are age-, gender-, and culturally sensitive and prioritize the well-being of all those engaged in the assessment process. Wherever possible—and particularly when any component of the assessment involves communication with community stakeholders—*investigations should be designed and undertaken according to participatory processes* that engage the entire community, and most particularly women, girls, and other at-risk groups. This requires, as a first step, ensuring equal participation of women and men on assessment teams, as stipulated in the IASC Gender Handbook.4 Other important considerations are listed below.

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### DOs and DON'Ts for Conducting Assessments That Include GBV-Related Components

<table>
<thead>
<tr>
<th>DOs</th>
<th>DON'Ts</th>
</tr>
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<tbody>
<tr>
<td>Do consult GBV, gender and diversity specialists throughout the planning, design, analysis and interpretation of assessments that include GBV-related components.</td>
<td>Don’t share data that may be linked back to a group or an individual, including GBV survivors.</td>
</tr>
<tr>
<td>Do use local expertise where possible.</td>
<td>Don’t probe too deeply into culturally sensitive or taboo topics (e.g. gender equality, reproductive health, sexual norms and behaviours, etc.) unless relevant experts are part of the assessment team.</td>
</tr>
<tr>
<td>Do strictly adhere to safety and ethical recommendations for researching GBV.</td>
<td>Don’t single out GBV survivors: Speak with women, girls and other at-risk groups in general and not explicitly about their own experiences.</td>
</tr>
<tr>
<td>Do consider cultural and religious sensitivities of communities.</td>
<td>Don’t make assumptions about which groups are affected by GBV, and don’t assume that reported data on GBV or trends in reports represent actual prevalence and trends in the extent of GBV.</td>
</tr>
<tr>
<td>Do conduct all assessments in a participatory way by consulting women, girls, men and boys of all backgrounds, including persons with specific needs. The unique needs of at-risk groups should be fairly represented in assessments in order to tailor interventions.</td>
<td>Don’t collect information about specific incidents of GBV or prevalence rates without assistance from GBV specialists.</td>
</tr>
<tr>
<td>Do conduct inter-agency or multi-sectoral assessments promoting the use of common tools and methods and encourage transparency and dissemination of the findings.</td>
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<tr>
<td>Do conduct ongoing assessments of GBV-related programming issues to monitor the progress of activities and identify gaps or GBV-related protection issues that arise unexpectedly. Adjust programmes as needed.</td>
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<tr>
<td>Do include GBV specialists on inter-agency and inter-sectoral teams.</td>
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<tr>
<td>Do include when appropriate and there are no security risks—government officials, line ministries and sub-ministries in assessment activities.</td>
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</tr>
<tr>
<td>Do provide training for assessment team members on ethical and safety issues. Include information in the training about appropriate systems of care (i.e. referral pathways) that are available for GBV survivors, if necessary.</td>
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</tr>
<tr>
<td>Do provide information about how to report risk and/or where to access care—especially at health facilities—for anyone who may report risk of or exposure to GBV during the assessment process.</td>
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<tr>
<td>Do ensure that an equal number of female and male assessors and translators are available to provide age-, gender-, and culturally appropriate environments for those participating in assessments, particularly women and girls.</td>
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<tr>
<td>Do conduct consultations in a secure setting where all individuals feel safe to contribute to discussions. Conduct separate women’s groups and men’s groups, or individual consultations when appropriate, to counter exclusion, prejudice and stigma that may impede involvement.</td>
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<tr>
<td>Do provide training for assessment team members on ethical and safety issues. Include information in the training about appropriate systems of care (i.e. referral pathways) that are available for GBV survivors, if necessary.</td>
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</table>

The information collected during various assessments and routine monitoring will help to identify the relationship between GBV risks and sector-specific programming. The data can highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes, such as:

- Safety and security risks for particular groups within the affected population.
- Unequal access to services for women, girls and other at-risk groups.
- Global and national sector standards related to protection, rights and GBV risk reduction that are not applied (or do not exist) and therefore increase GBV-related risks.
- Lack of participation by some groups in the planning, design, implementation, and monitoring and evaluation of programmes, and the need to consider age-, gender-, and culturally appropriate ways of facilitating participation of all groups.
- The need to advocate for and support the deployment of GBV specialists for the sector.

Data can also be used to inform common response planning processes, which serve as the basis for resource mobilization in some contexts. As such, it is essential that GBV be adequately addressed and integrated into joint planning and strategic documents—such as the Humanitarian Programme Cycle, the OCHA Minimum Preparedness Package (MPP), the Multi-Cluster/Sector Initial Rapid Assessment (MIRA), and Strategic Response Plans (SRPs).

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**ESSENTIAL TO KNOW**

**Investigating GBV-Related Safety and Security Issues When Undertaking Assessments**

It is the responsibility of all humanitarian actors to work within a protection framework and understand the safety and security risks that women, girls, men and boys face. Therefore it is extremely important that assessment and monitoring of general safety issues be an ongoing feature of assistance. This includes exploring—through a variety of entry points and participatory processes—when, why and how GBV-related safety issues might arise, particularly as the result of delivery or use of humanitarian services. However, GBV survivors should not be sought out or targeted as a specific group during assessments. GBV-specific assessments—which include investigating specific GBV incidents, interviewing survivors about their specific experiences, or conducting research on the scope of GBV in the population—should be conducted only in collaboration with GBV specialists and/or a GBV-specialized partner or agency. Training in gender, GBV, women’s/human rights, social exclusion and sexuality—and how these inform assessment practices—should be conducted with relevant staff in each humanitarian sector. To the extent possible, assessments should be locally designed and led, ideally by relevant local government actors and/or programme administrators and with the participation of the community. When non-GBV specialists receive specific reports of GBV during general assessment activities, they should share the information with GBV specialists according to safe and ethical standards that ensure confidentiality and, if requested by survivors, anonymity of survivors.
Element 2: Resource Mobilization

Resource mobilization most obviously refers to accessing funding in order to implement programming—either through specific donors or linked to coordinated humanitarian funding mechanisms. (For more information on funding mechanisms, see Annex 7.) These Guidelines aim to reduce the challenges of accessing GBV-related funds by outlining key GBV-related issues to be considered when drafting proposals.

In addition to the sector-specific funding points presented in each thematic area, humanitarian actors should consider the following general points:

<table>
<thead>
<tr>
<th>Components of a Proposal</th>
<th>GBV-Related Points to Consider for Inclusion</th>
</tr>
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</table>
| **HUMANITARIAN NEEDS OVERVIEW** | • Describe vulnerabilities of women, girls and other at-risk groups in the particular setting  
• Describe and analyse risks for specific forms of GBV (e.g. sexual assault, forced and/or coerced prostitution, child and/or forced marriage, intimate partner violence and other forms of domestic violence), rather than a broader reference to ‘GBV’  
• Illustrate how those believed to be at risk of GBV have been identified and consulted on GBV-related priorities, needs and rights |
| **PROJECT RATIONALE/JUSTIFICATION** | • Explain the GBV-related risks that are linked to the sector’s area of work  
• Describe which groups are being targeted in this action and how the targeting is informed by vulnerability criteria and inclusion strategies  
• Describe whether women, girls and other at-risk groups are part of decision-making processes and what mechanisms have been put in place to empower them  
• Explain how these efforts will link with and support other efforts to prevent and mitigate specific types of GBV in the affected community |
| **PROJECT DESCRIPTION** | • Illustrate how activities are linked with those of other humanitarian actors/sectors  
• Explain which activities may help in changing or improving the environment to prevent GBV (e.g. by better monitoring and understanding the underlying causes and contributing factors of GBV)  
• Describe mechanisms that facilitate reporting of GBV, and ensure appropriate follow-up in a safe and ethical manner  
• Describe relevant linkages with GBV specialists and GBV coordination mechanisms  
• Consider how the project promotes and rebuilds community systems and structures that ensure the participation and safety of women, girls and other at-risk groups |
| **MONITORING AND EVALUATION PLAN** | • Outline a monitoring and evaluation plan to track progress as well as any adverse effects of GBV-related activities on the affected population  
• Illustrate how the monitoring and evaluation strategies include the participation of women, girls and other at-risk groups  
• Include outcome level indicators from the Indicator Sheets in the thematic area of the Guidelines to measure programme impact on GBV-related risks  
• Where relevant, describe a plan for adjusting the programme according to monitoring outcomes  
• Disaggregate indicators by sex, age, disability and other relevant vulnerability factors |

**ESSENTIAL TO KNOW**

Recognizing GBV Prevention and Response as Life-Saving

Addressing GBV is considered life-saving and meets multiple humanitarian donor guidelines and criteria, including the Central Emergency Response Fund (CERF). In spite of this, GBV prevention, mitigation and response are rarely prioritized from the outset of an emergency. Taking action to address GBV is more often linked to longer-term protection and stability initiatives; as a result, humanitarian actors operate with limited GBV-related resources in the early stages of an emergency (Hersh, 2014). This includes a lack of physical and human resources or technical capacity in the area of GBV, which can in turn result in limited allocation of GBV-related funding. These limitations are both a cause and an indicator of systemic weaknesses in emergency response, and may in some instances stem from the failure of initial rapid assessments to illustrate the need for GBV prevention and response interventions. (For more information about including GBV in various humanitarian strategic plans and funding mechanisms, see Annex 7.)
Importantly, resource mobilization is not limited to soliciting funds. When planning for and implementing GBV prevention and response activities, sector actors should:

- Mobilize human resources by making sure that partners within the sector system:
  - Have been trained in and understand issues of gender, GBV, women’s/human rights, social exclusion and sexuality.
  - Are empowered to integrate GBV risk-reduction strategies into their work.
- Employ and retain women and other at-risk groups as staff, and ensure their active participation and leadership in all sector-related community activities.
- Pre-position age-, gender-, and culturally sensitive supplies where necessary and appropriate.
- Pre-position accessible GBV-related community outreach material.
- Advocate with the donor community so that donors recognize GBV prevention, mitigation and response interventions as life-saving, and support the costs related to improving intra- and inter-sector capacity to address GBV.
- Ensure that government and humanitarian policies related to sector programming integrate GBV concerns and include strategies for ongoing budgeting of activities.

**Element 3: Implementation**

The ‘Implementation’ subsection of each thematic area section provides guidance for putting GBV-related risk-reduction responsibilities into practice. The information is intended to:

- Describe a set of activities that, taken together, establish shared standards and improve the overall quality of GBV-related prevention and mitigation strategies (and, for some sectors, response services for survivors) in humanitarian settings.
- Establish GBV-related responsibilities that should be undertaken by all actors within that particular sector, regardless of available data on GBV incidents.
- Maximize immediate protection of GBV survivors and persons at risk.
- Foster longer-term interventions that work towards the elimination of GBV.
Three main types of responsibilities—programming, policies, and communications and information sharing—correspond to and elaborate upon the suggested areas of inquiry outlined under the subsection ‘Assessment, Analysis and Planning’. Each targets a variety of sector actors.

1) **Programming**: Targets NGOs, community-based organizations (including the National Red Cross/Red Crescent Society), INGOs, United Nations agencies, and national and local governments to encourage them to:
   - Support the involvement of women, girls and other at-risk groups within the affected population as programme staff and as leaders in governance mechanisms and community decision-making structures.
   - Implement programmes that (1) reflect awareness of the particular GBV risks faced by women, girls and other at-risk groups, and (2) address their rights and needs related to safety and security.
   - Integrate GBV prevention and mitigation (and, for some sectors, response services for survivors) into activities.

2) **Policies**: Targets programme planners, advocates, and national and local policymakers to encourage them to:
   - Incorporate GBV prevention and mitigation strategies into programme policies, standards and guidelines from the earliest stages of the emergency.
   - Support the integration of GBV risk-reduction strategies into national and local development policies and plans and allocate funding for sustainability.
   - Support the revision and adoption of national and local laws and policies (including customary laws and policies) that promote and protect the rights of women, girls and other at-risk groups.

3) **Communications and Information Sharing**: Targets programme and community outreach staff to encourage them to:
   - Work with GBV specialists in order to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for GBV survivors; incorporate basic GBV messages into sector-specific community outreach and awareness-raising activities; and develop information-sharing standards that promote confidentiality and ensure anonymity of survivors. In the early stages of an emergency, services may be quite limited; referral pathways should be adjusted as services expand.

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**ESSENTIAL TO KNOW**

**Active Participation of Women, Girls and Other At-Risk Groups**

Commitment 4 of the IASC Principals’ Commitments on Accountability to Affected Populations (CAAP) highlights the importance of enabling affected populations to play a decision-making role in processes that affect them. This is reflected in recommendations within these Guidelines that promote the active participation of women, girls and other at-risk groups in assessment processes and as staff and leaders in community-based structures. **Involving women, girls, and other at-risk groups in all aspects of programming is essential** to fulfilling the guiding principles and approaches discussed later in this section. However, such involvement—especially as leaders or managers—can be risky in some settings. Therefore the recommendations throughout these Guidelines aimed at greater inclusion of women, girls and other at-risk groups (e.g. striving for 50 per cent representation of females in programme staff) may need to be adjusted to the context. Due caution must be exercised where their inclusion poses a potential security risk or increases their risk of GBV. Approaches to their involvement should be carefully contextualized.
Receive training on issues of gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to engage supportively with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

Mental Health and Psychosocial Support: Providing Referrals and Psychological First Aid

The term ‘mental health and psychosocial support’ (MHPSS) is used to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder (IASC, 2007). The experience of GBV can be a very distressing event for a survivor. All survivors should have access to supportive listeners in their families and communities, as well as additional GBV-focused services should they choose to access them. Often the first line of focused services will be through community-based organizations, in which trained GBV support workers provide case management and resiliency-based mental health care. Some survivors—typically a relatively small number—may require more targeted mental health care from an expert experienced in addressing GBV-related mental health issues (e.g. when survivors are not improving according to a care plan, or when caseworkers have reason to believe survivors may be at risk of hurting themselves or someone else).

As part of care and support for people affected by GBV, the humanitarian community plays a crucial role in ensuring survivors gain access to GBV-focused community-based care services and, as necessary and available, more targeted mental health care provided by GBV and trauma-care experts. Survivors may also wish to access legal/justice support and police protection. Providing information to survivors in an ethical, safe and confidential manner about their rights and options to report risk and access care is presented throughout these Guidelines as a cross-cutting responsibility. Humanitarian actors should work with GBV specialists to identify systems of care (i.e. referral pathways) that can be mobilized if a survivor reports exposure to GBV. Some humanitarian sectors—such as health and education—should have GBV-specialist staff integrated into their operations.

For all humanitarian personnel who engage with affected populations, it is important not only to be able to offer survivors up-to-date information about access to services, but also to know and apply the principles of psychological first aid. Even without specific training in GBV case management, non-GBV specialists can go a long way in assisting survivors by responding to their disclosures in a supportive, non-stigmatizing, survivor-centred manner. (For more information about the survivor-centred approach, see ‘Guiding Principles’, below).

Psychological first aid (PFA) describes a humane, supportive response to a fellow human being who is suffering and who may need support. Providing PFA responsibly means to:

1. Respect safety, dignity and rights.
2. Adapt what you do to take account of the person’s culture.
3. Be aware of other emergency response measures.
4. Look after yourself.

PREPARE
- Learn about the crisis event.
- Learn about available services and supports.
- Learn about safety and security concerns.

(continued)
The three basic action principles of PFA presented below—look, listen and link—can help humanitarian actors with how they view and safely enter a crisis situation, approach affected people and understand their needs, and link them with practical support and information.

**Dos**
- Be honest and trustworthy.
- Respect people’s right to make their own decisions.
- Be aware of and set aside your own biases and prejudices.
- Make it clear to affected people that even if they refuse help now, they can still access help in the future.
- Respect privacy and keep the person’s story confidential, if this is appropriate.
- Behave appropriately by considering the person’s culture, age and gender.

**Don’ts**
- Don’t exploit your relationship as a helper.
- Don’t ask the person for any money or favour for helping them.
- Don’t make false promises or give false information.
- Don’t exaggerate your skills.
- Don’t force help on people and don’t be intrusive or pushy.
- Don’t pressure people to tell you their stories.
- Don’t share the person’s story with others.
- Don’t judge the people for their actions or feelings.

The following chart identifies ethical dos and don’ts in providing PFA. These are offered as guidance to avoid causing further harm to the person; provide the best care possible; and act only in their best interests. These ethical dos and don’ts reinforce a survivor-centred approach. In all cases, humanitarian actors should offer help in ways that are most appropriate and comfortable to the people they are supporting, given the cultural context. In any situation where a humanitarian actor feels unsure about how to respond to a survivor in a safe, ethical and confidential manner, she or he should contact a GBV specialist for guidance.

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
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</tr>
<tr>
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<td>Don’t pressure people to tell you their stories.</td>
</tr>
</tbody>
</table>

Element 4: Coordination

Given its complexities, GBV is best addressed when multiple sectors, organizations and disciplines work together to create and implement unified prevention and mitigation strategies. In an emergency context, actors leading humanitarian interventions (e.g. the Office for the Coordination of Humanitarian Affairs; the Resident Coordinator/Humanitarian Coordinator; the Deputy Special Representative of the Secretary-General/Resident Coordinator/Humanitarian Coordinator; UNHCR; etc.) can facilitate coordination that ensures GBV-related issues are prioritized and dealt with in a timely manner. (For more information see ‘Ensuring Implementation of the Guidelines: Responsibilities of Key Actors’ in Part One: Introduction.) Effective coordination can strengthen accountability, prevent a ‘siloed’ effect, and ensure that agency-specific and intra-sectoral GBV action plans are in line with those of other sectors, reinforcing a cross-sectoral approach.

Each thematic area provides guidance on key GBV-related areas for cross-sectoral coordination. This guidance targets NGOs, community-based organizations (including National Red Cross/Red Crescent Societies), INGOs and United Nations agencies, national and local governments, and humanitarian coordination leadership—such as line ministries, humanitarian coordinators, sector coordinators and donors. Leaders of sector-specific coordination mechanisms should also undertake the following:

- Put in place mechanisms for regularly addressing GBV at sector coordination meetings, such as including GBV issues as a regular agenda item and soliciting the involvement of GBV specialists in relevant sector coordination activities.
- Coordinate and consult with gender specialists and, where appropriate, diversity specialists or networks (e.g. disability, LGBTI, older persons, etc.) to ensure specific issues of vulnerability—which may otherwise be overlooked—are adequately represented and addressed.
PART 2: BACKGROUND

GBV Guidelines

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BACKGROUND

CONTENT OVERVIEW OF THEMATIC AREAS

Develop monitoring systems that allow sectors to track their own GBV-related activities (e.g. include GBV-related activities in the sector’s 3/4/5W form used to map out actors, activities and geographic coverage).

Submit joint proposals for funding to ensure that GBV has been adequately addressed in the sector programming response.

Develop and implement sector work plans with clear milestones that include GBV-related inter-agency actions.

Support the development and implementation of sector-wide policies, protocols and other tools that integrate GBV prevention and mitigation (and, for some sectors, response services for survivors).

Form strategic partnerships and networks to conduct advocacy for improved programming and to meet the responsibilities set out in these Guidelines (with due caution regarding the safety and security risks for humanitarian actors, survivors and those at risk of GBV who speak publicly about the problem of GBV).

ESSENTIAL TO KNOW

Accessing the Support of GBV Specialists

Sector coordinators and sector actors should identify and work with the chair (and co-chair) of the GBV coordination mechanism where one exists. (Note: GBV coordination mechanisms may be chaired by government actors, NGOs, INGOs and/or United Nations agencies, depending on the context.) They should also encourage a sector focal point to participate in GBV coordination meetings, and encourage the GBV chair/co-chair (or other GBV coordination group member) to participate in the sector coordination meetings. Whenever necessary, sector coordinators and sector actors should seek out the expertise of GBV specialists to assist with implementing the recommendations presented in these Guidelines.

GBV specialists can ensure the integration of protection principles and GBV risk-reduction strategies into ongoing humanitarian programming. These specialists can advise, assist and support coordination efforts through specific activities, such as:

- Conducting GBV-specific assessments.
- Ensuring appropriate services are in place for survivors.
- Developing referral systems and pathways.
- Providing case management for GBV survivors.
- Developing trainings for sector actors on gender, GBV, women’s/human rights, and how to respectfully and supportively engage with survivors.

GBV experts neither can nor should have specialized knowledge of each sector, however. Efforts to integrate GBV risk-reduction strategies into different sectoral responses should be led by sector actors to ensure that any recommendations from GBV actors are relevant and feasible within the sectoral response.

In settings where the GBV coordination mechanism is not active, sector coordinators and sector actors should seek support from local actors with GBV-related expertise (e.g. social workers, women’s groups, protection officers, child protection specialists, etc.) as well as the Global GBV AoR. (Relevant contacts are provided on the GBV AoR website, <www.gbvaor.net>.)

Advocacy

Advocacy is the deliberate and strategic use of information—by individuals or groups of individuals—to bring about positive change at the local, national and international levels. By working with GBV specialists and a wide range of partners, humanitarian actors can help promote awareness of GBV and ensure safe, ethical and effective interventions. They can highlight specific GBV issues in a particular setting through the use of effective communication strategies and different types of products, platforms and channels, such as: press releases, publications, maps and media interviews; different web and social media platforms; multimedia products using video, photography and graphics; awareness-raising campaigns; and essential information channels for affected populations.

All communication strategies must adhere to standards of confidentiality and data protection when using stories, images or photographs of survivors for advocacy purposes.


ESSENTIAL TO KNOW
Element 5: Monitoring and Evaluation

Monitoring and evaluation (M&E) is a critical tool for planning, budgeting resources, measuring performance and improving future humanitarian response. Continuous routine monitoring ensures that effective programmes are maintained and accountability to all stakeholders—especially affected populations—is improved. Periodic evaluations supplement monitoring data by analysing in greater depth the strengths and weaknesses of implemented activities, and by measuring improved outcomes in the knowledge, attitudes and behaviour of affected populations and humanitarian workers. Implementing partners and donors can use the information gathered through M&E to share lessons learned among field colleagues and the wider humanitarian community. These Guidelines primarily focus on indicators that strengthen programme monitoring to avoid the collection of GBV incident data and more resource-intensive evaluations. (For general information on M&E, see resources available to guide real-time and final programme evaluations such as ALNAP’s Evaluating Humanitarian Action Guide, www.alnap.org/eha. For GBV-specific resources on M&E, see Annex 1.)

Each thematic area includes a non-exhaustive set of indicators for monitoring and evaluating the recommended activities at each phase of the programme cycle. Most indicators have been designed so they can be incorporated into existing sectoral M&E tools and processes, in order to improve information collection and analysis without the need for additional data collection mechanisms. Humanitarian actors should select indicators and set appropriate targets prior to the start of an activity and adjust them to meet the needs of the target population as the project progresses. There are suggestions for collecting both quantitative data (through surveys and 3/4/5W matrices) and qualitative data (through focus group discussions, key informant interviews and other qualitative methods). Qualitative information helps to gather greater depth on participants’ perceptions of programmes. Some indicators require a mix of qualitative and quantitative data to better understand the quality and effectiveness of programmes.

It is crucial that the data not only be collected and reported, but also analysed with the goal of identifying where modifications may be beneficial. In this regard, sometimes ‘failing’ to meet a target can provide some of the most valuable opportunities for learning. For example, if a sector has aimed for 50 per cent female participation in assessments but falls short of reaching that target, it may consider changing the time and/or location of the consultations, or speaking with the affected community to better understand the barriers to female participation. The knowledge gained through this process has the potential to strengthen sectors’
interventions even beyond the actions taken related to GBV. Therefore, indicators should be analysed and reported by the relevant sector(s) using a ‘GBV lens’. This involves considering the ways in which all information—including information that may not seem ‘GBV-related’—could have implications for GBV prevention and mitigation (and, for some sectors, response services for survivors).

Lastly, humanitarian actors should disaggregate indicators by sex, age, disability and other relevant vulnerability factors to improve the quality of the information they collect and to deliver programmes more equitably and efficiently. See ‘Key Considerations for At-Risk Groups’ in Part One: Introduction for more information on vulnerability factors.

2. Guiding Principles and Approaches for Addressing Gender-Based Violence

The following principles are inextricably linked to the overarching humanitarian responsibility to provide protection and assistance to those affected by a crisis. They serve as the foundation for all humanitarian actors when planning and implementing GBV-related programming. These principles state that:

- GBV encompasses a wide range of human rights violations.
- Preventing and mitigating GBV involves promoting gender equality and promoting beliefs and norms that foster respectful, non-violent gender norms.
- Safety, respect, confidentiality and non-discrimination in relation to survivors and those at risk are vital considerations at all times.

ESSENTIAL TO KNOW

Example of Conducting M&E and Data Analysis Using a ‘GBV Lens’

The education sector has designed a learning space for boys and girls from displaced communities. The success of the programme is monitored by collecting data on a suggested indicator from the GBV Guidelines and OCHA Humanitarian Indicators Registry: Emergency affected boys and girls attending learning spaces/schools in affected areas. The indicator is defined below:

\[
\frac{\text{# of females attending learning spaces/schools in affected areas}}{\text{# of males attending learning spaces/schools in affected areas}}
\]

The results are disaggregated by age group (5–13 and 14–18). Using a ‘GBV lens’ to report and act on the findings of this indicator would involve considering the underlying differences for boys and girls of different ages who are not attending learning spaces, and whether these differences might be related to GBV. For example, an early dropout rate of adolescent girls may result from early marriage, domestic responsibilities or unsafe routes that discourage parents from sending their girls to school. Discovering a disparity in attendance between girls and boys can lead to further investigation about some of the GBV-related causes of those disparities.

Do No Harm

The concept of ‘do no harm’ means that humanitarian organizations must strive to “minimize the harm they may inadvertently be doing by being present and providing assistance.” Such unintended negative consequences may be wide-ranging and extremely complex. Humanitarian actors can reinforce the ‘do no harm’ principle in their GBV-related work through careful attention to the human rights-based, survivor-centred, community-based and systems approaches described below.

GBV-related interventions should be context-specific in order to enhance outcomes and ‘do no harm’.

Participation and partnership are cornerstones of effective GBV prevention.

These principles can be put into practice by applying the four essential and interrelated approaches described below.

1. Human Rights-Based Approach

A human rights-based approach seeks to analyse the root causes of problems and to redress discriminatory practices that impede humanitarian intervention. This approach is often contrasted with the needs-based approach, in which interventions aim to address practical, short-term emergency needs through service delivery. Although a needs-based approach includes affected populations in the process, it often stops short of addressing policies and regulations that can contribute to sustainable systemic change.

By contrast, the human rights-based approach views affected populations as ‘rights-holders’, and recognizes that these rights can be realized only by supporting the long-term empowerment of affected populations through sustainable solutions. This approach seeks to attend to rights as well as needs; how those needs are determined and addressed is informed by legal and moral obligations and accountability. Humanitarian actors, along with states (where they are functioning), are seen as ‘duty-bearers’ who are bound by their obligations to encourage, empower and assist ‘rights-holders’ in claiming their rights. A human rights-based approach requires those who undertake GBV-related programming to:

- Assess the capacity of rights-holders to claim their rights (identifying the immediate, underlying and structural causes for non-realization of rights) and to participate in the development of solutions that affect their lives in a sustainable way.
- Assess the capacities and limitations of duty-bearers to fulfill their obligations.
- Develop sustainable strategies for building capacities and overcoming these limitations of duty-bearers.
- Monitor and evaluate both outcomes and processes, guided by human rights standards and principles and using participatory approaches.
- Ensure programming is informed by the recommendations of international human rights bodies and mechanisms.

2. Survivor-Centred Approach

To be treated with dignity and respect

To choose

To privacy and confidentiality

To non-discrimination

To information

Victim-blaming attitudes

Feeling powerless

Shame and stigma

Discrimination on the basis of gender, ethnicity, etc.

Being told what to do

A survivor-centred approach means that the survivor’s rights, needs and wishes are prioritized when designing and developing GBV-related programming. The illustration above contrasts survivor’s rights (in the left-hand column) with the negative impacts a survivor may experience when the survivor-centred approach is not employed.

The survivor-centred approach can guide professionals—regardless of their role—in their engagement with persons who have experienced GBV. It aims to create a supportive environment in which a GBV survivor’s rights are respected, safety is ensured, and the survivor is treated with dignity and respect. The approach helps to promote a survivor’s recovery and strengthen her or his ability to identify and express needs and wishes; it also reinforces the person’s capacity to make decisions about possible interventions (adapted from IASC Gender SWG and GBV AoR, 2010).

**Key Elements of the Survivor-Centred Approach for Promoting Ethical and Safety Standards**

1) **Safety:** The safety and security of the survivor and others, such as her/his children and people who have assisted her/him, must be the number one priority for all actors. Individuals who disclose an incident of GBV or a history of abuse are often at high risk of further violence from the perpetrator(s) or from others around them.

2) **Confidentiality:** Confidentiality reflects the belief that people have the right to choose to whom they will, or will not, tell their story. Maintaining confidentiality means not disclosing any information at any time to any party without the informed consent of the person concerned. Confidentiality promotes safety, trust and empowerment.

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

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


3. **Community-Based Approach**

A community-based approach insists that affected populations should be leaders and key partners in developing strategies related to their assistance and protection. From the earliest stage of the emergency, all those affected should “participate in making decisions that affect their lives” and have “a right to information and transparency” from those providing assistance. The community-based approach:

- Allows for a process of direct consultation and dialogue with all members of communities, including women, girls and other at-risk groups.
- Engages groups who are often overlooked as active and equal partners in the assessment, design, implementation, monitoring and evaluation of assistance.
- Ensures all members of the community will be better protected, their capacity to identify and sustain solutions strengthened and humanitarian resources used more effectively (adapted from UNHCR, 2008).
4. Systems Approach

Using a systems approach means analysing GBV-related issues across an entire organization, sector and/or humanitarian system to come up with a combination of solutions most relevant to the context. The systems approach can be applied to introduce systemic changes that improve GBV prevention and mitigation efforts (and, for some sectors, response services)—both in the short term and in the long term. Humanitarian actors can apply a systems approach in order to:

- Strengthen agency/organizational/sectoral commitment to gender equality and GBV-related programming.
- Improve humanitarian actors’ knowledge, attitudes and skills related to gender equality and GBV through sensitization and training.
- Reach out to organizations to address underlying causes that affect sector capacity to prevent and mitigate GBV, such as gender imbalance in staffing.
- Strengthen safety and security for those at risk of GBV through the implementation of infrastructure improvements and the development of GBV-related policies.
- Ensure adequate monitoring and evaluation of GBV-related programming (adapted from USAID, 2006).

ESSENTIAL TO KNOW

Conducting Trainings

Throughout these Guidelines, it is recommended that sector actors work with GBV specialists to prepare and provide trainings on gender, GBV and women’s/human rights. These trainings should be provided for a variety of stakeholders, including humanitarian actors, government actors, and community members. Such trainings are essential not only for implementing effective GBV-related programming, but also for engaging with and influencing cultural norms that contribute to the perpetuation of GBV. Where GBV specialists are not available in-country, sector actors can liaise with the Global GBV Area of Responsibility (gbvaor.net and/or gbvguidelines.org) for support in preparing and providing trainings. Sector actors should also:

- Research relevant sector-specific training tools that have already been developed, prioritizing tools that have been developed in-country (e.g. local referral mechanisms, standard operating procedures, tip sheets, etc.).
- Consider the communication and literacy abilities of the target populations, and tailor the trainings accordingly.
- Ensure all trainings are conducted in local language(s) and that training tools are similarly translated.
- Ensure that non-national training facilitators work with national co-facilitators wherever possible.
- Balance awareness of cultural and religious sensitivities with maximizing protections for women, girls and other at-risk groups.
- Seek ways to provide ongoing monitoring and mentoring/technical support (in addition to training), to ensure sustainable knowledge transfer and improved expertise in GBV.
- Identify international and local experts in issues affecting different at-risk groups (e.g. persons with disabilities, LGBTI populations) to incorporate information on specific at-risk groups into trainings.

(For existing sector-specific training tools on GBV, see the ‘Resources’ page in each thematic area. For a general list of GBV-specific training tools as well as training tools on related issues, including LGBTI rights and needs, see Annex 1.)

Additional Citations


PART THREE
THEMATIC AREA
GUIDANCE
Well-designed camps and camp-like settings help to reduce exposure to GBV, improve quality of life and ensure dignity of displaced populations. Camps should be designed to ensure delivery of, and equitable access to, services and protection. Proper identification of persons at risk, as well as effective management of information, space and service provision (through data collection and monitoring systems such as registration and the Displacement Tracing Matrix) are also key to GBV prevention. By considering the natural resources of the area during camp set-up and site selection, and by advocating for adequate and appropriate assistance and livelihoods opportunities during the care and maintenance phase of camp life, CCCM actors can further mitigate the risk of GBV.

Camp management implies a holistic and cross-cutting response. Actions taken by the CCCM sector to prevent and mitigate GBV should be done in coordination with GBV specialists and actors working in other humanitarian sectors. CCCM actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. (See ‘Coordination’, below.)

Addressing Gender-Based Violence throughout the Programme Cycle

**KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING**

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by CCCM actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with CCCM actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of CCCM operations in ways that prevent and mitigate the risk of GBV. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.
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ASSESSMENT

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CCCM

Areas Related to CCCM PROGRAMMING

Participation and Leadership

a) What is the ratio of male to female CCCM staff, including in positions of leadership?
   • Are systems in place for training and retaining female staff?
   • Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women and other at-risk groups actively involved in community-based camp governance structures (e.g. community management structures, site committees, governing bodies, etc.)? Are they in leadership roles when possible?

c) Are the lead actors in CCCM response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

Physical Safety in and around Sites

d) Is site and shelter selection made in consultation with representatives of the affected population, including women, girls and other at-risk groups? Have safety issues been considered when selecting site locations so that camps do not exacerbate GBV vulnerabilities?

e) Have safety and privacy been considered at the camp planning and set-up stage (e.g. through the provision of intrusion-resistant materials, doors and windows that lock, etc.)? Are Sphere standards for space and density being met to avoid overcrowding?

f) Is lighting sufficient throughout the site, particularly in areas at high risk of GBV?

g) Is site planning, the construction of shelter and/or consolidation of other infrastructure done according to standards of universal design and/or reasonable accommodation\(^3\) to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?

h) Are there any existing safe shelters that can provide immediate protection for GBV survivors and those at risk? If not, have safe shelters been considered at the camp planning and set-up stage?

i) Have women-, adolescent- and child-friendly spaces been considered at the camp planning and set-up stage as a way of facilitating access to care and support for survivors and those at risk of GBV?

j) Are persons working within the site clearly identified in a manner that local populations can understand (e.g. with name tags, logos or T-shirts) to help prevent sexual exploitation and abuse and/or facilitate reporting? Are there any security issues related to being identified as staff?

k) Are safety audits of GBV risks regularly undertaken in and around the site (preferably at multiple times of the day and night)?
   • Is there a system for follow-up on GBV issues and danger zones identified during the audits?
   • Are the findings shared with the appropriate GBV and protection partners, as well as other humanitarian actors?

l) Do women, girls and other at-risk groups face risks of harassment, sexual assault, kidnapping or other forms of violence when accessing water, fuel or distribution sites?

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to CCCM PROGRAMMING

Participation and Leadership

a) What is the ratio of male to female CCCM staff, including in positions of leadership?
   • Are systems in place for training and retaining female staff?
   • Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women and other at-risk groups actively involved in community-based camp governance structures (e.g. community management structures, site committees, governing bodies, etc.)? Are they in leadership roles when possible?

c) Are the lead actors in CCCM response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

Physical Safety in and around Sites

d) Is site and shelter selection made in consultation with representatives of the affected population, including women, girls and other at-risk groups? Have safety issues been considered when selecting site locations so that camps do not exacerbate GBV vulnerabilities?

e) Have safety and privacy been considered at the camp planning and set-up stage (e.g. through the provision of intrusion-resistant materials, doors and windows that lock, etc.)? Are Sphere standards for space and density being met to avoid overcrowding?

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g) Is site planning, the construction of shelter and/or consolidation of other infrastructure done according to standards of universal design and/or reasonable accommodation\(^3\) to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?

h) Are there any existing safe shelters that can provide immediate protection for GBV survivors and those at risk? If not, have safe shelters been considered at the camp planning and set-up stage?

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k) Are safety audits of GBV risks regularly undertaken in and around the site (preferably at multiple times of the day and night)?
   • Is there a system for follow-up on GBV issues and danger zones identified during the audits?
   • Are the findings shared with the appropriate GBV and protection partners, as well as other humanitarian actors?

l) Do women, girls and other at-risk groups face risks of harassment, sexual assault, kidnapping or other forms of violence when accessing water, fuel or distribution sites?

For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
### POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

#### m) Do security personnel regularly patrol the site, including water and fuel collection areas?
- Are both women and men represented in the security patrols?
- Do security patrol personnel receive GBV prevention and response training?

#### Registration and Profiling

**n)** Are married women, single women, single men, and girls and boys without family members registered individually? Are individuals with different gender identities able to register in a safe and non-stigmatizing way?

**o)** Do registration/greeting/transit centres (in both natural disaster and conflict settings) have separate spaces for confidentially speaking with those who may be at particular risk of GBV (e.g. persons separated from families or without identification who may be at heightened risk of abduction and trafficking) or those who have disclosed violence?
- Are focal persons and/or GBV specialists available at registration/greeting/transit centres to expedite registration process for survivors and those at risk, and to provide them with information on where to access care and support?

#### Areas Related to CCCM POLICIES

**a)** Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of CCCM programmes?
- Are women, girls and other at-risk groups meaningfully engaged in the development of CCCM policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
- Has the camp management agency communicated these policies, standards and guidelines to women, girls, boys and men (separately when necessary)?
- Are CCCM staff properly trained and equipped with the necessary skills to implement these policies?

**b)** Do national and local CCCM policies and plans advocate for the integration of GBV-related risk-reduction strategies? Is funding allocated for sustainability of these strategies?
- In situations of cyclical natural disasters, is there a policy provision for a GBV specialist to advise the government on CCCM-related GBV risk reduction? Is there a protection specialist to advise government on common protection risks in camp settings?
- Are there policies about where and how to establish sites?
- Are there policies or standards on the construction of women-, adolescent- and child-friendly spaces from the onset of an emergency?
- Are there policies about the allocation of security/law enforcement personnel to camps and their training in GBV?
- Do camp closure and exit strategies take GBV-related risks into consideration (e.g. are those at risk identified so they are not left in camps and/or without durable solutions, etc.)?

#### Areas Related to CCCM COMMUNICATIONS and INFORMATION SHARING

**a)** Has training been provided to CCCM staff and stakeholders on:
- Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
- How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

**b)** Do CCCM-related community outreach activities—specifically communicating with communities (CwC) and feedback mechanisms—raise awareness within the community about general safety and GBV risk reduction?
- Does this awareness-raising include information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
- Is this information provided in age-, gender-, and culturally appropriate ways?
- Are males, particularly leaders in the community, engaged in these activities as agents of change?

**c)** Are GBV-related messages (especially how to report risk and where to access care) placed in visible and accessible locations (e.g. greeting/reception centres for new arrivals; evacuation centres; day-care centres; schools; local government offices; health facilities; etc.)?

**d)** Are discussion forums on CCCM age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?
PART 3: GUIDANCE

GBV Guidelines

When drafting a proposal that includes strategies for emergency preparedness:

• Is there a strategy for integrating GBV into preparedness trainings for site managers and coordinators?
• Is there a strategy for preparing and providing trainings for government, CCCM staff and camp governance groups on the safe design and implementation of CCCM programming that mitigates the risk of GBV?
• Is there a plan to ensure that site identification and negotiation take into account GBV risks and prevention strategies?
• Are additional costs required to ensure that construction and renovation of infrastructure adhere to standards of universal design and/or reasonable accommodation?
• Are additional costs required to pre-position GBV risk-reduction supplies (e.g. lighting; torches; partitions; intrusion-resistant materials; etc.)?
• Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal that includes strategies for emergency response:

• Is there a clear description of how camp management will prevent and mitigate GBV (e.g. providing separate, confidential and non-stigmatizing registration areas for survivors and those at risk of GBV; establishing women-, adolescent- and child-friendly spaces; ensuring adequate lighting in high risk areas; conducting regular monitoring of sites; etc.)?

RESOURCE MOBILIZATION

KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for CCCM programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.

Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population as they relate to the site (e.g. single women living on the perimeter of sites; collective centres without partitions; threats posed by armed groups or criminal activity in and around the site; attitudes of humanitarian staff that may contribute to discrimination against women, girls and other at-risk groups; insufficient or inappropriate humanitarian assistance that may result in women and girls resorting to survival sex or other exploitative activities; firewood or other fuel collection in insecure settings; etc.)?

Are risks for specific forms of GBV (e.g. sexual assault, forced and/or coerced prostitution, child and/or forced marriage, intimate partner violence and other forms of domestic violence) described and analysed, rather than a broader reference to ‘GBV’?

When drafting a proposal that includes strategies for emergency preparedness:

• Is there a strategy for integrating GBV into preparedness trainings for site managers and coordinators?
• Is there a strategy for preparing and providing trainings for government, CCCM staff and camp governance groups on the safe design and implementation of CCCM programming that mitigates the risk of GBV?
• Is there a plan to ensure that site identification and negotiation take into account GBV risks and prevention strategies?
• Are additional costs required to ensure that construction and renovation of infrastructure adhere to standards of universal design and/or reasonable accommodation?
• Are additional costs required to pre-position GBV risk-reduction supplies (e.g. lighting; torches; partitions; intrusion-resistant materials; etc.)?
• Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal that includes strategies for emergency response:

• Is there a clear description of how camp management will prevent and mitigate GBV (e.g. providing separate, confidential and non-stigmatizing registration areas for survivors and those at risk of GBV; establishing women-, adolescent- and child-friendly spaces; ensuring adequate lighting in high risk areas; conducting regular monitoring of sites; etc.)?
PART 3: GUIDANCE

GBV Guidelines

IMPLEMENTATION

Project Rationale/Justification (continued)

- Are additional costs required to ensure the safety and effective working environments for female staff in the CCCM sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?
- When drafting a proposal that includes strategies for camp closure and durable solutions:
  - Is there an explanation of how the project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. consultations with women, girls, men and boys prior to and during site closure and exit processes)?
  - Does the proposal reflect a commitment to working with the community to ensure sustainability?

Project Description

- Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?
- Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?
- Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including in-camp governance structures and camp committees?

Key GBV Considerations for Implementation

The following are some common GBV-related considerations when implementing CCCM interventions in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into CCCM Programming

1. Involve women, adolescent girls and other at-risk groups as staff and leaders in site-governance mechanisms and community decision-making structures throughout the entire life cycle of the camp (with due caution in situations where this poses a potential security risk or increases the risk of GBV).4
   - Strive for 50 per cent representation of females within CCCM programme staff. Provide them with formal and on-the-job training as well as targeted support to assume leadership and training positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in CCCM committees and management groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.

4 Note: CCCM does not hire camp populations. Women who are hired would need to be from outside of the camp (e.g. internationals or nationals from the host population).
Employ persons from at-risk groups in CCCM staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

Support women, adolescent girls and other at-risk groups in identifying and speaking out about factors that may increase the risk of GBV in sites (e.g. factors related to site management; security; shelter; availability of and access to resources such as food, fuel, water and sanitation; referral services; etc.). Link with GBV specialists to ensure that this is done in a safe and ethical manner.

2. Prioritize GBV risk-reduction activities in camp planning and set-up.

Consider safety issues when selecting site locations so that camps do not exacerbate GBV vulnerabilities (e.g. proximity to national borders; access to livelihoods opportunities; competition for natural resources; etc.).

Adhere to (and when possible, exceed) Sphere standards to reduce overcrowding, which can add to family stress and increase the risk of intimate partner violence and other forms of domestic violence.

Improve safety and privacy in non-collective sleeping areas through the provision of intrusion-resistant materials, doors and windows that lock, and—where culturally appropriate—internal partitions.

In collective centres, put in place appropriate family and sex-segregated partitions (paying due attention to the rights and needs of LGBTI persons who may make up non-traditional family structures and/or be excluded from sex-segregated spaces).

Ensure adequate lighting in all public and communal areas and in all areas deemed to be at high risk for GBV. Camp management agencies should prioritize the installation of appropriate lighting in and around toilets, latrines and bathhouses.

**Camp Management Agency**

Camp management operates at the level of a single camp. The Camp Management Agency, often present from the early phases of an emergency, responds to the changing needs of a dynamic camp environment. Due to its steady presence and leadership role in the camp, the Camp Management Agency shares a responsibility to ensure that conditions within the camp minimize the risk of GBV for all vulnerable populations, particularly women and girls. This means:

- Ensuring that the camp is designed and laid out in consultation with women, adolescent girls (where appropriate) and other at-risk groups.
- Consistently and meaningfully involving those at risk of GBV in all decisions—throughout the camp life cycle—that affect the daily management of the camp and the delivery of assistance and services.
- Ensuring all Camp Management Agency staff are trained in GBV guiding principles and equipped to use tools such as observation-based safety audits and community mapping.
- Using these tools to regularly monitor safety concerns and ensure the security, dignity and access to services and resources of all at-risk groups.

Designate the use of women-, adolescent- and child-friendly spaces during camp planning and set-up. Where safe shelters have been deemed appropriate, work with GBV and child protection specialists to designate and plan for their placement.

Consider separate, confidential and non-stigmatizing spaces in registration, greeting and transit centres for engaging with those who may have been exposed to or are at risk of GBV. Ensure reception areas for new arrivals are equipped with a GBV specialist or with a focal point person who can provide referrals for immediate care of survivors (including those who disclose violence that occurred prior to flight or in transit and/or those encountering ongoing violence).

Consider the natural resource base of the area during camp planning and site selection, as well as opportunities for sustainable livelihoods opportunities. This can help mitigate the depletion of natural resources such as food, water, land and fuel, which can in turn contribute to GBV.

Consider—from the planning phase—durable solutions/exit strategies for camp closure that integrate GBV prevention and mitigation.

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**ESSENTIAL TO KNOW**

**Safe Shelters and Women-, Adolescent- and Child-Friendly Spaces**

The term ‘safe shelter’ is used throughout the Guidelines to refer to any physical space or network of spaces that exclusively or incidentally offers temporary safety to individuals fleeing harm. A variety of terms—such as ‘safe house’ or ‘protection/safe haven’—are used to refer to shelters. When introducing safe shelters for affected populations:

- Consider whether safety is best achieved by making the safe shelter visible or keeping it concealed.
- Promote community buy-in, especially in camp settings.
- Ensure the security of both residents and staff.
- Provide support for both residents and staff.
- Explore and develop a diversity of shelter options.
- Assess macro-level barriers to, and implications of, safe shelter in displacement settings.
- Evaluate programme impact.


‘Women-friendly spaces’ are safe and non-stigmatizing locations where women may conduct a variety of activities, such as breastfeed their children, learn about nutrition and discuss issues related to well-being (e.g. women’s rights, sexual and reproductive health, GBV, etc.). Ideally, these spaces also include counselling services (which may incorporate counselling for GBV survivors) to help women cope with their situation and prepare them for eventual return to their communities. Women-friendly spaces may also be a venue for livelihoods activities.

‘Child-friendly spaces’ and ‘Adolescent-friendly spaces’ are safe and nurturing environments in which children and/or adolescents can access free and structured play, recreation, leisure and learning activities.

3. Prioritize GBV risk-reduction and mitigation strategies during the care and maintenance phase of the camp life cycle.

- Regularly check on site security and the well-being of women, girls and other at-risk groups to ensure they are safe from assault, exploitation and harassment (e.g. through site observation, site safety mapping, consultations with women’s groups/leaders, etc.). Ensure that camp/site management staff make regular visits—preferably multiple times of the day and night—to monitor:
  - Known danger zones in or near sites that may present GBV risks (e.g. distribution points; security checkpoints; water and sanitation facilities; entertainment centres; site perimeters; collective centres; etc.).
  - Areas where at-risk persons or groups (e.g. women- or child-headed households; unaccompanied girls and boys; girls and boys in foster families; persons with mental health problems and physical disabilities; etc.) may be housed.

**ESSENTIAL TO KNOW**

**LGBTI Persons**

Camp design and safety should take into account the specific risks of violence faced by lesbian, gay, bisexual, transgender and intersex (LGBTI) persons. When possible, CCCM actors should work with LGBTI specialists (including protection staff with expertise in this area) to ensure that basic protection rights and needs of LGBTI persons are addressed in CCCM programming. For instance:

- If the setting mandates ID or ration cards or any other kind of universal documentation, allow people to self-identify their gender, including the option not to identify as male or female and instead listing M, F, or X for gender/sex.
- Provide separate spaces in registration areas to allow people to disclose sensitive personal information in confidence, including information regarding sexual orientation and gender identity.
- Ensure that registration staff is trained to assist LGBTI persons and ask appropriate questions that enable them to safely disclose information regarding their sexual orientation or gender identity, particularly where it may relate to their security.

(Information provided by Duncan Breen, Human Rights First, Personal Communication, 28 May 2013)
• Women-, adolescent- and child-friendly spaces and other locations where activities are targeted to women, children and other at-risk groups.

▲ Share the findings of regular site checks, monitoring and data collection with relevant GBV and protection partners and other humanitarian actors, in compliance with agency data-sharing processes and according to GBV reporting and information-sharing standards. Ensure that steps are taken to address any related security issues.

▲ Inform affected populations of their rights to assistance and protection. Create complaint mechanisms and promote feedback from the community that can be used to improve GBV-related site management issues, such as placement of and access to services.

▲ Ensure that CCCM staff working in camps and camp-like settings are properly identified (i.e. with a logo and name tag) and have received training on and signed the code of conduct.

▲ Advocate with other sectors for the application of vulnerability criteria in the delivery of all services.

4. Support the role of law enforcement and security patrols to prevent and respond to GBV in and around sites throughout the entire camp life cycle.

▲ Advocate for adequate numbers of properly trained law enforcement and security personnel. Promote equal participation of women and men among security staff according to what is culturally and contextually appropriate.

▲ Work with protection partners and the community to identify the best options for enhancing security in the site (24 hours/day, 7 days/week)—including the formation of ‘community watch’ teams of men and women to monitor and report risks of violence.

▲ Work with protection partners and GBV specialists to ensure law enforcement and security patrol personnel receive regular training on GBV prevention and response.

▲ In settings with peacekeeping missions, engage with peacekeepers to facilitate security patrols.

PROMISING PRACTICE

The Philippine National Police, Women and Children Protection Division is always asked to engage in the humanitarian response because of their role in providing referrals to GBV survivors. Female police officers—found to be approachable and trustworthy—are mobilized in disaster-stricken areas to make them visible in camps and to establish help desks for women and children. Due to their expertise they can act as resource persons to inform displaced populations and returnees about GBV-related laws and legal protections.

(Information provided by Mary Scheree Lynn Herrera, GBV Specialist in the Philippines, Personal Communication, 1 September 2013)

5. Integrate GBV prevention and mitigation into camp closure.

▲ Advocate for close monitoring of the returning/resettling/residual population with a particular focus on the safety of women, girls and other at-risk groups.

▲ Encourage GBV specialists to work with relevant government ministries and civil society organizations to ensure continued delivery of services to GBV survivors who are exiting camps. Wherever possible, identify referral systems for their care and support.

▲ Ensure that safe and ethical systems for the transfer of data—including confidential personal records of GBV survivors—are put in place by organizations and authorities.
involved in camp closure and return/resettlement/reintegration programmes (with due consideration of the survivor’s best interests and in keeping with the principles of GBV reporting and information sharing).

- Conduct communication campaigns to inform affected populations of camp closure processes to reduce the risks of GBV.

**ESSENTIAL TO KNOW**

**Persons with Disabilities**

Experience reveals that persons with disabilities are some of the most hidden, neglected and socially excluded of all displaced people. Due to attitudinal, physical and social barriers, as well as lack of preparation and planning, they are more likely to be left behind or abandoned during emergency evacuation, and may be unable to access facilities, services and transportation systems. Those who do not have family members to assist them and have to rely on others for help may face an increased risk of exploitation and abuse. While research has found that services and opportunities for displaced persons with disabilities are often better in refugee camps than in urban settings, programmes in all sites should be adapted to be more inclusive and specialized. CCCM actors should ensure that:

- Persons with disabilities are identified or counted in registration and data collection exercises; are included and able to access mainstream assistance programmes, as well as specialized or targeted services; and are not ignored in the appointment of camp leadership and community management structures.
- Facilities and services (such as shelters, food distribution points, water points, latrines and bathing areas, schools, health centres, camp offices, etc.) are designed and renovated according to the principles of universal design and/or reasonable accommodation. Problems of physical accessibility can often be worse for persons with disabilities who live in urban areas where there are fewer opportunities to adapt or modify physical infrastructure.
- Accommodations are made for those requiring assistance to get food and other supplies needed on a daily basis.
- Specialized health care, counselling services, and mental health and psychosocial support for persons with disabilities are available.


### Integrating GBV Risk Reduction into CCCM POLICIES

1. **Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of CCCM programmes.**

- Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in CCCM activities. These can include, among others:
  - Procedures for coordinating service delivery and distribution of food and non-food items to those at risk of GBV within the affected population.
  - Guidelines on which distribution partner is responsible for the sustained delivery of key GBV-related non-food items (e.g. hygiene and dignity kits; lighting for personal use; fuel and fuel alternatives; etc.).
  - Housing policies for at-risk groups within the camp population.
  - Interventions to reduce GBV risks associated with insecure areas and activities (e.g. fuel collection).
  - Policies for ensuring women and other at-risk groups are represented in site governance.
• Policies for the provision of separate spaces for interviewing women and girls and other at-risk groups during registration.

• Procedures and protocols for sharing protected or confidential information about GBV incidents.

• Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

▶ Circulate these widely among CCCM staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.). Encourage community members to raise key concerns with site management agencies.

▶ Advocate for the adoption of CCCM minimum gender commitments as best practice.

2. **Advocate for the integration of GBV risk-reduction strategies into national and local policies and plans related to CCCM, and allocate funding for sustainability.**

▶ Support government and other stakeholders to review CCCM policies and plans and integrate GBV-related measures for safety and security, including:

• Provisions for a GBV specialist to advise government on CCCM-related GBV risk reduction in situations of cyclical natural disasters.

• Where and how to establish sites.

• Allocation of law enforcement and other security personnel.

• The construction of women-, adolescent- and child-friendly spaces from the onset of an emergency.

• Camp closure and exit strategies that take GBV-related risks into consideration.

▶ Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

▶ Work with national authorities and affected populations—including women and other at-risk groups—to develop site closure and exit strategies that take into consideration GBV-related risks.
Integrating GBV Risk Reduction into
CCCM COMMUNICATIONS and INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure CCCM staff have the basic skills to provide them with information on where they can obtain support.

- Ensure that all CCCM personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update the information about survivor services.

- Camp managers should ensure all CCCM personnel who engage with affected populations are trained in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

LESSON LEARNED

In Haiti, the increase in the presence of camp management teams on site led to an increase in the reporting of GBV cases: Between March and May 2010, 12 cases were reported to CCCM teams; between June and September, the number had more than tripled. In the period between March and August 2010, 98 per cent of GBV cases were reported directly to an IOM camp manager or camp field team on site. Eighty-three per cent of survivors interviewed by IOM Protection teams reported that they had no idea to whom to report the case other than the camp management staff, or where they should go to seek medical assistance. Of those who did know of the existence of a nearby health facility, 100 per cent reported they did not have the means to reach these facilities or were afraid to go alone. This experience highlights the importance for camp managers to place GBV-related messages (where to report risk and how to access care) in visible locations throughout camps, and also of the need to provide adequate training to camp managers on basic skills and information to provide referrals in cases where survivors disclose violence.


2. Ensure that CCCM programmes sharing information about reports of GBV within the CCCM sector or with partners in the larger humanitarian community abide by safety and ethical standards.

- Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into CCCM-related community outreach and awareness-raising activities.

- Work with GBV specialists to integrate community awareness-raising on GBV into CCCM outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; etc.).
• Ensure this awareness-raising includes information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.

• Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).

• Engage women, girls, boys and men (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

ENGAGE MALES, PARTICULARLY LEADERS IN THE COMMUNITY, AS AGENTS OF CHANGE IN CCCM OUTREACH ACTIVITIES RELATED TO THE PREVENTION OF GBV.

- Consider the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in community discussion forums (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

- Provide community members with information about existing codes of conduct for CCCM personnel, as well as where to report sexual exploitation and abuse committed by CCCM personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.

- Place GBV-related messages in visible and accessible locations (e.g. greeting/reception centres for new arrivals, evacuation centres, day-care centres, schools, local government offices, health facilities, etc.).

PROMISING PRACTICE

Leyte Province in the Philippines, known to be a hub for trafficking activities, was badly damaged by Typhoon Haiyan in 2013. Following the typhoon, there were concerns that trafficking would increase due to a lack of resources and a breakdown in basic services. With support from the GBV Working Group, CCCM Cluster members hung hundreds of small laminated posters in public places to help raise awareness among community members about the illegality of trafficking. The posters incorporated prevention messages as well as information about where those at risk could access support and whom community members should call if they identified a trafficking case.

(Information provided by Devanna de la Puente, GBV AoR Rapid Response Team member, Personal Communication, 13 March 2014)
KEY GBV CONSIDERATIONS FOR
COORDINATION WITH OTHER
HUMANITARIAN SECTORS

As a first step in coordination, CCCM programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist CCCM actors to:

► Design and conduct CCCM assessments that examine the risks of GBV related to CCCM programming, and strategize with CCCM actors about ways for such risks to be mitigated.
► Provide trainings for CCCM staff on issues of gender, GBV and women’s/human rights.
► Identify where survivors who report instances of GBV exposure to CCCM staff can receive safe, confidential and appropriate care, and provide CCCM staff with the basic skills and information to respond supportively to survivors.
► Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to CCCM.
► Provide advice regarding women-, adolescent- and child-friendly spaces to make sure that the selected locations and designs are safe and secure.

In addition, CCCM programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, CCCM actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
Part 3: Guidance

**GBV Guidelines**

**Coordination**

**CCCM**
- Collaborate with child protection actors on monitoring and addressing site-related GBV issues affecting children.
- Work with education actors to:
  - Plan the location and structure of education programmes (including temporary learning spaces) based on safety concerns for those at risk of GBV.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls.
  - Ensure school retention for displaced children and adolescents.
- Collaborate with food security and agriculture actors so that distribution locations, times and procedures are designed and implemented in ways that reduce risk of GBV.
- Seek assistance from health actors in planning the location and ensuring accessibility of health facilities based on safety concerns and needs of survivors and those at risk of GBV.
- Coordinate with health actors to assess the availability of and needs for health service delivery and referrals.
- Coordinate with health actors in the implementation and schedule of mobile clinics in evacuation centres and refugee/IDP sites.
- Advocate for the presence of female medical personnel.
- Advocate for facilities and personnel to be well equipped to respond to the needs of GBV survivors.
- Collaborate with WASH actors to:
  - Build safe and accessible water and sanitation facilities that reduce the risks of GBV (e.g. adequate lighting at WASH facilities; safe distances to water and sanitation points; distribution of relevant NFIs; etc.)
  - Assist with hygiene promotion outreach activities that integrate GBV messages (e.g. prevention, where to report risk and how to access care).
  - Engage receptor/host communities about water-resource usage.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies that are consistent with the rights and expressed needs of women and girls.
  - Support monitoring of WASH sites for safety, accessibility and instances of GBV.

**Education**
- Collaborate with child protection actors on monitoring and addressing site-related GBV issues affecting children.
- Work with education actors to:
  - Plan the location and structure of education programmes (including temporary learning spaces) based on safety concerns for those at risk of GBV.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls.
  - Ensure school retention for displaced children and adolescents.

**Food Security and Agriculture**
- Collaborate with food security and agriculture actors so that distribution locations, times and procedures are designed and implemented in ways that reduce risk of GBV.
- Seek assistance from health actors in planning the location and ensuring accessibility of health facilities based on safety concerns and needs of survivors and those at risk of GBV.
- Coordinate with health actors to assess the availability of and needs for health service delivery and referrals.
- Coordinate with health actors in the implementation and schedule of mobile clinics in evacuation centres and refugee/IDP sites.
- Advocate for the presence of female medical personnel.
- Advocate for facilities and personnel to be well equipped to respond to the needs of GBV survivors.

**Health**
- Work with livelihoods partners to:
  - Identify safe and unsafe areas within the camp for livelihoods activities.
  - Plan the location of income-generating activities based on safety, especially considering access to fuel, water and other key natural resources.
  - Assess the impact of livelihoods strategies on the population, in an effort to prevent risky coping behaviour.
- Collaborate with WASH actors to:
  - Build safe and accessible water and sanitation facilities that reduce the risks of GBV (e.g. adequate lighting at WASH facilities; safe distances to water and sanitation points; distribution of relevant NFIs; etc.)
  - Assist with hygiene promotion outreach activities that integrate GBV messages (e.g. prevention, where to report risk and how to access care).
  - Engage receptor/host communities about water-resource usage.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies that are consistent with the rights and expressed needs of women and girls.
  - Support monitoring of WASH sites for safety, accessibility and instances of GBV.

**Housing, Land and Property (HLP)**
- Work with HLP actors to:
  - Include questions related to HLP rights and land issues in registration, profiling and intention surveys for both men and women.
  - Understand unintended and negative impacts (e.g. forced evictions and relocation) of using land, communal sites and public facilities as evacuation/collective centres.
- Where inpatient treatment centres for malnutrition are located off-site and require children to be accompanied by an adult, work with nutrition actors to ensure that the adult is provided with support and assistance to reduce the risk that they will need to exchange sex for food.

**Livelihoods**
- Work with livelihoods partners to:
  - Identify safe and unsafe areas within the camp for livelihoods activities.
  - Plan the location of income-generating activities based on safety, especially considering access to fuel, water and other key natural resources.
  - Assess the impact of livelihoods strategies on the population, in an effort to prevent risky coping behaviour.

**Protection**
- Collaborate with SS&R actors to:
  - Plan and design sites and shelters that reduce the risks of GBV (e.g. creating accessible safe spaces for women, children and adolescent girls; addressing overcrowding issues; implementing safe distribution of shelter-related NFIs; etc.)
  - Ensure immediate access to cooking fuel through short-term direct provision.
  - Plan and implement shelter upgrades based on the results of safety audits.
- Collaborate with child protection actors on monitoring and addressing site-related GBV issues affecting children.
- Work with education actors to:
  - Plan the location and structure of education programmes (including temporary learning spaces) based on safety concerns for those at risk of GBV.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls.
  - Ensure school retention for displaced children and adolescents.

**Shelter, Settlement and Recovery (SS&R)**
- Collaborate with SS&R actors to:
  - Plan and design sites and shelters that reduce the risks of GBV (e.g. creating accessible safe spaces for women, children and adolescent girls; addressing overcrowding issues; implementing safe distribution of shelter-related NFIs; etc.)
  - Ensure immediate access to cooking fuel through short-term direct provision.
  - Plan and implement shelter upgrades based on the results of safety audits.
- Collaborate with child protection actors on monitoring and addressing site-related GBV issues affecting children.
- Work with education actors to:
  - Plan the location and structure of education programmes (including temporary learning spaces) based on safety concerns for those at risk of GBV.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls.
  - Ensure school retention for displaced children and adolescents.

**Nutrition**
- Consult with nutrition actors in planning the location of nutrition facilities based on safety concerns of those at risk of GBV (e.g. consider, where possible, locating facilities next to women-, adolescent- and child-friendly spaces and/or health facilities in order to facilitate care for survivors).
- Where inpatient treatment centres for malnutrition are located off-site and require children to be accompanied by an adult, work with nutrition actors to ensure that the adult is provided with support and assistance to reduce the risk that they will need to exchange sex for food.

**Water, Sanitation and Hygiene (WASH)**
- Collaborate with WASH actors to:
  - Build safe and accessible water and sanitation facilities that reduce the risks of GBV (e.g. adequate lighting at WASH facilities; safe distances to water and sanitation points; distribution of relevant NFIs; etc.)
  - Assist with hygiene promotion outreach activities that integrate GBV messages (e.g. prevention, where to report risk and how to access care).
  - Engage receptor/host communities about water-resource usage.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies that are consistent with the rights and expressed needs of women and girls.
  - Support monitoring of WASH sites for safety, accessibility and instances of GBV.

**CCCM**
- Collaborate with child protection actors on monitoring and addressing site-related GBV issues affecting children.
- Work with education actors to:
  - Plan the location and structure of education programmes (including temporary learning spaces) based on safety concerns for those at risk of GBV.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls.
  - Ensure school retention for displaced children and adolescents.
- Collaborate with food security and agriculture actors so that distribution locations, times and procedures are designed and implemented in ways that reduce risk of GBV.
- Seek assistance from health actors in planning the location and ensuring accessibility of health facilities based on safety concerns and needs of survivors and those at risk of GBV.
- Coordinate with health actors to assess the availability of and needs for health service delivery and referrals.
- Coordinate with health actors in the implementation and schedule of mobile clinics in evacuation centres and refugee/IDP sites.
- Advocate for the presence of female medical personnel.
- Advocate for facilities and personnel to be well equipped to respond to the needs of GBV survivors.
- Collaborate with WASH actors to:
  - Build safe and accessible water and sanitation facilities that reduce the risks of GBV (e.g. adequate lighting at WASH facilities; safe distances to water and sanitation points; distribution of relevant NFIs; etc.)
  - Assist with hygiene promotion outreach activities that integrate GBV messages (e.g. prevention, where to report risk and how to access care).
  - Engage receptor/host communities about water-resource usage.
  - Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies that are consistent with the rights and expressed needs of women and girls.
  - Support monitoring of WASH sites for safety, accessibility and instances of GBV.

**COORDINATION**

**PART 3: GUIDANCE**
KEY GBV CONSIDERATIONS FOR MONITORING AND EVALUATION THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>Baseline</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT, ANALYSIS AND PLANNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV-related questions in CCCM assessments*</td>
<td># of CCCM assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td>✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of CCCM assessments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* See page 54 for GBV areas of inquiry that can be adapted to questions in assessments</td>
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</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<tr>
<td></td>
<td># of assessment respondents and</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td># of assessment team members who are female × 100</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td># of assessment team members</td>
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</tbody>
</table>

## ASSESSMENT, ANALYSIS AND PLANNING (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultations with the affected population on GBV risk factors in sites</strong></td>
<td>Quantitative: # of sites* assessed through consultations with the affected population on GBV risk factors in and around sites × 100</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII), assessment reports</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Qualitative: What types of GBV-related risk factors do affected persons experience in and around sites?</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>* Sites can include water points, latrines, food and NFI distribution sites, safe spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff knowledge of referral pathway for GBV survivors</strong></td>
<td># of surveyed CCCM staff* who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100</td>
<td>Survey</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>* Staff include all employees and volunteers who engage with the affected population</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## RESOURCE MOBILIZATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclusion of GBV risk-reduction in CCCM funding proposals or strategies</strong></td>
<td># of CCCM funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Training of CCCM staff on the GBV Guidelines</strong></td>
<td># of CCCM staff who participated in a training on the GBV Guidelines × 100</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

## IMPLEMENTATION

### Programming

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk factors of GBV in assessed sites</strong></td>
<td>Quantitative: # of affected persons who report concerns about experiencing GBV when asked about sites* (in and around) × 100</td>
<td>Survey, FGD, KII, participatory community mapping</td>
<td>0%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Qualitative: Do affected persons feel safe from GBV when in and around sites? What types of safety concerns does the affected population describe in and around sites?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>* Sites can include water points, latrines, food and NFI distribution sites, safe spaces</td>
<td></td>
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</tbody>
</table>
### IMPLEMENTATION (continued)

#### Programming (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existence of designated women-, adolescent- and child-friendly spaces in displacement site</strong></td>
<td><strong>Quantitative:</strong> # of displacement sites that have a designated safe space for women/adolescents/children \times 100 # displaced persons per site</td>
<td>Direct observation, KII, safety audit, Displacement Tracking Matrix (DTM)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td><strong>Quantitative:</strong> # of displaced persons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualitative:</strong> How do women perceive access to women-friendly spaces? How do children perceive access to these spaces? How do adolescent girls perceive access to these spaces?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disaggregate by women-, adolescent- and child-friendly spaces</strong></td>
<td><strong>Quantitative:</strong> # of displaced persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of displaced persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female participation in CCCM governance structures</strong></td>
<td><strong>Quantitative:</strong> # of affected persons who participate in CCCM governance structures who are female \times 100</td>
<td>Site management reports, DTM, FGD, KII</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Qualitative:</strong> How do women perceive their level of participation in CCCM governance structures? What are barriers to female participation in CCCM committees?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female staff in CCCM programmes</strong></td>
<td># of staff in CCCM programmes who are female \times 100 # of staff in CCCM programmes</td>
<td>Organizational records</td>
<td>50%</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Existence of security patrols in displacement sites</strong></td>
<td><strong>Quantitative:</strong> # of security patrols present in displacement site \times 100 # of displaced persons in displacement site</td>
<td>KII, CCCM regular coordination meeting, safety audit, DTM</td>
<td>Determine in the field</td>
</tr>
<tr>
<td><strong>Disaggregate security patrols by sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualitative:</strong> How often are patrols carried out in the displacement site?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Principal infrastructure with functional lighting structure</strong></td>
<td># of main points* with functional lighting structure \times 100 # main points</td>
<td>Observation</td>
<td>Determine in the field</td>
</tr>
<tr>
<td><strong>Feedback complaints about safety received and acted on by CCCM staff</strong></td>
<td># of complaints about safety gathered by CCCM feedback mechanisms and acted on* \times 100</td>
<td>Survey, FGD, KII, participatory community mapping</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td># of complaints about safety gathered by CCCM feedback mechanisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of complaints about safety gathered by CCCM feedback mechanisms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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IMPLEMENTATION (continued)

### Policies
- **Inclusion of GBV prevention and mitigation strategies in CCCM policies, guidelines or standards**
  - Indicator: \( \frac{\text{# of CCCM policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines} \times 100}{\text{# of CCCM policies, guidelines or standards}} \)
  - Possible data sources: Desk review (at agency, sector, national or global level)
  - Target: Determine in the field

### Communications and Information Sharing
- **Staff knowledge of standards for confidential sharing of GBV reports**
  - Indicator: \( \frac{\text{# of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors} \times 100}{\text{# of surveyed staff}} \)
  - Possible data sources: Survey (at agency or programme level)
  - Target: 100%

- **Inclusion of GBV referral information in CCCM community outreach activities**
  - Indicator: \( \frac{\text{# of CCCM community outreach activities programmes that include information on where to report risk and access care for GBV survivors} \times 100}{\text{# of CCCM community outreach activities}} \)
  - Possible data sources: Desk review, KII, survey (at agency or sector level)
  - Target: Determine in the field

### COORDINATION
- **Coordination of GBV risk-reduction activities with other sectors**
  - Indicator: \( \frac{\text{# of non-CCCM sectors consulted with to address GBV risk-reduction activities in sites} \times 100}{\text{# of existing non-CCCM sectors in a given humanitarian response at site level}} \)
  - Possible data sources: KII, meeting minutes (at agency or sector level)
  - Target: Determine in the field

*See page 67 for list of sectors and GBV risk-reduction activities*
RESOURCES

Key Resources


Additional Resources


Addressing Gender-Based Violence throughout the Programme Cycle

KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by child protection actors working in humanitarian settings. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with child protection actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing.

The information generated from these areas of inquiry should be analysed to inform planning of child protection programmes in ways that prevent and mitigate the risk of GBV, as well as facilitate response services for child survivors. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data collection, and data sharing, see Part Two: Background to Thematic Area Guidance.

KEY ASSESSMENT TARGET GROUPS

- Key stakeholders in child protection: governments; humanitarian workers; civil societies; local authorities; police; teachers; family members and caregivers; community leaders and community members; child protection committees; faith-based organizations; GBV, gender and diversity specialists
- Affected populations and communities, including children and adolescents where appropriate
- In IDP/refugee settings, members of receptor/host communities

ESSENTIAL TO KNOW

Collecting and Reporting Information Related to Children

The process of collecting and reporting information on physical violence and harmful practices affecting children should be in line with international ethical standards for researching violence against children. It should also be in line with national law and, when possible, the Inter-Agency Child Protection Information Management System and the Minimum Standards for Child Protection in Humanitarian Action. Only staff trained on child-specific interviewing techniques should interview children.

(For more general information on safe and ethical assessment, data collection, and data sharing, see Part Two: Background to Thematic Area Guidance.)

ESSENTIAL TO KNOW

Children Associated with Armed Forces/Groups

The internationally agreed definition for a child associated with an armed force or armed group (child soldier) is any person below 18 years of age who is, or has been, recruited or used by an armed force or armed group in any capacity. This includes but is not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to Child Protection PROGRAMMING

**Participation and Leadership**

a) What is the ratio of male to female child protection staff, including in positions of leadership?
   - Are systems in place for training and retaining female staff?
   - Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are children, adolescents, and others who may be at particular risk for GBV consulted on child protection programming?
   - Is this done in an age-, gender-, and culturally sensitive manner?
   - Are they involved in community-based activities related to protection, and in leadership roles when possible (e.g. community child protection committees, etc.)?

c) Are the lead actors in child protection aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

**GBV-Related Child Protection Environment**

d) What cultural practices, behaviours and social norms within the affected population constitute GBV or increase risk of GBV and other forms of violence against girls and boys (e.g. preferential treatment of boys; child marriages; female genital mutilation/cutting; gender-based exclusion from education, particularly for adolescent girls at the secondary school level; domestic responsibilities; recruitment of children into armed forces/groups; child labour; etc.)?
   - How do these practices and norms affect children of different ages and from different at-risk groups (e.g. violence against children and adolescents with disabilities)?
   - How have these changed (increased or decreased) as a result of the humanitarian emergency?

e) What cultural practices, behaviours and social norms help protect girls and boys from GBV and other forms of violence? How have these changed as a result of the emergency?

f) What environmental factors increase girls’ and boys’ risk of GBV and other forms of violence (e.g. presence of armed forces; unsafe routes for firewood/water collection, to school, to work; overcrowded camps or collective centres; status as a separated or unaccompanied child; being in conflict with the law; existence of child trafficking networks; etc.)?
   - What are the different risk factors faced by girls and boys?
   - Are there groups of children or adolescents who are particularly at-risk and/or excluded from care and support?

g) What are the capacities of children and their caregivers to deal with these risk factors?
   - What community structures and supports (including informal avenues) might children and adolescents turn to for help when they have experienced or are at risk of GBV and other forms of violence?
   - What community-based protection mechanisms (e.g. child protection committees; watch committees; child-friendly spaces; community-based organizations; families and kinship networks; religious structures and other traditional mechanisms; etc.) can be mobilized or developed to monitor and mitigate the risk of GBV and other forms of violence?

**Child-Friendly Response Services**

h) What services are in place for child survivors of GBV and other forms of violence (e.g. health care; mental health and psychosocial support; security/law enforcement; legal aid; judicial processes; etc.)?
   - Do these services address the differential needs of girl and boy survivors?
   - Are services provided in a safe, confidential, child-friendly and respectful way?
   - Are they provided in compliance with statutory laws and international standards, particularly in relation to informed consent of child survivors and mandatory reporting laws and policies?
   - Are providers trained in issues of gender, GBV, women’s and children’s rights, social exclusion and sexuality, as well as in child-friendly principles and approaches to care?
   - Are there Standard Operating Procedures (SOPs) in place to ensure quality of care and safe and effective coordination and referral?

i) What social, attitudinal, physical and informational barriers might exclude children and adolescents from accessing services?
   - What systems need to be put in place to ensure access?
   - Are services provided based on universal design and/or reasonable accommodation to ensure accessibility for all children and adolescents, including those with disabilities (e.g. physical disabilities; injuries; sensory impairments; cognitive impairments; etc.)?

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2 For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
GBV-Related Child Protection Needs of Specific At-Risk Groups

j) Are reception areas for separated and unaccompanied children staffed with mixed teams (males and females)? Are these teams trained to provide immediate care and support for girl and boy survivors of GBV and other forms of violence?
   • Do alternative care and family reunification programmes monitor and address potential GBV risks, even after long-term placement or reunification?

k) Do programmes for children associated with armed forces/groups take into account their GBV-related risks and support needs?
   • Do disarmament, demobilization and reintegration processes have ways of identifying girls who may otherwise be overlooked because they are dependents or ‘wives’ of members of armed forces/groups?
   • Are non-stigmatizing support systems in place for reintegrating children formerly associated with armed forces/groups who have been exposed to GBV and other forms of violence?
   • Has support been provided to families and communities of reintegrated boys and girls to ensure non-stigmatizing care of these children?

l) Are detention centres for children in conflict with the law monitored for GBV-related risks?
   • Are girls and boys (as well as children and adults) held in separate facilities?
   • Are safe alternative systems of care available for children at risk and for those who are unduly incarcerated?

Areas Related to Child Protection POLICY

a) Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of child protection programmes?
   • Are women, girls and other at-risk groups meaningfully engaged in the development of child protection policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
   • Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
   • Are child protection staff properly trained and equipped with the necessary skills to implement these policies?

b) What are the national, local and customary laws and policies related to children’s rights and GBV against children?
   • Are these aligned with constitutional and international standards and frameworks that promote the rights and safety of girls and boys, gender equality and the empowerment of girls?

Areas Related to Child Protection COMMUNICATIONS and INFORMATION SHARING

a) Has training been provided to child protection outreach staff on:
   • Issues of gender, GBV, women’s rights and children’s rights, social exclusion and sexuality?
   • How to supportively engage with child survivors and their caregivers and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do child protection–related community outreach activities raise awareness within the community about children’s rights and GBV and other forms of violence against children and adolescents?
   • Does this awareness-raising include information on prevention, survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV and other forms of violence?
   • Is this information provided in age-, gender-, and culturally appropriate ways?
   • Are males, particularly leaders in the community, engaged in these outreach activities as agents of change?

c) Are child protection–related discussion forums age-, gender-, and culturally sensitive? Are they accessible to girls and other at-risk groups (e.g., facilitated by trained professionals; confidential; located in secure settings; with females as facilitators of girls’ discussion groups; etc.) so that participants feel safe to raise GBV issues?
KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for child protection programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.

A. HUMANITARIAN NEEDS OVERVIEW

- Does the proposal articulate specific GBV-related safety risks, protection needs and rights of girls and boys? Is this information disaggregated by sex, age, disability and other relevant vulnerability factors?
- Are risks for specific forms of GBV (e.g. sexual assault; commercial sexual exploitation; child marriage; intimate partner violence and other forms of domestic violence; female genital mutilation/cutting; etc.) described and analysed, rather than a broader reference to ‘GBV’?

B. PROJECT RATIONALE/JUSTIFICATION

- When drafting a proposal for emergency response:
  - Is there an explanation of how the project will address the immediate GBV-related child protection needs and promote safety from GBV exposure (e.g. ensuring child protection monitoring addresses links between general child protection issues and GBV risk; supporting safe and secure environments in camps and other settings for children and adolescents; building capacity of service providers to offer care and support to girl and boy survivors; etc.)?
  - Is there a clear description of how the project will address and mitigate the particular risks of violence against sub-groups of children (e.g. separated and unaccompanied girls and boys; girls and boys associated with armed groups; girls and boys in conflict with the law; etc.)?
  - Are additional costs required to ensure the safety and effective working environments for female staff in the child protection sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?
  - Is there a strategy for preparing and providing trainings for government, humanitarian workers, national and local security and law enforcement, child protection personnel, teachers, legal/justice sector actors, community leaders and relevant community members on violence against children and adolescents—recognizing the differential risks and safety needs of girls and boys?
  - Are additional costs required to ensure any GBV-related community outreach materials are available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

- When drafting a proposal for post-emergency and recovery:
  - Is there an explanation of how the project will contribute to sustainable strategies that promote the safety and well-being of children and adolescents, and to long-term efforts to reduce specific types of GBV against children?
  - Does the proposal reflect a commitment to working with the community to ensure sustainability?

(continued)
The following are some common GBV-related considerations when implementing child protection programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

**Integrating GBV Prevention and Response into Child Protection PROGRAMMING**

1. **Involve women, adolescent girls and other at-risk groups in relevant aspects of child protection programming** (with due caution in situations where this poses a potential security risk or increases the risk of GBV).

   - Strive for at least 50 per cent representation of females within child protection programme staff. Provide women with formal and on-the-job training as well as targeted support to assume leadership and training positions.

   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based child protection–related committees, associations and meetings. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.

   - Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?

   - Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

   - Are there activities that help in changing/improving the environment by addressing the underlying causes of and contributing factors to GBV (e.g. advocating for laws and policies that promote gender equality and the empowerment of girls and other at-risk groups, etc.)?

   - Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as child protection staff and in community-based child protection structures?

**ESSENTIAL TO KNOW**

**LGBTI Children and Adolescents**

In most areas of the world, transgender and intersex children and adolescents are at an increased risk of violence due to institutionalized discrimination and oppression based on their gender identity. Lesbian, gay and bisexual adolescents face similarly higher risks due to their sexual orientation. Both of these groups may face discrimination at the hands of police or security personnel due to prejudice or criminalization laws. When assessing the risk factors for children and adolescents in emergencies, child protection actors should work with lesbian, gay, bisexual, transgender and intersex (LGBTI) experts to assess the particular challenges faced by LGBTI children and adolescents when accessing protection from violence. Capacity-building—including on the GBV-related protection rights and needs of LGBTI children—may need to be integrated into broader training initiatives. LGBTI persons should be consulted (if this can be done in a safe and confidential way) on factors that increase or decrease their sense of safety. When working with survivors, a safe and confidential space should be made available to enable any child to discuss his or her gender identity and/or sexual orientation with an expert in LGBTI issues.
Employ adults from at-risk groups (e.g. persons with disabilities, indigenous persons and religious or ethnic minorities, LGBTI persons, etc.) in child protection staff and leadership. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

2. Support the capacity of community-based child protection networks and programmes to prevent and mitigate GBV.

- Strengthen the ability of community protection mechanisms (e.g. child protection committees, watch committees, child protection monitoring and outreach staff, community-based organizations, families and kinship networks, religious structures and other traditional mechanisms) to monitor risks of GBV against children and adolescents. Build their capacity to provide information in an ethical, safe and confidential manner to girls and boys (and/or their caregivers) about where to report risk and how to access care.

- Integrate GBV prevention and mitigation strategies into the design and implementation of child-friendly community spaces.
  - Ensure community spaces are accessible to girls and other at-risk children (e.g. ensure community spaces are located in safe areas; monitor safety of children travelling to/from spaces and provide escorts where possible; ensure opening times meet the needs of different groups of children; provide accessibility features for children with disabilities; provide childcare for adolescent mothers; etc.). Seek out and consult

ESSENTIAL TO KNOW

Adolescent Girls

Adolescent girls between the ages of 10 and 19 constitute one of the most at-risk groups for GBV due to their physical development and age. These factors can lead to high levels of sexual assault, sexual exploitation, child marriage, intimate partner violence and other forms of domestic violence. Services must be put in place (such as school and community-based programmes to increase their social skills; programmes that generate economic opportunities; etc.) that help them to develop in healthy ways and take into account their specific needs (e.g. childcare responsibilities; obligations in the household; levels of literacy; etc.).


ESSENTIAL TO KNOW

Children and Adolescents with Disabilities

Children and adolescents with disabilities may be isolated, unable to flee violent situations or unable to comprehend risks and protect themselves from exposure to GBV and other forms of violence. They are also more likely to lack financial resources and access to information on GBV and basic services for survivors. Further, adolescent girls and boys with disabilities are often excluded from peer and social networks that might reduce their vulnerability to violence. Efforts are needed to ensure that children with disabilities remain visible to GBV-related service providers, and that child protection activities are disability-friendly and can be accessed by children and adolescents with disabilities, no matter where they live. Practitioners must assist children with disabilities to meet their medical needs, as well as enhance their overall functioning and connection to supports in their communities. Referral mechanisms should be developed to identify survivors, refer them to accessible protection systems and provide them with specialized services through survivor assistance programmes. Prevention efforts should also be undertaken to reduce risks of violence for children with disabilities. Girls’ programmes that focus on safe spaces, network strengthening and mentoring should be inclusive of girls with disabilities.

with hard-to-reach girls in the community to ensure that they are empowered to access community spaces and that community spaces meet their needs.

- Train all staff working in community spaces in issues of gender, GBV, women’s rights and children’s rights, social exclusion and sexuality; how to respectfully and supportively engage with child survivors; and how to provide information about their rights, where to report risk and how to access care.

- Wherever possible, include a mixed team of male and female GBV caseworkers as part of the staff working in community spaces. These caseworkers can play an active role in identifying cases, providing immediate mental health and psychosocial support (such as psychological first aid), and facilitating timely referrals for additional care and support. Ensure these GBV caseworkers can apply safe and ethical procedures for addressing challenging cases (e.g. when a child survivor’s family member is believed to be the perpetrator).

**ESSENTIAL TO KNOW**

**Identifying the Signs of Child Sexual Abuse**

Signs of sexual abuse can vary from child to child and may not always be apparent. Any one sign or symptom of distress—such as those listed below—does not mean that a child has been abused; however, the presence of several signs may indicate that a child is at risk. It is important for child protection programme personnel and people working in community protection networks to be aware of some of the common signs of distress among children, and take these signs seriously as a possible indicator for sexual abuse.

**Infants and Toddlers (0–5)**
- Crying, whimpering, screaming more than usual.
- Clinging or unusually attaching themselves to caregivers.
- Refusing to leave ‘safe’ places.
- Difficulty sleeping or sleeping constantly.
- Losing the ability to converse, losing bladder control and other developmental regression.
- Displaying knowledge or interest in sexual acts inappropriate to their age.

**Younger Children (6–9)**
- Similar reactions to children ages 0–5. In addition:
  - Fear of particular people, places or activities, or of being attacked.
  - Behaving younger than their age (wetting the bed or wanting parents to dress them).
  - Suddenly refusing to go to school.
  - Touching their genitals a lot.
  - Avoiding family and friends or generally keeping to themselves.
  - Refusing to eat or wanting to eat all the time.

**Adolescents (10–19)**
- Depression (chronic sadness), crying or emotional numbness.
- Nightmares (bad dreams) or sleep disorders.
- Problems in school or avoidance of school.
- Displaying anger or expressing difficulties with peer relationships, fighting with people, disobeying or disrespecting authority.
- Showing avoidance behaviour, including withdrawal from family and friends.
- Self-destructive behaviour (drugs, alcohol, self-inflicted injuries).
- Changes in school performance.
- Exhibiting eating problems, such as eating all the time or not wanting to eat.
- Suicidal thoughts or tendencies.
- Talking about abuse, experiencing flashbacks of abuse.

• Support the development of specialized programmes within community spaces to prevent and mitigate GBV (e.g. safe touch programmes for children; empowerment and skills-building programmes for adolescent girls; discussion groups for girls and boys—both separately and together—on violence and gender; sexual and reproductive health education for adolescents; parenting support groups; etc.). Ensure parenting support groups are extended to caregivers of children with disabilities, and include disability sensitization as well as positive parenting skills or strategies.

3. Support the provision of age-, gender- and culturally sensitive multi-sectoral care and support for child survivors of GBV.

ا• Work with relevant child protection and GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for child survivors of GBV. Ensure these systems of care include health and medical care, mental health and psychosocial support, security/police services, legal assistance, case management, education and vocational training opportunities, and other relevant services.

ا• Advocate for procedures for child survivors of GBV to be included within all Standard Operating Procedures (SOPs) for multi-sectoral GBV prevention and response.

• Implement agreements on service-level coordination, information-sharing protocols, and referral pathways among child protection actors, GBV actors, partner agencies and service providers.

• Ensure that the SOPs provide information about how to report cases of GBV against children and adolescents—with provisions for how to address this issue when the alleged perpetrator is a family member.

• Compile a directory of child-friendly GBV-related services and make it available to child protection staff, GBV specialists, multi-sectoral service providers (e.g. health-care providers, mental health and psychosocial support providers, lawyers, police, etc.) and communities.

ESSENTIAL TO KNOW

Referral Pathways

A ‘referral pathway’ is a flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.

PROMISING PRACTICE

In Sudan, UNICEF agreed with the police headquarters to develop a gender appropriate investigation process within the Children and Women Police Protection Units for child survivors, witnesses and offenders. In order to ensure that investigations and police support to girls are carried out sensitively, UNICEF is advocating for an increase in the number of female police.


4. Where there are gaps in services for children and adolescents, support the training of medical, mental health and psychosocial, police, and legal/justice actors in how to engage with child survivors.

• Ensure service providers understand and apply basic steps and procedures for engaging with child survivors in age-, gender-, and culturally appropriate ways. These include:

• Upholding the guiding principles for working with survivors (e.g. promoting the child’s best interests; ensuring the safety of the child; comforting the child; ensuring
appropriate confidentiality; involving the child in decision-making; treating every child fairly and equally; and strengthening the child’s resiliencies).

- Following informed consent/assent procedures according to local laws and the age and developmental stage of the child.

- Applying confidentiality protocols to reflect the limits of confidentiality, as in circumstances where a child is in danger.

- Assessing a child survivor’s immediate health, safety, psychosocial and legal/justice needs, and using crisis intervention to mobilize early intervention services that ensure the child’s health and safety.

- Providing immediate mental health and psychosocial support (including psychological first aid) to the child and, where necessary and available, providing referrals to longer-time support.

- Ensuring, where necessary, that child safety in family/social contexts is assessed in an ongoing way after disclosure of abuse, and that decisive and appropriate action is taken when a child needs protection.

- Identifying strengths and needs to engage the child and family in a resilience-based care and support process.

- Proactively engaging any non-offending caregivers.

- Knowing other child-friendly service providers in the local area and initiating referrals properly.

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**ESSENTIAL TO KNOW**

**Core Child-Friendly Attitude Competency Areas**

Service providers must have the ability and commitment to put child-friendly values and beliefs into practice, and to ensure child-friendly attitudes are communicated during the provision of care. The overarching values that are essential for service providers working with children include the recognition that:

- Children are resilient individuals.
- Children have rights, including the right to healthy development.
- Children have the right to care, love and support.
- Children have the right to be heard and to be involved in decisions that affect them.
- Children have the right to live a life free from violence.
- Information should be shared with children in a way they understand.

In addition, there are specific beliefs that are absolutely vital for service providers to have when working with child sexual abuse survivors. They include the beliefs that:

- Children tell the truth about sexual abuse.
- Children are not at fault for being sexually abused.
- Children can recover and heal from sexual abuse.
- Children should not be stigmatized, shamed or ridiculed for being sexually abused.
- Adults, including caregivers and service providers, have the responsibility to help a child heal by believing them and not blaming them for sexual abuse.

Ensure service providers use age-appropriate lengths of time to speak with children and adolescents about their exposure to sexual assault or other forms of violence:

- Thirty minutes for children under the age of 9;
- Forty-five minutes for children aged 10–14 years;
- One hour for children 15–18 years old.

Ensure service providers understand national and/or local laws, policies and procedures related to mandatory reporting of violence. Ensure they apply best practices in settings where mandatory reporting systems exist, including:

- Maintaining the utmost discretion and confidentiality of child survivors.
- Knowing the case criteria that warrant a mandatory report and ensuring that mandatory reporting processes are done in accordance with the best interests of the child.
- Making verbal and/or written reports (as indicated by law) within a specified time frame (usually 24 to 48 hours).
- Providing only the minimum information needed to complete the report; explaining to the child and her or his caregiver what is happening and why; documenting the report in the child’s case file; and following up with the family and relevant authorities.

5. Monitor and address the risks of GBV for separated and unaccompanied girls and boys.

- Staff reception areas for separated and unaccompanied children with a mixed team of male and female GBV specialists and/or child protection personnel with GBV-related expertise. Ensure they are trained to engage supportively and in an age-, gender-, and culturally appropriate manner with girl and boy survivors and equipped to provide safe, confidential and timely referrals for immediate care and support (including in cases where children disclose violence that occurred prior to flight or in transit, and/or are encountering ongoing violence).

- Design interim care placements and shelters for separated and unaccompanied children in ways that protect against GBV risks:
  - Undertake a protection risk assessment when identifying interim care placements in order to support the best interests process.
  - Ensure privacy for children, both girls and boys (e.g. sex-segregated washing facilities and sleeping rooms).
  - Regularly monitor the placements and facilities for GBV risks. Ensure ongoing monitoring processes involve safe and confidential consultation with girls and boys.

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**PROMISING PRACTICE**

Children and adolescents of all ages can benefit from a service provider who has several methods of giving and receiving information, such as drawings, stories or the use of dolls. As with all interventions, these methods must be age-, gender-, and culturally appropriate. In a refugee camp, a social worker interviewed a six-year-old boy about his experiences with sexual abuse. The child had been sexually abused by an older boy, and the child told the social worker that he was hurt in his ‘bum’. The social worker wanted to make sure that she, and her child client, had the same understanding of the word ‘bum’. So she brought out her boy doll and she asked the child survivor to show her where the bum was located on the doll. The boy took the doll and pointed to the doll’s rear end. This confirmed for the social worker that she accurately understood what the child survivor was saying.

When seeking long-term alternative care solutions for separated and unaccompanied children, screen kinship and foster care systems for potential GBV risks to children in placement and implement strategies to prevent exposure to GBV. Ensure follow-up visits to monitor these placements.

Ensure staff members and caregivers in placement centres:
- Are carefully vetted.
- Understand and have signed a code of conduct on the prevention of sexual exploitation and abuse.
- Receive training on gender, GBV, women’s rights and children’s rights, social exclusion and sexuality, and individual needs of children in their care.
- Understand and can implement SOPs related to confidential systems of care for child survivors.
- Receive regular supervision and support.

Prominently display GBV prevention messages—as well as information about where children and caregivers can report risk and how survivors can access care for GBV—in reception areas, shelters and other interim care placements. Ensure children are aware of what constitutes abuse and what to do if abuse occurs in a placement.

Include an analysis of GBV risks in follow-up visits to families reunified with their children. Consider the need for specialized prevention and mitigation measures for children and adolescents at high risk of GBV (e.g. targeted cash transfers and/or livelihoods support to families where poor children are at risk of commercial sexual exploitation, or where families may seek to place girls in early marriages; relocation for children who are being sexually abused by family members, taking into careful consideration the potential negative consequences of breaking family or community ties and support mechanisms; etc.).

6. Incorporate efforts to address GBV into activities targeting children associated with armed forces/groups.

Ensure that child protection actors working to prevent and respond to child recruitment are sensitized to the differential and discrete risks for girls and for boys (e.g. risk of girls being recruited and used for sexual purposes and/or child marriage, and boys being recruited into fighting forces and/or subject to sexual abuse). Undertake advocacy and facilitate coordination with relevant authorities and community-based groups to address these discrete risks.

Integrate strategies into disarmament, demobilization and reintegration processes that identify and assist girls who may otherwise be overlooked because they are dependents or ‘wives’ of members of armed forces/groups. Address the particular needs of girls who are pregnant or have children, and ensure support to their children.

 Undertake non-stigmatizing social reintegration programming for children formerly associated with armed forces/groups who have been exposed to sexual and other forms of GBV. Ensure that the concerned community benefits from the reintegration support provided to boys and girls, and that family and community members are assisted in protecting and supporting child survivors rather than stigmatizing them.
7. Ensure the safety and protection of children in conflict with the law.

- Monitor detention facilities where children or adolescents are held to identify potential GBV risks. Ensure that girls and boys are being held in separate facilities (or departments of facilities), and that children are being held separately from adults. Raise awareness among detention facility staff on issues of gender, GBV, women’s rights and children’s rights, social exclusion and sexuality, and advocate for the establishment of complaint-reporting mechanisms in detention facilities. Ensure that the input of girls and boys is incorporated into the development of complaints mechanisms.

- Where necessary and appropriate, support the establishment of women’s desks and gender desks in police stations.

- Analyse and monitor customary and informal law procedures in which children may be involved to identify risks of violence. Ensure that such procedures protect the rights of children who use or are subject to them.

- Advocate for the use of alternative sanctions in all cases to ensure that detention is only ever used as a last resort. Monitor alternative sanctions such as probation or community service to identify risks of violence.

- Advocate with authorities to ensure that children who have been exploited and abused through commercial sexual exploitation are treated as survivors and are not subject to prosecution or punishment.

Integrating GBV Prevention and Response into Child Protection POLICIES

1. Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of child protection programmes.

- Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in child protection activities. These can include, among others:
  - Policies regarding childcare for child protection staff.
  - Standards for equal employment of females.
  - Procedures and protocols for sharing protected or confidential information about GBV incidents.
  - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

Circulate these widely among child protection staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. **Support the reform of national and local laws and policies (including customary laws) to promote and protect the rights of children to be free from GBV.**

- Review laws, regulations, policies and procedures, and advocate with relevant stakeholders (including governments, policymakers, customary/traditional leaders, international organizations and non-governmental entities) to promote adherence to international laws and standards regarding the rights of children, gender equality and the empowerment of girls.

- Where necessary, advocate for the revision of customary laws and processes regarding harmful traditional practices against children (e.g. child marriage, female genital mutilation/cutting, child labour, etc.) that are not aligned with constitutional and international standards.

- Advocate for, and provide technical support on, the inclusion of the rights of children in rule-of-law and security sector reform.

- Encourage attention to GBV against children and adolescents in all return, relocation and reintegration frameworks; developmental action plans; and disarmament, demobilization and reintegration programmes. Such frameworks and action plans should contain measures to prevent and respond to GBV against children, provide adequate care and support to child survivors, and support gender equality and the empowerment of girls.

- Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake sensitization and awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

**Integrating GBV Prevention and Response into Child Protection COMMUNICATIONS and INFORMATION SHARING**

1. **Ensure that child protection programmes sharing information about reports of GBV within the child protection sector or with partners in the larger humanitarian community abide by safety and ethical standards.**

- Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to child survivors, their caretakers or the broader community. Consider using the international Gender-Based Violence Information Management System (GBVIMS), and explore linkages between the GBVIMS and existing Child Protection Information Management Systems.

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3 The GBVIMS is not meant to replace national child protection or other information systems collecting GBV information. Rather, it is an effort to bring coherence and standardization to GBV data collection in humanitarian settings, where multiple actors often collect information using different approaches and tools. For more information, see: [www.gbvims.com](http://www.gbvims.com).
2. **Incorporate GBV messages into child protection-related community outreach and awareness-raising activities.**

   ▶ Work with GBV specialists to integrate awareness-raising on GBV into child protection-related messaging.

   - Ensure this awareness-raising includes information on prevention, survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.

   - Conduct workshops with children on safe and unsafe touch and how to report abuse.

   - Disseminate child-friendly versions of referral pathways and other key information, using multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).

   - Target affected populations and key stakeholders (including government, humanitarian workers, local authorities, police, teachers, families, children, adolescents, religious and community leaders, and community members).

   - Engage (separately when necessary) women, girls, men and boys in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

   ▶ Thoroughly train child protection outreach staff on issues of gender, GBV, women’s rights, children’s rights, social exclusion, sexuality and child-friendly psychological first aid (e.g. how to engage supportively with child survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

   ▶ Engage males, particularly leaders in the community, as agents of change in child protection outreach activities related to the prevention of GBV. Ensure that men are actively engaged in discussions about the traditionally female area of childcare and day-to-day child protection responsibilities.

   ▶ Consider the barriers faced by women, girls and other at-risk groups to their safe participation in community discussion forums and educational workshops related to child protection (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of separate girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

   ▶ Provide community members with information about existing codes of conduct for child protection personnel, as well as where to report sexual exploitation and abuse committed by child protection personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.
KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, child protection programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist child protection programmers to:

- Design and conduct safe and ethical GBV-related assessments and other data collection related to child protection, and strategize about ways these risks can be mitigated.
- Conduct background research on the nature and incidence of specific forms of GBV against children in the setting.
- Provide trainings for child protection staff on issues of gender, GBV and women’s rights.
- Identify where survivors who may report instances of GBV exposure to child protection staff can receive safe, confidential and appropriate care, and provide child protection staff with the basic skills and information to respond supportively to survivors.
- Provide training and awareness-raising for the affected community on issues of gender, GBV, women’s rights and children’s rights as they relate to child protection.

In addition, child protection programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, child protection actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
<table>
<thead>
<tr>
<th>Camp Coordination and Camp Management (CCCM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with CCCM actors to:</td>
</tr>
<tr>
<td>- Provide safe registration sites and accommodations for male and female children, taking into account the particular risks of GBV</td>
</tr>
<tr>
<td>- Promote the involvement of adolescents, especially females, in decision-making processes within the camp</td>
</tr>
<tr>
<td>- Provide child-friendly safe spaces and accommodation for separated and unaccompanied children, child-headed households, child mothers and other children at heightened risk of GBV</td>
</tr>
<tr>
<td>- Ensure that spaces for children are located in safe locations (e.g. away from busy roads, markets, etc.)</td>
</tr>
<tr>
<td>- Increase camp lighting in strategic/insecure areas of the camp frequented by children and adolescents</td>
</tr>
<tr>
<td>- Monitor the safety of non-food item (NFI) distribution sites, and identify situations in which girls and boys are at risk of violence or exploitation (consulting with boys and girls where feasible)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Work with education actors to:</td>
</tr>
<tr>
<td>- Ensure GBV-related child protection concerns are reflected in the assessment, design, monitoring and evaluation of education programmes</td>
</tr>
<tr>
<td>- Monitor instances of child violence, exploitation and abuse in and around educational settings, and implement strategies to mitigate these risks (e.g. escorts to and from school, codes of conduct for teachers and staff, etc.)</td>
</tr>
<tr>
<td>- Develop vocational skills training programmes for children, especially girls, that reduce their risk of commercial sexual exploitation. Link with livelihoods programmes to ensure vocational skills are utilized</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Security and Agriculture (FSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with FSA actors to incorporate child protection standards into food security interventions and ensure food distribution is aligned to protect children and adolescents from GBV, including protection from sexual exploitation and abuse (PSEA)</td>
</tr>
<tr>
<td>Develop systems to ensure that child-headed households and children in foster care receive adequate food and supplements</td>
</tr>
<tr>
<td>Coordinate to ensure that the process of obtaining registration and identity documentation does not act as a barrier for girls and boys receiving food assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with health actors to ensure girl and boy survivors have access to quality health services delivered in a protective, child-friendly way that takes into account their age and developmental needs</td>
</tr>
<tr>
<td>Support health actors in addressing GBV-related medical concerns of children and adolescents upon their arrival at reception centres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Livelihoods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with livelihoods actors to:</td>
</tr>
<tr>
<td>- Plan and implement safe livelihoods opportunities for adolescent girls and boys, taking into account minimum working ages and implementing strategies to mitigate risks of child labour</td>
</tr>
<tr>
<td>- Ensure that participants in livelihoods interventions include children most at risk of GBV</td>
</tr>
<tr>
<td>- Ensure age-, gender-, and culturally sensitive protection standards for children and adolescents are incorporated into livelihoods interventions</td>
</tr>
<tr>
<td>- Carefully assess the benefits (e.g. increased income) and risks (e.g. school drop-out, exploitation) of livelihoods opportunities for adolescent girls and boys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure girls and boys of all ages, especially pregnant and breastfeeding girls and child-headed households, have access to safe, adequate and appropriate nutrition services and food.</td>
</tr>
<tr>
<td>Identify opportunities for improving children's and adolescents' nutritional status (e.g. background gardens; supplemental foods; school feeding programmes; etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlist support of protection actors to link with law enforcement as partners in addressing GBV-related safety needs of children and adolescents travelling to/from school and other venues</td>
</tr>
<tr>
<td>Work with protection actors to ensure detention centres for children in conflict with the law meet basic international standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shelter, Settlement and Recovery (SS&amp;R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with SS&amp;R actors to:</td>
</tr>
<tr>
<td>- Assess the number of children living alone or without shelter, paying particular attention to the location of child-headed households (e.g. ensuring they are not near the outer edges of a camp)</td>
</tr>
<tr>
<td>- Ensure SS&amp;R staff are trained on child protection issues (including child labour) and can use referral pathways for separated and unaccompanied children and child survivors of violence, abuse, exploitation and neglect</td>
</tr>
<tr>
<td>- Ensure that the processes of registration, obtaining ration/assistance cards and obtaining identity documentation are not preventing girls or boys from receiving shelter assistance and putting them at greater risk of GBV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Water, Sanitation and Hygiene (WASH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support WASH actors in:</td>
</tr>
<tr>
<td>- Monitoring the safety and accessibility of WASH facilities for girls and boys</td>
</tr>
<tr>
<td>- Integrating safe and accessible WASH services in childcare centres, schools and other child-friendly spaces</td>
</tr>
</tbody>
</table>
The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV-related questions in child protection (CP) assessments(^4)</td>
<td># of CP assessments that include GBV-related questions* from the GBV Guidelines × 100 # of CP assessments</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>*See page 75 for GBV areas of inquiry that can be adapted to questions in assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100 # of assessment respondents # of assessment team members who are female × 100 # of assessment team members</td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

## ASSESSMENT, ANALYSIS AND PLANNING (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existence of child-friendly safe spaces in a community during the assessment</strong></td>
<td># of targeted communities that have a safe space for children during the assessment × 100</td>
<td>Direct observation, W matrix</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of targeted communities during the assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Existence of child-friendly multi-sectoral services for child survivors of GBV</strong></td>
<td># of targeted communities with child-friendly multi-sectoral services* for child survivors of GBV × 100</td>
<td>W matrix</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of targeted communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Multi-sectoral services include child-friendly health care, mental health and psychosocial support, security and legal/justice response</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## RESOURCE MOBILIZATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclusion of GBV risk reduction in child protection (CP) funding proposals or strategies</strong></td>
<td># of CP funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td># of CP funding proposals or strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training of child protection staff on the GBV Guidelines</strong></td>
<td># of CP staff/agencies who participated in a training on the GBV Guidelines × 100</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td># of CP staff/agencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IMPLEMENTATION

### Programming

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female staff in child protection programmes</strong></td>
<td># of staff in CP programmes who are female × 100</td>
<td>Organizational records</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td># of staff in CP programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ratio of boys and girls in child-friendly community spaces</strong></td>
<td>Quantitative: # of girls attending child-friendly community spaces # of boys attending child-friendly community spaces</td>
<td>W matrix, organizational records, focus group discussion (FGD), key informant interview (KII)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td>Qualitative: What are barriers to girls’ participation in child-friendly safe environments? What are barriers to boys’ participation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### disaggregate by age groups (aged 0–6, 7–12, 13–18)

## IMPLEMENTATION (continued)

### Programming

**Consultations with the affected population on accessing services for child survivors of GBV**

- **Quantitative:**
  - # of services* for child GBV survivors conducting consultations with the affected population to accessing the service × 100
  - # of services for child GBV survivors

- **Qualitative:**
  - What types of barriers do children experience in accessing services for GBV?

  * Services include health care, mental health and psychosocial support, security and legal/justice response

**Disaggregate consultations by sex and age**

**Service provider knowledge of core child-friendly attitude competency areas**

- # of service providers* who, in response to a prompted question, correctly say the core child-friendly attitude competency areas** × 100

  * # of surveyed service providers

  ** See page 83 for description of core child-friendly attitude competency areas

**Placements for separated and unaccompanied children that are receiving visits to monitor risk factors of GBV**

- # of placements for separated/unaccompanied children who are receiving visits to monitor risk factors of GBV × 100

  # of placements for registered separated/unaccompanied children

**Coverage of services for child survivors of GBV participating in disarmament, demobilization and reintegration (DDR) programmes**

- # of DDR programmes that provide services* for child survivors of GBV × 100

  # of DDR programs

  * Services include medical, mental health and psychosocial, police and legal/justice response

**Existence of alternative measures for children in conflict with the law**

- # of specified locations with measures other than detention for children in conflict with the law × 100

  # of specified locations

### Policies

**Inclusion of GBV prevention and mitigation strategies in child protection policies, guidelines or standards**

- # of CP policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines × 100

  # of CP policies, guidelines or standards

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(continued)
## Communications and Information Sharing

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
</table>
| Staff knowledge of standards for confidential sharing of GBV reports     | # of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors \(\times 100\)  
# of surveyed staff | Survey (at agency or programme level)                                       | 100%                                      | ✔️         | ✔️       | ✔️       |
| Inclusion of GBV referral information in child protection community outreach activities | # of CP community outreach activities programmes that include information on where to report risk and access care for GBV survivors \(\times 100\)  
# of CP community outreach activities | Desk review, KII, survey (at agency or sector level)                         | Determine in the field                      | ✔️         | ✔️       |          |

## Coordination

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
</table>
| Coordination of GBV risk-reduction activities with other sectors          | # of non-CP sectors consulted with to address GBV risk-reduction activities \(\times 100\)  
# of existing non-CP sectors in a given humanitarian response | KII, meeting minutes (at agency or sector level)                           | Determine in the field                      | ✔️         | ✔️       | ✔️       |
RESOURCES

Key Resources

Additional Resources
- Child Protection Working Group. 2011. ‘Child Protection Rapid Assessment’, <www.alnap.org/resource/7481.aspx?tag=461>. A Child Protection Rapid Assessment (CPRA) is an inter-agency, cluster-specific rapid assessment, designed and conducted by CPWG members in the aftermath of a rapid-onset emergency. It is meant to provide a snapshot of urgent child protection related needs among the affected population within the immediate post-emergency context, as well as act as a stepping-stone for a more comprehensive process of assessing the impacts of the emergency.
- Save the Children UK. 2008. No One to Turn To, <http://www.savethechildren.org.uk/sites/default/files/docs/No_One_to_Turn_To_1.pdf>
and secondary education programmes provide an opportunity for promoting a culture of non-violence, equality and respect for women, girls and other at-risk groups. Schools are effective sites for educating boys and girls on issues such as gender norms, human rights, abuse prevention, conflict mediation and healthy communication skills. Community outreach measures can build trust between schools and parents and create communities that reinforce the positive norms and practices students are learning in schools.

- **Reaching those at risk of GBV through life skills programmes**—both within and outside the education system—helps prevent GBV by developing positive leadership abilities and supporting the empowerment of girls and female youth. It also provides an opportunity to work with young and adolescent boys to challenge long-held beliefs about masculinity and what it means to ‘be a man’.

- **Education is a valuable asset for future economic and social opportunities for women, girls and other at-risk groups.** It empowers them to overcome systemic gender oppression and provides them with knowledge and skills. In conflict-affected settings, ensuring access to quality education through the secondary level also prepares them to play important roles in community reconstruction efforts that contribute to lasting peace.

Actions taken by the education sector to prevent and respond to GBV should be done in coordination with GBV specialists and actors working in other humanitarian sectors. Education actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. (See ‘Coordination’, below.)

### Addressing Gender-Based Violence Throughout the Programme Cycle

**KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING**

The questions listed below are *recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring* undertaken by education actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with education actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of education programmes in ways that prevent and mitigate the risk of GBV, as well as facilitate response services for survivors. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.

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1 For the purposes of these Guidelines, at-risk groups include those whose particular vulnerabilities may increase their exposure to GBV and other forms of violence: adolescent girls; elderly women; woman and child heads of households; girls and women who bear children of rape and their children born of rape; indigenous people and ethnic and religious minorities; lesbian, gay, bisexual, transgender and intersex (LGBTI) persons; persons living with HIV; persons with disabilities; persons involved in forced and/or coerced prostitution and child victims of sexual exploitation; persons in detention; separated or unaccompanied children and orphans, including children associated with armed forces/groups; and survivors of violence. For a summary of the protection rights and needs of each of these groups, see page 11 of these Guidelines.
The areas of inquiry below should be used to complement existing guidance materials addressing gender and GBV concerns in education, particularly the INEE Minimum Standards for Education: Preparedness, response, recovery (<http://toolkit.ineesite.org/inee_minimum_standards>). The Joint Needs Assessment Toolkit (<www.savethechildren.org.uk/sites/default/files/docs/Ed_NA_Toolkit_Final_1.pdf>) of the Global Education Cluster is also a key guidance document for conducting education assessments in emergencies.

### KEY ASSESSMENT TARGET GROUPS
- Key stakeholders in education: government; civil societies; local and religious leaders; school administrators; teachers; students; parents and parent-teacher associations (PTAs); GBV, gender and diversity specialists
- Affected populations and communities
- In IDP/refugee settings, members of the receptor/host communities

### POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

#### Areas Related to Education PROGRAMMING

**Participation and Leadership**

a) What is the ratio of male to female education staff, including in positions of leadership?
   - Are systems in place for training and retaining female staff?
   - Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women, adolescent girls and other at-risk groups actively involved in community-based activities related to education (e.g. parent-teacher associations, community committees, etc.)? Are they in leadership roles when possible?

c) Are there female para-professionals or other women in the community who could be involved in teaching, mentoring or other ways of supporting girls—especially female youth—in schools?

d) Are the lead actors in education response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

**Cultural and Community Norms and Practices**

e) How has the crisis impacted the access to and availability of education programmes, particularly for girls and other at-risk groups?

f) Which children and youth are not attending—or face barriers to attending—school at primary and/or secondary levels (e.g. adolescent girls, child heads of households, girl-mothers, sexual assault survivors, children associated with armed forces/groups, girls and boys with disabilities, LGBTI children, refugee children in urban settings, etc.)?
   - What cultural barriers do girls face in accessing education (e.g. gender norms that prioritize education of boys over girls; gender-discriminatory attitudes towards girls in education settings; child and/or forced marriage; domestic responsibilities; etc.)?
   - What cultural barriers do other at-risk groups of children face in accessing education (e.g. stigma; discrimination; poverty; sexuality norms that result in families disowning LGBTI youth or refusing to support...

### PROMISING PRACTICE

Flexible programmes designed in consultation with communities and youth have been proven to support local ownership and sustainability (Rahim and Holland, 2006; UNHCR, 2001). While simpler to accomplish, the disproportionate targeting of community elites has proven counterproductive as it strengthens existing inequities. Since training is a form of empowerment, the most vulnerable youth must be identified, approached and engaged, and parents and guardians must be involved in programme activities for programmes to be successful (Sommers, 2001a). Programmes cannot rely solely on the demand of the affected population that is visible, but must make concerted efforts to reach girls, especially, who may be ‘invisible’ in the community. Involving local communities and youth may require the adoption of simpler language and the translation of materials into local languages (Sommers, 2001a). While participatory and inclusive approaches can delay programme implementation, they are essential to achieving sustainable success (Hayden, 2007).

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

their education; social exclusion or detention of children associated with armed forces/groups; refugee children living in urban areas denied equal access to local education facilities; etc.)?

• Are there strategies in place for reintegration and re-enrollment for those who have dropped out?

g) What is the situation regarding parental/community involvement in education?
• Do parent-teacher associations (PTAs) or similar structures exist?
• To what extent are women and men involved?
• Are there any cultural restrictions to women’s involvement?

h) What are boys’ attitudes towards girls in education settings, and girls’ attitudes toward other girls? What are girls’ and boys’ attitudes towards boys?
• Is there evidence of gender-inequitable attitudes or practices?
• Are these attitudes or practices supported and/or internalized by girls (particularly adolescent females)?

i) What safety precautions are girls expected to take when attending or travelling to school? Are there any violence-related risks that boys face when going to school (whether gender-based or not)?

j) What are the normal help-seeking behaviours of child survivors of GBV and other forms of violence? What are the risks (safety, stigma) related to reporting an incident?

Infrastructure and Safety

k) Are schools and other learning environments located in areas that are safe and equally accessible for women, girls and other at-risk groups?
• Are women and girls involved in decisions about the location of safe learning environments?
• Are all levels of schooling equally accessible (not only lower grades)?
• Are education centres built based on universal design and/or reasonable accommodation to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?

l) Are the distances and routes to be travelled to school safe for all students—particularly girls—and acceptable to parents?
• Are strategies in place to accompany students to learning environments as necessary?
• Has safety mapping been conducted with students and teachers to identify at-risk zones in and around learning environments?
• Are there safety patrols for potentially insecure areas?

m) Are learning environments physically secure?
• Is there sufficient lighting?
• Are toilets accessible, private, safely located, adequate in number and sex-segregated?
• Are sanitary supplies available in schools for female students and teachers of reproductive age?

n) What are the common GBV-related safety risks faced by students and education personnel—especially women, girls and other at-risk groups—while accessing education (e.g. sexual exploitation by teachers or staff; harassment or bullying on school grounds; students, particularly girls or transgender students, engaging in exploitative sexual relationships to cover school fees; etc.)?

Reporting Mechanisms and Systems of Care (i.e. Referral Pathways)

o) Are there referral pathways through which survivors of GBV can access appropriate care and support, and are these pathways linked to educational settings?
• Is information provided to students and education personnel on reporting mechanisms and follow-up for exposure to GBV, including sexual exploitation and abuse?
• Are there gender- and age-responsive materials and services available to support survivors of GBV in the learning environment?
• Do legal frameworks put survivors at risk if they report same-sex abuse to their teachers, or put teachers at risk if they respond to such reports?
• Are students regularly asked to provide feedback/input on the quality of reporting and referral systems?

p) Has training been provided to education staff on:
• How to respectfully and supportively engage with survivors who may disclose incidents of GBV?
• How to provide immediate referrals in an ethical, safe and confidential manner?
• How to best support a survivor to remain in or return to school once a report has been disclosed?

q) Are there community groups that provide support to survivors of GBV? Are these linked to the learning environment?

(continued)
### Teaching Capacity and Educational Curricula

**r)** Are teachers and administrators trained to address specific topics related to health and empowerment of girls—especially adolescent females?
- Do teacher training curricula explicitly integrate sexuality education and other gender-related education issues (e.g., gender-sensitive teaching methods; factors affecting girls’ and boys’ access, enrollment and achievement levels; etc.)?
- Are these trainings and educational curricula age-, gender-, and culturally appropriate?

**s)** Are learning materials inclusive of and relevant to girls and other at-risk groups?
- Do they avoid gender stereotypes?
- Do primary and secondary school teaching methods respect girls as equals (e.g., are girls encouraged to ask and answer as many questions as boys; are boys encouraged to not dominate group work; are classroom cleaning tasks equally divided between girls and boys; etc.)?

**t)** Do learning materials provide information—building upon indigenous knowledge and practices—on issues such as gender equality, GBV, HIV, human rights, relationship skills, etc.? Is high quality, accurate and relevant sexuality education offered to all students in ways that are age-, gender-, and culturally appropriate?

### Areas Related to Education POLICIES

**a)** Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of education programmes?
- Are women, girls and other at-risk groups meaningfully engaged in the development of education policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
- Have these policies, standards and guidelines been communicated to women, girls, boys and men (separately when necessary)?
- Are education staff properly trained and equipped with the necessary skills to implement these policies?

**b)** Do national and local education sector policies discriminate against girls and other at-risk groups or hinder their safe access to educational opportunities (e.g., are adolescent girls who become pregnant excluded from continuing their education)?

**c)** Do national and local education sector policies and plans integrate GBV-related risk-reduction strategies? Do they allocate funding for sustainability of these strategies?

### Areas Related to Education COMMUNICATIONS and INFORMATION SHARING

**a)** Do education programmes raise awareness within the community (e.g., through PTAs or community-parent school coalitions) about GBV risks and protective factors related to education?
- Does this awareness-raising include information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
- Is information provided in age-, gender-, and culturally appropriate ways?
- Are males, particularly leaders in the community, engaged in these awareness-raising activities as agents of change?

**b)** Are education-related discussion forums age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g., confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

### POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

**Teaching Capacity and Educational Curricula**

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- Have these policies, standards and guidelines been communicated to women, girls, boys and men (separately when necessary)?
- Are these trainings and educational curricula age-, gender-, and culturally appropriate?

- Do learning materials include age-, gender-, and culturally appropriate ways?
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- Are education-related discussion forums age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g., confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

### KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for education programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

### ESSENTIAL TO KNOW

**Beyond Accessing Funds**

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
GBV Guidelines

PART 3: GUIDANCE

EDUCATION

Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population in educational settings?

Are risks for specific forms of GBV (e.g. sexual assault, sexual exploitation, child and/or forced marriage, etc.) described and analysed, rather than a broader reference to ‘GBV’?

Are issues of physical safety and access to learning centres understood and disaggregated by sex, age, disability and other relevant vulnerability factors? Are the related risk factors of young and adolescent girls—and others who may be particularly at risk of GBV—recognized and described?

Does the proposal reference:
- Enrolment, attendance and retention ratios between boys and girls at both primary and secondary levels of education?
- Reports of exploitation and abuse disaggregated by sex, age, disability and other relevant vulnerability factors?
- Ratio of male to female school administrators and teachers?

When drafting a proposal for emergency preparedness:
- Is there an anticipation of the types of age-, gender-, and culturally appropriate supplies that should be pre-positioned in order to facilitate a rapid education response that incorporates GBV risk mitigation (e.g. development of gender-sensitive ‘school in a box’ or other emergency kits; sturdy locks and lights for toilets; school uniforms or other appropriate clothing; sanitary supplies for female students and teachers of reproductive age; features to improve accessibility for persons with disabilities; etc.)?
- Is there a strategy for preparing and providing trainings for government, education personnel (including ‘first responder’ education actors) and relevant community members on the safe design and implementation of education programmes that mitigate risks of GBV?
- Are additional costs required to ensure any student learning and GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal for emergency response:
- Is there a clear description of how education programmes will mitigate exposure to GBV (e.g. in terms of the curriculum and the location/design of learning environments)?
- Do strategies meet standards promoted in the Sphere Handbook?
- Are additional costs required to ensure the safety and effective working environments for female staff in the education sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

When drafting a proposal for post-emergency and recovery:
- Is there an explanation of how the education project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. by providing support to governments to ensure both primary and secondary education curricula promote gender equality and empowerment of girls, particularly adolescent girls)?
- Does the proposal reflect a commitment to working with the community to ensure sustainability?

Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for education programmes that may work with survivors of GBV?

Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as education staff and in community-based education committees?
The following are some of the common GBV-related considerations when implementing education programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

**Integrating GBV Prevention and Response into EDUCATION PROGRAMMING**

1. **Involve women and other at-risk groups as staff and leaders in education programming** *(with due caution in situations where this poses a potential security risk or increases the risk of GBV).*

   - Strive for 50 per cent representation of females within education programme staff. Provide women with formal and on-the-job training as well as targeted support to assume leadership and training positions (e.g. employing them in high-profile positions where possible and not only in early year classes and ‘soft’ subjects).
   
   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based education-related committees and associations. Be aware of potential tensions that may be caused by attempting to change the role of women and adolescent girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   
   - Engage support of community leaders, religious leaders and other community members in implementing strategies to create an environment in which female teachers and administrators feel safe and supported.
   
   - Employ persons from at-risk groups in education staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

**PROMISING PRACTICE**

In South Sudan there are very few female teachers. This means that there is a lack of female role models and mentors for girls in school. The Empowering Village Education (EVE) project—started in 2008 by the African Educational Trust (AET) and in coordination with the Government of South Sudan and state Ministries of Education (MoEs)—developed the School Mother scheme to help fill this gap. One hundred women from the EVE communities were selected to be trained as School Mothers. The main aim of this approach was to provide a supportive school environment in order to enroll and retain more girls in school. School Mothers supported and encouraged girls with their education both in and out of school by providing advice, assistance and information on issues such as health and sanitation. They represented girls’ views and needs to head teachers, PTAs and MoEs; undertook advocacy work within the community; conducted home visits; and raised awareness of the importance of and right to education for girls.

2. Implement strategies that maximize accessibility of education programmes for women, girls and other at-risk groups.

- Building upon indigenous expertise and in consultation with women, girls, boys and men, promote the rapid (re)establishment of primary and secondary level educational facilities following the onset of an emergency. Where schools do not exist, create new schooling venues in order to provide safe spaces for students and avoid any discontinuation of educational programmes.

- Consider implementing alternative, informal, or non-traditional education programmes (e.g. night classes, distance learning, after-school or community activities, temporary learning spaces, computer-based interactive learning, accelerated learning, open learning programmes, etc.). These alternatives can be helpful in situations where traditional classrooms are not available and/or cannot be accessed by certain students (e.g. persons with disabilities; girl-mothers; children prevented from attending traditional school due to domestic responsibilities; children associated with armed forces/groups; etc.).

- Address logistical and cultural obstacles to the participation of women, girls and other at-risk groups in education programming:
  - Ensure locations and times of traditional and non-traditional education programmes meet the needs of women and adolescent girls who have domestic and family-related responsibilities.

PROMISING PRACTICE

The World Food Programme’s (WFP) flagship school-feeding programme has helped increase the enrolment and retention of girls in school. Education is one of the most important factors in stopping violence against women. WFP case studies in Chad and the Democratic Republic of the Congo (DRC) indicate that providing take-home rations for girls in their last two years of primary school contributed to a decrease in the frequency of early marriage. In Kenya, food assistance to boarding schools in the arid and semi-arid northern region has helped girls remain in school. WFP has also provided support to government boarding schools that accommodate girls who have run away from early or forced marriages.

• Provide safe childcare for women and girl-mothers participating in educational activities.

• Ensure new buildings are constructed based on universal design, and ensure existing structures take into account reasonable accommodation so that they are accessible to persons with disabilities.

• When possible, provide assistance through alternative funding for those who cannot afford school-related costs (e.g. scholarships, conditional cash transfers, school materials, uniforms, in-school feeding, etc.).

- Implement strategies to reduce drop-out and reach out-of-school children and youth (e.g. age-, gender-, and culturally sensitive outreach programmes; re-enrolment programmes for girls and boys associated with armed forces/groups; bridging programmes for out-of-school youth; database systems for enrolled students; etc.).

• Ensure that gender issues in the community—particularly as they relate to young and adolescent girls’ participation in school—are properly understood and addressed.

• Take measures to mitigate any increased risk of GBV for girls attending—or wanting to attend—school at both the primary and secondary levels.

3. Implement strategies—in consultation with women, girls, boys and men—that maximize physical safety in and around education environments.

- Minimize potential GBV-related risks within the education environment (e.g. provide private and sex-segregated dormitories, toilets and bathing facilities; locate schools that do not have their own water and sanitation facilities near existing water supplies and monitor paths for safety; provide adequate lighting and safety evacuation pathways; etc.).

- Where appropriate, build upon existing community protection mechanisms to conduct safety patrols of potential risk areas in and around schools (e.g. toilets, schoolyards, paths to and from school, etc.). Collaborate as needed with security personnel (including peacekeeping forces, where applicable) and the wider community. If necessary, provide escorts to and from school for students.

- Establish emergency safety protocols for responding to risky situations (e.g. use of cell phones for emergency calls, buddy systems, bystander interventions, etc.).

4. Enhance the capacity of education personnel to mitigate the risk of GBV in educational settings through ongoing support and training.

- Building upon indigenous practices and using gender- and culturally sensitive language and approaches, train all primary and secondary level education staff (including administration, security guards, etc.) in issues of gender, GBV, women’s/human rights, social exclusion and sexuality. Train teachers in gender-sensitive teaching strategies. Institutionalize knowledge of GBV and support sustainability by training a team of teachers to become trainers of others in the future. Address culturally specific attitudes and practices among staff who may condone or ignore GBV in learning environments.

- Ensure all teachers and other education personnel understand and have signed a code of conduct related to the prevention of violence against children and youth. Ensure that the code of conduct has specific provisions related to sexual exploitation and abuse of students by teachers.
Link with existing mental health and psychosocial programmes to provide support to teachers who are coping with their own GBV-related issues as well as those of their students. This can help to reduce teachers’ negative or destructive coping behaviours that increase the risk of GBV for both teachers and students.

Engage male teachers and education staff in discussions around creating a culture of non-violence; challenging beliefs around masculinity that condone GBV; and what their role can be in creating safe and non-threatening environments for all students and teachers.

Link efforts to reduce GBV to larger efforts within schools to reduce general violence against children.

PROMISING PRACTICE

Two projects from South Africa focus on how teachers can make a difference. Part of a training programme at the School of Public Health at the Western Cape asks primary school teachers to evaluate their own attitudes towards gender-based violence and reflect on the implicit messages conveyed through their words and actions. Understanding the dynamics of gender-based violence in schools enables these teachers to incorporate activities to reduce the problem into their daily routines. A manual, Opening Our Eyes: Addressing gender-based violence in South African schools, was created for teachers and school administrators as a tool for professional development and a starting point from which to develop whole-school approaches and policies. The manual makes the very important link between GBV and HIV and also provides some very concrete strategies for creating safer schools.


PROMISING PRACTICE

The International Rescue Committee (IRC) implements programmes that focus on ensuring that children and youth who have experienced conflict and crisis are able to heal and have the skills to remain resilient, learn and develop. Education programmes that are safe, free from abuse and exploitation, model a caring and supportive learning environment, and integrate academic learning with age/developmentally appropriate social and emotional learning are essential for providing a quality education in conflict-affected countries. The Healing Classrooms approach is based on 30 years of IRC’s education work in conflict and crisis-affected areas, as well as 4 years of research and field-testing in Afghanistan, Ethiopia, Sierra Leone and Guinea. The approach focuses on expanding and supporting the ways in which teachers can create and maintain ‘healing’ learning spaces where children can recover, grow and develop.

Healing Classrooms are designed to strengthen the role that schools and teachers play in promoting the psychosocial recovery, well-being and social and emotional learning of children and youth. Healing Classrooms recognize that in order for teachers to play a positive role during and after crises, they must receive meaningful support and training that reflect an understanding of their experiences, motivation, well-being and priorities. IRC’s programme in the Democratic Republic of the Congo uses three key interventions to create safe and healing classroom environments and improve teaching quality:

- a curriculum that integrates the Healing Classroom approach;
- a school-based system providing continuous in-service teacher training and coaching; and
- support to school management committees and parent-teacher associations in order to increase community participation and decrease violence in education.

5. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure education staff have the basic skills to provide them with information on where they can obtain support.

- Provide all education personnel with written information about where to refer survivors for services, with particular attention to female teachers who may be more likely to be approached by child survivors. Make information about services readily available in learning centres to both teachers and students, and ensure that information about referral pathways is regularly updated.

- Train all primary and secondary level education personnel in how to recognize the many different and localized forms of GBV (verbal harassment and bullying, sexual exploitation, etc.). Ensure they are also trained on how to respectfully and supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care.

- Where possible, employ a specialized GBV caseworker at the learning facility to provide immediate assistance to survivors and ensure follow-up care.

6. After the emergency wanes, work with the Ministry of Education to develop and implement school curricula that contribute to long-term shifts in gender-inequitable norms and promote a culture of non-violence and respect for women, girls and other at-risk groups.

- Integrate age-, gender-, and culturally appropriate curricula on GBV-related issues and comprehensive sexual health into primary and secondary level educational programming for both males and females. Ensure these curricula include: basic information on how the body works; bodily changes and puberty; sexuality; healthy menstruation management; gender equality; relationship skills and health communication; sexually transmitted infections, including HIV; safe sex; family planning; and causes and contributing factors to various forms of GBV, such as sexual assault, dating violence, child and/or forced marriage, intimate partner violence and other forms of domestic violence.

- Prevent peer-to-peer violence by expanding curricula to cover and promote conflict-sensitive and peace-building education (e.g. conflict transformation, women’s and children’s rights, peace education, diversity training, respect and tolerance, non-violent masculinity, etc.). Organize discussions with boys and girls—both separately and together—to explore beliefs about violence and gender. Include age-, gender-, and culturally appropriate content about relationships and sexuality for youth where possible.

- Promote the empowerment of women, girls and other at-risk groups through targeted programming (e.g. leadership development training; life skills education; vocational training; etc.).
training linked to employment or livelihoods programming; opportunities for sports, art and other recreation; safe spaces for girls—particularly adolescent girls—to meet, share skills and build community; etc.). Consider whether a school-based model or a model that targets out-of-school youth is more appropriate for the population.

**Integrating GBV Prevention and Response into EDUCATION POLICIES**

1. Incorporate relevant GBV prevention and response strategies into the policies, standards and guidelines of education programmes.

   - Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, girls and other at-risk groups as students, education staff and leaders in community-based education activities. These can include, among others:
     - Policies regarding childcare for education staff.
     - Standards for equal employment of females.
     - Policies requiring in-service training on GBV and sexual/reproductive health for education staff.
     - Policies that allow pregnant girls to attend school.

   - Where they do not already exist, enable the line ministry for education to implement mandatory codes of conduct (CoCs) for teachers and other education personnel that include a commitment to maintaining a protective environment free from GBV and sexual exploitation and abuse.
     - When designing and/or rolling out a CoC, use participatory methods that include regular discussions with and input from all stakeholders (including teachers, parents, students, community members and—if relevant—government authorities and unions).
     - Put in place confidential complaint mechanisms and procedures to report, investigate, document and take disciplinary action in cases of sexual exploitation and abuse and/or violation of the code of conduct. Develop setting-specific strategies to deal with non-action.

**LESSON LEARNED**

In 2009, Sierra Leone’s Ministry of Education launched a national professional code of conduct for teachers with support from UNFPA and UNICEF. Multi-stakeholder consultations were held throughout Sierra Leone to inform the development of the final version. A training manual was also developed by UNICEF, with every school receiving training through a 3-day workshop on how to implement the code of conduct. This included training on classroom and positive behaviour management; commitment/attitude to the teaching profession; human and children’s rights; child exploitation and abuse; and governance, accountability, corruption and record-keeping. Key lessons learned include:

   - Importance of close collaboration between the Ministry of Education and teachers unions in developing the code;
   - Key role of teachers unions in implementing and enforcing the code at the national and local level;
   - Importance of having parallel systems to monitor and document cases of abuse and complaints; and
   - Recognizing the links between poverty and sexual abuse, so that enforcing a teachers’ code of conduct should be accompanied by efforts to improve teachers’ pay and working conditions.

Encourage government, school boards, school management, PTAs, teachers and students to work together to create (or build upon existing) school-based action plans related to GBV. Include strategies to address the risks that exist in specific school contexts (e.g. forming gender-balanced community ‘safety committees’; arranging escorts to school and/or community-based security patrols; etc.).

Develop and ensure the implementation of standardized survivor-centred GBV reporting mechanisms and systems of care (i.e. referral pathways), including for sexual exploitation and abuse within learning centres.

Circulate these policies, standards and guidelines widely among education personnel and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Advocate for the integration of GBV risk-reduction strategies into national and local laws and policies related to education, and allocate funding for sustainability.

Support governments, customary/ traditional leaders and other stakeholders to review and reform laws and policies (including customary law) to address discriminatory practices hindering girls and other at-risk groups from safe access to education. For example:

- Promote policies that reduce costs related to schooling, such as free access to primary and secondary education and feeding programmes.
- Advocate that refugee/IDP schools be recognized as official schools and are entitled to the same services and monitoring of safety by government authorities.
- Draft policies to deploy emergency teachers who are trained in gender, GBV, women’s/human rights, social exclusion and sexuality in the earliest stages of emergency.
- Ensure laws and policies protect the rights of girls to complete primary and secondary levels of schooling.

Ensure national education policies and plans include GBV-related security measures for students and education personnel (e.g. encourage national regulations or codes of conduct prohibiting and penalizing violence and exploitation in educational settings).

Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. To encourage community support and mitigate backlash, undertake awareness-raising campaigns highlighting how such policies will benefit communities.
Integrating GBV Prevention and Response into
EDUCATION COMMUNICATIONS AND INFORMATION SHARING

1. Ensure that education programmes sharing information about reports of GBV within the education sector or with partners in the larger humanitarian community abide by safety and ethical standards.
   ▶ Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to child survivors, their caretakers or the broader community. Consider using the international Gender-Based Violence Information Management System (GBVIMS), and explore linkages between the GBVIMS and existing education-related Information Management Systems.3

2. Incorporate GBV messages into education-related community outreach and awareness-raising activities.
   ▶ Work with GBV specialists to integrate community awareness-raising on GBV into education outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; meetings with PTAs and parent groups; etc.).
     • Ensure this awareness-raising includes information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
     • Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
     • Work with communities to discuss the importance of school-based GBV programming.
     • Engage (separately when necessary) women, girls, men and boys in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.
   ▶ Thoroughly train education outreach staff on issues of gender, GBV, women’s/human rights, social exclusion, sexuality, and psychological first aid (e.g. how to engage supportively with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).
   ▶ Engage men and boys, particularly leaders in the community, as agents of change in building a supportive environment for the education of women and girls (e.g. through workshops, trainings, meetings with community leaders, discussions on gender and rights issues, etc.).
   ▶ Consider the barriers faced by women, girls and other at-risk groups to their safe participation in education-related community discussion forums (e.g. transportation; meeting times and locations; risk of backlash because of participation; need for childcare; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential; with females as facilitators of women’s and girls’ discussion groups; etc.) so that participants feel safe to raise GBV issues.

3 The GBVIMS is not meant to replace national information systems collecting GBV information. Rather, it is an effort to bring coherence and standardization to GBV data-collection in humanitarian settings, where multiple actors often collect information using different approaches and tools. For more information, see: <www.gbvims.com>.
KEY GBV CONSIDERATIONS FOR
COORDINATION WITH OTHER
HUMANITARIAN SECTORS

As a first step in coordination, education programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist education actors to:

▶ Design and conduct education assessments that examine the risks of GBV related to education programming, and strategize with education actors about ways these risks can be mitigated.

▶ Provide trainings for education staff on issues of gender, GBV, women’s/human rights, and how to respectfully and supportively engage with survivors.

▶ Develop a standard referral pathway for survivors who may disclose GBV to education staff, and ensure education personnel have the basic skills and information necessary to provide safe, ethical and confidential referrals.

▶ Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to education.

In addition, education programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, education actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
Part 3: Guidance

GBV Guidelines

Camp Coordination and Camp Management (CCCM)

- Work with CCCM partners to:
  - Identify safe and unsafe areas within the camp for education programmes, and work with them to plan the location of programmes (including temporary learning spaces) based on safety concerns identified by girls and other at-risk groups
  - Facilitate the distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposing of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls
  - Cross-reference school attendance records with food distribution and/or camp registration records to assess (by sex and age) which children and youth are attending/absent from school, and plan human resources and infrastructure accordingly

- Enlist support of child protection actors to:
  - Provide training for teachers on how to engage with child survivors of GBV and provide immediate referrals in an ethical, safe and confidential manner
  - Ensure child protection issues are taken into account in the recruitment, selection and appraisal of teachers and education staff
  - Obtain information on referral sites for child-friendly mental health and psychosocial care following survivor disclosure
  - Monitor routes to educational settings and highlight potentially unsafe areas for children and adolescents
  - Strengthen existing community protection mechanisms to ensure safety for children and adolescents attending school (e.g. child protection committees; watch committees; day-care centres; temporary learning centres; women-, child- and adolescent-friendly spaces; child protection networks; women and children desks of the national police; etc.)

- Enlist support of the health sector in:
  - Providing training and education for teachers, students, parents and the community on issues related to sexual and reproductive health (pregnancy, HIV, STIs, etc.)
  - Distributing dignity kits for female students and education personnel where appropriate

- Consider working with livelihoods partners to:
  - Implement alternative education programmes that include literacy and financial literacy, life skills, livelihoods and vocational training components
  - Link these programmes to livelihoods projects that support out-of-school youth who may need economic strengthening

- Enlist support of food security actors in providing school feeding and food packages for students and their families

- Work with nutrition actors to:
  - Support working mothers—including girl-mothers who are students—in education programmes through breastfeeding or nursery programmes
  - Implement school feeding programmes in order to maximize attendance, paying particular attention to orphans and child-headed households to ensure these children can pursue an education

- Consider working with telecommunications actors in developing warning systems to mitigate GBV in educational settings (e.g. using cell phones and other technology to avert assaults, etc.)

- Enlist support of the water, sanitation and hygiene (WASH) sector to:
  - Design and construct safe, accessible and private sanitation facilities at learning centres, including separate toilets and washing areas for girls and boys
  - Conduct hygiene promotion activities in schools that integrate GBV messages
  - Support the distribution of hygiene kits for female students and education personnel where appropriate

- Work with the WASH sector to:
  - Design and construct safe, accessible and private sanitation facilities at learning centres, including separate toilets and washing areas for girls and boys
  - Conduct hygiene promotion activities in schools that integrate GBV messages
  - Support the distribution of hygiene kits for female students and education personnel where appropriate
KEY GBV CONSIDERATIONS FOR
MONITORING AND EVALUATION
THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

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<th>INDICATOR</th>
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<tbody>
<tr>
<td>ASSESSMENT, ANALYSIS AND PLANNING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV-related questions in education assessments*</td>
<td># of education assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td># of education assessments</td>
<td></td>
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</tbody>
</table>

* See page 99 for GBV areas of inquiry that can be adapted to questions in assessments

(continued)

**ASSESSMENT, ANALYSIS AND PLANNING (continued)**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female participation in assessments</strong></td>
<td># of assessment respondents who are female × 100&lt;br&gt;# of assessment respondents and # of assessment team members who are female × 100</td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
<td>✓</td>
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<tr>
<td>Consultations with the affected population on GBV risk factors in and around learning environments Its**</td>
<td><em>Quantitative:</em> # of learning environments conducting consultations with the affected population to discuss GBV risk factors in and around the learning environment × 100&lt;br&gt;&lt;br&gt;Qualitative: What types of GBV-related risk factors do affected persons experience in and around the learning environments?</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII)</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Disaggregate consultations by sex and age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk factors of GBV for females to attend learning environments</td>
<td><em>Quantitative:</em> # of females who report concerns about experiencing GBV when asked about attending learning environments × 100&lt;br&gt;&lt;br&gt;Qualitative: What types of safety concerns do females describe in attending learning environments?</td>
<td>Survey, FGD</td>
<td>0%</td>
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**RESOURCE MOBILIZATION**

<table>
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<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV risk reduction in education funding proposals or strategies</td>
<td># of education funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100&lt;br&gt;&lt;br&gt;# of education funding proposals or strategies</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Training of education staff on the GBV Guidelines</td>
<td># of education staff who participated in a training on the GBV Guidelines × 100&lt;br&gt;&lt;br&gt;# of education staff</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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5 United Nations Office for the Coordination of Humanitarian Affairs. Humanitarian Indicators Registry, [www.humanitarianresponse.info/applications/ir/indicators](http://www.humanitarianresponse.info/applications/ir/indicators)
<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
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</thead>
<tbody>
<tr>
<td><strong>IMPLEMENTATION</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Programming</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female participation in education community-based committees&lt;sup&gt;5&lt;/sup&gt;</td>
<td><strong>Quantitative:</strong>&lt;br&gt;# of persons who participate in education community-based committees who are female × 100&lt;br&gt;# of persons who participate in education community-based committees</td>
<td>Assessment reports, FGD, KII</td>
<td>50%</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Qualitative:</strong>&lt;br&gt;How do women perceive their level of participation in education community-based committees? What are barriers to female participation in education committees?&lt;br&gt;*Education community-based committees include parents-teacher associations or other community committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ratio of female and male teachers teaching in affected area&lt;sup&gt;5&lt;/sup&gt;</td>
<td># of female teachers teaching in affected areas&lt;br&gt;# of male teachers teaching in affected areas</td>
<td>Organizational records</td>
<td>1:1</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ratio of affected boys and girls attending learning spaces/schools in affected areas&lt;sup&gt;5&lt;/sup&gt;</td>
<td># of females attending learning spaces/schools in affected areas&lt;br&gt;# of males attending learning spaces/schools in affected areas</td>
<td>Joint education needs assessment, W matrix</td>
<td>Determine based on pre-crisis data</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Disaggregate by age group (5–13 and 14–18) and at-risk groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active-duty education staff who have signed a code of conduct&lt;sup&gt;6&lt;/sup&gt;</td>
<td># of active-duty education staff who have signed a code of conduct × 100&lt;br&gt;# of active-duty education staff</td>
<td>Organizational records</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Reporting and referral mechanism for GBV survivors in schools/learning sites</td>
<td># of schools/learning sites with a reporting and referral mechanism for GBV survivors × 100&lt;br&gt;# of schools/learning sites</td>
<td>KII</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Policies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV prevention and response strategies in education policies, guidelines or standards</td>
<td># of education policies, guidelines or standards that include GBV prevention and response strategies from the GBV Guidelines × 100&lt;br&gt;# of education policies, guidelines or standards</td>
<td>Desk review (at agency, sector, national or global level)</td>
<td>Determine in the field</td>
<td>✓</td>
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</table>

(continued)
### IMPLEMENTATION (continued)

#### Communications and Information Sharing

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff knowledge of standards for confidential sharing of GBV reports</td>
<td># of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors × 100</td>
<td>Survey (at agency or programme level)</td>
<td>100%</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV referral information in education community outreach activities</td>
<td># of education community outreach activities programmes that include information on where to report risk and access care for GBV survivors × 100</td>
<td>Desk review, KII, survey (at agency or sector level)</td>
<td>Determine in the field</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tbody>
</table>

#### COORDINATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of GBV risk-reduction activities with other sectors</td>
<td># of non-education sectors consulted with to address GBV risk-reduction activities* × 100</td>
<td>KII, meeting minutes (at agency or sector level)</td>
<td>Determine in the field</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
 Key Resources

- The Inter-Agency Network for Education in Emergencies (INEE) and its Gender Task Team have created a series of resources, including:

- The Joint Education Needs Assessment Toolkit, <www.savethechildren.org.uk/sites/default/files/docs/Ed_NA_Toolkit_Final_1.pdf>. This resource has been developed by the Global Education Cluster to enable Education Cluster staff and partners in the field to:
  - undertake preparedness planning for emergency assessments
  - collectively design and conduct an education needs assessment (rapid and/or comprehensive)
  - generate reliable, comprehensive and timely information needed to guide effective inter-agency education in emergencies responses
  - highlight immediate, critical education issues and ensure effective coordination across education partners in an emergency.

- The Good School Toolkit by Raising Voices in Uganda contains a set of ideas and tools that will help educators explore what a good school is and guide them through a process that will help them create one. It was developed with the help of schools in Uganda and deliberately focuses on ideas and activities that do not require specific financial resources—just commitment and perseverance. <http://raisingvoices.org/good-school>


- The IASC has created an online course that provides the basic steps a humanitarian worker must take to ensure gender equality in programming, including education. To access the course see Inter-Agency Standing Committee. 2010. ‘Different Needs – Equal Opportunities: Increasing effectiveness of humanitarian action for women, girls, boys and men’, <www.interaction.org/iasc-gender-elearning>.


- For tools and resources for life skills facilitators, see WarChild Holland’s ‘1 Deal’ series: <www.warchildlearning.org>.

- For a report documenting and sharing some of the key successes and examples of best practice emerging from one of the organization’s flagship multi-country girls’ education initiatives, see ActionAid. 2013. ‘Stop Violence against Girls in School: Success stories’, <www.actionaid.org/sites/files/actionaid/svags_success_stories.pdf>. 
Additional Resources


Addressing Gender-Based Violence throughout the Programme Cycle

KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by FSA actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with FSA actors working in partnership with other sectors as well as with GBV specialists.

The areas of inquiry below should be used to complement existing guidance materials, such as assessment checklists found in the Livestock Emergency Guidelines and Standards (<www.livestock-emergency.net>). Ideally, nutrition and FSA assessments should overlap to identify barriers to adequate nutrition as well as interventions to improve the availability and optimal utilization of food intake.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of FSA programmes in ways that prevent and mitigate the risk of GBV. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.

KEY ASSESSMENT TARGET GROUPS

- Key stakeholders in FSA: governments; civil societies; local leaders; local food assistance committees; nutrition actors; livelihoods actors; GBV, gender and diversity specialists
- Affected populations and communities, including agricultural workers, farmers and livestock owners, market traders, etc.
- In IDP/refugee settings, members of receptor/host communities

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

### Areas Related to Food Security and Agriculture PROGRAMMING

**Participation and Leadership**

a) What is the ratio of male to female FSA staff working directly with affected populations, including in positions of leadership?
- What is the ratio of males to females in food distribution teams, particularly at distribution sites?
- Are systems in place for training and retaining female staff?
- Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women and other at-risk groups actively involved in community-based activities related to FSA (e.g. community food assistance or agricultural rehabilitation committees)? Are they in leadership roles when possible?

c) Are the lead actors in food assistance response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

(continued)
POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

**Cultural and Community Norms and Practices**

d) How has the humanitarian emergency impacted the ability of different at-risk groups to secure and use food?
   • Who makes decisions about food use and access within the household?
   • Are any at-risk groups being denied access to food?

e) What strategies do members of the affected community use to secure food, and how has the humanitarian emergency affected these strategies (e.g. access to grazing and to water resources for livestock; daily and seasonal movements; natural resources; the gender division of labour; etc.)?
   • What are the different roles of males and females in agricultural production, fisheries, forestry, etc.?
   • What are the different roles of males and females in livestock ownership, control, care and management— including use and disposal rights?
   • How do agriculture and livestock ownership and management affect household food security?

f) Are there cultural norms that restrict women, girls and other at-risk groups from accessing agricultural lands, water points, seed and tool dispersal programmes, or food/cash/voucher distribution programmes?

g) Is there a risk of conflict between different groups using natural resources (e.g. agriculturalists and pastoralists) that could in turn increase the risks of GBV for women, girls and other at-risk groups?

h) Are there school meal programmes for students? Do these programmes take into account security risks for programme participants (e.g. attacks between school and home in the case of take-home rations)?

**Physical Safety and Risks of GBV**

i) Are women and other at-risk groups involved in decisions about food/asset baskets and planned agriculture or livestock activities (e.g. seed or livestock distribution)?
   • Has the transfer modality of assistance (e.g. food, cash/in-kind, vouchers) been designed in a way that reduces the risks of GBV?

j) Are distribution sites safe for women, girls and other at-risk groups?
   • What specific measures are being taken to prevent, monitor and respond to GBV risks (e.g. segregating men and women through a physical barrier or offering separate distribution times; awareness among distribution teams about appropriate conduct and penalties; presence of female staff to oversee off-loading, registration, distribution and post-distribution of food; etc.)?
   • Are distribution sites protected from raiding by fighting forces in conflict situations?
   • Do distribution/work sites adhere to standards of universal design and/or reasonable accommodation\(^3\) to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?

k) Are the distances and routes to be travelled to distribution sites, work sites, and agriculture or livestock activities safe for women, girls and other at-risk groups?
   • Are they clearly marked, accessible and frequently used by other members of the community?
   • Has safety mapping been conducted with women, girls and other at-risk groups to identify security concerns related to accessing water, fuel, agriculture lands and distribution sites?

l) Do interventions reduce the burden that receiving food assistance may pose for women, girls, men and boys (e.g. are food distribution points located as close to living/cooking areas as possible; are the sizes and weights of food packages manageable for women, girls and at-risk groups; are distributions timed in a way that minimizes GBV risks; are women and other at-risk groups provided with alternative modes of receiving their food assistance if the situation permits; etc.)?

m) Is there a system for security personnel to patrol potentially insecure areas in and around distribution sites, agricultural lands, water points, firewood collection sites and/or markets?
   • Does this system include women from the community? Are there any security risks associated with their participation?

n) How are ration cards being issued (e.g. can women and other at-risk groups be issued cards directly)?

o) Are cash, vouchers, and food-for-work and training programmes available specifically for GBV survivors? If so, have measures been taken to ensure these programmes don’t stigmatize survivors or exacerbate their risk of re-victimization?

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\(^3\) For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
**FOOD SECURITY**

**PART 3: GUIDANCE**

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**GBV Guidelines**

**ASSESSMENT**

**FOOD SECURITY**

**Areas Related to Food Security and Agriculture POLICIES**

a) Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of FSA programmes?
   - Are women, girls and other at-risk groups meaningfully engaged in the development of FSA policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
   - Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
   - Are FSA staff properly trained and equipped with the necessary skills to implement these policies?

b) Do national and local FSA sector policies and plans integrate GBV-related risk-reduction strategies? Do they allocate funding for sustainability of these strategies?
   - Are there policies for safe access to cooking fuel?
   - Do they address discriminatory practices hindering women and other at-risk groups from safe participation (as staff, in community-based groups, etc.) in the FSA sector? Are there standards to promote the participation of women and other at-risk groups in agricultural diversification and livestock programmes?
   - Are there standards for the allocation and protection of natural resources?

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**Areas Related to Food Security and Agriculture COMMUNICATIONS and INFORMATION SHARING**

a) Has training been provided to FSA staff on:
   - Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   - How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do FSA-related community mobilization activities raise awareness about general safety and GBV risk reduction?
   - Does this awareness-raising include information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
   - Is this information provided in age-, gender-, and culturally appropriate ways?
   - Are males, particularly leaders in the community, engaged in these awareness-raising activities as agents of change?

c) Are FSA discussion forums age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

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**POSSIBLE AREAS OF INQUIRY** *(Note: This list is not exhaustive)*

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KEY GBV CONSIDERATIONS FOR
RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for FSA sector programming. Whether requesting pre-emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.

A. HUMANITARIAN NEEDS OVERVIEW

- Are the different roles and responsibilities for food management, livestock management and agriculture (in both the home and wider community) understood and disaggregated by sex, age, disability, and other relevant vulnerability factors? Are the related risk factors of GBV for women, girls and other at-risk groups recognized and described?
- Are risks for specific forms of GBV (e.g. sex for food, sexual assault, forced and/or coerced prostitution, child and/or forced marriage, intimate partner violence and other forms of domestic violence, etc.) described and analysed, rather than a broader reference to ‘GBV’?

B. PROJECT RATIONALE/JUSTIFICATION

- When drafting a proposal for emergency preparedness:
  - Is there a strategy for preparing and providing trainings for government, staff and community groups engaged in the FSA sector on the safe design and implementation of programming that mitigates the risk of GBV?
  - Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?
- When drafting a proposal for emergency response:
  - Is there a clear description of how food assistance programmes will mitigate exposure to GBV (e.g. location and time of food distributions; provision of ration cards to women and other at-risk groups, where appropriate; size of food packages; transportation support to and from distribution sites; etc.)?
  - Do strategies meet standards promoted in the Sphere Handbook?
  - Are additional costs required to ensure the safety and effective working environments for female staff in the food assistance sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?
- When drafting a proposal for post-emergency and recovery:
  - Is there an explanation of how the project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. provide agricultural input to enhance production; ensure national and local policies address discriminatory practices hindering access to land and ownership of livestock for women and other at-risk groups; contribute to women’s access to livelihoods that can support wider changes in gender roles in the household and community; support women as full participants in farm activities; etc.)?
  - Does the proposal reflect a commitment to working with the community to ensure sustainability?
The following are some common GBV-related considerations when implementing FSA programmes in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into Food Security and Agriculture PROGRAMMING

1. Involve women and other at-risk groups as staff and leaders in the planning, design and implementation of all FSA activities (with due caution in situations where this poses a potential security risk or increases the risk of GBV).
   - Strive for 50 per cent representation of females within FSA programme staff. Provide women with formal and on-the-job training as well as targeted support to assume leadership and training positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in FSA committees and management groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in FSA staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

   - Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?
   - Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?
   - Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as FSA staff and in agriculture and livestock management?

ESSENTIAL TO KNOW

LGBTI Persons

Lesbian, gay, bisexual, transgender and intersex persons (LGBTI) face unique difficulties in food assistance programmes. For example, food assistance may be based on assumptions of heterosexual relationships and may exclude lesbian, gay and bisexual persons. LGBTI persons may be further marginalized or forced out of lines during food and/or agricultural inputs distributions. Exclusion or delays in food distribution may force LGBTI persons to engage in risky practices like survival sex. When possible, food assistance programmers should consult with local LGBTI organizations and specialists to consider how targeted food assistance may impact the food security of LGBTI persons, and develop culturally sensitive strategies that ensure their basic rights and needs are addressed in a way that minimizes the risks of GBV.

(Information provided by Duncan Breen, Human Rights First, Personal Communication, 20 May 2013)
2. Design commodity- and cash-based interventions in ways that minimize the risks of GBV.

- Establish clear, consistent and transparent systems for distribution that are known by all members of the community. Regularly provide information (written, verbal and illustrated) to inform women, girls, boys and men about policies and procedures, including who qualifies for assistance. This can help to minimize the risk of GBV related to distribution and assistance (e.g. escalation of intimate partner violence as spouses fight over control of assistance; exposure to sexual assault after food and/or agricultural inputs distributions; reprisal attacks on women for their participation in cash- or food-for-work activities; etc.).

- Ensure that the chosen transfer modality is substantial enough to meet food requirements so that women, girls and other at-risk groups are deterred from having to exchange sex for food and/or agricultural inputs.

- Carefully consider, in collaboration with the community, how to assign and monitor the use of food ration cards and/or agricultural inputs vouchers. This helps to ensure that needs are being met regardless of a person’s marital status, sexual orientation or gender identity.

- Consider innovative ways of ensuring that GBV survivors have access to food, particularly if they are unable to travel to the distribution sites (for example, providing daily food requirements in health centres). Ensure that programmes do not increase survivors’ sense of exclusion or stigma.

- Ensure students in need of food support have access to school feeding programmes (such as those that provide take-home rations) and cash or voucher assistance where appropriate.

- In contexts where there are polygynous households, each wife and her children should be treated as a separate household, or provisions should be made to allow second and third wives to claim their cash/food as a separate family unit.

**PROMISING PRACTICE**

From mid-2013 to April 2014, UNICEF Mali and Catholic Relief Services implemented a cash transfer programme to assist displaced and host family households that faced food insecurity in the Bamako and Mopti regions. Households received cash transfers through direct distribution or electronic transfer. The goal of the programme was to provide unconditional cash transfers to meet food and other basic needs, while decreasing risky coping strategies and other protection risks, including the exchange of sex for food. Despite the complexity of the operation (e.g. actual cash transfers), final evaluation results and participant feedback revealed the programme’s success in reaching planned targets, improving the protection of women and children, decreasing and preventing risky coping strategies, and overall participant satisfaction. Cash transfers improved households’ access to food, access to education and health services, lodging conditions and ability to invest and establish long-term revenue. Moreover, participants reported that the assistance contributed towards maintaining their dignity under difficult circumstances.

(Information provided by the Mali GBV Sub-Cluster, Personal Communication, 24 September 2014)
3. Take steps to address food insecurity for women, girls and other at-risk groups through agriculture and livestock programming.

- Proactively include interventions that increase agricultural production and diversification in humanitarian response. Identify appropriate livestock responses that do not increase the labour burden—or reduce access to key assets—for women and other at-risk groups.

- Working in partnership with local organizations, ensure women, adolescent girls and other at-risk groups receive the necessary tools, inputs and training to carry out locally viable and sustainable agricultural activities (e.g. training in: technical skills for food production, process, preparation and storage; livestock maintenance; marketing and distribution of food products; etc.).

- Seek ways to increase ownership and control of agriculture and livestock assets for women, adolescent girls, and other at-risk groups. Ensure these assets are age-, gender-, and culturally appropriate (for example, in certain contexts it is more culturally acceptable for women to control the production, end sale, and use of horticultural products and poultry rather than staple grains and crops).

4. Implement strategies that increase the safety in and around food security and agricultural livelihoods activities.

- Adhere to Sphere standards in selecting secure and centralized locations for food and agricultural asset distribution points. Ensure that roads to and from the distribution points are clearly marked, accessible and frequently used by other members of the community. When security concerns restrict access to distribution sites, work with protection actors to provide escorts and patrols to protect women, adolescent girls and other at-risk groups or establish a community-based security plan for distribution sites and departure roads.

- Address safety in the design and layout of food and asset distribution sites by:
  - Scheduling distribution at times that are easily accessible and safe for women, girls and other at-risk groups (e.g. begin and end distributions during the day to allow safe return home).
  - Ensuring there are female staff members from the implementing organization present during distributions, and setting up women-friendly spaces at food and asset distribution sites.
  - Placing women as guardians (with vests, whistles, agency logos, etc.) to oversee off-loading, registration, distribution and post-distribution of food and assets.

PROMISING PRACTICE

In the Democratic Republic of the Congo, the World Food Programme (WFP) distributed food to survivors of sexual violence admitted to the hospital, allowing them to rest and heal with adequate nutrition. According to hospital staff in one centre—the Panzi Hospital in Bukavu, South Kivu—the contribution made a significant difference in the healing process. Food assistance may support women to stay in hospital for the time needed to recover, where they can also receive psychological counselling, advice on socio-economic matters and legal issues and learn new skills such as making handicrafts. WFP explored other methods of providing assistance to survivors such as facilitating survivors’ participation in food-for-training projects in order to provide income-generating options and a greater chance for survivors to re-establish their lives.

(Adapted from World Food Programme of the United Nations. 2011. Enhancing Prevention and Response to Sexual and Gender-Based Violence in the Context of Food Assistance in Displacement Settings, internal publication, p. 10)
• Providing, as necessary, sex-segregated distribution sites and monitoring these sites to ensure that the risks of GBV are not increased (e.g. if a single woman is easily identified when leaving the site).

▶ Design interventions to reduce the burden that the receipt of food and agricultural assets may pose on affected population (e.g. place food distribution points as close to living/cooking areas as possible; ensure the weight of food packages is manageable for women, children and persons with disabilities; develop transport strategies for heavy packages; etc.).

▶ When setting up agricultural plots for cultivation, make sure they are located in secure and centralized settings. This helps protect women, adolescent girls and other at-risk persons who are working alone or in small groups, and might otherwise be at risk of attack while working or travelling to and from their plots. Consider contextually appropriate security methods (e.g. escorts, patrols, safe passage, etc.).

5. Incorporate safe access to cooking fuel and alternative energy into programmes.

▶ Consult with the affected population to create a strategy for accessing cooking fuel, including safe and sustainable access to natural resources. Recognize and respect preferences associated with cooking fuel needs. When feasible and appropriate, provide emergency rations of cooking fuel along with food rations.

▶ Encourage the use of fuel-efficient stoves and fuel-saving cooking techniques—including in schools and therapeutic feeding centres or stabilization centres. Provide people with the means of accessing fuel-efficient stoves, and provide technical training on stove use and maintenance to decrease cooking fuel consumption.

▶ Because women are often dependent on the sale of firewood for household income, consider linking alternative energy programmes with women’s livelihoods programmes to support safer, more sustainable income-generating activities.

LESSON LEARNED

In 2013 during the response to Typhoon Haiyan in the Philippines, the military used aerial food drops to reach people in remote and otherwise inaccessible island and mountain areas. The food security and agriculture cluster advocated that ground-level coordination be put in place for safe distribution. Without this coordination—where food is simply dropped from the sky—there is often a rush to grab food, during which those who are physically stronger tend to get the most food. This exacerbates existing power/resource imbalances and provides an opportunity for those with food to extort favours from those without, heightening the risk of sexual exploitation and other forms of GBV. The cluster advocated that airdrops should only be done when a team was in place on the ground to coordinate.

(Information provided by Food Security and Agriculture Cluster in the Philippines, Personal Communication, 22 March 2014)
PART 3: GUIDANCE

GBV Guidelines

IMPLEMENTATION

FOOD SECURITY

Integrating GBV Risk Reduction into Food Security and Agriculture POLICIES

1. Incorporate GBV prevention and mitigation strategies into the policies, standards and guidelines of FSA programmes.

   ▶ Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in FSA activities. These can include, among others:
   - Policies regarding childcare for FSA staff.
   - Standards for equal employment of females.
   - Procedures and protocols for sharing protected or confidential information about GBV incidents.
   - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

   ▶ Circulate these widely among FSA staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Advocate for the integration of GBV risk-reduction strategies into national and local policies and plans related to food security and agricultural livelihoods, and allocate funding for sustainability.

   ▶ Support government, customary and traditional leaders, and other stakeholders to review and reform national and local policies and plans to address discriminatory practices hindering women and other at-risk groups from safe participation (as staff and/or community advisers) in the FSA sector.

   ▶ Ensure national FSA sector policies and plans include GBV-related measures (e.g. policies for safe access to cooking fuel; plans to promote the participation of women and other at-risk groups in agricultural diversification and livestock programmes, protection of natural resources and related skills-building; etc.).

   ▶ Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

In 2009, WFP launched the Safe Access to Firewood and alternative Energy (SAFE) programme in North Darfur to help address protection threats, faced mostly by females, when collecting firewood and other types of cooking fuel. The programme includes 33 centres where women make fuel-efficient stoves and fuel briquettes, resulting in women having to venture out less frequently to collect firewood and buy charcoal. This, in turn, has decreased exposure to rape and other types of sexual assault. The SAFE programme has also created safe social spaces where women can be trained in income generation, literacy, nutrition, improved hygiene and community reforestation.

Integrating GBV Risk Reduction into Food Security and Agriculture COMMUNICATIONS and INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure that staff have the basic skills to provide them with information on where they can obtain support.
   - Ensure all FSA personnel who engage with affected populations—including agricultural extension workers—have written information about where to refer survivors for care and support. Regularly update information about survivor services.
   - Train all FSA personnel who engage with affected populations—including agricultural extension workers—in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. Ensure that FSA programmes sharing information about reports of GBV within the FSA sector, or with partners in the larger humanitarian community, abide by safety and ethical standards.
   - Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into FSA-related community outreach and awareness-raising activities.
   - Work with GBV specialists to integrate community awareness-raising on GBV into FSA outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; etc.).
     - Ensure this awareness-raising includes information on survivor rights (including the right to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
     - Raise awareness with local communities, affected populations and humanitarian partners through workshops and campaigns about the link between cooking fuel and GBV (e.g. firewood collection, selling rations for cooking fuel or developing risky coping behaviour to secure fuel). Foster discussion, research and development of safe options and strategies.
     - Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
• Engage women, girls, men and boys (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

▷ Engage males, particularly leaders in the community, as agents of change in FSA outreach activities related to the prevention of GBV.

▷ Consider the barriers faced by women, girls and other at-risk groups to their safe participation in community discussion forums and educational workshops (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of separate women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

▷ Provide community members with information about existing codes of conduct for FSA personnel, as well as where to report sexual exploitation and abuse committed by staff providing food and agricultural assistance. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.

**KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS**

As a first step in coordination, FSA programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist FSA actors to:

▷ Design and conduct food security and agricultural assessments that examine the risks of GBV related to food security and agricultural programming, and strategize with FSA actors about ways for such risks to be mitigated.

▷ Provide trainings for FSA staff on issues of gender, GBV and women’s/human rights.

▷ Identify where survivors who may report instances of GBV exposure to FSA staff can receive safe, confidential and appropriate care, and provide FSA staff with the basic skills and information to respond supportively to survivors.

▷ Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to food security and agricultural interventions.

In addition, FSA programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, FSA actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
Where stoves and cooking fuel are the responsibility of SS&R actors, consult them on the provision of energy-efficient cooking stoves and safe fuel options.

Consult with health actors to determine flexible delivery times of food rations that can facilitate recovery for hospitalized survivors of GBV.

Determine whether food-for-work initiatives can support the reconstruction of hospitals and health-care centres, which may in turn increase women’s access to medical care in areas where infrastructure had been destroyed.

Link with HLP actors to:
- Reduce unintended and negative impacts of using land for FSA purposes (e.g. as food distribution sites; for agriculture and livestock programmes; etc.)
- Increase land tenure rights for women, girls and other at-risk groups when addressing food insecurity through agriculture.

Work with livelihoods actors to:
- Identify the most pressing agriculture-related market demands of the community (e.g. farming, growing and selling cash crops, raising livestock, etc.) that can be developed into opportunities for food security-related livelihoods programmes
- Address long-term solutions to food insecurity through food-for-assets and food-for-work programmes
- Identify alternative income-generating activities to replace the collection and sale of firewood.

Link with nutrition actors to:
- Ensure that FSA assessments incorporate nutrition needs for at-risk groups where relevant
- Determine innovative ways of providing nutritional support to survivors of GBV, particularly if they are unable to travel to therapeutic feeding centres or stabilization centres.

Work with protection actors to:
- Understand trends in GBV that are linked to FSA interventions and seek their support to reduce exposure to these risks
- Ensure that a lack of personal identification does not act as a barrier to receiving food assistance
- Understand local conflicts over access to natural resources (e.g. when water points and grazing lands become flashpoints for conflict)
- Provide escorts and patrols to protect women, girls and other at-risk groups in situations where security restricts their access to distribution sites.

Where stoves and cooking fuel are the responsibility of SS&R actors, consult them on the provision of energy-efficient cooking stoves and safe fuel options.

Work with WASH actors to facilitate access to and use of water for cooking needs, agricultural lands and livestock.
The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT, ANALYSIS AND PLANNING</td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV-related questions in assessments conducted by the food security and agriculture (FSA) sector</td>
<td></td>
</tr>
</tbody>
</table>
# of assessments by FSA sector that include GBV-related questions* from the GBV Guidelines × 100 
# of assessments by FSA |
Assessment reports or tools (at agency or sector level) |
100% |
* See page 123 for GBV areas of inquiry that can be adapted to questions in assessments |

| Female participation in assessments |
| # of assessment respondents who are female × 100 |
# of assessment team members who are female × 100 |
# of assessment team members |
Assessment reports (at agency or sector level) |
50% |
### ASSESSMENT, ANALYSIS AND PLANNING (continued)

**Consultations with the affected population on GBV risk factors in FSA activities**

**Quantitative:**

\[
\frac{\text{# of FSA activities* conducting consultations with the affected population to discuss GBV risk factors in accessing the service}}{\text{# of FSA activities}} \times 100
\]

**Qualitative:**

What types of GBV-related risk factors do affected persons experience in accessing FSA activities?

* FSA activities include commodity and cash-based interventions and agriculture and livestock programming

**Organizational records, focus group discussion (FGD), key informant interview (KII)**

**Female participation prior to programme design**

**Quantitative:**

\[
\frac{\text{# of affected persons consulted before designing a programme who are female}}{\text{# of affected persons consulted before designing a programme}} \times 100
\]

**Qualitative:**

How do women and girls perceive their level of participation in the programme design? What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes?

**Organizational records, FGD, KII**

**Determine in the field**

**Staff knowledge of referral pathway for GBV survivors**

\[
\frac{\text{# of FSA staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors}}{\text{# of surveyed FSA staff}} \times 100
\]

**Survey**

**100%**

---

### RESOURCE MOBILIZATION

**Inclusion of GBV risk reduction in FSA funding proposals or strategies**

\[
\frac{\text{# of FSA funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines}}{\text{# of FSA funding proposals or strategies}} \times 100
\]

**Proposal review (at agency or sector level)**

**100%**

**Training of FSA staff on the GBV Guidelines**

\[
\frac{\text{# of FSA staff who participated in a training on the GBV Guidelines}}{\text{# of FSA staff}} \times 100
\]

**Training attendance, meeting minutes, survey (at agency or sector level)**

**100%**

---

5 United Nations Office for the Coordination of Humanitarian Affairs. Humanitarian Indicators Registry, 
<www.humanitarianresponse.info/applications/ir/indicators>
# IMPLEMENTATION

## Programming

### Female participation in FSA-related community-based committees

*Quantitative:*

\[
\begin{align*}
\frac{\text{# of affected persons who participate in FSA-related community-based committees who are female}}{100} \\
\frac{\text{# of affected persons who participate in FSA-related community-based committees}}{100}
\end{align*}
\]

*Qualitative:*

How do women perceive their level of participation in FSA-related community-based committees? What are barriers to female participation in FSA-related committees?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Site management reports, Displacement Tracking Matrix, FGD, KII</td>
<td>50%</td>
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</table>

### Female staff in FSA activities

\[
\frac{\text{# of staff in FSA activities who are female}}{100} \\
\frac{\text{# of staff in FSA activities}}{100}
\]

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Organizational records</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Risk factors of GBV in commodity- or cash-based interventions

*Quantitative:*

\[
\frac{\text{# of affected persons who report concerns about experiencing GBV when asked about participating in commodity- or cash-based interventions}}{100}
\]

*Qualitative:*

Do affected persons feel safe from GBV when participating in commodity- or cash-based interventions? What types of safety concerns does the affected population describe in these interventions?

<table>
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<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Survey, FGD, KII, participatory community mapping</td>
<td>0%</td>
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</tbody>
</table>

### Control over agricultural inputs or livestock by female affected persons

\[
\frac{\text{# of females who report retaining control over agricultural inputs and/or livestock}}{100} \\
\frac{\text{# of surveyed females}}{100}
\]

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Survey</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Risk factors of GBV in and around FSA-related distribution sites

*Quantitative:*

\[
\frac{\text{# of affected persons who report concerns about experiencing GBV when asked about FSA-related distribution sites}}{100}
\]

*Qualitative:*

What types of safety concerns does the affected population describe in and around FSA-related distribution sites?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Survey, FGD, KII, participatory community mapping</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Change in time, frequency and distance for collecting fuel or firewood

\[
\frac{(\text{endline time/frequency/distance for collecting fuel or firewood} - \text{baseline time/frequency/distance for collecting fuel or firewood}) \times 100}{\text{endline time/frequency/distance for collecting fuel or firewood}}
\]

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Survey</td>
<td>Determine in the field</td>
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</tbody>
</table>

(continued)
## IMPLEMENTATION (continued)

### Policies

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV prevention and mitigation strategies in FSA policies, guidelines or standards</td>
<td># of FSA policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines ( \times 100 )</td>
<td>Desk review (at agency, sector, national or global level)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of FSA policies, guidelines or standards</td>
<td></td>
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</tbody>
</table>

### Communications and Information Sharing

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff knowledge of standards for confidential sharing of GBV reports</td>
<td># of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors ( \times 100 )</td>
<td>Survey (at agency or programme level)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td># of surveyed staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV referral information in FSA community outreach activities</td>
<td># of FSA community outreach activities programmes that include information on where to report risk and access care for GBV survivors ( \times 100 )</td>
<td>Desk review, KII, survey (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of FSA community outreach activities</td>
<td></td>
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</table>

### COORDINATION

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of GBV risk-reduction activities with other sectors</td>
<td># of non-FSA sectors consulted with to address GBV risk-reduction activities ( \times 100 )</td>
<td>KII, meeting minutes (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of existing non-FSA sectors in a given humanitarian response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* See page 134 for list of sectors and GBV risk-reduction activities</td>
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</tr>
</tbody>
</table>
RESOURCES

Key Resources


Additional Resources

- Global Food Security Cluster. The cluster coordinates the food security response during a humanitarian crisis and addresses issues of food availability, access and utilization. A range of resources can be accessed through this site. For more information: <http://foodsecuritycluster.net>


- Women’s Refugee Commission. Task Force on Safe Access to Firewood and alternative Energy (SAFE) to determine safe and appropriate means of meeting cooking fuel needs under difficult circumstances.

- Livestock Emergency Guidelines and Standards (LEGS). The LEGS provide a set of international guidelines and standards for the design, implementation and assessment of livestock interventions to assist people affected by humanitarian crises. LEGS aims to improve the quality of emergency response by increasing the appropriateness, timeliness and feasibility of livelihoods-based interventions: <www.livestock-emergency.net>


Addressing Gender-Based Violence throughout the Programme Cycle

KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING

Although the assessment process is key to planning and programming, implementation of the Minimum Initial Service Package (MISP)—including clinical care of sexual assault—is a standard responsibility based on the knowledge that sexual assault will be occurring in emergencies. Therefore, no assessment is required in order to activate the MISP. Even so, GBV-related health assessments should be undertaken at the earliest opportunity in emergency preparedness/response in order to obtain a broad picture of GBV-related health practices, needs and available services.

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by health actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with health actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of health programmes in ways that prevent and mitigate the risk of GBV, as well as facilitate response services for survivors. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.

ESSENTIAL TO KNOW

The Minimum Initial Service Package

During the acute phase of an emergency, the priority is to provide a Minimum Initial Service Package (MISP). This package ensures that basic health needs are met and helps to mitigate negative long-term effects of violence on survivors. The MISP is a coordinated series of priority actions designed to prevent morbidity and mortality particularly among women and girls and includes: preventing and managing the consequences of sexual violence; preventing maternal and newborn morbidity and mortality; reducing the transmission of HIV; and planning for comprehensive reproductive health services in the early phase of emergencies.

(For more information about the MISP, see the Women’s Refugee Commission website: <http://womensrefugeecommission.org/programs/reproductive-health/emergency-response/misp>)
**Areas Related to Health PROGRAMMING**

**Participation and Leadership**

a) Is there age-, gender-, and disability-related diversity in health staff?
   • What is the ratio of male to female staff in health delivery and administrator positions?
   • Are systems in place for training and retaining female staff?
   • Are there temporary systems in place to allow female non-health workers to accompany female survivors for services that are conducted by male health workers?

b) Are women and other at-risk groups actively involved in community-based activities related to the planning and oversight of health services (e.g. community-based health committees)? Are they in leadership roles when possible?

c) Are the lead actors in health response aware of international standards (including these Guidelines) for addressing GBV in health programming for emergencies?

**Cultural and Community Perceptions, Norms and Practices**

d) Are community members aware of:
   • The physical and mental health consequences of sexual violence and other forms of GBV?
   • The benefits of seeking GBV-related health care?
   • Where GBV survivors can access services?

e) Do community members perceive the available GBV-related health services to be safe, confidential and supportive?

f) What are the cultural, emotional and other obstacles that survivors face when seeking GBV-related health care (e.g. stigma; lack of privacy or confidentiality; language and/or cultural issues; lack of knowledge about benefits and/or location of services; getting to and from the facility; costs; etc.)?

g) Who are the existing community supports (e.g. midwives, women’s organizations, family members, religious leaders) that can support survivors in seeking health care?

**Infrastructure**

h) What is the number, location, safety and accessibility of health facilities that provide clinical care—including mental health and psychosocial support—for survivors of rape and care/support for other forms of GBV (e.g. intimate partner violence and other forms of domestic violence; female genital mutilation/cutting; etc.)?
   • Are clinics in safe areas, and do they have female guards?
   • Are there private rooms in health facilities where survivors can receive confidential treatment?
   • Are trained staff available 24 hours/day, 7 days/week?
   • What is the availability of medical drugs, equipment and administrative supplies to support care of sexual assault and other forms of GBV?
   • Are health staff able to provide the necessary care to in-patients who do not have family or friends to care for them?
   • Are there options for mobile clinics for rural populations?
   • Do services adhere to standards of universal design and/or reasonable accommodation to ensure accessibility for all survivors, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?
   • Has the mapping of services been compiled in a reference document (e.g. a directory of services) that is available to communities, health staff, and other service providers (e.g. lawyers; police; mental health and psychosocial support providers specialized in the care of survivors; etc.)?

i) Wherever possible, have services for survivors been integrated into existing health-care centres in a non-stigmatizing way (rather than created as stand-alone centres) so that survivors can seek care without being easily identified by the community?

---

**KEY ASSESSMENT TARGET GROUPS**

- Key stakeholders in health sector: governments; civil societies; local and religious leaders; community members; health sector administration and staff; health ministry staff; health-care workers (physicians, nurses, midwives, allied health professionals such as social workers and psychologists, community health workers, traditional birth attendants, traditional healers, etc.); GBV, gender and diversity specialists
- Affected populations and communities
- In IDP/refugee settings, members of receptor/host communities

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2 For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
PART 3: GUIDANCE

GBV Guidelines

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ASSessment

Health

j) What is the range of health services provided to support the medical needs of GBV survivors (e.g. PEP to prevent HIV; emergency contraception; treatment for STIs; pregnancy care; safe access to abortion where it is legal; basic mental health care; etc.)?

• Are follow-up services available (e.g. ensuring adherence to the full course of PEP against HIV; voluntary counselling and testing at prescribed intervals; provision of long-term mental health and psychosocial support as needed; etc.)?

• Is a trained GBV caseworker available at the health facility to provide care and support to survivors?

k) Are there agency-specific policies or protocols in place for the clinical care of sexual assault and other forms of GBV?

• Do these policies/protocols adhere to ethical and safety standards (privacy, confidentiality, respect, non-discrimination and informed consent)?

• Do they include: medical history, examination, collection of forensic evidence where possible, treatment, referral and reporting, pregnancy counselling, survivor safety planning, mental health and psychosocial support, record-keeping, and coordination with other sectors and actors?

• Can these policies/protocols be easily referenced or accessed? Are staff aware of them?

• Do they include information about providing care and support to male survivors of sexual violence?

• Are women, girls and other at-risk groups meaningfully engaged in the development of health policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?

l) What referral pathways for GBV survivors are in place in health facilities (to security/police, safe shelter, mental health and psychosocial support, legal services, community services, etc.)?

• Are these institutions safe (i.e. do they not expose the survivor to further risks)?

• Is there a system for following up after providing referrals?

m) What is the documentation process for GBV reports and referrals?

• Are consent forms, medical examination forms and medico-legal certificates physically available in local languages?

• What are the most prevalent types of GBV being documented?

• Who is responsible for documentation?

• Are records kept in a secure place and appropriately coded (e.g. with unique identifying numbers) to ensure confidentiality?

n) What are the methods of information sharing, coordination, feedback, and system improvements among health actors, as well as between health actors and other multi-sectoral service providers?

• Are all actors/organizations aware of each other's activities?

• How are gaps and problems in service delivery identified?

• Have Standard Operating Procedures (SOPs) been developed for multi-sectoral prevention and response to GBV? Have health actors signed on to these?

o) What are health-care workers' attitudes towards GBV survivors and the services provided (e.g. attitudes towards emergency contraception and abortion care in settings where these services are legal)? How is this reflected in the type and level of care provided?

p) Do specialized health staff (e.g. doctors and nurses who conduct medical examinations of survivors; psychiatrists, psychologists and social workers; etc.) receive ongoing supervision, and have they been trained on:

• The clinical care of sexual assault, including mental health and psychosocial support?

• How to identify and treat various other forms of GBV without breaching confidentiality or privacy, or placing patients at additional risk of harm?

• Providing safe and ethical referrals?

q) Have community health workers (including traditional health providers) been trained on:

• The physical and mental health implications of different types of GBV?

• How to respond immediately to survivors?

• Providing safe and ethical referrals?

(continued)
When the International Rescue Committee (IRC) undertook an assessment to implement health services in Haagadera Refugee Camp in Dadaab, Kenya, they identified many issues with the health facility’s capacity to respond to survivors—including no private consultation rooms for survivors, no trained staff, lack of supplies and poor organization of service delivery. In tracing the survivor’s route through this health facility, it was discovered that a survivor had to make six stops to receive care. This not only threatened survivors’ confidentiality and privacy, but also risked re-traumatizing them as they were forced to retell their stories several times.

The health team in Dadaab created an action plan in which health workers and hospital administrators provided training for all staff, both clinical and non-clinical (including the security guards). This training aimed to protect patient confidentiality, increase awareness about sexual assault, improve attitudes towards survivors and increase technical knowledge of direct patient care. Under this action plan, the health team gathered all missing resources—including consent forms, supplies for exams and patient information materials—and developed a referral database and appointment cards. Finally, they had a staff member and target completion date devoted to each piece of the plan to ensure it was carried out effectively.

Survivors now receive all services in one private and confidential place. Protocols are available and on display, and a trained staff doctor is on-call. A private and safe room with necessary equipment is available 24 hours/day to receive survivors. Medicines and supplies are gathered in one place, and a locked filing cabinet for records is available so that patient information is kept confidential. Finally, counselling is provided in the same centre and a referral network for other psychosocial and legal services is defined, with contacts posted in visible locations.

KEY GBV CONSIDERATIONS FOR
RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for health programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

It is important to note that the MISP considers the prevention and management of sexual violence to be a life-saving activity that prevents illness, trauma, disability and death. As a result, the MISP meets the life-saving criteria for the Central Emergency Response Fund (CERF), making these funds available for health-care programmes.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population as they relate to the provision of health care?

Are risks for specific forms of GBV (e.g. sexual assault, intimate partner violence and other forms of domestic violence, female genital mutilation/cutting, child marriage, etc.) described and analysed, rather than a broader reference to ‘GBV’?

When drafting a proposal for emergency preparedness:
- Is there a strategy for establishing and/or implementing agreed-upon policies and protocols for the clinical care of sexual assault? For other forms of GBV?
- Is there a strategy for preparing and providing trainings for government, health facility staff and community health workers (including traditional birth attendants and traditional healers) on these protocols?
- Is there a strategy for pre-positioning well-trained and specialized staff?
- Is there a strategy for pre-positioning age-, gender-, and culturally appropriate supplies (e.g. PEP kits, medical drugs, privacy screens, etc.)?
- Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal for emergency response:
- Is there a clear description of how the health programme will respond to the physical and mental health rights and needs of GBV survivors (in terms of infrastructure, human resources, protocols and policies, implementation of clinical care for sexual assault and other forms of GBV, etc.)?
- Should an emergency response team be mobilized to fill gaps?
- Are additional costs required to ensure the safety and effective working environments for female staff in the health sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

When drafting a proposal for post-emergency and recovery:
- Is there an explanation of how health programming will contribute to sustainable strategies to meet the health and safety needs of survivors and reduce specific types of GBV?
- Does the proposal reflect a commitment to working with the community to ensure sustainability?

Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for addressing GBV? Do they follow ethical and safety guidelines for providing clinical care to survivors?

Does the project support facilities that are safe and accessible to GBV survivors, and make provisions to ensure they are equipped with proper supplies and staff? Does the project promote early reporting of sexual assault and other forms of GBV? Are monitoring services in place to ensure commodities and follow-up care are consistently available for survivors?

Does the project promote/support community-based health systems and structures? Does it facilitate the participation and empowerment of survivors and those at risk of GBV within those structures?

Are there activities that help to change or improve the environment by addressing the underlying causes and contributing factors of GBV (e.g. through health education aimed at prevention)?
The following are some of the common GBV-related considerations when implementing health programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources in the target community.

**Integrating GBV Prevention and Response into HEALTH PROGRAMMING**

1. **Involve women, adolescent girls and other at-risk groups in the design and delivery of health programming** *(with due caution in situations where this poses a potential security risk or increases the risk of GBV).*

   - Employ women in clinical and non-clinical staff, administrator and training positions to ensure a gender balance in all aspects of health programming and provision of health care to survivors. Provide them with formal and on-the-job training as well as targeted support to assume leadership and training positions.
   - Ensure the active participation and leadership of women (and where appropriate, adolescent girls) in local health committees and community groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in health staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

2. **Increase the accessibility of health and reproductive health facilities that integrate GBV-related services.**

   - Maximize safety within and around health facilities. This can include, among other things, installing adequate lighting; employing female guards at facilities; ensuring lockable sex-segregated latrines and washing facilities; and linking with community health workers to provide survivors safe, supportive and confidential escorts to and from facilities.
   - Reduce or eliminate fees for GBV-related services.
   - Make opening times convenient for women, girls and other at-risk groups based on their household duties and school times. Provide 24-hour services for sexual assault when possible.
   - Ensure facilities are universally accessible by older persons and persons with disabilities.
   - Ensure the presence of same-sex, same-language health workers when possible. Provide translators and sign language interpreters who are trained in guiding principles for survivor care.
   - Consider whether to integrate GBV services into existing facilities (especially Primary Health Care and Reproductive Health services) and/or as stand-alone centres. Give due consideration to issues of stigma that may discourage survivors from entering facilities in which they may be easily identified.
   - Introduce mobile clinics to remote areas.
Work with national and local government health officials and GBV specialists to compile a directory of GBV-related health services. Make this directory available to communities, health staff and other service providers (e.g. mental health and psychosocial support providers specialized in the care of survivors; lawyers; police; etc.).

Where mobile phone networks allow, establish an emergency phone line, staffed 24 hours/day and 7 days/week and widely advertised in public spaces. This can serve to improve rapid response to a health emergency and offer an anonymous point of first contact for survivors who are struggling to disclose.

3. Implement strategies that maximize the quality of care available to survivors at health facilities.

- Ensure health facilities have and abide by standardized guidelines for the clinical care of survivors of sexual assault. Ensure they are in line with relevant national and sub-national protocols as well as accepted international standards, and support service providers to:
  - Obtain informed consent\(^2\) prior to performing a physical examination.
  - Perform physical examinations and provide treatment (including PEP for HIV exposure; emergency contraception; STI prevention and syndromic treatment; care of wounds and life-threatening complications; and pregnancy counselling).
  - Provide psychological first aid and survivor-centred mental health and psychosocial care (adapted to the local context and monitored for benefits and adverse effects).
  - Document injuries and collect minimum forensic evidence based on local legal requirements (only if the survivor consents and the capacity exists to use the information).
  - Discuss immediate safety issues and make a safety plan with the survivor.
  - Provide safe and confidential referrals to other services as needed (for example, when more long-term or specialized care is indicated).
  - Keep a careful written record of all actions and referrals (medical, mental health and psychosocial, security, legal, community-based support) to facilitate follow-up care. Ensure documentation is available for prosecution if the survivor chooses to pursue it.
  - If the survivor provides informed consent, advocate on her or his behalf with relevant health, social, legal and security agencies. Follow up with these agencies as necessary and as requested by the survivor.
  - Take into account specific measures to meet the needs of various at-risk groups (e.g. child survivors, LGBTI survivors, survivors with disabilities, etc.).

\(^2\) See Annex 4 for a description of informed consent.

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**ESSENTIAL TO KNOW**

**Transgender Persons**

Because of social stigma and marginalization, transgender women, transgender men and other people who do not conform to culturally based gender norms can be at particular risk of violence. At the same time, many cannot access care or support because of further discrimination, harassment and even violence at health-care facilities. Health programmes must ensure that all transgender and gender non-conforming persons are able to access the full spectrum of health-care services they require, including sexual and reproductive health care. Health actors must also understand the different ways in which transgender women and men experience violence, and ensure that health staff are adequately trained to meet the needs of all transgender survivors.

(For more information see: <www.transequality.org>)
Confidentiality

The right to privacy of health information is protected under international human rights law. This includes information about a person’s reproductive health, sexual life or sexuality, and any incidents of GBV. Under this right to privacy, service providers and others who collect health-related data are obligated to keep this information confidential. In a health-care setting, information about the health status of a patient may only be shared with those directly involved in the patient’s care if this information is necessary for treatment.

A person’s right to privacy includes her or his right to be seen in private; this means that family members or anyone else who accompanies the person to a health facility may be asked to wait outside. A patient’s privacy may be violated if the person’s health status is discussed with someone else without the patient’s authorization. This breach of confidentiality would not only infringe on that person’s right to privacy, but could also cause significant protection problems for the person concerned—such as rejection by family members or the community, violence or threats of violence, or discriminatory treatment in accessing services.

Key points to keep in mind include:

- The confidentiality of an individual who provides information about her or his health or reproductive health status, including incidents of GBV, must be protected at all times.
- Anyone providing information about her or his health or reproductive health status, including incidents of GBV, must give informed consent before participating in a data-gathering activity.

The right to confidentiality also applies to children within the health-care setting. Although information on the health status of children should not be disclosed to third parties (including parents) without the child’s consent, this is of course subject to the age and maturity of the child, as well as to a determination of his or her best interests.


- Establish private consultation and examination rooms to ensure the privacy and safety of survivors seeking care.
- Equip health facilities with proper supplies to provide care for GBV:
  - Maintain adequate amounts of medical drugs, supplies and equipment for the clinical care of: sexual assault; injuries and pregnancy complications from intimate partner violence; reproductive health issues related to child marriage and early pregnancies; health problems associated with female genital mutilation/cutting; and other kinds of GBV.
  - Equip private consultation rooms with toys for children.
  - Ensure consent forms, medical examination forms and medico-legal certificates are physically available in local languages.
- Ensure provisions are made for the care (e.g. feeding, washing, assistance to toilets) of hospitalized survivors without family or friends.
- Implement standardized data collection within health facilities and ensure safe and ethical documentation, including coding of case files to ensure confidentiality and secure storage of medical records.
- Ensure follow-up services are provided for survivors. This can include follow-up to ensure survivors are adhering to the full course of PEP against HIV; voluntary counselling and testing at prescribed intervals; and long-term mental health and psychosocial support as needed.
4. Enhance the capacity of health providers to deliver quality care to survivors through training, support and supervision.

- Train all health facility staff (including administration, security guards, receptionists, etc.) and community health workers in issues of gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid to ensure a receptive environment for survivors. Use sensitivity training to address discriminatory attitudes among staff that may inhibit ethical care for female and male survivors. Ensure all health facility staff understand and have signed a code of conduct on the prevention of sexual exploitation and abuse.

- Designate and train specific providers with clear responsibilities related to the care of survivors (e.g. triage, clinical care, mental health and psychosocial support and referral, etc.).

**ESSENTIAL TO KNOW**

**Persons with Disabilities**

It is important to adapt and develop procedures during admission, treatment and discharge of persons with disabilities. For example:

- If health-care staff must rely on a third party (e.g. a sign language interpreter) to provide communication or care for a survivor with disabilities, the survivor’s confidentiality and privacy might be compromised. Any third parties should be trained in the guiding principles of working with survivors and sign contracts with confidentiality provisions.

- Health and community services should be physically accessible with ramps, handrails, adapted toilets and medical equipment such as stretchers. Persons with disabilities and injuries should be offered supportive/assistive devices (e.g. crutches, wheelchairs, tricycles, hearing aids, glasses, orthotics and prosthetics) to minimize exclusion and isolation.

- Health and prevention messages should be communicated in accessible ways (e.g. with large prints; Braille; sign language; simplified messaging such as pictograms and pictures; etc.).

- Health-care and community staff must be trained to provide disability-sensitive services and report data with disability-disaggregated information.

- Health-care staff should work towards preventing disability and/or deterioration of impairments as a result of injury, illness or violence.

(Information provided by Handicap International, Personal Communication, 7 February 2013)

**Child and Adolescent Survivors**

Health facilities and health providers should be aware of the rights and needs of child and adolescent survivors to ensure these survivors have access to safe and ethical care. Girls of a certain age (or girls who are unmarried) may not be permitted to participate in reproductive health services. Because of this, the presence of these girls in those areas of a health centre will be noted and questioned, preventing their anonymity, confidentiality and access.

Persons interviewing and assisting child and adolescent survivors should:

- Possess basic knowledge of child development and sexual violence.
- Use creative methods (e.g. games, dolls, story-telling, and drawing) as well as age-, gender-, and culturally appropriate language and terms.
- When appropriate, include trusted family members to ensure that the child/adolescent is believed, supported, and assisted in returning to normal life.

• Ideally, a broad pool of service providers should be trained in specialized GBV services to account for high staff turnover and prevent stigmatization of survivors who access services from a single designated provider.

• Train and provide ongoing supervision to specialized health providers (i.e. doctors and nurses who conduct medical examinations of survivors; psychiatrists, psychologists and social workers) on specific protocols for compassionate and confidential care.

• Ensure health-care providers are informed of relevant laws and policies governing cases of GBV (e.g. abortion laws; process of pursuing legal justice; interactions with the police; police forms; mandated reporting laws; testifying in court; etc.).

• Where feasible, include a GBV caseworker on staff at health facilities to provide care and support to survivors.

Consider training health providers in identification of sexual violence and other forms of GBV (e.g. systematically asking women, girls and other at-risk groups about experiences of violence/abuse). Note that health facilities should not conduct routine inquiry until health providers are well trained and experienced in providing services for various forms of GBV; can ensure clients’ privacy, safety and confidentiality; and can receive regular supervision to ensure no harm is caused through identification processes.

Female Genital Mutilation/Cutting
Reproductive health service providers must be able to interview and conduct physical examinations of women who have undergone female genital mutilation/cutting (FGM/C). They must also be able to provide appropriate information, counselling, support, treatment and/or referral for further management of the complications of FGM/C. All of this must be done in a confidential, private and non-judgemental manner. In settings where Type III FGM/C (infibulation) is common, health providers must be trained in opening an infibulation when indicated or know when and where to refer for this procedure. When undertaking prevention efforts, health workers should work in close collaboration with local stakeholders—particularly women’s NGOs and professional organizations—to support a joint decision by the community to abandon the practice.

(Adapted from Inter-Agency Working Group on Reproductive Health in Emergencies. 2010. Inter-Agency Field Manual on Reproductive Health in Emergencies, <iawg.net/resources2013/tools-and-guidelines/field-manual>)

Male Survivors
All clinicians have a professional and ethical responsibility to respond in a sensitive and competent manner to male survivors of sexual assault. In order to do so, they must recognize that male sexual assault does occur and be aware of the need to ask sensitive questions in their assessments. If there is physical evidence indicative of sexual abuse or rape, clinicians should inquire, counsel, treat and refer the male survivor to appropriate care and support. When there is an absence of physical rape-related injuries requiring men to seek medical attention, clinicians must be attentive to other behavioural indicators of sexual assault. The presence of a number of symptoms (such as anxiety following a trigger event; sleep disturbance and nightmares; fears of an intruder; inexplicable anger; sexual problems; drug or alcohol abuse; low self-esteem; and avoidant eye contact) may be indicative of possible sexual assault. If a clinician witnesses a number of these ‘red flags’ in a male patient’s behaviour, it is important to initiate a discussion with open-ended questions, followed by more direct follow-up questions, depending on the patient’s response. It may be appropriate to have an established set of interview questions to use as prompts in order to assist clinicians.

Implement cross-training between health-care workers and other providers within the multi-sectoral system—including the police and legal sectors—to enhance coordination and collaboration.

Provide opportunities for health-care workers to discuss the emotional impact of working with survivors and address issues of ‘burn-out’.

5. **Implement all health programmes within the framework of sustainability beyond the initial crisis stage.**

- After the emergency wanes, design sustainable strategies led by governments and civil societies for the ongoing provision and expansion of survivor services. Such strategies can include, among others: rebuilding health services; expanding professional curricula for doctors, nurses, midwives, and other health workers to include clinical care of sexual assault and other forms of GBV; providing more frequent and intensive training of health workers; developing longer-term supply management strategies; and improving protocols for medico-legal evidence collection.

### Integrating GBV Prevention and Response into HEALTH POLICIES

1. **Develop and/or standardize protocols and policies for GBV-related health programming that ensure confidential, compassionate and quality care of survivors and referral pathways for multi-sectoral support.**

   - Establish agreed-upon protocols for the clinical care of sexual assault survivors that meet international standards. Establish protocols for addressing health needs linked with intimate partner violence, child marriage and female genital mutilation/cutting. Ensure these protocols are widely distributed and implemented.

   - Consult with GBV specialists to develop and institute standardized systems of care (i.e. referral pathways) and procedures (such as Standard Operating Procedures) that safely and confidentially link survivors with additional services (e.g. legal/justice support, mental health and psychosocial support, police services, etc.). Ensure these systems and procedures are locally relevant and endorsed by key health administrators and providers.

   - Provide all health personnel who engage with affected populations with written information about where to refer survivors for services. Regularly update information about referral pathways.

2. **Advocate for the reform of national and local laws and policies that hinder survivors or those at risk of GBV from accessing quality health care and other services, and allocate funding for sustainability.**

   - Advocate for the rights of GBV survivors to receive safe and ethical health care. Support national and local authorities, NGOs, INGOs and other
stakeholders in the development and implementation of national action plans (e.g. health strategies) that integrate GBV concerns.

- Support the review and reform of laws (including customary law), legal definitions and policies related to GBV that may impede survivors’ access to quality care (e.g. access to PEP; policies regarding emergency contraception; laws regarding post-abortion care; legal definitions of rape; etc.).

- Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

- Work with ministries of health and other key stakeholders to ensure health care for various forms of GBV is integrated into medical school curricula and health-related continuing education programmes.

### ESSENTIAL TO KNOW

**Dual Loyalty and GBV**

In some cases, two ethical obligations may be in conflict. International codes and ethical principles require the reporting of information concerning torture or maltreatment to a responsible body. In some jurisdictions, this is also a legal requirement. In some cases, however, patients may not give consent to being examined for such purposes or to having the information gained from the examination disclosed to others. They may be fearful of the risks of reprisals for themselves or their families. In such situations, health professionals have dual responsibilities: to the patient and to society at large, which has an interest in ensuring perpetrators of abuse are brought to justice.

The fundamental principle of ‘do no harm’ must feature prominently in consideration of such dilemmas. Health professionals should seek solutions that promote justice without breaking the patient’s right to confidentiality, safety and security. Advice should be sought from reliable agencies; in some cases this may be the national medical association or non-governmental agencies. Survivors should never be coerced or forced into agreeing to have their confidential information shared with authorities. Any health-care provider that is mandated to report an incident should inform a survivor of that mandate before undertaking an interview with the survivor.


### Integrating GBV Prevention and Response into HEALTH COMMUNICATIONS AND INFORMATION SHARING

1. Ensure that health programmes sharing information about reports of GBV within the health sector or with partners in the larger humanitarian community abide by safety and ethical standards.

- Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community. Consider using the international Gender-Based Violence Information Management System (GBVIMS), and explore linkages between the GBVIMS and existing Health Information Management Systems.  

4 The GBVIMS is not meant to replace national health or other information systems collecting GBV information. Rather, it is an effort to bring coherence and standardization to GBV data-collection in humanitarian settings, where multiple actors often collect information using different approaches and tools. For more information, see: <www.gbvims.com>.
2. Incorporate GBV messages into health-related community outreach and awareness-raising activities.

- Work with GBV specialists to design and integrate information about GBV into health outreach initiatives (e.g. community dialogues, workshops, meetings with community leaders, health messaging, etc.).
  - Ensure this awareness-raising includes information about risks and contributing factors; victim blaming/rejection/isolation; availability of services for female and male survivors; importance of prompt care for sexual assault; multi-sectoral services; prevention messaging; and survivor rights, including to confidentiality at the service delivery and community levels.
  - Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
  - Engage women, girls, men and boys (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.
  - Thoroughly train health outreach staff on issues of gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to engage supportively with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).
  - Provide men and adolescent boys with information about the health risks of sexual violence for both males and females, as well as the importance of survivors accessing care. Engage males, particularly leaders in the community, as agents of change in prevention efforts related to GBV and in promoting the rights of survivors to receive care.
  - Develop strategies to address the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in community outreach activities and discussion forums (e.g. transportation, risk of backlash, childcare, etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.
  - Provide community members with information about existing codes of conduct for health personnel, as well as where to report sexual exploitation and abuse committed by health personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.

ESSENTIAL TO KNOW
Informing Communities about Services

Once health services are established for survivors, providers should inform communities about what to do after experiencing GBV, the benefits of seeking health care, and the location, days and hours of services. Field-tested pictorial templates that are universal and adaptable are available online at [http://iawg.net/resource/template-g](http://iawg.net/resource/template-g). These templates allow agencies to customize to the socio-cultural context and to insert their own logos and information about the location, days and hours of services. When undertaking GBV-specific messaging, non-GBV specialists should be sure to work in collaboration with GBV-specialist staff or a GBV-specialized agency.
COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, health programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist health actors to:

- Design and conduct health assessments that examine the risks of GBV related to health programming, and strategize with health actors about ways these risks can be mitigated.
- Provide trainings for health staff (including medical and non-medical personnel) on issues of gender, GBV, women’s/human rights, and how to respectfully and supportively engage with survivors and provide compassionate care.
- Develop a standard referral pathway for GBV survivors who may disclose to health staff, and ensure training for health personnel on how to provide safe, ethical and confidential referrals.
- Identify existing national health guidelines and protocols for the clinical care of GBV, and advocate as needed to ensure they meet international standards.
- Conduct training and awareness-raising for the affected community on issues of gender, GBV and women’s rights/human rights as they relate to health.

In addition, health programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, health actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
PART 3: GUIDANCE

GBV Guidelines

**Camp Coordination and Camp Management (CCCM)**
- Coordinate with CCCM actors to:
  - Assess the availability of health services and referrals for affected populations
  - Plan the location and ensure the accessibility of health facilities based on safety concerns and needs of survivors and those at risk of GBV
  - As appropriate, implement and establish a schedule for mobile clinics visiting evacuation centres and IDP/refugee sites

**Child Protection**
- Enlist support of child protection actors to:
  - Provide training for health workers on child protection, GBV, and mental health and psychosocial support
  - Ensure child-friendly services are available in health facilities for child survivors of GBV

**Education**
- Work with education actors to:
  - Integrate information on sexual and reproductive health, family planning, prevention of HIV infection, and GBV into educational curricula and mass communication campaigns in schools
  - Provide sensitization and training for teachers, students, parents and community on health and GBV issues

**Food Security and Agriculture**
- Work with food security and agriculture actors to:
  - Provide food assistance, as necessary, to GBV survivors
  - Advocate for flexible delivery times of food rations for hospitalized survivors of GBV

**Housing, Land and Property (HLP)**
- Link with HLP actors to reduce unintended and negative impacts of using specific land or communal/public facilities for temporary health-care centres

**Livelihoods**
- Work with livelihoods programmers to provide cash-for-work to survivors and those at risk of GBV in health facilities and health outreach initiatives (ensuring equitable pay for women and men)

**Nutrition**
- Collaborate with nutrition actors to:
  - Assess and, as necessary, provide nutritional assistance to GBV survivors receiving medical support
  - Where appropriate, establish nutritional services within health centres that deliver at flexible times for hospitalized and/or outpatient survivors of GBV
  - Develop and deliver GBV messages (e.g. prevention, where to report risk, benefits to health services and how to access care) to those accessing nutrition services

**Protection**
- Work with protection actors to:
  - Address the protection needs of women, girls and other at-risk groups travelling to/from health facilities (linking with law enforcement as necessary)
  - Train protection personnel in health concerns related to GBV and safe and appropriate referral pathways
  - Analyse local laws related to GBV, as well as the health sector’s responsibility to support justice for survivors

**Shelter, Settlement and Recovery (SS&R)**
- Work with SS&R actors to plan the location and construction of health facilities

**Water, Sanitation and Hygiene (WASH)**
- Consult with WASH personnel to ensure health facilities are equipped with safe, private, sex-segregated and accessible facilities (e.g. toilets, bathing facilities, safe water supply, hygiene facilities, etc.)
The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
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</tr>
<tr>
<td>Inclusion of GBV-related questions in health assessments*</td>
<td># of health assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td># of health assessments</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* See page 143 for GBV areas of inquiry that can be adapted as questions in assessments</td>
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</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100 # of assessment respondents and # of assessment team members who are female × 100 # of assessment team members</td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

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**ASSESSMENT, ANALYSIS AND PLANNING**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations with the affected population on accessing GBV-related health services</td>
<td>Quantitative: # of health services conducting consultations with the affected population to discuss access to GBV-related services ( \times 100 ) # of health services</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII)</td>
<td>100%</td>
</tr>
<tr>
<td>Disaggregate consultations by sex and age</td>
<td>Qualitative: What types of barriers do affected persons experience in accessing GBV-related health services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health facilities with trained clinical staff on clinical care for sexual assault (CCSA) and other forms of GBV</td>
<td># of health facilities with clinical staff who are trained on CCSA and other forms of GBV ( \times 100 ) # of health facilities</td>
<td>Health facility assessment</td>
<td>100%</td>
</tr>
<tr>
<td>Disaggregate trained clinical staff by sex</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**RESOURCE MOBILIZATION**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV prevention and response in health funding proposals or strategies</td>
<td># of health funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines ( \times 100 ) # of health funding proposals or strategies</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
</tr>
<tr>
<td>Training of health staff on the GBV Guidelines</td>
<td># of health staff who participated in a training on the GBV Guidelines ( \times 100 ) # of health staff</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
</tr>
<tr>
<td>Stock availability of pre-positioned supplies for CCSA</td>
<td># of CCSA supplies that have stock levels below minimum levels ( \times 100 ) # of CCSA supplies</td>
<td>Planning or procurement records, health facility assessment</td>
<td>0%</td>
</tr>
</tbody>
</table>

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IMPLEMENTATION

Programming

Female participation prior to programme design[^1]

**Quantitative:**

\[
\frac{\text{# of affected persons consulted before designing a programme who are female}}{\text{# of affected persons consulted before designing a programme}} \times 100
\]

**Qualitative:**

How do women and girls perceive their level of participation in the programme design? What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes?

Organizational records, FGD, KII

Determine in the field

---

Female staff in health service provision[^2]

\[
\frac{\text{# of staff who provide health services who are female}}{\text{# of staff who provide health services}} \times 100
\]

Organizational records

50%

---

Risk factors of GBV in and around health centres providing services for CCSA and other forms of GBV

**Quantitative:**

\[
\frac{\text{# of affected persons who report concerns about experiencing GBV when asked about access to health centres providing services for CCSA and other forms of GBV}}{\text{# of affected persons asked about access to health centres providing services for CCSA and other forms of GBV}} \times 100
\]

**Qualitative:**

Do affected persons feel safe from GBV when accessing health centres providing services for CCSA and other forms of GBV? What types of safety concerns does the affected population describe?

Survey, FGD, KII, participatory community mapping

0%

---

Availability of free services for CCSA and other forms of GBV in health facilities

\[
\frac{\text{# of health facilities with CCSA with no fee for CCSA and other forms of GBV}}{\text{# of health facilities with CCSA}} \times 100
\]

Health facility assessment, KII

0%

---

Community knowledge of health services for CCSA and other forms of GBV

\[
\frac{\text{# of affected persons who, in response to a prompted question, correctly say where to locate health services for CCSA and other forms of GBV}}{\text{# of surveyed affected persons}} \times 100
\]

Survey

100%

---

Safe provision of quality CCSA treatment at health facilities

\[
\frac{\text{# of health facilities that can provide* emergency contraceptive pills, post-exposure prophylaxis and sexually transmitted infection (STI) presumptive treatment in a private room}}{\text{# of surveyed affected persons}} \times 100
\]

MISP Needs Assessment Health Facility Questionnaire

Determine in the field

---

[^1]: See Table 1.3 in the Community Engagement & Monitoring Report.

[^2]: See Table 1.4 in the Community Engagement & Monitoring Report.

[^3]: Provision includes supplies, trained staff and World Health Organization (WHO) standardized protocols.
### IMPLEMENTATION (continued)

#### Programming

**Staff knowledge of Standard Operating Procedures for multi-sectoral care for GBV**

\[
\text{# of health staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors} \times 100
\
\text{# of surveyed health staff}
\]

*Source: Survey*

**Policies**

**Existence of a standard referral pathway for GBV survivors**

\[
\text{# of health sites with a standard referral pathway for GBV survivors} \times 100
\
\text{# of health sites}
\]

*Source: KII*

**Existence of national policies meeting international standards for CCSA**

\[
\text{# of reviewed national policies* that follow WHO standards for CCSA} \times 100
\
\text{# of reviewed national policies}
\]

*Source: Desk review*

*National policies include PEP, emergency contraception, abortion/post-abortion care, STI treatment*

#### Communications and Information Sharing

**Staff knowledge of standards for confidential sharing of GBV reports**

\[
\text{# of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors} \times 100
\
\text{# of surveyed staff}
\]

*Source: Survey (at agency or programme level)*

**Inclusion of information about the location and benefits of timely care for CCSA and other forms of GBV in community outreach activities**

\[
\text{# of health community outreach activities programmes that include information about the location and benefits of timely care for CCSA and other forms of GBV} \times 100
\
\text{# of health community outreach activities}
\]

*Source: Desk review, KII*

**COORDINATION**

**Coordination of GBV risk-reduction activities with other sectors**

\[
\text{# of non-health sectors consulted with to address GBV risk-reduction activities*} \times 100
\
\text{# of existing non-health sectors in a given humanitarian response}
\]

*Source: KII, meeting minutes (at agency or sector level)*

*See page 158 for list of sectors and GBV risk-reduction activities*
RESOURCES

Key Resources

Clinical Care for Sexual Assault and Other Forms of GBV


- International Rescue Committee. 2009 (revised 2014). Clinical Care for Sexual Assault Survivors. <http://iawg.net/ccsas/ccsas-resources>. The goal of this training tool is to improve the clinical care of sexual assault survivors in low-resource settings by encouraging compassionate, competent and confidential care in keeping with international standards.


Minimum Initial Service Package


- Inter-Agency Working Group on Reproductive Health in Crises. 2010. Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings, <http://iawg.net/resource/field-manual>. This field manual includes information on the Minimum Initial Services Package (MISP) and comprehensive reproductive health. One chapter is devoted to gender-based violence, and addresses sexual violence, intimate partner violence, female genital mutilation and child and/or forced marriage.

- Inter-Agency Working Group on Reproductive Health in Crises. 2011. Inter-Agency Reproduction Health Kits for Crisis Situations, fifth edition, <http://iawg.net/resources/184151_UNFPA_EN.pdf>. The essential drugs, equipment and supplies to implement the MISP have been assembled into a set of specially designed prepackaged kits, the Inter-Agency Reproductive Health Kits. The kits complement the objectives laid out in Reproductive Health in Humanitarian Settings: An inter-agency field manual. The resource is also available in French and Spanish.

- Women’s Refugee Commission. ‘Universal and Adaptable Information, Education and Communication (IEC) Templates on the MISP’. In an effort to provide clear and consistent messages on the MISP for Reproductive Health, the Women’s Refugee Commission developed information, education and communication (IEC) templates on two of the MISP-related objectives to better inform communities on the importance of seeking care, knowing when and how to seek care, and what services to expect from field agencies. Electronic and hard copies of a facilitator’s toolkit are available from the Women’s Refugee Commission: <http://iawg.net/resource/iec-misp>
Working with Child and Adolescent Survivors


Mental Health and Psychosocial Support

- Inter-Agency Standing Committee. 2010. Caring for Survivors Training Guide. <www.unicefinemergencies.com/downloads/eresource/docs/GBV/Caring%20for%20Survivors.pdf>. This training pack can be used to develop multi-sectoral skills in health, psychosocial, legal/justice and security and is designed for professional health-care providers, as well as for members of the legal professions, police, women’s groups and other concerned community members, such as community workers, teachers and religious workers. The training includes a facilitator guide for medical management of sexual assault.


- Inter-Agency Standing Committee Reference Group. 2013. ‘Mental Health and Psychosocial Support Assessment Guide’. The purpose of this document is to provide agencies with tools containing key assessment questions that are of common relevance to all actors involved in Mental Health and Psychosocial Support (MHPSS) independent of the phase of the emergency. <www.who.int/mental_health/publications/IAASC_reference_group_psychosocial_support_assessment_guide.pdf>


Data Collection

- GBVIMS. The GBVIMS has been implemented in Burundi, Colombia, Côte d’Ivoire, Democratic Republic of the Congo, Ethiopia, Guinea, Iraq, Kenya, Liberia, Sierra Leone, Southern Sudan, Thailand and Uganda. To gain access to the GBVIMS tools and to learn about implementing the GBVIMS, organizations must:
  - Participate in a GBVIMS Orientation in person or via webinar.
  - Submit a brief questionnaire to the Steering Committee to ensure that it is applicable to the context and programme of the requesting organization.
  - Participate in a consultation with a member of the GBVIMS Global Team. This provides access to the expertise of organizations that developed the GBVIMS and have implemented the GBVIMS in multiple countries.

For more information on the GBVIMS, see: <www.gbvims.com>. You can also watch a short GBVIMS Website Tour: <https://www.youtube.com/watch?v=E2eq62X4aA&source=Listserve+Emails+September&utm_campaign=%20def51ceaa-GBVIMS_Website_Updates10_28_2012&utm_medium=emailww>


Standard Operating Procedures


- The GBV SOP Workshop Package was developed by the Gender-Based Violence Area of Responsibility Global Working Group (GBV AoR) in the Global Protection Cluster. Development of these materials was a collaborative process jointly led by UNHCR’s Community Development, Gender Equality and Children Section and UNFPA’s Humanitarian Response Branch. The SOP Guide and workshop package can be downloaded from: <http://gbvaor.net/resources/gbv-sop-workshop-manual>
Additional Resources

- For an overview of health sector responsibilities in humanitarian settings, see the Conflict/Post-Conflict Module at the UN Women Virtual Knowledge Centre to End Violence Against Women and Girls. The Centre website also contains a programming module on Health that does not focus specifically on humanitarian contexts, but nevertheless contains links to many key tools and resources relevant to health-care providers working in emergencies. See: <www.endvawnow.org>.


- World’s Abortion Laws Map, <http://worldabortionlaws.com/map>. Since 1998, the Center for Reproductive Rights has produced the World’s Abortion Laws map to visually compare the legal status of abortion across the globe. The interactive map is updated in real time to keep pace with changes in how countries are protecting—or denying—women’s reproductive freedom.


- For a documentary from UNAIDS on Handicap International’s work on GBV and HIV mainstreaming in Kenya during the post-election violence in 2007–2008, see: <www.youtube.com/watch?v=DW8qFVJzQgQ&feature= infinit>
Survivors of GBV are also at an increased risk of HLP problems. In urban areas they may find themselves unable to work or pay rent. In camp settings where residents are allocated land but required to build housing themselves, some survivors may be too physically or emotionally incapacitated to undertake such a task.

HLP programmes that identify the context-specific links between HLP and GBV can develop strategies to mitigate the risks of violence against women, girls and other at-risk groups. When effectively designed, these programmes can:

- Challenge gender-inequitable social norms and promote gender equality by assisting women, girls and other at-risk groups in claiming HLP rights after the humanitarian emergency.
- Improve family security during economic and social transitions.
- Have a positive impact on post-crisis reconstruction and long-term development.

Actions taken by the HLP sector to prevent and mitigate GBV should be done in coordination with GBV specialists and actors working in other humanitarian sectors. HLP actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. (See ‘Coordination’, below.)

**Addressing Gender-Based Violence throughout the Programme Cycle**

**KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING**

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by HLP actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with HLP actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of HLP programmes in ways that prevent and mitigate the risk of GBV. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.
### KEY ASSESSMENT TARGET GROUPS

- Key stakeholders in HLP: government offices (e.g. Housing, Land, Agriculture, Planning, Environment, Public Works, Justice, etc.); national and local experts in HLP issues, particularly those familiar with customary and statutory laws/institutions (e.g. lawyers, civil society organizations, etc.); environmental groups; GBV, gender and diversity specialists
- Affected populations and communities
- In IDP/refugee settings, members of receptor/host communities

### POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

#### Areas Related to HLP PROGRAMMING

#### Participation and Leadership

<table>
<thead>
<tr>
<th>a)</th>
<th>What is the ratio of male to female HLP staff, including in positions of leadership?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Are systems in place for training and retaining female staff?</td>
</tr>
<tr>
<td></td>
<td>• Are there any cultural or security issues related to their employment that may increase their risk of GBV?</td>
</tr>
<tr>
<td>b)</td>
<td>Are women and other at-risk groups actively involved in community activities related to HLP (e.g. community HLP committees)? Are they in leadership roles when possible?</td>
</tr>
<tr>
<td>c)</td>
<td>Are the lead actors in HLP response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?</td>
</tr>
</tbody>
</table>

#### Security of Land Tenure and Ownership

| d) | Are questions related to HLP rights and issues (for both men and women) included in registration, profiling and intention surveys (e.g. pre-emergency living arrangements; pre-emergency arrangements regarding access to and control of land and property, such as individual or family ownership, statutory or customary ownership, pastoral rights, social tenancy or rental agreements; possession or absence of supporting documents, including written reports of property destruction or occupation; etc.)? |
| e) | What cultural barriers do women, adolescent girls and other at-risk groups face in renting, squatting, or land ownership and tenure (e.g. stigma, discrimination, social norms, etc.)? |
| f) | Are women, adolescent girls and other at-risk groups being dispossessed of their HLP rights? |
|   | • What kinds of rights do tenants have? Are there controls in place to protect these rights, such as controls over rent inflation? |
|   | • Is there a deliberate strategy of forced evictions being applied? |
|   | • Are squatters and landless people excluded from receiving assistance? |
| g) | Do HLP issues increase risks of GBV? In what ways (e.g. sexual violence and exploitation by landlords; threat of violence related to lack of documentation and/or evictions; child and/or forced marriage; engagement in harmful practices such as exchanging sex for land rights or money; intimate partner violence and other forms of domestic violence; staying in abusive relationships; etc.)? |
| h) | Do women, adolescent girls and other at-risk groups have access to documentation and/or evidence that proves their ownership of HLP (e.g. deeds, leases, squatters’ certificates, etc.)? |
|   | • In whose name are the documents that provide evidence of HLP rights written? |
|   | • Were women, adolescent girls or other at-risk groups forced to surrender such documentation or sign over their property under duress? |
|   | • Do they possess alternative means of documenting their rights? |
| i) | Are different types of tenure (e.g. renters, squatters, homeless, tenants, etc.) considered in remedial programmes? Do women and men have equal opportunities to participate in all stages of interventions affecting their HLP rights? |
| j) | Are women, girls and other at-risk groups denied access to their HLP upon return? |
|   | • What are the economic, cultural, legal and geographic obstacles for them in accessing HLP rights in these locations? |
|   | • How are they coping? |
|   | • When younger generations that were born in camps cannot locate land boundaries—and do not have access to the knowledge of their elders about these boundaries—what arrangements are in place to ensure their access to property? |
|   | • Are female ex-combatants considered in reintegration, resettlement and access to land programmes? |

(continued)
### GBV Guidelines

#### Assessment

**k)** What land tenure arrangements—including statutory and customary access rights to land, water, grazing and other natural resources—are in place for areas that will be used, for example, in camp set-ups?
- How will these affect the rights of host communities—particularly women, adolescent girls and other at-risk groups?
- Who will benefit financially and socially from the control of such resources?

#### Institutional Infrastructure

**l)** Are national or local institutions in place to deal with land disputes and other issues?
- What is the capacity and infrastructure of these institutions? Can they provide effective, accessible and impartial remedies?
- Are they accessible to women, adolescent girls and other at-risk groups *(e.g. widows, divorcees, etc.)*?
- Are there barriers to accessing these mechanisms for women, adolescent girls and other at-risk groups *(e.g. cost; location; attitudes of those managing the mechanism; fear of retribution; illiteracy; etc.)*?

**m)** Are there any national or local institutions working to increase registration of HLP rights *(including inheritance rights)* in women’s names?

**n)** How are undocumented rights dealt with in national or local institutions *(e.g. is oral evidence accepted to support women’s claims)*?

#### Areas Related to HLP Policies

**a)** Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of HLP programming?
- Are women, girls and other at-risk groups meaningfully engaged in the development of HLP policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
- Are these policies, standards and guidelines communicated to women, girls, boys and men *(separately when necessary)*?
- Are HLP staff properly trained and equipped with the necessary skills to implement these policies?

**b)** What national laws and sector policies are relevant to HLP and broader land issues *(e.g. land and housing laws; forced evictions, relocation or resettlement; right to privacy in the home; etc.)*?
- Do the laws and policies discriminate against women, girls and/or other at-risk groups?
- How do they deal with housing abandonment after flight?

**c)** Can women, adolescent girls and other at-risk groups claim rights pertaining to land and immovable property?
- Are women being denied their HLP rights to the benefit of male relatives *(e.g. due to inheritance laws, customs or practices, etc.)*?
- Do spouses have joint rights to property?
- Are land titles and other documents given in the names of men and women, or only in the name of the head of household?
- Is authorization of both parties required for land and property sales?

**d)** How are women, girls and other at-risk groups protected from evictions?
- Are there any national and local laws aimed at preventing and regulating forced evictions?
- Are there any community-driven initiatives to provide viable and sustainable solutions to forced eviction?
- How are the particular rights and needs of women, girls and other at-risk groups taken into account when evictions happen?

**e)** Are there inconsistencies between customary and statutory law related to HLP *(e.g. with regard to marital rights and inheritances)*? Have actors involved in the application of customary and statutory law been adequately trained in HLP policies and the rights of women and other at-risk groups?

**f)** What is the status of land reform with reference to equal rights for all?
- Is there a national land reform policy?
- To what extent do the land reform laws improve the rights of women, girls and other at-risk groups?
- Is there a national land commission? To what extent are women, adolescent girls and other at-risk groups involved?

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**POSSIBLE AREAS OF INQUIRY** *(Note: This list is not exhaustive)*

**HOUSING, LAND AND PROPERTY**(continued)
POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to HLP COMMUNICATIONS and INFORMATION SHARING

a) Has training been provided to HLP outreach staff on:
   - Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   - How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do HLP-related community outreach activities raise awareness within the community about general safety and GBV risk reduction?
   - Does this awareness-raising include information on survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
   - Is this information provided in age-, gender-, and culturally appropriate ways?
   - Are males, particularly leaders in the community, engaged in these activities as agents of change?

c) Are discussion forums on HLP age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for HLP programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population as they relate to land ownership and tenure (e.g. forced evictions, absence of documentation, etc.)?

Are risks for specific forms of GBV (e.g. sexual assault, sexual exploitation, sexual harassment, forced and/or coerced prostitution, child and/or forced marriage, etc.) described and analysed, rather than a broader reference to ‘GBV’?

Are vulnerabilities of women, girls and other at-risk groups recognized and described?

When drafting a proposal for emergency preparedness:
- Is there an understanding of how contextual issues may prevent displaced populations—particularly women, girls and other at-risk groups—from accessing HLP in their new location (e.g. cultural barriers that prevent women, adolescent girls and other at-risk groups from renting, squatting or owning land; absence of national or local institutions to deal with land disputes and issues; etc.)?
- Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?
- Is there a strategy for preparing and providing trainings for government, humanitarian staff and community members on the safe design and implementation of HLP activities that mitigate the risk of GBV?

When drafting a proposal for emergency response:
- Is there a clear description of how the planned intervention(s) will mitigate the risks of GBV for women, girls and other at-risk groups (e.g. providing legal assistance to women and adolescent girls seeking secure tenure of HLP)?
- Are additional costs required to ensure the safety and effective working environments for female staff in the HLP sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

When drafting a proposal for post-emergency and recovery:
- Is there an explanation of how the planned intervention(s) will contribute to sustainable strategies that support the HLP rights of women, girls and other at-risk groups (e.g. advocating for the inclusion of women in discussions on land reform and peace processes)?
- Has the project taken into consideration the potential positive and negative cultural changes that returnees may face in accessing their HLP rights?
- Does the proposal reflect a commitment to working with the community to ensure sustainability?

Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?

Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as HLP staff and in community-based land and housing-related committees?
KEY GBV CONSIDERATIONS FOR IMPLEMENTATION

The following are some common GBV-related considerations when implementing HLP programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into HLP PROGRAMMING

1. Involve women and other at-risk groups as staff and leaders in HLP programming (with due caution in situations where this poses a potential security risk or increases the risk of GBV).
   ▶ Strive for 50 per cent representation of females within HLP programme staff. Provide them with formal and on-the-job training as well as targeted support to assume leadership and training positions.
   ▶ Ensure women (and where appropriate, adolescent girls) are actively involved in community-based HLP committees and land management groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   ▶ Employ persons from at-risk groups into HLP staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

2. Support national and local efforts to promote the HLP rights of women, girls and other at-risk groups in order to minimize their vulnerability to GBV.
   ▶ Provide technical support so that questions related to HLP rights and broader land issues are included in registration, profiling and intention surveys for displaced women and men. These questions can help protect and secure the HLP rights of women and other at-risk groups from both displaced and host communities, making them less vulnerable to GBV. HLP actors should inquire about:
     • Origin and living arrangements before the emergency.
     • Arrangements made before the emergency regarding access to land and property (such as individual or family ownership, statutory or customary ownership, pastoral rights, social tenancy, rental arrangements, etc.).

ESSENTIAL TO KNOW

Transgender Persons

People who are transgender—especially transgender women—are often severely marginalized and face unique difficulties in accessing housing. For example, where laws do not protect them, they may not be consulted properly regarding the possession of their homes and may be forced to vacate with little compensation or fair alternative housing. They may be harassed and threatened by landlords or officials on the basis of their perceived sexual orientation or gender identity, resulting in the loss of HLP rights and even the denial of basic services. This, in turn, can force them to engage in sex work or other risky income-earning activities in order to survive. When possible, HLP programmers should consult with LGBTI specialists and local LGBTI organizations to explore culturally sensitive ways of ensuring that the basic rights and needs of transgender persons are addressed in HLP programming.

(Information provided by Duncan Breen, Human Rights First, Personal Communication, 20 May 2013)
• Land tenure arrangements (such as access to land, water, grazing and other natural resources, etc.) made during the emergency for displaced camps and other types of settlements.
• Possession or absence of supporting documents.
• Any written reports of property destruction or occupation.

Support local human rights and women’s organizations in their efforts to monitor and advocate for the HLP rights of women, girls and other at-risk groups, including:
• Access to HLP for women, girls and other at-risk groups.
• Their security of tenure over land and natural resources.
• Equal inheritance rights for girls and boys.

Support local human rights and women’s organizations in their efforts to monitor and advocate for the HLP rights of women, girls and other at-risk groups, including:
• Access to HLP for women, girls and other at-risk groups.
• Their security of tenure over land and natural resources.
• Equal inheritance rights for girls and boys.

Conduct trainings for government officials and customary/traditional leaders involved with the rule of law and land-related administration on:
• The rights and needs of women and other at-risk groups related to protecting and securing land rights.
• The linkages between lack of HLP rights and GBV.

Ensure adequate procedures for land administration and management. Promote:
• The registration of HLP rights for women and other at-risk groups.
• Joint registration of land rights in the names of men and women.
• Accessible procedures for registering HLP rights (taking into consideration the cost, location, attitudes of those managing the process, etc.).

3. Provide and strengthen legal assistance for women, girls and other at-risk groups to obtain security of tenure and control of HLP.

Increase awareness, knowledge and skills of women, girls and other at-risk groups about how to claim and seek legal enforcement of their HLP rights. Link with GBV specialists to monitor and mitigate potential risk factors resulting from land claims, such as intimate partner violence and other forms of domestic violence.

Work to secure official HLP records that may be at risk of tampering or destruction. Support the development of programmes to restore—or where relevant, create new—HLP registration systems.

Facilitate access to free legal assistance for landless at-risk persons (e.g. woman- and child-headed households, widows, etc.).

Working with governments, increase access to justice in land matters by establishing and supporting mechanisms for gender-responsive restitution and dispute resolution (including the acceptance of oral evidence; translation of procedures into local languages; provision of legal assistance; etc.).

**PROMISING PRACTICE**

*Baad* is a traditional practice of forced marriage in Afghanistan and Pakistan. In this practice, a local council (*jirga*) orders a woman or girl to be ceded by one family to another to settle a land dispute or other disagreement. This exchange is meant to prevent a potential blood feud between two families; however, it does so at the expense of women, who are reduced to property to be exchanged and disposed of as desired. In Afghanistan, the Norwegian Refugee Council works with women, men and village leaders to inform them of the rights and obligations under Islamic, national and international law.

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1. Incorporate GBV prevention and mitigation strategies into the policies, standards and guidelines of HLP programmes.
   ▶ Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in HLP activities. These can include, among others:
   • Policies regarding childcare for HLP staff.
   • Standards for equal employment of females.
   • Procedures and protocols for sharing protected or confidential information about GBV incidents.
   • Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.
   ▶ Circulate these widely among HLP staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Advocate for the integration of GBV risk-reduction strategies into national and local laws and policies related to HLP and allocate funding for sustainability.
   ▶ Support government, customary/traditional leaders and other stakeholders in the review and reform of laws and policies (including customary law) to address

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PROMISING PRACTICE

In Liberia, as in many countries, land rights tend to be held by men or kinship groups controlled by men. Women generally have access to land only through a male relative—usually a father or husband. Decisions about ownership, inheritance and use of the land are most often made via customary laws, despite there being statutory laws in place that could better protect women. This system leaves women acutely vulnerable, dependent on men, and unable to leave violent situations or relationships. Several women who accessed support through a GBV project of the Norwegian Refugee Council (NRC) reported they feel unable to leave the family home even when a male relative has sexually assaulted them or their daughter. The women feel they have nowhere else to go given their dependence on the land for their own economic survival.

In an effort to address these issues, the NRC GBV project requested the assistance of NRC’s Information, Counselling and Legal Assistance (ICLA) team to facilitate one-day trainings on land, property and inheritance rights. These trainings were provided for NRC’s ‘WISE’ sensitization groups, where 25 women would meet once a month to discuss, learn and exchange ideas on women’s rights. The trainings made use of a pictorial flip book, jointly developed by the GBV and ICLA teams, that uses pictures and simple terminology to explain the different options that Liberian women have in accessing and utilizing land (through either the formal legal system or customary system). This was the first time that many women had a chance to ask, in a safe space, what rights they had to refuse decisions made by customary leaders. This initiative has since been adapted and implemented in South Sudan, Afghanistan and Colombia. Initial results have shown that ongoing awareness-raising on women’s rights—and the mechanisms that are accessible to them—can be effective in enforcing these rights.

(Information provided by NRC, Personal Communication, 10 February 2014)
discriminatory practices related to HLP rights and land issues (e.g. laws dealing with marital property; title registration; property ownership; inheritance; rental housing; forced evictions; squatting; etc.). Ensure these laws and policies conform to international law and human rights standards.

- Support relevant line ministries in developing implementation strategies for GBV-related policies. Undertake awareness-raising campaigns highlighting how such policies will benefit communities in order to encourage community support and mitigate backlash.
- Promote the participation of women and other at-risk groups—including persons belonging to minority and indigenous groups—in peace negotiations, agreements and land reform processes.

**PROMISING PRACTICE**

Understanding and engaging with context-specific mechanisms can help to resolve HLP disputes. According to a report by the Special Rapporteur on violence against women, the rules of sharia and their scholarly interpretation in Afghanistan are not always clearly understood: “Reportedly most judges, prosecutors, members of local councils and other persons called upon to apply law do not have sufficient legal training to distinguish between tribal customs and the sharia. Practices that blatantly violate Islamic teachings, such as child marriage, and denial of the rights of widows and women’s inheritance rights are thus assumed to be in accordance with the sharia.” The Norwegian Refugee Council’s (NRC) ICLA programmes support displaced people through the provision of information, counselling, legal assistance and collaborative dispute resolution. In Afghanistan, advice and support given to returnee women engaging with the customary system can help them to obtain access to land and uphold their inheritance claims.


**Integrating GBV Risk Reduction into**

**HLP COMMUNICATIONS AND INFORMATION SHARING**

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure HLP staff have the basic skills to provide them with information on where they can obtain support.

- Ensure that all HLP personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update the information about survivor services.
- Train all HLP personnel who engage with affected populations in gender, GBV, women’s/ human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

**ESSENTIAL TO KNOW**

**Referral Pathways**

A ‘referral pathway’ is a flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.
2. Ensure that HLP programmes sharing information about reports of GBV within the HLP sector or with partners in the larger humanitarian community abide by safety and ethical standards.
   ▶ Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into HLP-related community outreach and awareness-raising activities.
   ▶ Work with GBV specialists to integrate community awareness-raising on GBV into HLP outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; etc.).
     • Ensure this awareness-raising includes information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
     • Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
     • Engage women, girls, men and boys (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.
     • Encourage broad-based community dialogue regarding HLP among women and men. Raise awareness among community and religious leaders about the economic and social benefits of equal rights to HLP—including equal inheritance for females and males. Engage males, particularly leaders in the community, as agents of change in the prevention of GBV related to HLP.
     • Consider the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in community discussion forums and educational workshops related to HLP (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.
     • Provide community members with information about existing codes of conduct for HLP personnel, as well as where to report sexual exploitation and abuse committed by HLP personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.
KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, HLP programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist HLP actors to:

- Design and conduct HLP assessments that examine the risks of GBV related to HLP programming, and strategize with HLP actors about ways for such risks to be mitigated.
- Provide trainings for HLP staff on issues of gender, GBV and women’s/human rights.
- Identify where survivors who may report instances of GBV exposure to HLP staff can receive safe, confidential and appropriate care, and provide HLP staff with the basic skills and information to respond supportively to survivors.
- Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to HLP rights.

In addition, HLP programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, HLP actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
COORDINATION

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GBV Guidelines

PART 3: GUIDANCE

GBV Guidelines

COORDINATION

HOUSING, LAND AND PROPERTY

Camp Coordination and Camp Management (CCCM)

- Work with CCCM actors to:
  - Include questions related to HLP rights and land issues in registration, profiling and intention surveys for both men and women
  - Understand how to protect land tenure rights in cases where the use of private land is needed for humanitarian programming
  - Identify emergency housing for survivors or those at risk of GBV

Education

- Link with education actors to determine the best entry points at schools and learning centres for integrating information about HLP rights and GBV-related issues

Food Security and Agriculture

- Link with food security and agriculture actors to:
  - Mitigate risks of HLP disputes (e.g. those occurring through the distribution of seeds or agriculture inputs) that could indirectly legitimize land ownership and increase risks of GBV
  - Ensure at-risk groups—particularly women and adolescent girls who lack ownership documents for their commercial property—can participate in cash and voucher-based interventions that may be run through their shops

Health

- Link with health actors to understand how to protect land tenure rights in cases where the use of private land is needed for temporary health centres

Humanitarian Mine Action (HMA)

- Link with HMA actors to minimize unintended and negative impacts of land release activities on HLP rights (e.g. where mine clearance and release of HLP are used to legitimize secondary occupation or result in forced evictions and relocation)

Livelihoods

- Work with livelihoods actors to protect the rights of women, adolescent girls and other at-risk groups to property ownership, inheritance, and access to and control of land and natural resources for livelihoods purposes

Protection

- Collaborate with protection actors to monitor existing and emerging protection issues related to HLP

Shelter, Settlement and Recovery (SS&R)

- Link with shelter actors to:
  - Put in place procedures to ensure that women, adolescent girls and other at-risk groups have equal access to housing support and shelter assistance (including rental units), even if they lack proof of HLP ownership
  - Identify emergency housing for survivors or those at risk of GBV
  - Consider security of tenure when assessing eligibility to shelter assistance, particularly for woman- and child-headed households

Water, Sanitation and Hygiene (WASH)

- Link with WASH actors to understand how to protect land tenure rights in cases where the use of private land is needed for humanitarian WASH programming
The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
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<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
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<tr>
<td>Inclusion of GBV-related questions in HLP assessments</td>
<td># of HLP assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
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<td># of HLP assessments</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
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<td>* See page 169 for GBV areas of inquiry that can be adapted to questions in assessments</td>
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<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
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<td>Assessment reports (at agency or sector level)</td>
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<td># of assessment team members who are female × 100</td>
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### ASSESSMENT, ANALYSIS AND PLANNING (continued)

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<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
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<tbody>
<tr>
<td>Existence of institutions promoting HLP rights of women and other GBV at-risk groups</td>
<td># of institutions promoting HLP rights of women and other GBV at-risk groups</td>
<td>Key informant interview (KII)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td>Consultations with the affected population on GBV risk factors in accessing HLP³</td>
<td>Quantitative: # of displacement sites conducting consultations with the affected population to discuss GBV risk factors in accessing HLP × 100</td>
<td>Organizational records, focus group discussion (FGD), key KII</td>
<td>100%</td>
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<tr>
<td>Disaggregate consultations by sex and age</td>
<td>Qualitative: What types of GBV-related risk factors do affected persons experience in accessing a HLP?</td>
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<tr>
<td>Staff knowledge of referral pathway for GBV survivors</td>
<td># of HLP staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100</td>
<td>Survey</td>
<td>100%</td>
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### RESOURCE MOBILIZATION

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<th>POSSIBLE DATA SOURCES</th>
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<tbody>
<tr>
<td>Inclusion of GBV risk reduction in HLP funding proposals or strategies</td>
<td># of HLP funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
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<tr>
<td>Training of HLP staff on the GBV Guidelines</td>
<td># of HLP staff who participated in a training on the GBV Guidelines × 100</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
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### IMPLEMENTATION

#### Programming

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<th>TARGET</th>
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<tbody>
<tr>
<td>Female participation in HLP community-based committees³</td>
<td>Quantitative: # of affected persons who participate in HLP community-based committees who are female × 100</td>
<td>Site management reports, Displacement Tracking Matrix, FGD, KII</td>
<td>50%</td>
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<td>Qualitative: How do women perceive their level of participation in HLP community-based committees? What are barriers to female participation in HLP committees?</td>
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RESOURCES

Key Resources


- **Norwegian Refugee Council (NRC).** 2014. ‘Life Can Change: Securing housing, land and property rights for displaced women’. [www.womenshlp.nrc.no]


- **FAO.** 2003. Gender and Access to Land. [www.fao.org/docrep/005/y4308e/y4308e00.HTM]


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GBV Guidelines
Additional Resources


- Urban Humanitarian Response Portal: <www.urban-response.org>
KEY ASSESSMENT TARGET GROUPS

• Key stakeholders in HMA: government; local and international mine action actors (e.g. UNMAS, International Committee of the Red Cross, UNICEF, UNDP, UNOPS, Mines Advisory Group, the HALO Trust, Handicap International, Norwegian People’s Aid, Danish Demining Group, etc.); local leaders; GBV, gender and diversity specialists

• Affected populations and communities, including agricultural workers, farmers and livestock owners

• In IDP/refugee settings, members of receptor/host communities

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to HMA PROGRAMMING

Participation and Leadership

a) What is the ratio of male to female staff in land release, MRE and victim assistance programmes, including in positions of leadership?
   • Are both women and men hired for technical survey and clearance activities? Are the working arrangements gender-sensitive (e.g. with sex-segregated teams/facilities/transport if necessary; adequate parental leave and childcare provisions; etc.)?
   • Are systems in place for training and retaining female staff?
   • Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women and other at-risk groups actively involved in community-based activities related to HMA (e.g. in community mine action committees; as community liaisons or mine risk educators; etc.)? Are they in leadership roles when possible?

c) Are the lead actors in land release, MRE and victim assistance programmes aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation into their activities?

Land Release

d) Is information about landmine/ERW contamination collected from women, girls, men and boys in the affected communities?
   • Is this information collected by mixed or same-sex teams (as culturally appropriate to ensure teams can access women, girls and other at-risk groups)?
   • Have team members signed a code of conduct on prevention of sexual exploitation and abuse?

e) What are the differing rights, needs and roles within the affected population related to use of land?
   • How does this affect land clearance prioritization? Are women, girls and other at-risk groups involved in the process of prioritizing which areas to clear?
   • Is there any indication that women, girls and other at-risk groups may be exposed to sexual assault, exploitation or other forms of GBV due to issues associated with land ownership, land dispossession and land use?

f) Are women, girls and other at-risk groups involved in the process of deciding how the land, once cleared, should be handed over to communities?

g) What cultural barriers do women, adolescent girls and other at-risk groups face in obtaining land certificates of post-clearance titles? Do these barriers increase their risk of GBV (e.g. forced and/or coerced prostitution, sexual exploitation, etc.)?

h) Are there local or international groups working to address the issue of land access and ownership for women and other at-risk groups? Have HMA established links with these groups?

HMA Victim Assistance

i) Are there cultural restrictions that prevent women, girls and other at-risk groups from receiving assistance?
   • Do women and girls directly injured by landmines/ERW have equal access to emergency and/or longer-term medical care, including physical rehabilitation and prosthesis?
   • Do they have access to safe and ethical economic assistance, livelihoods support, and other social and economic reintegration measures?

j) How do victim assistance services take into consideration the needs of women, girls and other at-risk groups indirectly affected by landmines/ERW (e.g. if the head of household or primary breadwinner in the family was killed or injured by landmines/ERW)?

(continued)
# Areas Related to HMA POLICIES

**a)** Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of land release, MRE and victim assistance programmes?

- Are women, girls and other at-risk groups meaningfully engaged in the development of HMA policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
- Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
- Are HMA staff properly trained and equipped with the necessary skills to implement these policies?

**b)** Do national and local sector policies and plans promote the rights of persons with disabilities due to landmine/ERW explosions? Do they address discriminatory practices hindering women and other at-risk groups from safe participation (as staff, in community-based groups, etc.) in the HMA sector?

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# Areas Related to HMA COMMUNICATIONS and INFORMATION SHARING

**a)** Are MRE activities targeting all people in the community?

- Are women, girls and other at-risk groups involved in the development of public information messages?
- Are signs/marks/indicators of contaminated ground (and the methods by which they are delivered) age-, gender-, and culturally appropriate? Do images have pictures of boys and girls, men and women?
- Are they suited for illiterate audiences, those with visual impairments and persons with other disabilities?
- Are education and training activities and community liaison services accessible to women, girls and other at-risk groups?

**b)** Has training been provided to HMA staff—and partners providing risk education and victim assistance to affected communities—on:

- Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
- How to supportively engage with GBV survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

**c)** Do HMA-related community outreach activities—including for MRE, land clearance and return and victim assistance—including information about general safety and GBV risk reduction?

- Does this awareness-raising include information on survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
- Is this information provided in age-, gender-, and culturally appropriate ways?
- Are males, particularly leaders in the community, engaged in these activities as agents of change?

**d)** Are discussion forums age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

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## POSSIBLE AREAS OF INQUIRY

(Note: This list is not exhaustive)

**Areas Related to HMA POLICIES**

- Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of land release, MRE and victim assistance programmes?
- Are women, girls and other at-risk groups meaningfully engaged in the development of HMA policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
- Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
- Are HMA staff properly trained and equipped with the necessary skills to implement these policies?
- Do national and local sector policies and plans promote the rights of persons with disabilities due to landmine/ERW explosions? Do they address discriminatory practices hindering women and other at-risk groups from safe participation (as staff, in community-based groups, etc.) in the HMA sector?

**Areas Related to HMA COMMUNICATIONS and INFORMATION SHARING**

- Are MRE activities targeting all people in the community?
- Are women, girls and other at-risk groups involved in the development of public information messages?
- Are signs/marks/indicators of contaminated ground (and the methods by which they are delivered) age-, gender-, and culturally appropriate? Do images have pictures of boys and girls, men and women?
- Are they suited for illiterate audiences, those with visual impairments and persons with other disabilities?
- Are education and training activities and community liaison services accessible to women, girls and other at-risk groups?
- Has training been provided to HMA staff—and partners providing risk education and victim assistance to affected communities—on:
  - Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
  - How to supportively engage with GBV survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?
- Do HMA-related community outreach activities—including for MRE, land clearance and return and victim assistance—including information about general safety and GBV risk reduction?
  - Does this awareness-raising include information on survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
  - Is this information provided in age-, gender-, and culturally appropriate ways?
  - Are males, particularly leaders in the community, engaged in these activities as agents of change?
- Are discussion forums age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

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## LESSON LEARNED

In Afghanistan, NGOs implementing a national landmine survey were initially unable to recruit mixed-sex survey teams, as cultural restrictions prevented women from travelling with men. When all-male teams were employed, access to women—who had information about different tracts of land—was severely limited. To gain greater access to women and better understand their needs and concerns, the Mine Action Coordination Centre of Afghanistan (MACCA) conducted a survey specifically with women, and the Geneva International Centre for Humanitarian Demining (GICHD) conducted a gender-sensitive study on Landmines and Livelihoods.

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for HMA programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

**ESSENTIAL TO KNOW**

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.

### A. HUMANITARIAN NEEDS OVERVIEW

**Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population as they relate to the provision of HMA services?**

**Are risks for specific forms of GBV relevant to HMA (e.g. links between landmine-related disability and intimate partner violence and other forms of domestic violence; links between loss of land and sexual exploitation; etc.) described and analysed, rather than a broader reference to ‘GBV’?**

### B. PROJECT RATIONALE/JUSTIFICATION

**When drafting a proposal for emergency preparedness:**

- Is there a plan for minimizing land tensions as they relate to HMA operations? Does this plan incorporate GBV risk-reduction strategies?
- Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?
- Is there a strategy for preparing and providing trainings for government, humanitarian staff and volunteers, and community members engaged in HMA programming on the safe design and implementation of HMA activities that mitigate the risk of GBV?

**When drafting a proposal for emergency response:**

- Is there a clear description of how HMA programmes will mitigate exposure to GBV (e.g. women’s access to and use of cleared returned land; availability and accessibility of victim assistance activities; livelihoods support for women, adolescent girls and other at-risk groups affected by landmines/ERW; etc.)?
- Are additional costs required to ensure the safety and effective working environments for female staff members in the HMA sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

**When drafting a proposal for post-emergency and recovery:**

- Is there an explanation of how the HMA project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. facilitating access by women, adolescent girls and other at-risk groups affected by landmines/ERW to socio-economic reintegration and benefits initiatives; supporting the development of relevant national mine action standards that incorporate gender and GBV awareness; etc.)?
- Does the proposal reflect a commitment to working with the community to ensure sustainability?

### C. PROJECT DESCRIPTION

**Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?**

**Do the proposed activities illustrate linkages with other humanitarian actors/sectors to maximize resources and work in a strategic way?**

**Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as HMA staff and in local land release, MRE and victim assistance committees?**
KEY GBV CONSIDERATIONS FOR IMPLEMENTATION

The following are some common GBV-related considerations when implementing HMA programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into HMA PROGRAMMING

1. Involve women and other at-risk groups as staff and leaders in the design, implementation, monitoring and evaluation of land release, MRE and victim assistance activities (with due caution in situations where this poses a potential security risk and/or increases the risk of GBV).
   - Strive for 50 per cent representation of females within HMA programme staff (including MRE and victim assistance activities). Increase the participation of women in land release activities, including demining where appropriate. Provide women with formal and on-the-job training as well as targeted support to assume leadership and training positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based HMA committees and management groups, including land release priority-planning groups and decisions for the handover of released land. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities, especially in situations where there are high numbers of male casualties of landmines/ERW. As necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups into HMA staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

2. Support and reinforce the land rights of women, girls and other at-risk groups when releasing land previously contaminated with landmines/ERW.
   - When conducting non-technical and technical surveys, ensure that women, girls and other at-risk groups are consulted, and consider how land use, land ownership and land dispossession may heighten exposure to GBV.
   - Actively encourage women, girls and other at-risk groups to participate in decisions about which areas should be prioritized for clearance, and how the land, once cleared, should be handed over.

ESSENTIAL TO KNOW

Women and Girl Landmine/ERW Survivors

Women and girls who are injured or affected by landmines/ERW often have limited access to victim assistance services. This can include emergency and continuing medical care, physical rehabilitation (including physiotherapy, prosthetics and assistive devices), mental health and psychosocial support, and/or social and economic reintegration. In some cultural contexts, women and girls may only receive treatment from female medical staff; therefore, in areas with few or no female doctors, female survivors do not receive the health care needed.

3. **Implement strategies that increase the safety, availability and accessibility of victim assistance activities for women, girls and other at-risk groups.**

- Link with key stakeholders (i.e. national and international organizations dealing with land issues) to limit land tensions related to mine action operations.

- Support or put in place a post-clearance monitoring process to deal with land rights, claims and disputes after land is handed over. Ensure that women, girls and other at-risk groups are engaged in the process to minimize GBV risks related to land release (e.g. sexual exploitation, intimate partner violence and other forms of domestic violence, etc.).

- Offer emergency and longer-term medical care and physical rehabilitation (including prostheses and other technical aids) to all persons **directly** affected by landmines/ERW. Offer mental health and psychosocial support (including psychological first aid) to all persons **directly** and **indirectly** affected by landmines/ERW. Ensure care and support are provided by both female and male professionals and available to all age groups.

- In situations where victim assistance is provided using schedules, work with all users to plan the schedules so that times are convenient and safe for women, girls and other at-risk groups. Develop strategies to reduce the time spent at, travelling to, and returning from health and rehabilitation facilities (e.g. organize services to avoid crowds, long waiting times, travel at dusk/night, etc.).

- Provide childcare at health and rehabilitation centres.

- Where necessary, provide separate rehabilitation accommodation and facilities for females and males.

- Consider the use of mobile rehabilitation clinics to overcome mobility and financial obstacles for women, girls and other at-risk groups affected by landmines/ERW (for example, for women unable to take time away from domestic responsibilities).
4. Support the inclusion of women, adolescent girls and other at-risk groups in socio-economic reintegration and benefits initiatives.

- Assist women, girls and other at-risk groups who have been directly or indirectly affected by landmines/ERW injuries to access formal and informal education.

- Work with livelihoods actors to provide support for women, adolescent girls and other at-risk groups who have been impoverished by a direct or indirect landmine/ERW injury or loss of land. Give particular attention to women and child heads of households and women with disabilities, who are often poorer and more vulnerable to GBV than other landmine/ERW survivors.

- Provide women, adolescent girls and other at-risk groups who are affected by landmines/ERW with information on how to access livelihoods programmes and financial compensation.

- Consider how to provide appropriate support for men who have become primary childcare providers.

**Integrating GBV Risk Reduction into HMA POLICIES**

1. Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of HMA programmes.

   - Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in HMA programming. These can include, among others:
     - Policies that support the implementation of the *Gender Guidelines for Mine Action Programmes*.
     - Policies regarding childcare for HMA staff.
     - Standards for equal employment of females.
     - Procedures and protocols for sharing protected or confidential information about GBV incidents.
     - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

   - Circulate these widely among HMA staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Advocate for the integration of GBV risk-reduction strategies into national and local sector policies and plans related to HMA, and allocate funding for sustainability.

   - Support governments, customary/traditional leaders and other stakeholders to incorporate gender and GBV awareness into HMA policies and plans, particularly as they relate to the vulnerability of women, girls and other at-risk persons affected by landmines/ERW.

   - Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.
Integrating GBV Risk Reduction into
HMA COMMUNICATIONS and INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure HMA staff have the basic skills to provide them with information on where they can obtain support.
   ▶ Ensure all HMA personnel who engage with affected populations have written information about where to refer GBV survivors for care and support. Regularly update information about GBV survivor services.
   ▶ Train all HMA personnel who engage with affected populations in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. Ensure that HMA programmes sharing information about reports of GBV within the HMA sector or with partners in the larger humanitarian community abide by safety and ethical standards.
   ▶ Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into HMA-related community outreach and awareness-raising activities.
   ▶ Work with GBV specialists to integrate community awareness-raising on GBV into education outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; etc.).
     • Ensure this awareness-raising includes information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
     • Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
     • Engage women, girls, men and boys (separately when necessary) in the development of GBV-related messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.
   ▶ Engage males, particularly leaders in the community, as agents of change in HMA outreach activities related to the prevention of GBV.
4. **Provide community members with information about existing codes of conduct for HMA personnel, as well as where to report sexual exploitation and abuse committed by HMA personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.**

4. **Promote the participation of women, girls and other at-risk groups in MRE activities (such as public information dissemination, education and training, and community liaison services).**

   - **Engage women, girls, men and boys (separately when necessary) in the development of public information messages and in the selection of signs/marks/indicators of contaminated ground that are age-, gender-, and culturally appropriate.**

   - **When conducting education and training activities and providing community liaison services, consider the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in these activities (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make forums age-, gender-, and culturally sensitive (e.g. with females as facilitators of women’s and girls’ discussion groups, etc.).**

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**KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS**

As a first step in coordination, HMA programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist HMA actors to:

- **Design and conduct HMA assessments that examine the risks of GBV related to HMA programming, and strategize with HMA actors about ways for such risks to be mitigated.**

- **Provide trainings for HMA staff on issues of gender, GBV and women’s/human rights.**
- Identify where survivors who may report instances of GBV exposure to HMA staff can receive safe, confidential and appropriate care, and provide HMA staff with the basic skills and information to respond supportively to GBV survivors.

- Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to HMA rights.

In addition, HMA programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, HMA actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see *Part Two: Background to Thematic Area Guidance.*

<table>
<thead>
<tr>
<th>Sector</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection</td>
<td>Coordinate with child protection to link children affected by landmines/ERW with mental health and psychosocial support, prevention of separation programmes and other support.</td>
</tr>
</tbody>
</table>
| Education                                                              | Coordinate with education programming to:  
  - Link girls and boys affected by landmines/ERW with educational opportunities to promote their socio-economic reintegration  
  - Determine the best entry points at schools and learning centres for sensitization on MRE and HMA-related GBV issues. |
| Health                                                                 | Link HMA victim assistance with health actors to ensure that assistance for landmine/ERW survivors is an integral part of the health-care system. |
| Housing, Land and Property (HLP)                                       | Coordinate with livelihoods programming so that those who are directly and indirectly affected by landmines/ERW are able to build livelihoods skills that will increase their independence and decrease their vulnerability to GBV (e.g. cash for work; access to land; etc.). |
| Livelihoods                                                            | Enlist the support for protection actors to:  
  - Monitor GBV-related protection issues in and around health and rehabilitation facilities for landmine survivors  
  - Monitor the clearing or demarcation of land to reduce exposure to protection risks including GBV (e.g. safe paths to assistance points and water points; where houses and properties are used to legitimize secondary occupation or result in forced evictions and relocation; etc.) |
| Protection                                                             | Coordinate with SS&R actors to identify and clear sites for emergency and transitional shelter in a manner that supports the rights of women and girls. |
| HUMANITARIAN MINE ACTION                                               |                                                                                                                                                                                                            |

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**GBV Guidelines**

**HUMANITARIAN MINE ACTION**

**PART 3: GUIDANCE**

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The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
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</tr>
<tr>
<td>Inclusion of GBV-related questions in HMA assessments</td>
<td># of HMA assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td></td>
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<tr>
<td></td>
<td># of HMA assessments</td>
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<tr>
<td></td>
<td>* See page 188 for GBV areas of inquiry that can be adapted to questions in assessments</td>
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</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
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<td># of assessment respondents and</td>
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<td></td>
<td># of assessment team members who are female × 100</td>
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<td></td>
<td># of assessment team members</td>
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</table>

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**Consultations with the affected population on GBV risk factors in accessing HMA activities**

**Quantitative:**
- \# of HMA activities * conducting consultations with the affected population to discuss GBV risk factors in accessing the service \times 100
- \# of HMA activities

**Qualitative:**
- What types of GBV-related risk factors do affected persons experience in accessing HMA activities?

* HMA activities include those related to land release, MRE and victim assistance programmes

**Female participation prior to programme design**

**Quantitative:**
- \# of affected persons consulted before designing a programme who are female \times 100
- \# of affected persons consulted before designing a programme

**Qualitative:**
- How do women and girls perceive their level of participation in the programme design?
- What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes?

**Female staff in HMA programmes**

\# of staff in HMA programmes who are female \times 100

**Staff knowledge of referral pathway for GBV survivors**

\# of HMA staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors \times 100

**Inclusion of GBV risk reduction in HMA funding proposals or strategies**

\# of HMA funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines \times 100

**Training of HMA staff on the GBV Guidelines**

\# of HMA staff who participated in a training on the GBV Guidelines \times 100

**Female participation in HMA governance structures**

**Quantitative:**
- \# of affected persons who participate in HMA governance structures who are female \times 100
- \# of affected persons who participate in HMA governance structures

**Qualitative:**
- How do women perceive their level of participation in HMA governance structures?
- What are barriers to female participation in HMA governance structures?

---

## Programming (continued)

### Female participation in decision-making on the handover of land previously contaminated with landmines/ERW

**Quantitative:**
- \( \frac{\text{# of persons who participate in decision-making on the handover of land previously contaminated with landmines/ERW who are female}}{100} \)

**Qualitative:**
- What are barriers to female participation in decision-making on the handover of land previously contaminated with landmines/ERW?

**Possible Data Sources:**
- Organizational records, FGD, KII

**Target:**
- Determine in the field

### Inclusion of females in victim assistance services

**Quantitative:**
- \( \frac{\text{# of female affected persons receiving victim assistance services}}{\text{# of affected persons receiving victim assistance services}} \times 100 \)

**Possible Data Sources:**
- Organizational records

**Target:**
- Determine in the field

### Female participation in socio-economic integration and benefits initiatives

**Quantitative:**
- \( \frac{\text{# of female affected persons receiving socio-economic integration services}}{\text{# of affected persons receiving socio-economic integration services}} \times 100 \)

**Possible Data Sources:**
- Organizational records

**Target:**
- Determine in the field

## Policies

### Inclusion of GBV prevention and mitigation strategies in HMA policies, guidelines or standards

**Quantitative:**
- \( \frac{\text{# of HMA policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines}}{\text{# of HMA policies, guidelines or standards}} \times 100 \)

**Possible Data Sources:**
- Desk review (at agency, sector, national or global level)

**Target:**
- Determine in the field

## Communications and Information Sharing

### Staff knowledge of standards for confidential sharing of GBV reports

**Quantitative:**
- \( \frac{\text{# of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors}}{\text{# of surveyed staff}} \times 100 \)

**Possible Data Sources:**
- Survey (at agency or programme level)

**Target:**
- 100%

### Inclusion of GBV referral information in HMA community outreach activities

**Quantitative:**
- \( \frac{\text{# of HMA community outreach activities programmes that include information on where to report risk and access care for GBV survivors}}{\text{# of HMA community outreach activities}} \times 100 \)

**Possible Data Sources:**
- Desk review, KII, survey (at agency or sector level)

**Target:**
- Determine in the field

## COORDINATION

### Coordination of GBV risk-reduction activities with other sectors

**Quantitative:**
- \( \frac{\text{# of non-HMA sectors consulted with to address GBV risk-reduction activities}}{\text{# of existing non-HMA sectors in a given humanitarian response}} \times 100 \)

**Possible Data Sources:**
- KII, meeting minutes (at agency or sector level)

**Target:**
- Determine in the field
RESOURCES


- For technical assistance, including training and capacity-building to ensure that relevant gender aspects are taken into account in mine action interventions and that affected women, girls, boys and men benefit on an equal basis from mine action activities, see the Gender and Mine Action Programme (GMAP): <www.gmap.ch>
Empower and foster their independence, which may increase their ability to leave exploitative situations.

Enhance economic, physical and psychological well-being of individuals, families and communities.

Create and raise awareness about issues of GBV, gender norms and power imbalances in the family and community in a sensitive way.

Improve the management of natural resources and thereby support more sustainable or alternative livelihoods.

Actions taken by the livelihoods sector to prevent and mitigate the risks of GBV should be done in coordination with GBV specialists and actors working in other humanitarian sectors. Livelihoods actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. (See ‘Coordination’, below.)

Addressing Gender-Based Violence throughout the Programme Cycle

**KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING**

The questions listed below are *recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring* undertaken by livelihoods actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with livelihoods actors working in partnership with other sectors as well as with GBV specialists.

The areas of inquiry below should be used to complement existing guidance materials, such as the assessment checklists found in the Livestock Emergency Guidelines and Standards (<www.livestock-emergency.net>). These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of livelihoods programmes in ways that prevent and mitigate the risk of GBV. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see *Part Two: Background to Thematic Area Guidance.*

**KEY ASSESSMENT TARGET GROUPS**

- Key stakeholders in livelihoods: governments; civil societies; local leaders; market sellers and firms; business groups; community members; humanitarian workers; GBV, gender and diversity specialists
- Affected populations and communities
- In IDP/refugee settings, members of receptor/host communities
PART 3: GUIDANCE

GBV Guidelines

ASSESSMENT

**Participation and Leadership**

a) Are women and other at-risk groups actively involved in all aspects of livelihoods programming design, implementation and monitoring?

b) What is the ratio of male to female livelihoods staff, including in positions of leadership?
   - Are systems in place for training and retaining female staff?
   - Are there any cultural or security issues related to their employment that may increase their risk of GBV?

c) Are the lead actors in livelihoods programming aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

**Cultural and Community Norms and Practices**

d) How has the crisis impacted communities’ economic coping strategies, livestock management strategies and access to safe livelihoods activities—particularly for females and other at-risk groups?
   - What are the harmful psychological, physical and social impacts of changes in livelihoods activities?

e) What cultural barriers do women, adolescent girls and other at-risk groups face in accessing markets, livelihoods activities, livestock management strategies and financial services (e.g. gender norms that exclude females from certain types of work; discrimination against women in the workplace or marketplace; etc.)?

f) What physical, logistical, legal or educational issues prevent women, adolescent girls and other at-risk groups from accessing livelihoods opportunities and/or sustain gendered divisions in income-generating activities (e.g. mobility or transportation issues; childcare and other domestic responsibilities; disabilities; legal barriers preventing refugees from accessing jobs in the formal sector; legal barriers to ownership of property, land or other productive assets; illiteracy; lack of training; etc.)?

g) Are there unequal gender norms that livelihoods programmes risk perpetuating (e.g. by placing women only in caretaking and childcare jobs; by placing men only in traditionally male jobs such as guarding and mechanical maintenance; by delivering skills training programmes that reinforce stereotypes; etc.)?
   - Do livelihoods activities shift additional burdens to women, adolescent girls and other at-risk groups participating in the activities?

h) Are there unequal gender norms that livelihoods programmes risk perpetuating (e.g. by placing women only in caretaking and childcare jobs; by placing men only in traditionally male jobs such as guarding and mechanical maintenance; by delivering skills training programmes that reinforce stereotypes; etc.)?

**Physical Safety and Risks of GBV**

i) What are the GBV-related risks faced by affected populations—particularly women, adolescent girls and other at-risk groups—when earning a living?
   - Which logistical and environmental issues increase the risk of sexual assault, harassment or exploitation (e.g. borrowing money; getting stopped by police; selling goods from house to house; travelling at night; travelling through unsafe areas; working in a shop by oneself; etc.)?
   - Which livelihoods relationships increase the risk of sexual assault, harassment or exploitation, and which provide safety (e.g. customers, suppliers, market administrators, intimate partners, etc.)? Who is orchestrating, encouraging, permitting and colluding in the perpetration of violence?

j) Does limited access to livelihoods assets force women and other at-risk groups to adopt unsafe survival strategies? If so, what are they? What might help mitigate their risk of engaging in these survival strategies?
PART 3: GUIDANCE

GBV Guidelines

ASSESSMENT

Areas Related to Livelihoods COMMUNICATIONS and INFORMATION SHARING

a) Has training been provided to livelihoods staff on:
   • Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   • How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) What is the legal status of females related to legal employment, property ownership, inheritance, access to land and natural resources, and access to education? Do females have any legal protections against economic exploitation in marriage?

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POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to Livelihoods POLICIES

a) Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of livelihoods programmes?
   • Are women, girls and other at-risk groups meaningfully engaged in the development of livelihoods policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
   • Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
   • Are livelihoods staff properly trained and equipped with the necessary skills to implement these policies?

b) What is the legal status of females related to legal employment, property ownership, inheritance, access to land and natural resources, and access to education? Do females have any legal protections against economic exploitation in marriage?

c) What does the legislation say about refugees’ entitlement to work? What are the formal/informal practices regarding refugees and livelihoods?

d) What is the legal age of employment, and what are the laws around child labor?

e) Are there national action plans for poverty reduction? Are there youth and/or gender strategies/action plans?
   • Do these plans support the economic empowerment of women, adolescent girls and other at-risk groups?
   • Are livelihoods programmes set up in alignment with these plans?

Areas Related to Livelihoods COMMUNICATIONS and INFORMATION SHARING

a) Has training been provided to livelihoods staff on:
   • Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   • How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do livelihoods programmes raise awareness within the community about GBV risks and protective factors related to livelihoods activities?
   • Does this awareness-raising include information on survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
   • Is this information provided in age-, gender-, and culturally appropriate ways?
   • Are males, particularly leaders in the community, engaged in these awareness-raising activities as agents of change?

c) Are discussion forums on livelihoods age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?
KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for livelihoods programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

A. HUMANITARIAN NEEDS OVERVIEW

- Does the proposal articulate the GBV-related safety risks, protection needs and rights of those engaging in livelihoods activities?
- Are risks for specific forms of GBV (e.g. sexual assault, harassment, intimate partner violence and other forms of domestic violence, etc.) described and analysed, rather than a broader reference to ‘GBV’?

B. PROJECT RATIONALE/JUSTIFICATION

- When drafting a proposal for emergency response:
  - Is there a clear description of how the livelihoods programme will reduce the risks of GBV for participants (e.g. the location and design of programmes; strategies for mitigating backlash within the community; etc.)?
  - Is there a strategy for preparing and providing trainings for government, humanitarian workers, women’s groups and community members engaged in livelihoods work on the design and implementation of livelihoods programming that mitigates the risk of GBV?
  - Are additional costs required to ensure any GBV-related community outreach materials are available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

- When drafting a proposal for post-emergency and recovery:
  - Is there an explanation of how the livelihoods programme will contribute to sustainable strategies that promote the empowerment, safety and economic well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV?
  - Does the programme recognize and support the goal of gender equality?
  - Does the proposal reflect a commitment to working with the community to ensure sustainability?

- Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?

- Where applicable and feasible, do the activities provide opportunities for women and adolescent girls to engage in non-gender-stereotyped occupations that may be of higher income and status than traditionally female occupations?
  - Are local leaders and government partners involved as active participants in this process to enhance the sustainability of projects?
  - Are women and adolescent girls consulted as to which occupations would be safe for them, especially if these activities are not traditionally female?

C. PROJECT DESCRIPTION

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance.

Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
KEY GBV CONSIDERATIONS FOR IMPLEMENTATION

The following are some common GBV-related considerations when implementing livelihoods programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into LIVELIHOODS PROGRAMMING

1. Involve women and other at-risk groups within the affected population as staff and leaders in livelihoods programming (with due caution in situations where this poses a potential security risk or increases the risk of GBV).
   - Strive for 50 per cent representation of females within livelihoods programme staff. Provide them with targeted support to assume leadership and training positions. Be aware of potential tensions that may be caused by attempting to change the role of women in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in livelihoods staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

ESSENTIAL TO KNOW

Minimum Working Age
In implementing activities that involve work, agencies should conform to national legislation regarding the minimum working age and should monitor closely to ensure that livelihoods activities do not promote child labour or encourage children and adolescents to miss school. However, even at young ages, girls and boys can be given opportunities to build their leadership, literacy and numeracy skills, as well as their ability to manage money.

ESSENTIAL TO KNOW

Incorporating GBV Survivors into Livelihoods Programmes
GBV survivors should not be the sole participants of a specific livelihoods programme, as this can increase stigma against them and compromise their confidentiality, safety and security. One good approach is to work with communities to identify the most vulnerable generally (e.g. female single heads of household, survivors of GBV, women with households of more than three children, persons with disabilities, LGBTI persons, etc.). Programmes can then target all of these groups and/or individuals in a way that does not segregate or expose survivors.

2. In consultation with women, girls, men and boys, implement livelihoods programmes that are accessible to those at risk of GBV.
   - Address logistical obstacles that prevent women, adolescent girls and other at-risk groups from participating in planning meetings and livelihoods activities.
     - Ensure locations and times meet the needs of women and adolescent girls who have family-related responsibilities.
     - Ensure physical access for persons with disability.
     - Provide childcare for programme participants.
   - Address cultural obstacles that prevent women, adolescent girls and other at-risk groups from participating in livelihoods programming.
• Undertake outreach initiatives to address gender and cultural norms that prohibit females and other at-risk groups from certain kinds of work. Ensure these initiatives are age-, gender-, and culturally sensitive.

• Support local organizations, community groups and businesses to provide adolescent girls and other at-risk groups opportunities to connect with each other in a safe space, share resources and skills, and communicate about important livelihoods issues.

3. In consultation with women, girls, men and boys, implement livelihoods programmes that minimize possible GBV-related risks as a result of participation.

▶ Consult with participants to identify potential safety risks related to livelihoods activities, and support participants in managing and making empowered choices about these risks.

▶ Whenever possible, situate livelihoods activities in safe locations and schedule them during times of the day/week that minimize the risk of GBV. Ensure participants are not unnecessarily exposed to risky situations (e.g. getting stopped by police; selling goods from house to house; working in a shop by oneself; needing to travel after dark; etc.). Support communities’ proposed solutions for mitigating these risky situations.

▶ Create linkages for participants with trustworthy vendors, transport companies and end markets to mitigate the risk of exploitation (e.g. by customers, suppliers, market administrators, police or other security personnel, etc.).

### PROMISING PRACTICE

A programme funded by UNHCR and run by the Coptic Evangelical Organization for Social Services (CEOSS) consists of vocational training and job placement components for refugees in Egypt. From 2007 to 2008, the programme trained 300 refugees (43% female) and placed 94 participants in jobs upon graduation. Market assessments were conducted by specialized consultants to identify areas for which there was identified labour demand. Those selected—including medical care/nursing, embroidery, Internet-based enterprise, computer maintenance and others—either did not require work permits or could be done from home. For refugee women, working from home decreased their risk of on-site GBV and need for childcare. CEOSS developed relationships with Egyptian employers in order to create a ‘job bank’ for referring graduates of the programme. Before sending trainees to interview at selected companies, CEOSS provided interview training. Before entering a position, many underwent an apprenticeship period where they received further, more specialized, training.


### PROMISING PRACTICE

The Egyptian Sudanese Development Centre in Arba w Nuss runs a domestic service training and placement programme. The director of the programme promotes the protection and fair treatment of refugee women by accompanying graduates to their placement homes, recording the names and contact information of employers, as well as the agreed-upon salary. This small step serves to hold families accountable and illustrates the role the community centre is willing to play on behalf of refugee women.

Work with local authorities, communities and other interested sectors (such as CCCM or WASH) to enhance the safety of participants. Coordinated strategies can include establishing safety patrols along routes to work, escort systems, or police and community surveillance systems; providing solar lanterns as part of core relief efforts; or installing adequate lighting along travel routes.

Conduct ongoing analysis and consultation with both females and males in the community about how the economic empowerment of women, adolescent girls and other at-risk groups may increase tensions within families or communities. Put strategies in place to mitigate backlash and other negative effects for participants.

- Sensitize participants, their families and community members about GBV.
- Engage men and adolescent boys as direct participants in parallel livelihoods programmes and/or as supportive partners in livelihoods programmes for women and adolescent girls.
- In IDP/refugee situations, work with receptor or host communities to reduce tensions over employment scarcity. Ensure that livelihoods programmes do not promote the unsustainable use of natural resources or put groups in direct competition over natural resources. Consider bringing members from both communities together in culturally sensitive ways to build bonds, and monitor that members from both communities are benefiting from livelihoods activities.
- Promote understanding between different livelihoods groups (e.g. pastoralists and farmers) through group meetings, discussions and other community formats to reduce potential conflict and encourage mutual support.

LESSON LEARNED

In camps in the Somali region of Ethiopia, the Danish Refugee Council (DRC) provided micro-grants to entrepreneurs. The programme originally targeted only female-headed households who, as a result of participation, experienced hostility, such as increased verbal abuse from men in the community. DRC responded by engaging men as participants and consulting community leaders to get buy-in for the programme.

4. Promote the economic and professional empowerment of participants through business development, agricultural trainings, value chain integration, vocational skills training, capacity-building and education.

- Consult with affected populations and use professional market surveys to identify entry points for profitable work. Consider diversifying income streams to promote adequate income and minimize the likelihood that affected populations, particularly women and adolescent girls, will resort to commercial sex work or other risky income alternatives.

- Take a graduated approach to economic strengthening. First, ensure that immediate needs are met through consumption support; then, connect affected populations with sustainable livelihoods strategies and/or financial services.

- As appropriate, promote non-traditional employment opportunities that can: contribute to the status and professional empowerment of women and adolescent girls; assist men to (re)enter the workforce; and create opportunities for LGBTI persons who may otherwise be excluded from traditionally male and female employment opportunities. Build upon indigenous knowledge about livelihoods practices that have been profitable and empowering, especially for women and adolescent girls.

- Provide trainings on marketable, profitable and transferable skills such as financial literacy, business management, computer skills and marketing.
  - Take into account the time and location of trainings, the sex of facilitators and access issues such as childcare.
  - Link trainings with work apprenticeships and/or job placement services that have been appropriately screened and monitored for safety.
  - Consider implementing non-formal education programming on topics such as literacy and numeracy for those who have not completed their schooling.

5. Implement strategies that allow participants to control their assets in ways that mitigate the risk of theft or financial exploitation.

- Consider transferring grants, earnings or loans directly to bank or mobile money accounts rather than distributing cash.

- When disbursing directly to participants, ensure safe location and timing of grant, earning and loan distribution.

- Support the development of associations, cooperatives and other groups as appropriate to ensure that affected populations can minimize their commercial exploitation.

- Regularly consult with loan recipients to ensure their loan is not increasing their poverty level. Ensure they are not compounding their debt by accepting multiple loans from different service providers.

PROMISING PRACTICE

In the 2004 South India tsunami response, non-traditional skills training by some NGOs (such as training in masonry, repairing handpumps and running a courier business) have challenged the norms of gender division in labour and service markets. In addition, they have raised participants’ esteem in the eyes of their husbands, children and the community at large.

6. Implement all livelihoods programmes within the framework of building sustainable livelihoods that are ongoing beyond the crisis stage.

- For short-term livelihoods programmes, assess the consequences and possible negative impacts of exiting—for example if participants will be put at economic or survival risk when the programme ends. Develop a culturally sensitive exit strategy to ameliorate these risks (such as linking participants with job placement or loan programmes). When possible, link short-term livelihoods programmes with longer-term poverty reduction and economic empowerment strategies that are market-driven (i.e. profitable).

- Where applicable, take seasonality into account when designing programmes (e.g. provide more targeted livelihoods support towards the end of a dry season to mitigate the risks of shortage).

- Where available and appropriate, assist in coordinating insurance plans or risk transfer mechanisms to provide financial support and/or ameliorate business losses due to cyclical natural disasters.

**Integrating GBV Risk Reduction into LIVELIHOODS POLICIES**

1. Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of livelihoods programmes.

   - Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in livelihoods programmes. These can include, among others:
     - Policies regarding childcare for livelihoods staff.
     - Standards for equal employment of females.
     - Procedures and protocols for sharing protected or confidential information about GBV incidents.
     - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

   - Circulate these widely among livelihoods staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Support the reform of national and local laws, policies and plans that hinder women, girls and other at-risk groups from economic and professional empowerment and allocate funding for sustainability.

   - Work with government authorities, NGOs, INGOs and other stakeholders to develop and implement national action plans (e.g. poverty reduction strategies) that:
     - Support the promotion and inclusion of economic empowerment opportunities for women, girls and other at-risk groups.
     - Integrate GBV risk-reduction strategies into poverty reduction strategies.

   - In collaboration with affected populations, advocate for the rights of women, adolescent girls and other at-risk groups to legal employment (e.g. refugees’ entitlement to work); property ownership; inheritance; protections in marriage; access to land and natural resources; and access to education and training.
Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

**Integrating GBV Risk Reduction into LIVELIHOODS COMMUNICATIONS AND INFORMATION SHARING**

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure livelihoods staff have the basic skills to provide them with information on where they can obtain support.

   - Ensure all livelihoods personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update information about survivor services.

   - Train all livelihoods personnel who engage with affected populations in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. Ensure that livelihoods programmes sharing information about reports of GBV within the livelihoods sector or with partners in the larger humanitarian community abide by safety and ethical standards.

   - Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into livelihoods-related community outreach and awareness-raising activities.

   - Work with GBV specialists to integrate community awareness-raising on GBV into livelihoods outreach initiatives (e.g. community dialogues, workshops, GBV messaging, etc.).
     - Ensure this awareness-raising includes information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
     - Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
     - Engage women, girls, men and boys (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

**ESSENTIAL TO KNOW**

**GBV-Specific Messaging**

Community outreach initiatives should include dialogue about basic safety concerns and safety measures for the affected population, including those related to GBV. When undertaking GBV-specific messaging, non-GBV specialists should be sure to work in collaboration with GBV-specialist staff or a GBV-specialized agency.

**Referral Pathways**

A ‘referral pathway’ is a flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.
Engage males, particularly leaders in the community, as agents of change in building a supportive environment for women’s and adolescent girls’ livelihoods programmes (e.g. through workshops, trainings, meetings with community leaders, discussions on gender and rights issues, etc.).

Consider the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in community discussion forums (e.g. transportation, risk of backlash, childcare, etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

Provide community members with information about existing codes of conduct for livelihoods personnel, as well as where to report sexual exploitation and abuse committed by livelihoods personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.

### PROMISING PRACTICE

The Women’s Protection and Empowerment (WPE) programme of the International Rescue Committee (IRC) works to empower women socially and economically through the EASE (Economic and Social Empowerment) Programme. The EASE Programme seeks to promote safer gender dynamics in the household by increasing women’s decision-making in the home. It does this through three components of empowerment:

1) **Access to financial services through Village Savings and Loan Associations (VSLAs).** Using the VSLA model, groups of 15–30 women come together to save money collectively and contribute to a common fund. This common fund is then used to give small loans to individual members, which they pay back at a modest interest rate. Over time VSLAs contribute to women’s income and create a space of social and economic support.

2) **Gender dialogues—Talking about Talking Discussion Series.** Preliminary research has shown that adding space for gender dialogues—in addition to economic programmes for women—can be helpful in reducing intimate partner violence and other forms of domestic violence. The EASE Programme facilitates an ongoing discussion series for VSLA members and their spouses. These dialogues focus on household finances and economic decision-making, while also incorporating deeper issues of power imbalance, women’s value in the home and alternatives to violence. These dialogues address underlying attitudes about violence against women, decision-making and relationship dynamics that economic programmes on their own do not address. At the same time, participants are able to address these topics in a non-threatening way by making the improvement of household well-being—rather than intimate partner violence—the main focus of these discussions.

3) **Business training.** VSLA members are trained in practical business skills that help them use loans effectively, explore profitable business opportunities and expand small-scale business activities.

The EASE programme is operating in nine countries throughout Africa and conducts ongoing rigorous impact evaluations. Initial measures in the pilot programme in Burundi showed that integrating the discussion series along with economic empowerment led to a decrease in intimate partner violence levels and acceptance of violence; it also led to an increase in women’s involvement in decision-making and use of negotiation skills between spouses.

(For more information, see: International Rescue Committee, <www.rescue.org/sites/default/files/resource-file/Burundi%20EASE%20Impact%20Eval%20Formatted%20Final.pdf>)
KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, livelihoods programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist livelihoods actors to:

- Design and conduct livelihoods assessments that examine the risk of GBV related to livelihoods programming, and strategize with livelihoods actors about ways for such risks to be mitigated.
- Provide trainings for livelihoods staff on issues of gender, GBV and women’s rights/human rights.
- Identify where survivors who may report instances of GBV exposure to livelihoods staff can receive safe, confidential and appropriate care, and provide livelihoods staff with the basic skills and information necessary to respond supportively to survivors.
- Conduct training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to livelihoods.

In addition, livelihoods programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, livelihoods actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
**PART 3: GUIDANCE**

**GBV Guidelines**

**Coordination**
- Work with education actors to:
  - Explore and consider implementing non-formal education programmes that include literacy and financial literacy, livelihoods and vocational training components
  - Locate damaged schools in need of repair and identify opportunities for (re)construction work as part of livelihoods initiatives

**Livelihoods**
- Work with CCCM partners to:
  - Identify safe and unsafe areas within the camp for livelihoods activities
  - Plan—with the support of women and adolescent girls—the location of livelihoods activities based on safety concerns, as well as access to fuel, water and other key natural resources

**Camp Coordination and Camp Management (CCCM)**
- Engage with child protection actors to:
  - Conduct analysis of child labour in affected areas
  - Ensure child protection standards are incorporated into livelihoods interventions
  - Plan safe livelihoods opportunities for adolescent girls

**Child Protection**
- Work with education actors to:
  - Consider implementing non-formal education programmes that include literacy and financial literacy, livelihoods and vocational training components
  - Locate damaged schools in need of repair and identify opportunities for (re)construction work as part of livelihoods initiatives

**Education**
- Work with food security and agriculture actors to:
  - Identify the most pressing agricultural market demands of the community (e.g. farming, growing and selling cash crops, raising livestock, etc.) that can be developed into opportunities for livelihoods programmes
  - Consider opportunities for entrepreneurship as well as non-traditional employment options in agricultural-based work
  - Negotiate access to land for displaced populations in camps and urban areas
  - Assess and support women’s role in agriculture, including through access to markets and to extension workers

**Food Security and Agriculture**
- Work with food security and agriculture actors to:
  - Identify the most pressing agricultural market demands of the community (e.g. farming, growing and selling cash crops, raising livestock, etc.) that can be developed into opportunities for livelihoods programmes
  - Consider opportunities for entrepreneurship as well as non-traditional employment options in agricultural-based work
  - Negotiate access to land for displaced populations in camps and urban areas
  - Assess and support women’s role in agriculture, including through access to markets and to extension workers

**Health**
- Obtain information from health actors about referral pathways for health care following survivor disclosure
- Enlist support of the health sector in monitoring any health risks associated with livelihoods schemes (e.g. hazardous environments such as smoky kitchens)

**Housing, Land and Property (HLP)**
- Work with HLP actors to support and protect the rights of women, adolescent girls and other at-risk groups to property ownership, inheritance and access to land and natural resources

**Nutrition**
- Work with nutrition actors to:
  - Consider livelihoods opportunities that address nutrition shortcomings (e.g. promoting high-nutrition crops)
  - Link livelihoods projects (e.g. agricultural development or group businesses) with nutrition/cooking classes
  - Support working mothers in livelihoods programmes through breastfeeding or nursery programmes

**Protection**
- Collaborate with protection actors to monitor protection issues in and around livelihoods activities
- Link with law enforcement as partners to address safety needs of women, girls and other at-risk groups travelling to/from work as well as safety in the work environment (e.g. from exploitation)

**Shelter, Settlement and Recovery (SS&R)**
- Work with SS&R actors to identify areas for skilled and unskilled labour mentoring in SS&R programmes
  - Identify age-, gender-, and culturally appropriate livelihoods opportunities for those at risk of GBV related to the building, design and maintenance of shelters

**Water, Sanitation and Hygiene (WASH)**
- Work with WASH actors to identify age-, gender-, and culturally appropriate livelihoods opportunities for those at risk of GBV (e.g. opportunities related to the building, design, and maintenance of latrines and other WASH facilities in managed camp settings)
# KEY GBV CONSIDERATIONS FOR MONITORING AND EVALUATION THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

## Monitoring and Evaluation Indicators

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<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
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<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
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### Consultations with the affected population on GBV risk factors in accessing livelihoods

**Quantitative:**

\[ \frac{\text{# of livelihoods programmes conducting consultations with the affected population to discuss GBV risk factors in accessing livelihoods}}{\text{# of livelihoods programmes}} \times 100 \]

**Qualitative:**

What types of GBV-related risk factors do affected persons experience in accessing livelihoods?

- **Organizational records, focus group discussion (FGD), key informant interview (KII)**
- **Determine in the field**

### Female participation prior to programme design

**Quantitative:**

\[ \frac{\text{# of affected persons consulted before designing a programme who are female}}{\text{# of affected persons consulted before designing a programme}} \times 100 \]

**Qualitative:**

How do women and girls perceive their level of participation in the programme design? What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes?

- **Organizational records, FGD, KII**
- **Determine in the field**

### Staff knowledge of referral pathway for GBV survivors

\[ \frac{\text{# of livelihoods staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors}}{\text{# of surveyed livelihoods staff}} \times 100 \]

**Survey**

**100%**

### Design market analysis relevant to those at risk of GBV

Was the market analysis developed with input from those at risk of GBV? Does the market analysis include relevant safety and gender considerations?

- **Market analysis**
- **N/A**

### Inclusion of GBV risk reduction in livelihoods funding proposals or strategies

\[ \frac{\text{# of livelihoods funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines}}{\text{# of livelihoods funding proposals or strategies}} \times 100 \]

**Proposal review (at agency or sector level)**

**100%**

### Training of livelihoods staff on the GBV Guidelines

\[ \frac{\text{# of livelihoods staff who participated in a training on the GBV Guidelines}}{\text{# of livelihoods staff}} \times 100 \]

**Training attendance, meeting minutes, survey (at agency or sector level)**

**100%**

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### IMPLEMENTATION

#### Programming

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>Base-line</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Female participation in livelihoods programmes | Quantitative: 
\[
\frac{\text{# of affected persons who participate in livelihoods programmes who are female}}{\text{# of affected persons who participate in livelihoods programmes}} \times 100
\]
Qualitative: How do women and girls perceive their level of participation in livelihoods programmes? What enhances women’s and girls’ participation? What are barriers to female participation? | Site management reports, Displacement Tracking Matrix, FGD, KII | 50% | ✓ | ✓ | ✓ |
| Female staff in livelihoods programmes | \[
\frac{\text{# of livelihoods staff who participate in livelihoods programmes who are female}}{\text{# of livelihoods staff}} \times 100
\] | Organizational records | 50% | ✓ | ✓ | ✓ |
| Risk factors of GBV when participating in livelihoods programmes | Quantitative: 
\[
\frac{\text{# of affected persons who report concerns about experiencing GBV when asked about participation in livelihoods programmes}}{\text{# of affected persons asked about participation in livelihoods programmes}} \times 100
\]
Qualitative: Do affected persons feel safe from GBV when participating in livelihoods programmes? What types of safety concerns do the affected population describe in livelihoods programmes? | Survey, FGD, KII, participatory community mapping | 0% | ✓ | ✓ | ✓ |
| Income support for affected population Disaggregate by age, male- and female-headed household | \[
\frac{\text{# of households in need of income support who are participating in a livelihoods programme}}{\text{# of households in need of income support}} \times 100
\] Note: Cases where income is substituting income previously generated through survival sex or exploitative work may not indicate change in income | Survey | Determine in the field | ✓ | ✓ | ✓ |
| Change in net income of livelihoods recipients Disaggregate by sex | \[
\frac{(\text{endline income of livelihoods recipients} \ – \ \text{baseline income of livelihoods recipients})}{\text{endline income of livelihoods recipients}} \times 100
\] | Survey | Determine in the field | ✓ | ✓ | ✓ |

#### Policies

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>Base-line</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Inclusion of GBV prevention and mitigation strategies in livelihoods policies, guidelines or standards | \[
\frac{\text{# of livelihoods policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines}}{\text{# of livelihoods policies, guidelines or standards}} \times 100
\] | Desk review (at agency, sector, national or global level) | Determine in the field | ✓ | ✓ | ✓ |

(continued)
### INVESTIGATION (continued)

#### Communications and Information Sharing

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff knowledge of standards for confidential sharing of GBV reports</td>
<td># of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors × 100</td>
<td>Survey (at agency or programme level)</td>
<td>100%</td>
</tr>
<tr>
<td>Inclusion of GBV referral information in livelihoods community outreach activities</td>
<td># of livelihoods community outreach activities programmes that include information on where to report risk and access care for GBV survivors × 100</td>
<td>Desk review, KII, survey (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
</tbody>
</table>

#### COORDINATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of GBV risk-reduction activities with other sectors</td>
<td># of non-livelihoods sectors consulted with to address GBV risk-reduction activities* × 100</td>
<td>KII, meeting minutes (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
</tbody>
</table>

### RESOURCES

**General resources for quality livelihoods/economic recovery programming**


- **The Cash Learning Partnership (CaLP).** The Cash Learning Partnership aims to improve the quality of emergency cash transfer and voucher programming across the humanitarian sector. <www.cashlearning.org>


- **For practices and tools based on Handicap International’s specific experience in Uganda and DRC regarding disability inclusion in livelihoods opportunities, see Lessons Learnt: Socio-Economic inclusion of people with disabilities within a victim assistance framework in Uganda and Congo, <www.hiproweb.org/uploads/tx_hidrtdocs/handicap_lessons_final.pdf>**


- **Livestock Emergency Guidelines and Standards (LEGS).** These guidelines provide a set of international standards for the design, implementation and assessment of livestock interventions to assist people affected by humanitarian crises. LEGS aims to improve the quality of emergency response by increasing the appropriateness, timeliness and feasibility of livelihoods-based interventions. <www.livestock-emergency.net>

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**Resources for gender-specific livelihoods programming**


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**Resources for GBV-specific livelihoods programming**

- **International Rescue Committee.** *Program Manual for Economic and Social Empowerment.* Aims to equip field-based practitioners with the skills and knowledge necessary to effectively implement an innovative model called EASE (Economic and Social Empowerment), which gives women more access to financial stability and provides opportunities to both women and men to create more equitable and safe gender dynamics within their households. For more information, contact: Natalia.Strigin@rescue.org


PART 3: GUIDANCE

KEY ASSESSMENT TARGET GROUPS

- Key stakeholders in nutrition: governments (e.g. ministries of agriculture and health); local leaders; food security, health, and water and sanitation actors; GBV, gender and diversity specialists
- Affected populations and communities, including pregnant women, adolescent girls and other at-risk groups
- In IDP/refugee settings, members of receptor/host communities

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to Nutrition PROGRAMMING

**Participation and Leadership**

a) What is the ratio of male to female nutrition staff, including in positions of leadership?
   • Are systems in place for training and retaining female staff?
   • Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women and other at-risk groups actively involved in community-based activities related to nutrition (e.g. community nutrition committees)? Are they in leadership roles when possible?

c) Are the lead actors in nutrition response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation into their activities?

**Cultural and Community Perceptions, Norms and Practices**

d) What are the dynamics in the home around health and nutrition?
   • Who eats first? Who eats most?
   • What is the variability of health and nutrition status among family members?
   • What do data disaggregated by sex, age, disability and other relevant vulnerability factors reveal in terms of equal access to food?
   • How do these factors influence the particular risks of GBV faced by women and girls?

e) Are there traditional caring or feeding practices related to food insecurity and nutrition that increase the risk of GBV (e.g. child and/or forced marriages due to food scarcity; intimate partner violence and other forms of domestic violence related to food disputes; exchange of sex for food by those who are most underfed; etc.)?

f) Are there cultural restrictions that prohibit women, girls and other at-risk groups—especially pregnant or lactating women—from travelling alone to access outpatient/inpatient care at therapeutic feeding centres or stabilization centres?

**Physical Safety and Access to Services**

g) Are the locations, times and methods of nutrition services safe and accessible for women and other at-risk groups?
   • Are there safety risks associated with the distance and/or route to be travelled to access nutrition services?
   • Are strategies in place to accompany those at risk of GBV if necessary?
   • Are services being offered at times that are convenient and safe for travel?
   • Is the treatment for malnourished women, adolescent girls and child mothers offered at the same time as for children?
   • Have measures been taken to avoid long waiting periods for services?
   • Who is accessing nutrition services? Is anyone being excluded?
   • Are delivery sites designed based on universal design and/or reasonable accommodation to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?

h) Are caseworkers specialized in GBV case management present in therapeutic feeding centres or stabilization centres?

i) Are nutrition services being offered in close proximity to safe shelter and women-, adolescent- and child-friendly spaces to facilitate referrals as needed?

j) Are women, adolescent girls and other at-risk groups consulted on cooking fuel needs and how to reduce the risks of GBV related to securing cooking fuel?

(continued)

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2 For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
PART 3: GUIDANCE

KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for nutrition programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

Areas Related to Nutrition POLICIES

a) Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of nutrition programmes?
   • Are women, girls and other at-risk groups meaningfully engaged in the development of nutrition policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
   • Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
   • Are nutrition staff properly trained and equipped with the necessary skills to implement these policies?

b) Do national and local laws and sector policies address discriminatory practices hindering women, girls and other at-risk groups from safe participation (e.g. staff, in community-based groups, etc.) in the nutrition sector?

c) Do national and local laws and sector policies integrate GBV-related risk-reduction strategies (e.g. inclusion of a GBV specialist to advise the government on nutrition-related GBV risk reduction, particularly in situations of cyclical natural disasters, etc.)? Do they allocate funding for sustainability of these strategies?

Areas Related to Nutrition COMMUNICATIONS and INFORMATION SHARING

a) Has training been provided to nutrition staff on:
   • Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   • How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do nutrition-related community outreach activities raise awareness within the community about general safety and GBV risk reduction?
   • Does this awareness-raising include information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
   • Is this information provided in age-, gender-, and culturally appropriate ways?
   • Are males, particularly leaders in the community, engaged in these education activities as agents of change?

c) Are discussion forums on nutrition age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population as they relate to the provision of nutrition services (e.g. poor families ensuring the nutritional needs of their daughters by marrying them at a young age; underfed women and girls exchanging sex for food; etc.)?

Are roles and responsibilities (including decision-making) related to food and nutrition in the home and the wider community understood? Are the GBV-related risk factors recognized and described?

Are specific forms of GBV (e.g. child and/or forced marriage, sexual exploitation, intimate partner violence and other forms of domestic violence, etc.) described and analysed, rather than a broader reference to ‘GBV’?

When drafting a proposal for emergency preparedness:
- Is there a plan for how outpatient/inpatient care at therapeutic feeding centres or stabilization centres can provide a supportive and confidential environment for women and girls to report risk and/or access care for GBV (e.g. by including a GBV caseworker as part of nutrition staff)?
- Is there a strategy for preparing and providing trainings for government, nutrition staff and community nutrition groups on the safe design and implementation of nutrition programming that mitigates the risk of GBV?
- Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal for emergency response:
- Is there an explanation of how the nutrition programme will mitigate exposure to GBV (e.g. by addressing differential feeding practices; averting risks of child and/or forced marriages in families with food scarcity; etc.)?
- Are additional costs required to ensure the safety of and effective working environment for female staff in the nutrition sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

When drafting a proposal for post-emergency and recovery:
- Is there an explanation of how the nutrition programme will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. working to ensure that national and local policies address discriminatory feeding practices)?
- Does the proposal reflect a commitment to working with the community to ensure sustainability?

Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?

Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as nutrition staff and in local nutrition committees?
KEY GBV CONSIDERATIONS FOR IMPLEMENTATION

The following are some common GBV-related considerations when implementing nutrition programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into NUTRITION PROGRAMMING

1. Involve women and other at-risk groups as staff and leaders in the planning, design, implementation and monitoring of nutrition activities (with due caution in situations where this poses a potential security risk and/or increases the risk of GBV).
   - In settings where it is not already the case, strive for 50 per cent representation of women within nutrition programme staff. Provide them with formal and on-the-job training as well as targeted support to assume leadership and training positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based nutrition committees and groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in nutrition staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

PROMISING PRACTICE

In Mozambique, Food for the Hungry (FHI) led a project designed to promote household-level behaviours to prevent maternal and child malnutrition and death. The project used the Care Group model, in which community-based volunteers (known as ‘Leader Mothers’) were chosen by their peers to regularly visit 10–15 of their neighbours. During these visits, the Leader Mothers would share what they had learned from the FHI Promoter, helping to facilitate behaviour change at the household level. Through this project, rates of malnutrition in communities where FHI worked decreased by 42 per cent in 15 months; the under-five mortality rate decreased by 26 per cent. Additionally, the project showed promising results in relation to GBV:

- In the baseline interview, 64 per cent of all mothers of children 12–59 months of age had accepting attitudes of GBV.
- In the final interview, 61 per cent of Leader Mothers who served as the main volunteers in the project said that their husbands respected them more; 64 per cent said their community leaders respected them more; and only 3 per cent had accepting attitudes of GBV.
- Spousal abuse of all mothers of young children appeared to have decreased during the project (from 64 per cent of mothers with children 12–59 months in 2004 to 34 per cent of mothers of children 0–23 months in 2010).

Because the selection criteria for interviewees at baseline and final differed, future studies will be needed to confirm how involving women in volunteer roles increases respect for them and decreases GBV, and how the increased social support among women reached by Care Groups may lead to a decrease in accepting attitudes about GBV and GBV itself.

(Adapted from Care Groups Info at <http://caregroupinfo.org> and information provided by Tom Davis, Chief Program Officer, Feed the Children, Personal Communication, 29 October 2014)
2. **Implement strategies that increase the safety, availability and accessibility of nutrition services for women, girls and other at-risk groups.**

- Coordinate with community members—and with the CCCM cluster when applicable—to ensure services (such as outpatient/inpatient care at therapeutic feeding centres or stabilization centres) are not located near areas that present security risks (e.g. distribution points; security checkpoints; water and sanitation facilities; entertainment centres; site perimeters; collective centres; etc.).

- In situations where supplemental feeding is provided using schedules, work with all users to plan the schedules so that times are convenient and safe for women, girls and other at-risk groups. Provide services in a manner than reduces the time spent at, travelling to and returning from nutrition service points (e.g. organize services to avoid crowds, long waiting times, travel at night/dusk, etc.).

- Observe who is accessing nutrition services who might be excluded. Solicit feedback from programme participants about safety in and around service points (incorporating questions into regular quality-of-care assessments when possible).

- Consider the need to organize nutrition support and/or bring feeding supplements to GBV survivors and their children in safe shelters.

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**PROMISING PRACTICE**

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

(Information provided by World Food Programme in Pakistan, Personal Communication, 20 August 2013)

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**ESSENTIAL TO KNOW**

**Persons with Disabilities**

Persons with illnesses, physical impairments, or physical or developmental disabilities may be unable to travel to or access therapeutic feeding centres, stabilization centres, health-care centres and other services. Those who do not have family members to assist them and have to rely on others for help may be at increased risk of exploitation and abuse. It is important to adapt and develop procedures according to the rights and needs of persons with disabilities. For example:

- Services should be physically accessible with ramps, handrails, adapted toilets and medical equipment (such as stretchers, walkers, wheelchairs, crutches, sticks, etc.). Consideration should be given to arranging transportation to services for persons with limited mobility.

- Additional assistance should be available for people who are not able to eat on their own—for example, providing modified devices, spoons or straws for persons who have difficulties using utensils.

- Injured persons and persons with disabilities may need specific diets that are designed to ease their healing process, prevent complications and/or ensure their well-being.

- Nutrition messages should be communicated in accessible formats (e.g. with large prints; sign language; simplified messaging such as pictograms and pictures; etc.).

- Nutrition and community outreach staff must be trained on how to provide disability-sensitive services and how to report data with disability-disaggregated information.

- Awareness workshops should be conducted at the community level (with community-based organizations, family members of persons of concern) to assure that general knowledge about nutrition is widespread.

Provide regular and updated information (to both IDP/refugee and receptor/host communities) about nutrition services, including who qualifies for nutrition assistance and how these services are provided.

3. **Implement proactive strategies to meet the GBV-related needs of those accessing nutrition services.**
   - Develop nutrition programmes based on an understanding of household dynamics related to food consumption, and how these dynamics impact family members' health and nutritional statuses in different (often gendered) ways.
   - Where possible, locate nutrition facilities next to women-, adolescent- and child-friendly spaces and/or health facilities. This can help to support referrals and follow-up care for persons who report instances of GBV exposure to nutrition staff.
   - Include a caseworker as part of nutrition staff who is specialized in GBV case management. This caseworker can play an active role in identifying cases of GBV; provide GBV survivors with information about where to access further care; and, where warranted, accompany survivors to care and support services.
   - Organize informal peer empowerment and support groups for women and adolescent girls participating in nutrition programmes about issues of concern to them (e.g. childcare, reproductive health, domestic concerns, women’s/human rights, etc.).
   - Where supplementary nutritional services are provided directly to households, link with food security, livelihoods and other relevant sectors to monitor households’ resource scarcity and violence levels. Link with GBV specialists to ensure that this is done in a safe and ethical manner.

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**ESSENTIAL TO KNOW**

**Safe Shelters and Women-, Adolescent- and Child-Friendly Spaces**

The term ‘safe shelter’ is used throughout the Guidelines to refer to any physical space or network of spaces that exclusively or incidentally offers temporary safety to individuals fleeing harm. A variety of terms—such as ‘safe house’ or ‘protection/safe haven’—are used to refer to safe shelters depending on the location.


‘Women-friendly spaces’ are safe and non-stigmatizing locations where women may conduct a variety of activities, such as breastfeed their children, learn about nutrition and discuss issues related to well-being (e.g. women’s rights, sexual and reproductive health, GBV, etc.). Ideally, these spaces also include counselling services (which may incorporate counselling for GBV survivors) to help women cope with their situation and prepare them for eventual return to their communities. Women-friendly spaces may also be a venue for livelihoods activities.

‘Child-friendly spaces’ and ‘Adolescent-friendly spaces’ are safe and nurturing environments in which children and/or adolescents can access free and structured play, recreation, leisure and learning activities.

Integrating GBV Risk Reduction into NUTRITION POLICIES

1. Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of nutrition programmes.
   ▶ Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in nutrition activities. These can include, among others:
     • Policies regarding childcare for nutrition staff.
     • Standards for equal employment of females.
     • Procedures and protocols for sharing protected or confidential information about GBV incidents.
     • Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.
   ▶ Circulate these widely among nutrition staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Advocate for the integration of GBV risk-reduction strategies into national and local laws and policies related to nutrition, and allocate funding for sustainability.
   ▶ Support governments, customary/traditional leaders and other stakeholders to review laws and policies (including customary law) to address discriminatory practices related to nutrition, such as:
     • Discriminatory feeding practices.
     • Protection and management of natural resources that relate to food and cooking fuel needs.
     • Land reform as it relates to securing land for agriculture and food security.
   ▶ Ensure national policies include measures to prevent and mitigate the risk of GBV against persons accessing nutrition programmes (e.g. access to health facilities and health education for adolescent girls and pregnant women; support for programmes that address harmful gender norms and practices; etc.).
   ▶ Support relevant line ministries in developing implementation strategies for GBV-related laws and policies. Undertake awareness-raising campaigns highlighting how such laws and policies will benefit communities in order to encourage community support and mitigate backlash.
Integrating GBV Risk Reduction into
NUTRITION COMMUNICATIONS AND INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure nutrition staff have the basic skills to provide them with information on where they can obtain support.

   ▶ Ensure all nutrition personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update information about survivor services.

   ▶ Train all nutrition personnel who engage with affected populations in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. Ensure that nutrition programmes sharing information about reports of GBV within the nutrition sector or with partners in the larger humanitarian community abide by safety and ethical standards.

   ▶ Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into nutrition-related community outreach and awareness-raising activities.

   ▶ Work with GBV specialists to integrate community awareness-raising on GBV into nutrition outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; etc.).

PROMISING PRACTICE

In Somalia, the UNICEF Chief of Nutrition Section noticed a pattern in which women and girls who were not in need of nutritional support were spending a lot of time at nutrition centres. It was discovered that these centres were considered the only safe and secure place for them. The Nutrition Section informed the Child Protection Section, which in turn shared the information with UNICEF’s GBV programmes. Caseworkers were sent to nutrition centres during opening hours to create a safe and confidential space for women and girls to speak and share experiences. Those who disclosed information about sexual assault were recommended for further services, such as emotional support and clinical care for survivors of rape. The caseworkers also trained nutrition centre staff on these referral systems.

(Information provided by UNICEF Somalia Child Protection Section, Personal Communication, August 2014)

ESSENTIAL TO KNOW

Referral Pathways

A ‘referral pathway’ is a flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.

GBV-Specific Messaging

Community outreach initiatives should include dialogue about basic safety concerns and safety measures for the affected population, including those related to GBV. When undertaking GBV-specific messaging, non-GBV specialists should be sure to work in collaboration with GBV-specialist staff or a GBV-specialized agency.
• Ensure this awareness-raising includes information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.

• Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).

• Engage (separately when necessary), women, girls, men and boys in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

• Place posters and other GBV messages in nutrition service delivery points (e.g. therapeutic feeding centres or stabilization centres, etc.).

  ▶ Engage males, particularly leaders in the community, as agents of change in nutrition outreach activities related to the prevention of GBV (including outreach about unequal food consumption dynamics within the home).

  ▶ Consider the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in community discussion forums and educational workshops related to nutrition (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

  ▶ Provide community members with information about existing codes of conduct for nutrition personnel, as well as where to report sexual exploitation and abuse committed by nutrition personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.
As a first step in coordination, nutrition programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist nutrition actors to:

- Design and conduct nutrition assessments that examine the risks of GBV related to nutrition programming, and strategize with nutrition actors about ways for such risks to be mitigated.
- Provide trainings for nutrition staff on issues of gender, GBV and women’s/human rights.
- Identify where survivors who may report instances of GBV exposure to nutrition staff can receive safe, confidential and appropriate care, and provide nutrition staff with the basic skills and information to respond supportively to survivors.
- Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to nutrition.
- Advocate for women-, adolescent- and child-friendly spaces to be placed near nutrition facilities to make it easier for mothers to attend nutritional activities.

In addition, nutrition programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, nutrition actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
Camp Coordination and Camp Management (CCCM)

- Collaborate in planning the location of nutrition facilities based on safety concerns of those at risk of GBV (e.g. consider locating facilities next to women-, adolescent- and child-friendly spaces and/or health facilities in order to facilitate care for survivors)

Child Protection

- Work with child protection actors to:
  - Ensure that the nutritional needs of girls and boys of all ages—especially pregnant girls, breastfeeding girls and child-headed households—are met
  - Identify opportunities to improve children’s and adolescents’ nutritional status (e.g. supplemental foods, school feeding programmes, etc.)

Education

- Work with education actors on school feeding programmes, paying particular attention to child-headed households and separated or unaccompanied children to ensure they can pursue an education

Food Security and Agriculture

- Link with food security and agriculture actors to:
  - Ensure that nutrition- and GBV-related risks are integrated into emergency food security assessments
  - Consider innovative ways of supporting the nutritional well-being of GBV survivors, particularly those who are unable to travel to therapeutic feeding centres or stabilization centres
  - Consider providing daily food requirements in health centres or through cash vouchers
  - Provide, when necessary, Ready-to-Use Foods (foods that do not need to be prepared, cooked or mixed with water), Micro-Nutrient Powder and/or fuel-efficient cooking devices (particularly in settings where the search for cooking fuel/firewood might increase the risks of GBV)

Health

- Collaborate with health actors to:
  - Ensure that GBV survivors who receive medical support are assessed for—and receive—nutritional assistance as necessary
  - Where appropriate, establish nutritional programmes within health centres that allow flexible delivery times for hospitalized and outpatient survivors of GBV
  - Integrate health information related to GBV into infant and young child feeding programmes

Livelihoods

- Link with livelihoods actors to:
  - Consider shared opportunities for addressing nutritional shortcomings (e.g. linking livelihoods projects with nutrition/cooking classes)
  - Support working mothers with breastfeeding or nursery programmes

Protection

- Coordinate with protection actors to ensure safe access to nutrition programmes, with a particular focus on addressing the safety needs of women, adolescent girls and other at-risk groups travelling to and from nutrition services
- Along with GBV specialists, advocate for women-, adolescent- and child-friendly spaces to be located near nutrition facilities to make it easier for mothers to attend nutritional activities

Water, Sanitation and Hygiene (WASH)

- Work with WASH actors to construct lockable sex-segregated toilets at therapeutic feeding centres and stabilization centres
### Monitoring and Evaluation Indicators

#### ASSESSMENT, ANALYSIS AND PLANNING

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target</th>
<th>Stage of Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV-related questions in nutrition assessments</td>
<td># of nutrition assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td>✔️ ✔️</td>
</tr>
<tr>
<td></td>
<td># of nutrition assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* See page 224 for GBV areas of inquiry that can be adapted to questions in assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
<td>✔️ ✔️</td>
</tr>
<tr>
<td></td>
<td># of assessment respondents and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of assessment team members who are female × 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of assessment team members</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## ASSESSMENT, ANALYSIS AND PLANNING (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio of affected females to males aged 6–59 months with global acute malnutrition</td>
<td># of affected females aged 6–59 with global acute malnutrition # of affected males aged 6–59 with global acute malnutrition</td>
<td>Survey, health information system</td>
<td>Determine in the field</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Female participation prior to programme design</td>
<td>Quantitative: # of affected persons consulted before designing a programme who are female × 100 # of affected persons consulted before designing a programme Qualitative: How do women and girls perceive their level of participation in the programme design? What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes?</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII)</td>
<td>Determine in the field</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultations with the affected population on GBV risk factors in accessing nutrition services</td>
<td>Quantitative: # of nutrition services conducting consultations with the affected population to discuss GBV risk factors in accessing the service × 100 # of nutrition services Qualitative: What types of GBV-related risk factors do affected persons experience in accessing a nutrition service?</td>
<td>Organizational records, FGD, KII</td>
<td>100%</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff knowledge of referral pathway for GBV survivors</td>
<td># of nutrition staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100 # of surveyed nutrition staff</td>
<td>Survey</td>
<td>100%</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## RESOURCE MOBILIZATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV risk reduction in nutrition funding proposals or strategies</td>
<td># of nutrition funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training of nutrition staff on the GBV Guidelines</td>
<td># of nutrition staff who participated in a training on the GBV Guidelines × 100 # of nutrition staff</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
<td>✓ ✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## IMPLEMENTATION

### Programming

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUTPUT</th>
<th>OUT-COME</th>
</tr>
</thead>
</table>
| **Female participation in nutrition community-based committees**<sup>1</sup> | **Quantitative:**  
# of affected persons who participate in nutrition community-based committees who are female × 100  
# of affected persons who participate in nutrition community-based committees | Site management reports, Displacement Tracking Matrix, FGD, KII | 50% | ✔ | ✔ | ✔ |
| | **Qualitative:**  
How do women perceive their level of participation in nutrition community-based committees? What are barriers to female participation in nutrition committees? | | | | | |
| **Female staff in nutrition programmes** |  
# of staff in nutrition programmes who are female × 100  
# of staff in nutrition programmes | Organizational records | 50% | ✔ | ✔ | ✔ |
| **Risk factors of GBV in accessing nutrition services** | **Quantitative:**  
# of affected persons who report concerns about experiencing GBV when asked about access to nutrition services × 100  
# of affected persons asked about access to nutrition services | Survey, FGD, KII, participatory community mapping | 0% | ✔ | ✔ | ✔ |
| | **Qualitative:**  
Do affected persons feel safe from GBV when accessing nutrition services? What types of safety concerns does the affected population describe? | | | | | |
| **Coverage of nutrition programmes for persons at risk of GBV** |  
# of persons at risk of GBV in need of nutrition services and who received nutrition services × 100  
# of persons at risk of GBV in need of nutrition services | Survey | Determine in the field | ✔ | ✔ | ✔ |
| | * Collect these data with GBV specialists to ensure safe and ethical considerations | | | | | |

### Policies

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUTPUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclusion of GBV prevention and mitigation strategies in nutrition policies, guidelines or standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# of nutrition policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines × 100  
# of nutrition policies, guidelines or standards | Desk review (at agency, sector, national or global level) | Determine in the field | ✔ | ✔ | ✔ |

### Communications and Information Sharing

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUTPUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff knowledge of standards for confidential sharing of GBV reports</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors × 100  
# of surveyed staff | Survey (at agency or programme level) | 100% | ✔ | | |

(continued)
## IMPLEMENTATION (continued)

### Communications and Information Sharing

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV referral information in nutrition community outreach activities</td>
<td># of nutrition community outreach activities programmes that include information on where to report risk and access care for GBV survivors × 100</td>
<td>Desk review, KII, survey (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
</tbody>
</table>

### COORDINATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of GBV risk-reduction activities with other sectors</td>
<td># of non-nutrition sectors consulted with to address GBV risk-reduction activities* × 100 # of existing non-nutrition sectors in a given humanitarian response</td>
<td>KII, meeting minutes (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
</tbody>
</table>

* See page 235 for list of sectors and GBV risk-reduction activities
**RESOURCES**

**Key Resources**


- **World Food Programme (WFP). 2011.** Enhancing Prevention and Response to Sexual and Gender-Based Violence in the Context of Food Assistance in Displacement Settings.


**Additional Resources**


Actions taken by the protection sector to prevent and respond to GBV should be done in coordination with GBV specialists and actors working in other humanitarian sectors. Protection actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. (See ‘Coordination’, below.)

**Addressing Gender-Based Violence throughout the Programme Cycle**

**KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING**

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by protection actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with protection actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of protection programmes in ways that prevent and mitigate the risk of GBV, as well as facilitate response services for survivors. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.

**KEY ASSESSMENT TARGET GROUPS**

- Key stakeholders in protection: governments (including police, armed forces and judiciary); local and traditional leaders; peacekeepers; GBV, gender and diversity specialists; protection specialists
- Affected populations and communities
- In refugee/IDP settings, members of receptor/host communities

**POSSIBLE AREAS OF INQUIRY** (Note: This list is not exhaustive)

<table>
<thead>
<tr>
<th>Areas Related to Protection PROGRAMMING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation and Leadership</strong></td>
</tr>
<tr>
<td>a) What is the ratio of male to female protection staff, including in positions of leadership?</td>
</tr>
<tr>
<td>• Are systems in place for training and retaining female staff?</td>
</tr>
<tr>
<td>• Are there any cultural or security issues related to their employment that may increase their risk of GBV?</td>
</tr>
<tr>
<td>b) Are women, adolescent girls and other at-risk groups actively involved in community-based activities related to protection (e.g. community protection committees)? Are they in leadership roles when possible?</td>
</tr>
<tr>
<td>c) Are the lead actors in protection response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?</td>
</tr>
</tbody>
</table>

(continued)
GBV-Related Protection Environment

d) What are the broad protection factors that may exacerbate the risks of GBV in the particular setting (e.g. displacement; closeness to armed forces; unsafe routes for firewood/water collection, to work, to school and/or to health facilities; safety issues for those who remain in the home; distribution times and locations of food and non-food items; overcrowded camps/dwellings/shelters/apartments; family separation; placement of water and sanitation facilities; loss of personal identity documents; etc.)?

e) Do some groups face more or different protection risks because of their sex, age, ethnic background, nationality, sexual orientation, disability, particular status (e.g. as urban IDPs/refugees, asylum seekers, unaccompanied minors, etc.) or household composition (e.g. woman- and child-headed households)?

f) Are there existing community-based security patrols/groups to facilitate monitoring of GBV issues?
• When are they active (e.g. 24 hours/day, 7 days/week)?
• Do they include both female and male members of the community, where appropriate?
• Are security patrol members trained in issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
• Are they trained to respectfully and supportively engage with survivors and provide immediate referrals in an ethical, safe and confidential manner?

Documentation, Profiling and Registration

g) Do IDP profiling and refugee registration processes incorporate GBV as a risk factor for vulnerability? Are profiling and registration data disaggregated by sex, age, disability and other relevant vulnerability factors?

h) Are there obstacles that women, girls and other at-risk groups must overcome to be included in profiling and registration (e.g. are women not allowed to leave their houses or have their pictures taken)?

i) What programmes are in place to issue, recover and replace personal identity documents for affected populations (e.g. birth certificate and registration; marriage/divorce certificates; land titles; etc.)?
• Is there a cost associated with receiving, recovering and/or replacing documents?
• Is the loss of personal identity documents making it harder for women, girls and other at-risk groups to receive humanitarian assistance (e.g. food assistance; housing and reconstruction assistance; education, health and other social services; etc.) or to make property claims?
• Are identity documents being issued in the woman’s name, the child’s name, or jointly for spouses (in the case of matrimonial property)?

j) Do registration forms and procedures restrict gender to male/female only, or do they allow for a ‘third gender’ or ‘other’ gender?

k) Are there resettlement options for GBV survivors who do not have adequate care and protection in their current displacement context?

Capacity of Security Sector/Actors

l) What is the ratio of male to female police and security personnel?

m) What is the extent and quality of the training provided to security sector actors (e.g. police and armed forces; peacekeepers; security personnel; administration staff; etc.) on GBV prevention and response?

n) Is the peacekeeping mission mandated to address sexual violence and other forms of GBV?

o) Are there codes of conduct in place for police and other security personnel? Are there policies on discrimination, sexual harassment and violence perpetrated by security personnel?
• Are appropriate measures documented and applied in cases of misconduct and/or policy violations?

p) Are Standard Operating Procedures (SOPs) in place to guide security personnel in assisting GBV survivors, investigating complaints and documenting incidents of GBV (e.g. private meeting rooms; standard investigation and evidence collection procedures; etc.)?
• Do these procedures limit the risk of re-victimizing the survivor?
• Is the referral pathway for further assistance clearly mapped out and publicly available?

q) Are there confidential environments for reporting incidents of GBV to police (e.g. specialized police stations; desks or task forces for females and other at-risk groups; specialized units to investigate GBV crimes; etc.)?

r) Are medico-legal forms—and other official forms used for recording incidents of GBV—gender-inclusive (i.e. is it possible for the reports of women, men, transgender and intersex survivors to be accurately documented)?

(continued)
PART 3: GUIDANCE

GBV Guidelines

ASSESSMENT

s) Do holding/incarceration facilities have policies in place to prevent GBV and other forms of violence against women, girls, men and boys who are being held in detention?
• Are children and adult detainees held separately?
• Are these policies inclusive of the needs of LGBTI persons?

Capacity of Justice Sector/Actors

t) What is the capacity of the national justice system to deal ethically and efficiently with cases of GBV?
• Are all actors within the justice sector (e.g. judges; lawyers; prosecutors; court administration staff; traditional leaders) adequately trained on issues related to gender, GBV, women’s/human rights, social exclusion and sexuality?
• Do judicial systems address and uphold the rights of survivors and mitigate their risk of re-victimization?

u) Are free or low-cost legal aid services available to GBV survivors? How accessible are they (e.g. distance to travel for services; accessibility features for persons with disabilities; privacy and confidentiality in location and delivery; etc.)?

v) Do judicial processes provide protection to GBV survivors and witnesses (e.g. infrastructure such as witness and survivor protection programmes; separate or in camera hearings; etc.)?
• Are there any networks of judges, lawyers, prosecutors or other legal actors working to ensure that existing laws and legal procedures related to GBV are upheld? How can these networks be supported?

x) Are there any independent national and local human rights commissions?
• Does their work include monitoring and reporting on GBV cases?
• Are civil society actors with human rights and GBV expertise permitted to visit places of detention and interact confidentially with detainees?

Areas Related to Protection POLICIES

a) Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of humanitarian protection programmes?
• Are women, girls and other at-risk groups meaningfully engaged in the development of protection programming policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
• Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
• Are protection staff properly trained and equipped with the necessary skills to implement these policies?

b) Do national and local laws support the prevention of and response to GBV, as well as the empowerment of women (e.g. the right to legal assistance and free legal aid for survivors; prosecution for perpetrators; punishments that are commensurate with the crime; etc.)?
• Do they conform to international law and human rights standards (e.g. CEDAW, CRC, etc.)?

c) What types of GBV are mentioned in laws, and how are they defined (e.g. intimate partner violence and other forms of domestic violence; rape; sexual harassment; female genital mutilation/cutting; child and/or forced marriage; honour crimes; sexual abuse of children; forced and/or coerced prostitution; etc.)?
• Do definitions of rape only recognize rape using the penis, or do they recognize the use of objects?
• Do definitions of rape recognize both female and male rape survivors?
• Do laws restrict women’s and girls’ rights to marriage, divorce and child custody?
• Are there justifications for any GBV crimes in national and traditional laws (e.g. crimes committed in the name of ‘honour’)?

d) Are there national policies, action plans or strategies in place that support coordinated, prompt and supportive services for GBV survivors (e.g. national action plans on gender, youth or the strengthening of laws)?
• Are protection-related programmes and activities set up in alignment with these policies and plans?

(continued)

2 For more information about the obligation to address GBV in international law and human rights standards, see Annex 6.
Resource Mobilization

Key GBV Considerations for Resource Mobilization

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for protection programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

**ESSENTIAL TO KNOW**

**Beyond Accessing Funds**

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.

**POSSIBLE AREAS OF INQUIRY**

(Note: This list is not exhaustive)

**Areas Related to Protection**

**COMMUNICATIONS and INFORMATION SHARING**

a) Has training been provided to protection actors on:
   - Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   - How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do protection-related community outreach activities raise awareness within the community about general safety and GBV risk reduction?
   - Does this awareness-raising include information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
   - Do awareness-raising campaigns provide information to persons about their legal rights to due process and available legal services?
   - Is this information provided in age-, gender-, and culturally appropriate ways?
   - Are males, particularly leaders in the community, engaged in these outreach activities as agents of change?

c) Are protection-related discussion forums age-, gender-, and culturally sensitive? Are they accessible to women, adolescent girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?
PART 3: GUIDANCE

A. HUMANITARIAN NEEDS OVERVIEW

- Does the proposal articulate specific GBV-related safety risks, protection needs and rights of the affected population as they relate to the wider protection environment (e.g. breakdown of rule of law; capacity of security sector to respond to GBV issues; lost documentation and its impact on receiving humanitarian assistance; attitudes of humanitarian staff that may contribute to discrimination against women, girls and other at-risk groups; etc.)?

- Are issues of physical safety understood and disaggregated by sex, age, disability and other relevant vulnerability factors? Are the specific risk factors of women, girls and other at-risk groups recognized and described?

- Are risks for specific forms of GBV (e.g. sexual assault, sexual exploitation, forced and/or coerced prostitution, intimate partner violence and other forms of domestic violence, etc.) described and analysed, rather than a broader reference to ‘GBV’?

B. PROJECT RATIONALE/ JUSTIFICATION

- When drafting a proposal for emergency response:
  - Is there an explanation of how the project will address immediate GBV-related protection needs (e.g. ensuring protection monitoring addresses links between general protection issues and GBV risk; facilitating timely recovery and replacement of personal documentation; supporting safe and secure environments in camps and other settings; etc.)?
  - Are additional costs required to ensure the safety and effective working environments for female staff in the protection sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?
  - Does a GBV specialist(s) need to be hired to ensure safe and ethical programming approaches?
  - Is there a strategy for preparing and providing trainings for protection actors (including international protection actors sent to the field as part of a surge response), security and legal/justice personnel, government, and relevant community members (e.g. traditional leaders and women’s groups) on the safe design and implementation of protection programming that mitigates the risk of GBV?
  - Are additional costs required to ensure any GBV-related community outreach materials are available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

- When drafting a proposal for post-emergency and recovery:
  - Is there an explanation of how the project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. build the capacity of security and legal/justice actors and promote the rule of law; develop awareness-raising campaigns to provide information for GBV survivors of their legal rights to due process and available protective services; etc.)?
  - Does the proposal reflect a commitment to working with the community to ensure sustainability?

C. PROJECT DESCRIPTION

- Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for addressing GBV?

- Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

- Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as protection staff and in community-based protection monitoring activities?

- Are there activities that help in changing/improving the environment by addressing the underlying causes and contributing factors of GBV (e.g. advocating for the development of a legal framework to address the lack of access to justice and impunity for violence)?
The following are some common GBV-related considerations when implementing targeted protection activities in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

**Integrating GBV Prevention and Response into Protection PROGRAMMING**

1. **Involve women and other at-risk groups in all aspects of protection programming (with due caution in situations where this poses a potential security risk or increases the risk of GBV).**
   - Strive for 50 per cent representation of females within protection programme staff.
   - Provide women with formal and on-the-job training as well as targeted support to assume leadership positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based protection committees, associations and meetings. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in protection staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.
   - Engage women and other at-risk groups as protection-monitoring staff (including both paid and voluntary work), and ensure they have opportunities to provide protection-related input.

**PROMISING PRACTICE**

Many community-based protection programmes find that it is difficult to involve persons with disabilities in a meaningful way. About 10 per cent of the people in Nepal’s refugee camps have a disability (on par with global rates). Many have impaired hearing or speech. As elsewhere, persons with disabilities—especially women and girls—are at particular risk of sexual and gender-based violence (SGBV). Victims of SGBV in Nepal’s camps were frequently unprotected because they could not communicate with the authorities or service providers.

With its partners, UNHCR developed an alternative communications toolkit using images and taught people how to use it. Over time and in consultation with persons with disabilities, it trained a pool of teachers and interpreters in sign language and taught basic sign language to service providers and family members. In addition, it ensured that persons with disabilities were represented in camp structures.

2. Integrate GBV prevention and mitigation into protection monitoring activities and support the development of community-based protection strategies.

- When conducting protection monitoring, consider the broad protection factors that may exacerbate the risks of GBV in the particular setting (e.g. displacement; closeness to armed forces and/or international borders; unsafe routes for firewood/water collection, to work or to school; safety issues for those who remain in the home; distribution times and locations of food and non-food items; overcrowded camps/dwellings/shelters/apartments; family separation; placement of water and sanitation facilities; access to documentation; etc.).

- Wherever possible, include a GBV specialist or at least one protection staff member who has GBV expertise. This is especially important when undertaking any protection monitoring that specifically examines GBV issues or incidents. Ensure protection monitoring processes adhere to guiding principles related to GBV.

- Support community-based strategies for monitoring high-risk areas. Combine a targeted, proactive presence around specific high-risk areas with a more widespread and mobile presence that gives protected persons and potential violators a sense that someone is ‘always around’. Tactics might include:
  - Community watch programmes and/or security groups.
  - Security patrols.
  - Regular and frequent field visits by protection monitors to assess GBV-related concerns in communities (camps, villages, etc.), where security allows.

3. Implement strategies that safeguard those at risk of GBV during documentation, profiling and registration processes.

- Incorporate GBV as a risk factor for vulnerability in IDP profiling and refugee registration processes.

- Carry out IDP documentation and profiling and refugee registration processes in a manner that ensures the participation of women, girls and other at-risk groups.

- Develop strategies that encourage affected populations to report their risk and/or history of GBV to staff involved in documentation, profiling and registration processes.
  - Consider separate, confidential and non-stigmatizing spaces during interviews.
  - Ensure staff are trained in interviewing techniques with different at-risk groups.
  - Ensure that any interview questions related to GBV are age-, gender-, and culturally appropriate.

---

**ESSENTIAL TO KNOW**

**LGBTI Persons**

In most areas of the world, lesbian, gay, bisexual, transgender and intersex (LGBTI) individuals are at increased risk of violence, discrimination and oppression based on their sexual orientation and/or gender identity. When assessing safety factors in emergencies, protection actors should work with LGBTI experts to determine whether there may be particular challenges facing LGBTI individuals in accessing protection from police or security personnel due to prejudice or criminalization laws. LGBTI persons should be consulted, when possible and in safe and appropriate ways, on factors that increase or decrease their sense of safety.

(Information provided by Duncan Breen, Human Rights First, Personal Communication, 20 May 2013)
• Wherever possible, include a GBV specialist on staff.
• Make female registration staff available to interview females.
• Interview adult family members separately from each other.
  ▶ Prioritize programmes that assist women and girls in receiving, recovering or replacing personal documents (free or at low cost) so they can prove their identity, make property claims and receive humanitarian assistance (e.g. food assistance; housing and reconstruction assistance; education, health and other social services; etc.).
  ▶ Consider the need for specialized safety measures (e.g. relocation, safe shelter) for persons at high risk of GBV. Take into careful consideration the potential negative consequences of these measures (e.g. breaking family or community ties and support mechanisms; stigma; etc.). Work with community members and leaders—especially those representing at-risk groups—to identify community-based safe housing alternatives for survivors and/or those at risk of GBV.

**PROMISING PRACTICE**

In Malaysia, UNHCR used an innovative approach to registration that improved the protection of all asylum seekers and refugees—particularly women and girls. Mobile registration teams were deployed to detention centres in jungle areas and in the highlands in the northeast of the country to register persons of concern. In this way, individuals with urgent protection needs who were not able to reach UNHCR’s office were identified and assisted. Survivors of GBV, female heads of household, and unaccompanied women and children were identified early and targeted to determine refugee status and assistance. As part of this initiative, all women received individual documentation and were re-interviewed when this document was reviewed. Because of this, protection concerns that arose could be urgently addressed.


4. Enhance the capacity of security institutions/personnel to prevent and respond to GBV.
  ▶ Advocate for the inclusion of adequate numbers of properly trained police and security personnel who are accountable for their actions. Where appropriate, advocate for and support the employment of women in the security sector (as police officers, guards, peacekeepers, etc.). Strive for 50 per cent representation of female officers to make security services more gender-representative, gender-sensitive and responsive to GBV.
  ▶ Advocate for comprehensive and ongoing training of all actors who are part of the security sector (e.g. police and armed forces, peacekeepers, private security personnel, administration staff, community leaders, religious entities, etc.). Ensure this training includes issues of gender, GBV, women’s/human rights, social exclusion and sexuality. Support the implementation of peacekeeping mission mandates to address sexual violence and other forms of GBV.
  ▶ Advocate for the implementation of mandatory codes of conduct (CoC) for security personnel who engage with affected populations. Ensure the CoC includes policies on discrimination, sexual harassment and violence perpetrated by security personnel, as well as procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.
Support the creation of secure environments in which GBV incidents can be reported to security personnel. Advocate that police and other security officials/institutions:

- Respect the confidentiality, rights, choices and dignity of the survivor.
- Develop, sign on to and adhere to protocols and procedures for assisting and supporting GBV survivors (e.g. designating private meeting rooms; including same-sex police officers to work with survivors; providing locally relevant and standardized protocols for GBV survivors to access care and support services; etc.). Ensure these protocols/procedures are survivor-centred and human rights-based.
- Establish standard procedures for investigating and collecting evidence to support prosecution of cases (if the GBV survivor chooses to pursue legal recourse). Ensure these procedures are age-, gender-, and culturally sensitive.
- Ensure that detention centres (including for children) meet basic international standards and minimize the risk of violence against women, girls, men and boys who are being held.

**PROMISING PRACTICE**

A programme developed by the Unitarian Universalist Service Committee and implemented by UNIFEM in 11 camps in Darfur from 2008–2011 sought to improve women’s safety by increasing their voice and agency, as well as by improving community leaders’ and police capacity to address GBV. As a result of community sensitization conducted during the programme, camp leaders formed gender committees and firewood committees so that women had access to decision makers. Through the firewood committees, women were able to give regular feedback on patrols, and United Nations Police began to understand some of the women’s concerns. Relations with the community changed to such an extent that the head of the Department of Peacekeeping Operations (DPKO) in Darfur agreed to train all police in gender sensitivity. The Sudanese police also requested training and agreed to deploy more female police in the camps, and men in the camps asked for training on women’s rights and protection. Several camps also formed community policing groups, approximately half of whose members were women. The community police became a very effective bridge between the community and the United Nations Police, improving women’s reporting of incidents significantly and enhancing their feelings of security.


- Support the creation of specialized police stations, desks (such as women’s desks), units and/or task forces to address various GBV crimes. Ensure these specialized stations and units are non-stigmatizing and well resourced.
- Work in conjunction with women’s groups, cultural and religious leaders, and other authorities to counter victim blaming and stigmatization and to create environments where survivors are supported to seek assistance.
- Where appropriate, support the establishment of independent self-help groups for survivors. These groups can provide mutual support and act as a bridge to services (including legal support).
5. **Promote access to justice for GBV survivors by strengthening institutional capacities of state and traditional justice actors** *(applying the principle of ‘Do no harm’ and exercising extreme caution in situations where promoting access to justice poses a potential security risk, such as in legal/judicial contexts that are not supportive to survivors).*

- Support judicial processes that provide protection to GBV survivors and witnesses during court proceedings (e.g. fair trials conducted in a timely manner; infrastructure such as witness and survivor protection programmes; separate or *in camera* hearings for GBV survivors; links to mental health, psychosocial and medical support for survivors; etc.).

- Support legal aid clinics in providing free and accessible services to GBV survivors.

- Advocate for specialized prosecution units for GBV crimes, as well as ongoing training of all actors who are part of the justice system (e.g. judges, lawyers, prosecutors, court administration staff, traditional leaders, customary judges, police, prison officers, etc.). Ensure this training includes issues of gender, GBV, women’s/human rights, social exclusion and sexuality.

- Advocate for a survivor-centred approach to justice that prioritizes the rights, needs, dignity and choices of the survivor—including the survivor’s choice as to whether or not to access legal and judicial services.

- Where traditional legal systems are used for resolving GBV cases, identify and build upon the strengths of these systems to align customary laws and processes with international human rights standards. Empower community paralegals, human rights organizations, women’s groups and other community-based groups of at-risk populations to engage with customary leaders.

- Support women’s groups and national human rights commissions in monitoring whether/how adjudicated GBV cases are effectively resolved and whether/how survivor-centred and human rights-based approaches are applied throughout court proceedings.

- In settings affected by armed conflict, support reparations processes for survivors of conflict-related sexual violence.

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**PROMISING PRACTICE**

In September 2011, after working with increasing numbers of individual male survivors in Uganda, Refugee Law Project encouraged five individuals who had received counselling up to that point to establish a support group. Within two years the group had grown to over 100 members in Kampala. When a similar process was begun in one of the long-established refugee settlements in western Uganda (Nakivale) in January 2013, the numbers rose to over 200 members within twelve months. These groups provide much needed practical and psychological peer support, including assisting one another with tasks such as house construction, water collection and hospital visits. Group members have become outspoken advocates for their own issues with camp authorities and—in urban areas—with local authorities. In some instances they have also engaged with national and international media to draw attention to their specific needs.

(Information provided by Chris Dolan, Refugee Law Project, Personal Communication, June 2014)
IMPLEMENTATION

PART 3: GUIDANCE

PROMISING PRACTICE

A project implemented by the Malawi Human Rights Resource Centre (MHRRC) from 2011–2012 trained police officers to safely and effectively provide emergency contraception (EC) to survivors of sexual assault as a means of broadening access to comprehensive care. This effort was meant to capitalize on emerging findings in the region that the majority of survivors of sexual assault report to the police first. It also aimed to ensure immediate access to this critical element of post-rape care. Police officers that participated in this project were able to effectively provide EC to eligible survivors, despite systemic barriers confronting police. The collaborative effort between police and health providers under the project initiated a process for strengthening referrals between police stations and hospitals. Although a proportion of survivors who accessed EC at police stations ended up using health-care services as well, further efforts must be made to reduce barriers to seeking care after referral, and to increase the proportion of survivors doing so. Notably, the vast majority of survivors reporting to police stations during this project were children.

The project findings give rise to a number of recommendations, including the following:
1. SGBV needs to be better mainstreamed within police training and services.
2. Child-friendly services must be integrated into all levels of care for SGBV survivors.
3. Efforts should be made to enhance the referral process between police and health facilities.
4. A multi-sectoral training approach, involving the joint training of police and health providers on critical documentation, is recommended to support this intervention.


Integrating GBV Prevention and Response into Protection-Related POLICIES

1. Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of targeted protection programmes.

- Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in protection programmes and activities. These can include, among others:
  - Policies regarding childcare for protection staff.
  - Standards for equal employment of females.
  - Procedures and protocols for sharing protected or confidential information about GBV incidents.
  - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

- Circulate these widely among protection personnel and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).
2. Support the reform of national and local laws and policies (including customary law) to promote access to justice and the rule of law, and allocate funding for sustainability.

- Review laws, regulations, policies, action plans, procedures and practices in both the formal and informal justice systems, and advocate with relevant stakeholders to strengthen prevention of and response to GBV. This can include:
  - Right to legal assistance and free legal aid for survivors.
  - Prosecution for perpetrators of GBV violations occurring during the humanitarian emergency.
  - Punishments that are commensurate with the crime.
  - Budgeting to support judicial systems in facilitating rapid and fair trials.

- Advocate for the adoption and implementation of key human rights instruments (including the Convention on the Elimination of Discrimination against Women and the Convention on the Rights of the Child) in areas where these instruments have not been ratified by the State. Where their adoption has been accompanied by reservations, advocate for the lifting of these reservations.

- Advocate for rule-of-law and security sector reform that includes issues pertinent to fulfilling the rights of women, girls and other at-risk groups. For example, support the drafting or amending of laws related to: sexual crimes; intimate partner violence and other forms of domestic violence; women’s human rights; property and inheritance rights; temporary protection orders/restraining orders; and other legal issues related to GBV.

- Encourage attention to GBV in all return, relocation and reintegration frameworks; developmental action plans; and disarmament, demobilization and reintegration programmes for women, girls, men and boys. Such frameworks and action plans should contain measures to prevent and respond to GBV and provide adequate care and support to survivors, including livelihoods support.

- Support relevant line ministries, as well as informal justice system actors, in developing implementation strategies for GBV-related laws, policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

Integrating GBV Prevention and Response into Protection COMMUNICATIONS and INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure protection staff have the basic skills to provide them with information on where they can obtain support.

- Ensure all protection personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update information about survivor services.
Train all protection personnel who engage with affected populations (e.g. protection monitors; protection staff facilitating documentation, profiling and registration processes; etc.) in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. Ensure that protection programmes sharing information about reports of GBV within the protection sector or with partners in the larger humanitarian community abide by safety and ethical standards.

- Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community. Consider using the international Gender-Based Violence Information Management System (GBVIMS), and explore linkages between the GBVIMS and existing protection-related Information Management Systems.3

3. Incorporate GBV messages into protection-related community outreach and awareness-raising activities.

- Work with GBV specialists to integrate community awareness-raising on GBV into protection outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; information about documentation, profiling or registration processes; etc.).

  - Ensure this awareness-raising includes information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.

  - With the help of other stakeholders (e.g. legal/justice institutions, government, NGOs and INGOs), raise awareness about survivors’ legal rights to due process and the human rights issues associated with perpetrating various types of GBV—particularly those that might not be perceived as criminal because they are customary practices (e.g. child and/or forced marriage). This helps to ensure that women and girls do not have to rely on males for access to this information.

  - Use multiple formats and languages to ensure accessibility (Braille; sign language; simplified messaging such as pictograms and pictures; etc.).

  - Engage women, girls, men and boys (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

3 The GBVIMS is not meant to replace national information systems collecting GBV information. Rather, it is an effort to bring coherence and standardization to GBV data collection in humanitarian settings, where multiple actors often collect information using different approaches and tools. For more information, see: <www.gbvims.com>.
**Engage males, particularly leaders in the community, as agents of change in protection outreach activities related to the prevention of GBV.**

**Consider the barriers faced by women, adolescent girls and other at-risk groups to their safe participation in community discussion forums (e.g. household duties, transportation, risk of backlash, childcare, etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.**

**Provide community members with information about existing codes of conduct for protection personnel, as well as where to report sexual exploitation and abuse committed by protection personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.**

### KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, protection staff should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist protection actors to:

- Design and conduct protection assessments that examine the risks of GBV related to protection programming, and strategize with protection actors about ways such risks can be mitigated.
- Provide comprehensive trainings for protection staff (including security sector actors and legal/justice actors) on issues of gender, GBV and women’s/human rights.
- Develop standard operating procedures (SOPs) for security sector actors.
- Identify where survivors who may report instances of GBV to protection staff can receive safe, confidential and appropriate care, and provide protection staff with the basic skills and information to respond supportively to survivors.
- Provide training and awareness-raising for the affected community on issues of gender, GBV and women’s/human rights as they relate to protection rights and needs.
- Review relevant statutory and customary laws and policies to strengthen GBV-related legal protections.

In addition, protection staff should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, protection actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see **Part Two: Background to Thematic Area Guidance.**
**Camp Coordination and Camp Management (CCCM)**
- Work with CCCM actors to:
  - Develop strategies to facilitate reporting of risk and/or history of GBV in reception sites, registration areas, etc.
  - Provide protection measures (e.g. relocation and safe shelter) for persons and groups at risk of GBV
  - Monitor and collect data on GBV risks in the environment through regular safety audits, and support CCCM strategies to mitigate these risks (e.g. lighting in strategic/insecure areas of the camp; security patrols, etc.)

**Child Protection**
- Work with child protection actors to:
  - Build the capacity of law enforcement to safely address the needs of children and adolescents (e.g. safety risks travelling to/from school and other venues; child and/or forced marriage; child labour; commercial sexual exploitation; etc.)
  - Build the capacity of law enforcement (including any family or child protection unit) and legal/justice actors to respond to the needs of children who report incidents of GBV

**Education**
- Work with education actors to monitor GBV-related protection issues in and around educational settings, and support strategies to mitigate these risks (e.g. provide escorts for students and teachers to/from school)

**Food Security and Agriculture**
- Work with food security and agriculture actors to:
  - Understand trends in GBV that are linked to food assistance, and support strategies to reduce exposure to these risks
  - Ensure that women, girls and other at-risk groups can receive food assistance, particularly where they do not have personal identity documents
  - Understand how local conflicts over access to natural resources may increase GBV-related risks (e.g. when water points and grazing lands become flashpoints for conflict)
  - Ensure, where necessary, that safety patrols are in place for fuel collection

**Health**
- Support health actors in:
  - Monitoring GBV-related protection issues in and around health centres
  - Reducing exposure to these risks (e.g. through confidential access to services; safe transportation to/from health centres; etc.)

**Housing, Land and Property (HLP)**
- Support HLP actors in monitoring existing and emerging GBV-related protection issues related to housing, land and property
- Coordinate with HLP actors to ensure the process for obtaining/replacing personal documents (e.g. land titles, identity cards, etc.) does not act as a barrier to making property claims or receiving humanitarian assistance related to reconstruction

**Livelihoods**
- Support livelihoods actors in monitoring GBV-related protection issues in and around livelihoods and income-generating sites (e.g. travelling to/from work as well as safety in the work environment)

**Humanitarian Mine Action**
- Support HMA actors in:
  - Monitoring GBV-related protection issues in and around health and rehabilitation facilities for landmine survivors
  - Monitoring the clearing or demarcation of land to reduce exposure to protection risks, including GBV (e.g. providing safe paths to assistance points and water points)

**Nutrition**
- Support nutrition actors in monitoring GBV-related protection issues in and around nutrition sites, including risks of violence or exploitation

**Shelter, Settlement and Recovery (SS&R)**
- Support SS&R actors in monitoring and addressing GBV-related protection issues in and around shelter facilities (e.g. the number of women and girls living alone, woman- and child-headed households, etc.)
- Coordinate with SS&R actors—and with GBV specialists—around site identification for new arrivals and safe shelters to ensure locations and structures are secure

**Water, Sanitation and Hygiene (WASH)**
- Support WASH actors in monitoring GBV-related protection issues in and around WASH facilities (e.g. safety needs of women, girls, and other at-risk groups travelling to and using WASH facilities)
KEY GBV CONSIDERATIONS FOR MONITORING AND EVALUATION THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). Refer to Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
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</tr>
<tr>
<td>Inclusion of GBV-related questions in protection assessments</td>
<td># of protection assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td># of protection assessments × 100</td>
<td></td>
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<tr>
<td></td>
<td>* See page 243 for GBV areas of inquiry that can be adapted to questions in assessments</td>
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</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td># of assessment respondents × 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of assessment team members who are female × 100</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td># of assessment team members × 100</td>
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(continued)

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### ASSESSMENT, ANALYSIS AND PLANNING (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment of male and female protection personnel during the assessment</td>
<td># of humanitarian protection personnel who are female during the assessment / # of humanitarian protection personnel who are male during the assessment</td>
<td>Organizational records</td>
<td>1:1</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Consultations with the affected population on GBV risk factors in the site¹</td>
<td>Quantitative: # of sites conducting consultations with the affected population to discuss GBV risk factors in and around the site × 100 / # of sites Qualitative: What types of GBV-related risk factors do affected persons experience in and around the site?</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Existence of standard operating procedures (SOPs) for security sector to assist GBV survivors</td>
<td># of sites with SOPs for security personnel to assist GBV survivors × 100 / # of health sites</td>
<td>KII</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Staff knowledge of referral pathway for GBV survivors</td>
<td># of protection staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100 / # of surveyed protection staff</td>
<td>Survey</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### RESOURCE MOBILIZATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV risk reduction in protection funding proposals or strategies</td>
<td># of protection funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100 / # of protection funding proposals or strategies</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Training of protection staff on the GBV Guidelines</td>
<td># of protection staff who participated in a training on the GBV Guidelines × 100 / # of protection staff</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION

#### Programming

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female staff in protection programmes</td>
<td>Quantitative: # of female staff in protection programmes Qualitative: What are the advantages and barriers to having female staff in these programmes?</td>
<td>Organizational records, FGD, KII</td>
<td>Determine in the field</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IMPLEMENTATION (continued)

### Programming

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Baseline</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation of at least one GBV specialist on protection monitoring team</td>
<td># of protection monitoring teams with at least one GBV specialist × 100</td>
<td>KII, organizational records</td>
<td>100%</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Presence of community-based strategies to monitor GBV-related security in affected communities</td>
<td># of affected communities with community-based strategies to monitor security × 100</td>
<td>KII, FGD</td>
<td>Determine in the field</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Inclusion of GBV as a risk factor for vulnerability in profiling, documentation or registration processes</td>
<td># of registration sites that include GBV as a risk factor for vulnerability × 100</td>
<td>KII</td>
<td>100%</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Trained security staff on how to respond to incidents of GBV according to established protocols</td>
<td># of security staff who participated in a training on how to respond to incidents of GBV according to established protocols × 100</td>
<td>Training attendance, KII</td>
<td>Determine in the field</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Existence of female security personnel in a specified location</td>
<td># of female security personnel present in a specified location × 100</td>
<td>KII, safety audit</td>
<td>Determine in the field</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Availability of free legal assistance for GBV survivors</td>
<td># of legal aid organizations providing free legal assistance services for GBV survivors in a specified location × 100</td>
<td>KII</td>
<td>Determine in the field</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

### Policies

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Baseline</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV prevention and mitigation strategies in protection policies, guidelines or standards</td>
<td># of protection policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines × 100</td>
<td>Desk review (at agency, sector, national or global level)</td>
<td>Determine in the field</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Existence of laws (national or local) associated with judicial processes for GBV prevention and response</td>
<td># of reviewed laws* (national or local) associated with judicial processes for GBV prevention and response × 100</td>
<td>Desk review</td>
<td>Determine in the field</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

* Laws include right to free legal aid, prosecution of perpetrators, criminal punishment and rapid, fair trials
### M & E

#### PROTECTION

### IMPLEMENTATION (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Information Sharing</td>
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</tr>
<tr>
<td>Staff knowledge of standards for confidential sharing of GBV reports</td>
<td># of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors $\times 100$</td>
<td>Survey (at agency or programme level)</td>
<td>100%</td>
</tr>
<tr>
<td>Inclusion of GBV referral information in protection community outreach activities</td>
<td># of protection community outreach activities programmes that include information on where to report risk and access care for GBV survivors $\times 100$</td>
<td>Desk review, KII, survey (at agency or sector level)</td>
<td></td>
</tr>
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</table>

### COORDINATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of GBV risk-reduction activities with other sectors</td>
<td># of non-protection sectors consulted with to address GBV risk-reduction activities* $\times 100$</td>
<td>KII, meeting minutes (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
</tbody>
</table>

* See page 257 for list of sectors and GBV risk-reduction activities
RESOURCES

Key Resources


Additional Resources

- UNHCR. 2012. Need to Know Guidance Series:
  - Working with National or Ethnic, Religious and Linguistic Minorities and Indigenous Peoples in Forced Displacement, <www.refworld.org/docid/4ee72a2a2.html>


- Geneva Centre for the Democratic Control of Armed Forces (DCAF). 2008. ‘Gender and Security Sector Reform: A participatory tool kit’. This series was designed specifically to help communities and humanitarian workers to assess the situation in their particular setting and to determine the needs and next steps to implementing comprehensive and multi-sectoral programmes to address GBV. A special emphasis has been given to the provision of legal aid, as that is a sector often neglected. <www.arcrelief.org/site/PageServer?pagename=programs_GBV_bookspage>

- American Refugee Committee International. 2005. ‘Gender-Based Violence Legal Aid: A participatory tool kit’. This series was designed specifically to help communities and humanitarian workers to assess the situation in their particular setting and to determine the needs and next steps to implementing comprehensive and multi-sectoral programmes to address GBV. A special emphasis has been given to the provision of legal aid, as that is a sector often neglected. <www.arcrelief.org/site/PageServer?pagename=programs_GBV_bookspage>


Addressing Gender-Based Violence throughout the Programme Cycle

KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING

The questions listed below are *recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring* undertaken by SS&R actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with SS&R actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of SS&R programmes in ways that prevent and mitigate the risk of GBV. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.

**KEY ASSESSMENT TARGET GROUPS**
- Key stakeholders in SS&R: governments; SS&R sector administrators and staff; shelter and NFI committees; camp coordination and camp management (CCCM) actors; security personnel such as police and peacekeepers; GBV, gender and diversity specialists
- Affected populations and communities
- In urban settings, actors linked with SS&R such as municipal authorities, civil society organizations, development actors, health administrators, school boards, private business, etc.
- In IDP/refugee settings, members of receptor/host communities
POSSIBLE AREAS OF INQUIRY (Note: This list is not exhaustive)

Areas Related to SS&R PROGRAMMING

Participation and Leadership
a) What is the ratio of male to female SS&R staff, including in positions of leadership? Are there any cultural or security issues related to their employment that may increase their risk of GBV?

b) Are women and other at-risk groups actively involved in community activities related to SS&R (e.g. community SS&R committees, etc.)? Are they in leadership roles when possible?
c) Are women and other at-risk groups given opportunities for livelihoods and skills training within the SS&R sector (e.g. shelter construction, distribution, etc.)?
d) Are the lead actors in SS&R response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

Shelter Design and Safety
e) Are there systems/criteria in place to determine how shelters are being allocated? Is a vulnerability index being used for shelter assistance? If so, does it ensure that those at risk of GBV are provided with safe shelter options that minimize their risk?

f) Are shelters built for safety and privacy? Are shelters secured with locks on doors and windows? Does shelter material prevent people outside from being able to observe whether or not the shelter is occupied—both day and night? Is there sufficient lighting in and around shelters (e.g. alternative lighting during periods with no power; adequate lightbulbs; etc.)?

Are shelters built based on universal design and/or reasonable accommodation2 to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)?

Are toilets, bathing facilities and water points placed at appropriate distances from sleeping structures (according to humanitarian standards)? Are law enforcement personnel, security patrols and other protection monitoring systems in place in and around shelters?

Are there designated communal areas in the site? Are they in safe locations? Is the lighting in these spaces sufficient? How is that space used? By whom?

Are there women-, adolescent-, and child-friendly spaces? Are they clearly demarked?

2 For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
### Distribution of Assistance/Non-Food Items

1. **Is there a process in place to determine, as a matter of priority, which NFIs are the responsibility of the SS&R sector (e.g. hygiene and dignity kits; lighting for personal use; etc.)?**

2. **Are there criteria in place for distributing shelter materials and shelter-related NFIs in ways that decrease the risk of sexual exploitation or abuse (e.g. gender-disaggregated lines/zones)?**
   - Is a vulnerability index being used that recognizes the needs of women and other at-risk groups in distribution processes?
   - Are there individuals or groups (e.g. unaccompanied children, pregnant women, persons with disabilities, survivors of GBV, etc.) who may need additional support with shelter-related NFIs (e.g. assistance with transporting materials and/or building their shelters)?

3. **Are shelter materials and shelter-related NFIs being distributed in areas that are safe?**
   - Do women, girls and other at-risk groups have to travel far to obtain them?
   - Are there strategies in place to ensure equal access for women, girls and other at-risk groups?
   - Are these locations routinely monitored for safety?

4. **What are the needs, issues and constraints related to cooking and heating fuel?**
   - Do women, girls and other at-risk groups have to travel long distances to obtain fuel (placing them at risk of sexual assault, kidnappings, abuse, etc.)?
   - Is there a risk of sexual exploitation related to obtaining fuel (e.g. exchanging sex for fuel)?
   - Have security patrols been established along routes used for fuel collection?

5. **Depending on the context, are cash or voucher transfers in place?**
   - Where are the distribution points and methods?
   - Is there regular monitoring of these systems?
   - Are child-headed households included as a target group for cash or voucher transfers in a safe and ethical way?

### Areas Related to SS&R POLICIES

6. **Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of SS&R programmes?**
   - Are women, girls and other at-risk groups meaningfully engaged in the development of SS&R policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
   - Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
   - Are SS&R staff properly trained and equipped with the necessary skills to implement these policies?

7. **Do national and local SS&R sector policies address discriminatory practices hindering women and other at-risk groups from safe participation (as staff, in community-based groups, etc.) in the SS&R sector?**

8. **Do national and local SS&R sector policies and plans integrate GBV-related risk-reduction strategies (e.g. inclusion of a GBV specialist to advise the government on shelter-related GBV risk reduction, particularly in situations of cyclical natural disasters, etc.)? Do they allocate funding for sustainability of these strategies?**

### Areas Related to SS&R COMMUNICATIONS and INFORMATION SHARING

9. **Has training been provided to SS&R staff on:**
   - Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   - How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

10. **Do SS&R-related community outreach activities raise awareness within the community about general safety and GBV risk reduction?**
    - Does this awareness-raising include information on survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
    - Is this information provided in age-, gender-, and culturally appropriate ways?
    - Are males, particularly leaders in the community, engaged in these education activities as agents of change?

11. **Are discussion forums on SS&R age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?**

### POSSIBLE AREAS OF INQUIRY

*Note: This list is not exhaustive.*
The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for SS&R programming. Whether requesting pre-/emergency funding or when accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
When drafting a proposal for emergency preparedness:

• Is there an anticipation of age-, gender-, and culturally appropriate supplies that should be pre-positioned in order to facilitate a rapid SS&R response that incorporates GBV risk reduction (e.g. sheets for partitions; torches; doors; locks; features to improve accessibility for persons with disabilities; etc.)?

• Are additional costs required to ensure that new construction as well as renovations of existing infrastructure adhere to the principles of universal design and/or reasonable accommodation?

• Is there a strategy in place for preparing and providing trainings for government, SS&R staff and community groups on the safe design and implementation of SS&R programming that mitigates the risk of GBV?

• Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal for emergency response:

• Is there a clear explanation of how SS&R programmes will mitigate exposure to GBV, for example in terms of shelter design (e.g. type of material used; use of partitions; availability of locks; adequate lighting; etc.)?

• Is there a clear explanation of how women will be involved in the distribution of shelter materials? Of how women, girls and other at-risk groups will be prioritized for the allocation of shelters?

• Do strategies meet standards promoted in the Sphere Handbook?

• Are additional costs required to ensure the safety and effective working environments for female staff in the SS&R sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

When drafting for post-emergency and recovery:

• Is there an explanation of how the project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV (e.g. integrating GBV risk-reduction strategies into national and local policies, such as standardizing partitions into pre-positioned tent supplies; developing strategies for cyclical natural disasters in which women-, adolescent- and child-friendly spaces and safe shelters are considered from the onset of an emergency; etc.)?

• Does the proposal reflect a commitment to working with the community to ensure sustainability?

Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?

Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as SS&R staff and in community-based SS&R-related committees?
KEY GBV CONSIDERATIONS FOR IMPLEMENTATION

The following are some common GBV-related considerations when implementing SS&R programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

Integrating GBV Risk Reduction into SS&R PROGRAMMING

1. Involve women and other at-risk groups as staff and leaders in the design and implementation of SS&R programming (with due caution in situations where this poses a potential security risk or increases the risk of GBV).
   - Strive for 50 per cent representation of females within SS&R programme staff. Provide them with formal and on-the-job training in the construction, operation and maintenance of shelter facilities, as well as targeted support to assume leadership and training positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based SS&R committees and management groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in SS&R staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

2. Prioritize GBV risk reduction in allocation of shelter materials and shelter construction.
   - Implement clear, consistent and transparent criteria for qualifying for shelter assistance. Ensure these criteria do not discriminate against GBV survivors or women seeking accommodation without a male relative.

ESSENTIAL TO KNOW

LGBTI Persons

Lesbian, gay, bisexual, transgender and intersex (LGBTI) persons face unique difficulties during displacement. In most areas of the world, they are at significant risk of harassment, discrimination, and physical or sexual assault. SS&R strategies or guidelines should be inclusive of the rights and needs of LGBTI persons and address specific safety concerns, especially in contexts where there is widespread prejudice against LGBTI persons. With the assistance of LGBTI specialists, SS&R programmers should consult with local LGBTI organizations and consider culturally sensitive strategies to address the needs of LGBTI persons. For example:
   • Where appropriate and without putting them at greater risk, encourage the representation of LGBTI persons on SS&R committees and ensure they are consulted on the safe design of shelters.
   • Consider that scattered-site housing mechanisms work better in certain contexts than communal ‘safe houses’ for LGBTI persons.
   • Allow transgender persons to choose the housing option that they believe is safest for them. For example, where shelters are sex-segregated, persons identifying as men should be housed with men and those identifying as women should be housed with women, unless they indicate other preferences based on safety.
   • Consider allowing transgender residents the ability to sleep near safe and well-trained night staff to lower the risk of assault and harassment.

(Information provided by Duncan Breen, Human Rights First, Personal Communication, 20 May 2013)
Ensure personal accommodation is available for women, girls and at-risk groups. Provide temporary separate housing for unaccompanied children until a foster care situation can be arranged. Where possible, position this housing away from high-trafficked areas such as distribution points.

Implement Sphere standards for space and density to avoid overcrowded living arrangements. Consider that overcrowding can add to family stress and can in turn increase intimate partner violence and other forms of domestic violence.

Strive to build shelters no more than 500 metres from water points (in accordance with Sphere standards) so that women, girls and other at-risk groups do not have to venture far for their household’s WASH needs.

Improve safety and privacy within sleeping areas and protect against attack by providing strong and non-transparent building materials; doors and windows that lock; and (where age-, gender-, and culturally appropriate) family and sex-segregated partitions.

Where lighting is a responsibility of the SS&R sector, prioritize the installation of appropriate lighting in and around shelters, particularly in areas deemed at high risk of GBV. Distribute torches and/or solar powered lights for individual use.

Establish a system for the community to provide feedback about shelter-related safety issues relating to GBV.

3. Ensure equal and impartial distribution of SS&R-related non-food items (NFIs).

As a matter of priority, determine which NFIs are the responsibility of the SS&R sector. Identify ways of mitigating the risk of GBV through adequate and sustained distribution of these NFIs, which can include:

- Cooking and heating fuel and fuel alternatives.
- Building materials for shelter.
- Hygiene and dignity kits.
- Lighting for personal use.

In consultation with the affected community, ensure women, girls and other at-risk groups (particularly woman- and gender-

PROMISING PRACTICE

In Somalia, UNICEF’s Child Protection, WASH and Education sections came together to conduct a survey on menstrual hygiene management to increase the retention of school attendance for girls and to mitigate the risks of child and/or forced marriage. While the main focus in the survey was on menstrual hygiene management (type of sanitary towels, type of underwear, soap, access to water, etc.), UNICEF used the opportunity to also survey participants on items to include in dignity kits. The UNICEF partners therefore involved the SS&R sector in the development of the survey since it was the main provider of dignity kits. This led to further cooperation between sectors for the benefit of the affected population.

(Information provided by UNICEF Somalia Child Protection Section, Personal Communication, August 2014)
child-headed households, single women, young girls, older persons, persons with disabilities and other at-risk groups) have access to age-, gender-, and culturally appropriate NFIs.

- Promptly address inequities in distribution among women and men.
- Consider additional needs while distributing shelter materials to women and other at-risk groups (e.g. directly delivering materials to designated sites).
- Ensure that NFI distributions consider the needs of persons with disabilities and GBV survivors isolated or confined in the home. These persons may require additional items (e.g. soap, cloth, incontinence pads, containers for water storage, etc.) to ensure their safety and dignity.

- In non-camp settings, consider cash-for-rent, cash-for-work or voucher assistance to reduce risks of GBV associated with lack of appropriate shelter.
- Establish clear, consistent and transparent distribution systems that are known by all members of the community. Regularly communicate information about distribution to women, girls, boys and men.

**PROMISING PRACTICE**

Cash transfers have the potential to respond to the disadvantage, discrimination and abuse of women and children. According to reports, 55 per cent of female-headed households among Syrian refugees did not have an income. In order to cope, families resorted to engaging their girls in child marriages, sending their children to work (especially boys, who were vulnerable to wage exploitation and were more willing to work under dangerous conditions), and forced and/or coerced prostitution. The risk of intimate partner violence and other forms of domestic violence also likely increased as economic pressures caused frustrations and feelings of helplessness among household members. A 2012 survey conducted by the International Rescue Committee (IRC) reported that cash transfers through the means of pre-paid ATM cards were the most appropriate means of support because they provided refugees with an increased sense of independence and dignity.


4. Distribute cooking sets and design cooking facilities that reduce consumption of cooking fuel, which in turn reduces the need to seek fuel in unsafe areas.

- Where SS&R actors are responsible for distributing cooking and heating fuel, link with GBV specialists to monitor whether women and girls are selling firewood or charcoal as a source of income, and whether this livelihoods activity is putting them at risk of sexual assault and exploitation.

- Whenever possible, provide fuel-efficient stoves and cash assistance/vouchers for fuel. Consult women about their preferred type of fuel-efficient stoves and the distribution of cooking and heating fuel. Train women and men in the use of these stoves and ensure ongoing availability of a sustainable, safe and appropriate energy source.
Integrating GBV Risk Reduction into SS&R POLICIES

1. Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of SS&R programmes.
   ▶ Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in SS&R activities. These can include, among others:
   • Policies regarding childcare for SS&R staff.
   • Standards for equal employment of females.
   • Procedures and protocols for sharing protected or confidential information about GBV incidents.
   • Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.
   ▶ Circulate these widely among SS&R staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).

2. Advocate for the integration of GBV risk-reduction strategies into national and local policies and plans related to SS&R, and allocate funding for sustainability.
   ▶ Support governments, customary/traditional leaders and other stakeholders in the review and reform of policies and plans to address discriminatory practices hindering women, girls and other at-risk groups from safe participation (as staff and leaders) in the SS&R sector.
   ▶ Ensure national SS&R policies include GBV-related safety measures (e.g. consider standardizing the inclusion of partitions into pre-positioned tent supplies; consider the construction of women-, adolescent- and child-friendly spaces and safe shelter from the onset of an emergency; ensure that policies for reconstruction integrate GBV risk-reduction measures related to space and density; etc.).
   ▶ Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

Integrating GBV Risk Reduction into SS&R COMMUNICATIONS and INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure SS&R staff have the basic skills to provide them with information on where they can obtain support.
   ▶ Ensure all SS&R personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update information about survivor services.

ESSENTIAL TO KNOW

Referral pathways

A ‘referral pathway’ is a flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.
▲ Train all SS&R personnel who engage with affected populations in gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. **Ensure that SS&R programmes sharing information about reports of GBV within the SS&R sector or with partners in the larger humanitarian community abide by safety and ethical standards.**

▲ Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. **Incorporate GBV messages into SS&R-related community outreach and awareness-raising activities.**

▲ Work with GBV specialists to integrate community awareness-raising on GBV into SS&R outreach initiatives (e.g. community dialogues; workshops; meetings with community leaders; GBV messaging; etc.).

- Ensure this awareness-raising includes information on prevention, survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
- Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
- Engage (separately when necessary), women, girls, men and boys in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

▲ Engage males, particularly leaders in the community, as agents of change in SS&R outreach activities related to the prevention of GBV.

▲ Consider the barriers faced by women, girls and other at-risk groups to their safe participation in community discussion forums (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

▲ Provide community members with information about existing codes of conduct for SS&R personnel, as well as where to report sexual exploitation and abuse committed by SS&R personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.

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**ESSENTIAL TO KNOW**

**GBV-Specific Messaging**

Community outreach initiatives should include dialogue about basic safety concerns and safety measures for the affected population, including those related to GBV. When undertaking GBV-specific messaging, non-GBV specialists should be sure to work in collaboration with GBV-specialist staff or a GBV-specialized agency.
KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, SS&R programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist SS&R actors to:

- Design and conduct SS&R assessments that examine the risks of GBV related to SS&R programming, and strategize with SS&R actors about ways these risks can be mitigated.
- Provide trainings for SS&R staff on issues of gender, GBV and women's/human rights.
- Identify where survivors who may report instances of GBV exposure to SS&R staff can receive safe, confidential and appropriate care, and provide SS&R staff with the basic skills and information to respond supportively to survivors.
- Provide training and awareness-raising for the affected community on issues of gender, GBV and women's/human rights as they relate to SS&R.
- Provide advice regarding women-, adolescent- and child-friendly spaces and safe shelter to make sure that the locations and physical structures are secure and safe.

In addition, SS&R programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, SS&R actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.

PROMISING PRACTICE

To ensure that GBV prevention was prioritized in the planning of the Azraq camp for Syrian refugees in Jordan, a task force of the SGBV sub-working group (SGBV SWG) was established. The task force included UNHCR, UNFPA, UNICEF, IMC and IRC. In 2013, the task force organized a visit by UNHCR in coordination with UNFPA and UNICEF to the planned site and followed up with recommendations to shelter actors, site planners and other sector colleagues. As a result, plans for the camp were modified and adapted to include:

- A separate reception area for vulnerable refugee women and their children.
- Safe spaces for women and girls and other community services for each area of the camp (1/20,000 refugees)

In addition, the task force coordinated with shelter actors and community service providers to prevent the most at-risk refugees (such as woman- and child-headed households, single women, unaccompanied children, elderly persons and persons with disabilities) from becoming dependent on others to build transitional shelters, which in turn would increase their risk of sexual exploitation. It was agreed that ‘T-shelters’ would be pre-built and allocated to families upon the arrival of refugees. These T-shelters would include a wiring system that allowed separators to be added for privacy. As refugees continued to arrive, some refugees were involved in the construction of new shelters as part of a cash-for-work programme. The SGBV SWG maintains ongoing discussions on the prevention of GBV with the camp management sector and all other sectors, each of which has been very receptive to implementing further protection recommendations.

(Information provided by UNFPA and UNHCR in Jordan, Personal Communication, 7 October 2014)
Work with WASH actors to:
- Locate shelters within safe distances of water and sanitation facilities
- Distribute dignity kits where appropriate

Collaborate with CCCM actors to plan and design sites and shelters that reduce the risks of GBV, including:
- Accessible safe spaces for women, children and adolescent girls
- Separate reception area for women and children and/or presence of female staff at reception areas
- Strategies to address overcrowding issues
- Safe and accessible distribution of relevant NFIs

Link with child protection actors to ensure site planning takes into consideration any GBV-related risks faced by children (e.g. when planning shelter for unaccompanied/ separated girls)

Collaborate with protection actors—and with GBV specialists—to ensure selected locations and physical structures of shelters are safe and secure

Consult with food security and agriculture actors about the type of food to be provided as it relates to the use of stoves and cooking fuel

Collaborate in protection monitoring in and around shelter facilities

Coordinate with HMA actors on the identification and clearing of sites, as needed, for emergency and transitional shelter in a manner that supports the rights of women and girls

Where relevant, work with mine clearance actors to ensure that firewood (for fuel) collection areas are cleared or marked

Coordinate with HLP actors on:
- Identify areas for skilled and unskilled mentoring in shelter programmes
- Identify age-, gender-, and culturally appropriate livelihoods opportunities for women and other at-risk groups related to the building, design and maintenance of shelters

Link with livelihoods actors to:
- Identify areas for skilled and unskilled mentoring in shelter programmes
- Identify age-, gender-, and culturally appropriate livelihoods opportunities for women and other at-risk groups related to the building, design and maintenance of shelters

Work with education actors to:
- Plan, design and locate schools and other educational sites in safe and accessible areas for students
- Address GBV-related safety concerns in the ongoing rehabilitation of schools
- Ensure that partitions or ‘privacy walls’ are put in place, as appropriate, in areas where girls and boys are culturally required to be educated separately

Work with health actors to plan the location, layout and construction of health facilities in ways that minimize the risk of GBV

Work with HLP actors to:
- Map out existing rental rights and land/property ownership to ensure that women’s and girls’ HLP rights are respected, especially when selecting and designating lands for shelter
- Ensure that land tenure agreements are negotiated at an early stage of settlement planning, which can reduce the risk of future evictions or conflicts

Work with protection actors—and with GBV specialists—to ensure selected locations and physical structures of shelters are safe and secure

Work with WASH actors to:
- Locate shelters within safe distances of water and sanitation facilities
- Distribute dignity kits where appropriate

Collaborate with CCCM actors to plan and design sites and shelters that reduce the risks of GBV, including:
- Accessible safe spaces for women, children and adolescent girls
- Separate reception area for women and children and/or presence of female staff at reception areas
- Strategies to address overcrowding issues
- Safe and accessible distribution of relevant NFIs
KEY GBV CONSIDERATIONS FOR MONITORING AND EVALUATION THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
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<tr>
<td>Inclusion of GBV-related questions in Shelter, Settlement and Recovery sector (SS&amp;R) assessments²</td>
<td># of SS&amp;R assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
<td></td>
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<td># of assessment respondents and</td>
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<tr>
<td></td>
<td># of assessment team members who are female × 100</td>
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<tr>
<td></td>
<td># of assessment team members</td>
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</table>

## ASSESSMENT, ANALYSIS AND PLANNING (continued)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultations with the affected population on GBV risk factors in shelters</strong></td>
<td>Quantitative: # of specified geographic locations assessed through consultations with the affected population on GBV risk factors in and around shelters × 100 # of specified geographic locations Qualitative: What types of GBV-related risk factors do affected persons experience in and around shelters?</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII), assessment reports</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</table>

**Disaggregate consultations by sex and age**

| **Female participation prior to the design of shelter facilities**¹ | Quantitative: # of affected persons consulted before designing shelter facilities who are female × 100 # of affected persons consulted before designing shelter facilities Qualitative: How do women and girls perceive their level of participation in the design of shelter facilities? What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes? | Organizational records, FGD, KII | Determine in the field | ✔️ | | |

| **Staff knowledge of referral pathway for GBV survivors** | # of SS&R staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100 # of surveyed SS&R staff | Survey | 100% | ✔️ | ✔️ | |

## RESOURCE MOBILIZATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclusion of GBV risk reduction in SS&amp;R funding proposals or strategies</strong></td>
<td># of SS&amp;R funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100 # of SS&amp;R funding proposals or strategies</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tbody>
</table>

| **Stock availability of pre-positioned supplies for GBV risk mitigation** | # of GBV risk-reduction supplies that have stock levels below minimum levels × 100 # of GBV risk-reduction supplies | Planning or procurement records, forecasting records | 0% | ✔️ | ✔️ | ✔️ |

| **Training of SS&R staff on the GBV Guidelines** | # of SS&R staff who participated in a training on the GBV Guidelines × 100 # of SS&R staff | Training attendance, meeting minutes, survey (at agency or sector level) | 100% | ✔️ | ✔️ | ✔️ |

### IMPLEMENTATION

#### Programming

**Risk factors of GBV in and around shelters**

- **Quantitative:**
  - # of affected persons who report concerns about experiencing GBV when asked about areas in and around shelters \( \times 100 \)
  - # of affected persons asked about areas in and around shelters

- **Qualitative:**
  - Do affected persons feel safe from GBV in and around shelters? What types of safety concerns does the affected population describe in and around shelters?

**Coverage of non-food items (NFIs)**

- **Disaggregate by male- and female-headed household**
  - # of households in need of NFIs and who received NFIs \( \times 100 \)
  - # of surveyed households in need of NFIs

  *NFIs can include hygiene and dignity kits, lighting for personal use, cooking and heating fuel, and transitional shelter materials*

**Knowledge of distribution location and time for SS&R-related materials**

- # of heads of households who, in response to a prompted question, correctly say the time and location of the next SS&R-related materials distribution \( \times 100 \)
  - # of surveyed heads of households

**Risk factors of GBV in collecting cooking fuel/firewood**

- # of affected persons who report concerns about experiencing GBV when asked about collecting cooking fuel or firewood \( \times 100 \)
  - # of surveyed heads of households

#### Policies

**Inclusion of GBV prevention and mitigation strategies in SS&R policies, guidelines or standards**

- # of SS&R policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines \( \times 100 \)
  - # of SS&R policies, guidelines or standards

#### Communications and Information Sharing

**Staff knowledge of standards for confidential sharing of GBV reports**

- # of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors \( \times 100 \)
  - # of surveyed staff

**Inclusion of GBV referral information in SS&R community outreach activities**

- # of SS&R community outreach activities programmes that include information on where to report risk and access care for GBV survivors \( \times 100 \)
  - # of SS&R community outreach activities

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(continued)
RESOURCES

Key Resources


- United Nations, Department for International Development (DFID) and Shelter Centre. 2010. Shelter after Disaster: Strategies for transitional settlement and reconstruction, <http://sheltercentre.org/node/12873>


Survivors, Injuries and WASH

During an emergency, well-designed WASH programmes and facilities can help survivors of sexual assault to deal with their injuries, as well as minimize the likelihood of stigmatization. Female and male survivors may require exceptional access to WASH facilities as a result of urethral, genital and/or rectal traumas that render basic washing and hygiene activities difficult and time-consuming. They may also require additional non-food items (NFIs), such as incontinence pads, which should be dispensed in a confidential and non-stigmatizing fashion.

(Information provided by UNHCR, Personal Communication, September 2014)

Addressing Gender-Based Violence throughout the Programme Cycle

ESSENTIAL TO KNOW

Addressing Gender-Based Violence throughout the Programme Cycle

KEY GBV CONSIDERATIONS FOR ASSESSMENT, ANALYSIS AND PLANNING

The questions listed below are recommendations for possible areas of inquiry that can be selectively incorporated into various assessments and routine monitoring undertaken by WASH actors. Wherever possible, assessments should be inter-sectoral and interdisciplinary, with WASH actors working in partnership with other sectors as well as with GBV specialists.

These areas of inquiry are linked to the three main types of responsibilities detailed below under ‘Implementation’: programming, policies, and communications and information sharing. The information generated from these areas of inquiry should be analysed to inform planning of WASH programmes in ways that prevent and mitigate the risk of GBV. This information may highlight priorities and gaps that need to be addressed when planning new programmes or adjusting existing programmes. For general information on programme planning and on safe and ethical assessment, data management and data sharing, see Part Two: Background to Thematic Area Guidance.

LESSON LEARNED

In India, women and girls are subject to sexual harassment, assault and abuse in public sanitation service sites, as these are often poorly designed and maintained. Boys and men stare, peep, hang out and harass women and girls in toilet complexes. Women and girls are afraid of collecting at certain waterpoints due to hostile and unsafe environments. Poor drainage and piles of solid waste create narrow paths and lead to increased incidents of boys and men brushing past women and girls when walking by them.

### Areas Related to WASH Programming

**Participation and Leadership**
- What is the ratio of male to female WASH staff, including in positions of leadership?
- Are there any cultural or security issues related to their employment that may increase their risk of GBV?
- Are women and other at-risk groups actively involved in community activities related to WASH (e.g. community water management and sanitation committees, etc.)? Are they in leadership roles when possible?
- Are the lead actors in WASH response aware of international standards (including these Guidelines) for mainstreaming GBV prevention and mitigation strategies into their activities?

**Cultural and Community Norms and Practices**
- What are the gender- and age-related responsibilities related to WASH (e.g. water collection, storage and treatment; waste disposal; general cleaning; taking care of children’s hygiene; laundry; maintenance and management of WASH facilities; etc.)?
- What are the different uses for water, especially by women and girls (e.g. drinking, cooking, sanitation, gardening, livestock, etc.)?
- What are the patterns of water allocation among family and community members (including sharing, quantity and quality)?
- How are decisions made about the use of water? Who makes these decisions?
- What are the preferences and cultural habits to consider before determining the type of toilets, bathing facilities, laundry, kitchens and water points to be constructed?
- What are the relevant cultural, ethnic, and gender differences related to WASH practices in the affected community (e.g. different anal cleansing practices; washing facilities close to prayer rooms; etc.)?
- What water and sanitation practices were the population accustomed to before the emergency?
- Are there recommendations for how certain roles related to WASH practices should or could change in the emergency?
- How does the crisis impact the access of women, girls and other at-risk groups to WASH facilities?
- How does it affect their personal hygiene practices as compared to before the emergency?
- What are the barriers that keep women, girls and other at-risk groups from using toilets, bathing or collecting water (e.g. lack of privacy; fear of harassment; unsafe times of day or night; etc.)?
- Has the crisis created new or additional WASH needs—particularly arising from physical injuries and trauma?

**Infrastructure**
- What is the current source of water? Is it adequate—in terms of both quality and quantity—as per humanitarian standards?
- How often do women, girls and other at-risk groups collect water or use other WASH facilities?
- What time of day?
- How many hours per day are spent travelling to and from WASH facilities?
- In what way(s) do these factors exacerbate risk of exposure to GBV?
- Are children, especially girls, prevented from attending school as a result of WASH-related responsibilities (e.g. collecting water)?

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### Possible Areas of Inquiry (Note: This list is not exhaustive)

#### Key Assessment Target Groups
- Key stakeholders in WASH: governments; local WASH committees; local leaders; humanitarian workers; GBV, gender and diversity specialists
- Affected populations and communities
- In IDP/refugee settings, members of receptor/host communities

(continued)
PART 3: GUIDANCE

GBV Guidelines

i) In situations where water is rationed or pumped at given times:
   • Are times set that are convenient and safe for those who are responsible for collecting water?
   • Are there enough water points available to prevent fighting at the pumps and/or waiting for long periods in order to get water?
   • What means of transporting water are available, and who is given access to these means (e.g. do men have priority access to bicycles, donkeys or motorbikes; are smaller water containers available for children and elderly people; etc.)?

j) If trucking water, are the drop-off points convenient and safe?

k) What is the distance to water points, toilets, and other WASH facilities?
   • Is the route to be travelled safe?
   • Is there a system of safety patrolling or a community surveillance system of potentially insecure areas?

l) Are WASH facilities secure?
   • Is there sufficient lighting (e.g. alternative lighting for periods with no power; adequate lightbulbs; etc.)?
   • Do they provide adequate privacy?
   • Are bathrooms and bathing facilities equipped with doors that lock from the inside?
   • Are facilities designed and built based on universal design and/or reasonable accommodation\(^2\) to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities; injuries; visual or other sensory impairments; etc.)?
   • Are they adequate in number to meet the rights and needs of the affected population (e.g. using the approximate ratio of 3 female cubicles for every 1 male cubicle, according to Sphere standards)?
   • Are there family latrines?
   • If latrines are communally shared, are there separate facilities for males and females that are clearly marked, private and appropriate distances apart?

m) What types of sanitary supplies and hygiene materials are appropriate to distribute to women and girls, especially related to menstruation?
   • Are these materials available, resupplied and distributed regularly?
   • Does the timing and process of distribution put women and girls at higher risk of GBV?
   • Are there adequate and private mechanisms for cleaning or disposing of sanitary supplies?

n) What types of sanitary supplies and hygiene materials are required by female and male survivors of sexual assault with injuries? Are mechanisms in place to ensure that they can be accessed and distributed in a confidential and non-stigmatizing manner?

Areas Related to WASH POLICIES

a) Are GBV prevention and mitigation strategies incorporated into the policies, standards and guidelines of WASH programming?
   • Are women, girls and other at-risk groups meaningfully engaged in the development of WASH policies, standards and guidelines that address their rights and needs, particularly as they relate to GBV? In what ways are they engaged?
   • Are these policies, standards and guidelines communicated to women, girls, boys and men (separately when necessary)?
   • Are WASH staff properly trained and equipped with the necessary skills to implement these policies?

b) Do national/local sector policies address discriminatory practices hindering women and other at-risk groups from safe participation (as staff, in community-based groups, etc.) in the WASH sector?

c) Do national and local WASH sector policies and plans integrate GBV-related risk-reduction strategies? Do they allocate funding for sustainability of these strategies?
   • In situations of cyclical natural disasters, is there a policy provision for a GBV specialist to advise the government on WASH-related GBV risk reduction?

(continued)

\(^2\) For more information regarding universal design and/or reasonable accommodation, see definitions in Annex 4.
### Areas Related to WASH COMMUNICATIONS and INFORMATION SHARING

a) Has training been provided to WASH staff on:
   - Issues of gender, GBV, women’s/human rights, social exclusion and sexuality?
   - How to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care?

b) Do WASH-related community outreach activities raise awareness within the community about general safety and GBV risk reduction?
   - Does this awareness-raising include information on survivor rights (including to confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV?
   - Is this information provided in age-, gender-, and culturally appropriate ways?
   - Are males, particularly leaders in the community, engaged in these community mobilization activities as agents of change?

c) Are discussion forums on hygiene and sanitation age-, gender-, and culturally sensitive? Are they accessible to women, girls and other at-risk groups (e.g. confidential, with females as facilitators of women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues?

### LESSON LEARNED

In Haiti, the assessment for water and sanitation needs largely overlooked the gender and cultural dimensions of the population. No specific questions in the Phase I and II rapid assessments addressed gender or GBV. The Assessment Capacities Project (ACAPS) had a Gender Focal Point for Haiti write up a concise report on gender issues to help inform the analyses of the assessment findings. In her report, the Gender Focal Point looked at the full rapid assessment report for WASH and found that, outside of Port-au-Prince, 83 per cent of the latrines were not divided by sex, and 84 per cent were not adequately lit. However, in the final Rapid Initial Needs Assessment report, much of this gender-sensitive data was not included to inform programming. As a result, the Gender Focal Point deemed the WASH intervention to be inefficient and ineffective. Key concerns were that latrines were not separated by sex; were not sufficiently private; were too far away from dwellings; were not lit; lacked locks; and were culturally inappropriate (i.e. people could not sit down). These factors all increased the risk of sexual harassment and assault when using the latrines. Key protection issues emerged as sexual assault was reported in 29 per cent (6 out of 21) of the sites.


### PROMISING PRACTICE

In Somalia, UNICEF’s WASH, child protection and education sectors came together to conduct a survey on menstrual hygiene management. Their aim was to mitigate child marriage, ensure girls remained in school, and provide dignity to women and girls. While the main focus of the survey was on menstrual hygiene management (e.g. types of sanitary towels, types of underwear, access to water, etc.), they used the opportunity to also survey participants on what kinds of items upheld dignity and could be included in a ‘dignity kit’. The UNICEF sections involved the shelter cluster in developing the survey to ensure that the main providers of dignity kits were participating. All sectors were pleased with the outcome and the level of coordination between sectors.

(Information provided by UNICEF Somalia Child Protection Section, Personal Communication, August 2014)
KEY GBV CONSIDERATIONS FOR RESOURCE MOBILIZATION

The information below highlights important considerations for mobilizing GBV-related resources when drafting proposals for WASH programming. Whether requesting pre-/emergency funding or accessing post-emergency and recovery/development funding, proposals will be strengthened when they reflect knowledge of the particular risks of GBV and propose strategies for addressing those risks.

ESSENTIAL TO KNOW

Beyond Accessing Funds

‘Resource mobilization’ refers not only to accessing funding, but also to scaling up human resources, supplies and donor commitment. For more general considerations about resource mobilization, see Part Two: Background to Thematic Area Guidance. Some additional strategies for resource mobilization through collaboration with other humanitarian sectors/partners are listed under ‘Coordination’, below.
 Does the proposal articulate the GBV-related safety risks, protection needs and rights of the affected population as they relate to the provision of WASH services?

 Are WASH responsibilities in the home and in the wider community understood and disaggregated by sex, age, disability and other relevant vulnerability factors? Are the related risk factors of women, girls and other at-risk groups recognized and described?

 Are risks for specific forms of GBV (e.g. sexual assault, sexual exploitation, harassment, intimate partner violence and other forms of domestic violence, etc.) described and analysed, rather than a broader reference to ‘GBV’?

When drafting a proposal for emergency preparedness:

- Is there an anticipation of the types of age-, gender-, and culturally appropriate supplies that should be pre-positioned in order to facilitate a rapid WASH response that mitigates the risk of GBV (e.g. sanitary supplies for menstruation; sturdy locks for toilets and bathing facilities; lights for toilets, laundry, kitchen and bathing facilities; solid doors and privacy fencing; handpumps and water containers that are women- and girl-friendly; features to improve accessibility for persons with disabilities; etc.)?
- Is there a strategy for preparing and providing trainings for government, WASH staff and community WASH groups on the safe design and construction of WASH facilities that mitigates the risk of GBV?
- Are additional costs required to ensure any GBV-related community outreach materials will be available in multiple formats and languages (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.)?

When drafting a proposal for emergency response:

- Is there a clear description of how the WASH programme will mitigate exposure to GBV (for example, in terms of the location and design of facilities)?
- Do strategies meet standards promoted in the Sphere Handbook?
- Are additional costs required to ensure the safety and effective working environments for female staff in the WASH sector (e.g. supporting more than one female staff member to undertake any assignments involving travel, or funding a male family member to travel with the female staff member)?

When drafting a proposal for post-emergency and recovery:

- Is there an explanation of how the WASH project will contribute to sustainable strategies that promote the safety and well-being of those at risk of GBV, and to long-term efforts to reduce specific types of GBV?
- Does the proposal reflect a commitment to working with the community to ensure sustainability?

Do the proposed activities reflect guiding principles and key approaches (human rights-based, survivor-centred, community-based and systems-based) for integrating GBV-related work?

Do the proposed activities illustrate linkages with other humanitarian actors/sectors in order to maximize resources and work in strategic ways?

Does the project promote/support the participation and empowerment of women, girls and other at-risk groups—including as WASH staff and in local WASH committees?
The following are some common GBV-related considerations when implementing WASH programming in humanitarian settings. These considerations should be adapted to each context, always taking into account the essential rights, expressed needs and identified resources of the target community.

**Integrating GBV Risk Reduction into WASH PROGRAMMING**

1. **Involve women and other at-risk groups as staff and leaders in the siting, design, construction and maintenance of water and sanitation facilities and in hygiene promotion activities** *(with due caution in situations where this poses a potential security risk and/or increases the risk of GBV).*

   - Strive for 50 per cent representation of females within WASH programme staff. Provide women with formal and on-the-job training in the construction, operation and maintenance of safe WASH facilities, as well as targeted support to assume leadership and training positions.
   - Ensure women (and where appropriate, adolescent girls) are actively involved in community-based WASH committees and management groups. Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
   - Employ persons from at-risk groups in WASH staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

2. **Implement strategies that increase the availability and accessibility of water for women, girls and other at-risk groups.**

   - Strive to place water points no more than 500 metres from households, in accordance with Sphere standards. When water cannot be made available in kitchens, design kitchens that are no more than 500 metres from water points.
   - Ensure handpumps and water containers are women- and girl-friendly, and are designed in ways that minimize the time spent collecting water.
   - In situations where water is rationed or pumped at given times, work with affected communities to plan schedules. Times should be set that are convenient and safe for women, girls and other at-risk groups, and users should be fully informed of when and where water is available.

**PROMISING PRACTICE**

In Morocco, the Rural Water Supply and Sanitation Project of the World Bank aimed to reduce the “burden of girls who were traditionally involved in fetching water.” In the six provinces where the project was based, the time spent collecting water by women and young girls was reduced by 50 to 90 per cent. Due in part to more convenient access to water, girls’ school attendance increased by 20 per cent in four years.

In IDP/refugee settings, work with receptor/host communities to reduce tension over shared water resources, as this tension can exacerbate the risk of attacks against those collecting water (often women and girls).

Implement water distribution patterns that support the sustainable and long-term supply of water. This helps to prevent future water shortages that can place women, girls and other at-risk groups at risk of GBV.

- Limit the overdrawing of ground water resources.
- Encourage water-saving measures among camp residents.
- Support the development of community-based drought preparedness plans for refugee/IDP camps with vulnerable water resources (e.g. the construction of rainwater harvesting projects in rural areas).

3. Implement strategies that maximize the safety, privacy and dignity of WASH facilities.

- Build upon indigenous knowledge and practices to construct age-, gender-, and culturally sensitive WASH facilities (including toilets, laundry, kitchen and bathing facilities). Take into account cultural norms and practices related to sanitation and hygiene (for example, noting who is responsible for cleaning toilets; noting whether women would feel comfortable using a toilet cleaned by a man; etc.).

- In consultation with affected communities, locate WASH facilities in safe locations and within safe distances from homes (e.g. toilets no more than 50 metres from homes with a maximum of 20 people using each toilet, in accordance with Sphere standards). Ensure they are accessible to persons with disabilities.

(Information provided by Handicap International, Personal Communication, 7 February 2013. For more information on making WASH facilities accessible, see Handicap International’s Disability Checklist for Emergency Response: <www.handicap-international.de/fileadmin/redaktion/pdf/disability_checklist_booklet_01.pdf>)

During Oxfam’s 2007 Solomon Islands tsunami response, female community mobilizers learned that women were concerned about lack of privacy at wash points. This information was sent to management, and with further consultation with the concerned women, screens were built to provide privacy and a feeling of security.

(Adapted from Oxfam. 2011. Gender Equality and Women’s Rights in Emergencies, p. 57)
Ensure adequate lighting both inside and outside WASH facilities. Identify strategies to ensure lighting even without electricity. For example:

- Provide temporary lighting or solar lighting in early emergencies.
- Explore and implement electricity alternatives in times of flooding or other natural disaster.
- Provide families/individuals with torches.

Construct culturally appropriate toilets and bathing facilities that are family-based or sex-segregated. Clearly label these facilities with pictures as well as text, and equip them with doors, sturdy internal locks, privacy fencing and other safety measures. Use sex-disaggregated data to plan the ratio of female to male cubicles (using the approximate ratio of 3:1, in accordance with Sphere standards).

In settings where affected populations must travel some distance to reach WASH facilities, develop strategies to enhance safety along these routes (e.g. safety patrols along paths; escort systems; community surveillance systems; etc.). Work with communities, security personnel, peacekeepers (where appropriate) and other relevant sectors (such as livelihoods, CCCM, and protection) to develop these strategies.

In situations where women, girls and other at-risk groups feel too unsafe to use toilets and other WASH facilities after dark, consider making provisions at the household level (e.g. potties, bucket latrines, etc.).

4. Ensure dignified access to hygiene-related materials.

- Distribute suitable material for the absorption and disposal of menstrual blood for women and girls of reproductive age.
  - Consult with women and girls to identify the most culturally appropriate materials.
  - Distribute underwear, menstrual hygiene supplies and other sanitary supplies at regular intervals throughout the emergency and to any new arrivals.
  - Support the sustained availability of these supplies post-emergency (for example, undertake a market assessment with livelihoods actors to identify potential opportunities for local production of sanitary supplies as a micro-enterprise).
  - Ensure that the timing and process of distributing these materials does not place women and girls at a higher risk of GBV.

**ESSENTIAL TO KNOW**

**Transgender Persons**

Transgender women are often culturally prohibited from using women’s spaces, yet face a high risk of violence and assault in men’s spaces. Similarly, transgender men may be excluded from sex-segregated spaces and face increased risk of violence when attempting to use these spaces. When possible, and with the assistance of LGBTI specialists, WASH actors should consult with local transgender organizations to ensure their programmes meet the basic rights and needs of transgender individuals. For instance, in Nepal, which has recently recognized a legal third gender category, a third gender–inclusive bathroom was implemented as a means of providing space for those who might not otherwise fit into traditionally sex-segregated spaces. Such strategies, however, are very culture- and context-specific and in some cases might actually increase the risk of GBV against transgender individuals. Therefore, engagement with local communities and local LGBTI experts is essential before implementing any risk-reduction strategies for transgender individuals.

Ensure dignified and confidential access to incontinence pads for male and female survivors of sexual assault who have suffered urethral, genital or rectal damage (and may have undergone reconstructive surgery).

Include bins for disposable sanitary supplies in female toilets to prevent women, girls and other at-risk groups from having to dispose of their sanitary supplies in locations or at times that increase their risk of assault or harassment. Include bins in male toilets for disposable incontinence pads to minimize stigmatization of male survivors of sexual assault. Develop sustainable systems for the regular end disposal of sanitary materials. Provide private areas with washing lines for women and girls to wash their undergarments and sanitary supplies.

**ESSENTIAL TO KNOW**

**Hygiene and Dignity Kits**

Hygiene kits are often distributed by WASH programmes, Hygiene Promoters, CCCM and protection staff at the onset of emergencies. These kits include items that enhance a person’s ability to improve cleanliness (e.g. soap, sanitary materials for women and girls, toothbrushes and toothpaste, etc.). Dignity kits, on the other hand, are often distributed by health or shelter, settlement and recovery (SS&R) actors. They focus on promoting the dignity, respect and safety of women and girls by providing age-, gender-, and culturally appropriate garments and other items (such as headscarves, shawls, whistles, torches, underwear and small containers for washing personal items) in addition to sanitary supplies. It is essential that hygiene actors work closely with logisticians, health actors and SS&R actors to maximize the distribution potential of all of these items and avoid gaps or unnecessary duplication of efforts. Hygiene and dignity kits must also be designed in partnership with the affected community to identify the most appropriate items for inclusion and determine the best timing and process of distribution so as not to increase the risk of GBV against women and girls.


**Integrating GBV Risk Reduction into WASH POLICIES**

1. **Incorporate relevant GBV prevention and mitigation strategies into the policies, standards and guidelines of WASH programmes.**

   - Identify and ensure the implementation of programmatic policies that (1) mitigate the risks of GBV and (2) support the participation of women, adolescent girls and other at-risk groups as staff and leaders in WASH activities. These can include, among others:
     - Policies regarding childcare for WASH staff.
     - Standards for equal employment of females.
     - Procedures and protocols for sharing protected or confidential information about GBV incidents.
     - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse.

   - Circulate these widely among WASH staff, committees and management groups and—where appropriate—in national and local languages to the wider community (using accessible methods such as Braille; sign language; posters with visual content for non-literate persons; announcements at community meetings; etc.).
2. Advocate for the integration of GBV risk-reduction strategies into national and local policies and plans related to WASH, and allocate funding for sustainability.

- Support governments, customary/traditional leaders and other stakeholders in reviewing and reforming policies and plans to address discriminatory practices that hinder women and other at-risk groups from safely participating in the WASH sector (as staff and/or community advisers, in community-based groups, etc.).
- Ensure national WASH policies and plans include GBV-related safety measures (e.g. measures regarding safe placement and monitoring of water points and other public WASH facilities).
- Support relevant line ministries in developing implementation strategies for GBV-related policies and plans. Undertake awareness-raising campaigns highlighting how such policies and plans will benefit communities in order to encourage community support and mitigate backlash.

Integrating GBV Risk Reduction into WASH COMMUNICATIONS and INFORMATION SHARING

1. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (i.e. referral pathways) for survivors, and ensure WASH staff have the basic skills to provide them with information on where they can obtain support.

- Ensure all WASH personnel who engage with affected populations have written information about where to refer survivors for care and support. Regularly update information about survivor services.
- Train all WASH personnel who engage with affected populations in gender, GBV, women's/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

2. Ensure that WASH programmes sharing information about reports of GBV within the WASH sector or with partners in the larger humanitarian community abide by safety and ethical standards.

- Develop inter- and intra-agency information-sharing standards that do not reveal the identity of or pose a security risk to individual survivors, their families or the broader community.

3. Incorporate GBV messages into hygiene promotion and other WASH-related community outreach activities.

- Work with GBV specialists to integrate community awareness-raising on GBV into WASH outreach initiatives (e.g. community dialogues, workshops, meetings with community leaders, GBV messaging, etc.).
  - Ensure this awareness-raising incorporates information on survivor rights (including confidentiality at the service delivery and community levels), where to report risk and how to access care for GBV.
• Use multiple formats and languages to ensure accessibility (e.g. Braille; sign language; simplified messaging such as pictograms and pictures; etc.).
• Engage women, girls, men and boys (separately when necessary) in the development of messages and in strategies for their dissemination so they are age-, gender-, and culturally appropriate.

▶ Work with communities to discuss the importance of sex-segregated toilets and bathing facilities, particularly for shared or public facilities. Organize a community-based mechanism to ensure that separate usage is respected.

▶ Engage males, particularly leaders in the community, as agents of change in WASH education activities related to the prevention of GBV.

▶ Consider the barriers faced by women, girls and other at-risk groups to their safe participation in community discussion forums and educational workshops related to sanitation and hygiene (e.g. transportation; meeting times and locations; risk of backlash related to participation; need for childcare; accessibility for persons with disabilities; lack of access to menstrual hygiene supplies; etc.). Implement strategies to make discussion forums age-, gender-, and culturally sensitive (e.g. confidential, with females as facilitators of separate women’s and girls’ discussion groups, etc.) so that participants feel safe to raise GBV issues.

▶ Provide community members with information about existing codes of conduct for WASH personnel, as well as where to report sexual exploitation and abuse committed by WASH personnel. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.

ESSENTIAL TO KNOW

GBV-Specific Messaging

Community outreach initiatives should include dialogue about basic safety concerns and safety measures for the affected population, including those related to GBV. When undertaking GBV-specific messaging, non-GBV specialists should be sure to work in collaboration with GBV-specialist staff or a GBV-specialized agency.
KEY GBV CONSIDERATIONS FOR COORDINATION WITH OTHER HUMANITARIAN SECTORS

As a first step in coordination, WASH programmers should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to assist WASH actors to:

- Design and conduct WASH assessments that examine the risks of GBV related to WASH programming, and strategize with WASH actors about way to mitigate these risks.
- Provide trainings for WASH staff on issues of gender, GBV and women’s/human rights.
- Identify where survivors who may report instances of GBV to WASH staff can receive safe, confidential and appropriate care, and provide WASH staff with the basic skills and information necessary to respond supportively to survivors.
- Provide training and awareness-raising for the affected community on gender, GBV and women’s/human rights as they relate to WASH.

In addition, WASH programmers should link with other humanitarian sectors to further reduce the risk of GBV. Some recommendations for coordination with other sectors are indicated below (to be considered according to the sectors that are mobilized in a given humanitarian response). While not included in the table, WASH actors should also coordinate with—where they exist—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.

PROMISING PRACTICE

In 2009–2010, a programme in North Kivu Province in the Democratic Republic of the Congo (DRC) linked WASH, protection and health in the prevention of GBV. Links between sanitation and GBV became apparent due to lack of private latrines: women faced no choice but to find private places to defecate, often at night and at a considerable distance away from their homes, increasing their risk to sexual assault. Women also faced violence—including rape—when collecting water from springs outside of the village.

The programme included three areas of focus: health, WASH and protection. WASH focused on construction of basic WASH facilities in public places (such as schools, hospitals, health centres, markets); promotion of household sanitation, accompanied by health promotion; careful design and maintenance of water points (e.g. clearing pathways, building fencing around water points to make areas safer, ensuring a good flow of water, etc.); and appropriate siting of latrines relative to houses.

In addition, protection committees were established involving men, women, a community leader, church members, a representative from the local authority and the police. Their aim was to raise awareness on sexual violence and its impacts in the community; connect GBV and HIV; denounce any abuses of human rights; and share knowledge on how people could protect themselves. They monitored facilities and pathways to water points and formed the first point of contact in the community for rape allegations, assisting survivors in getting medical and psychological help.

Women were involved as a fundamental part of all processes, including as members of water point and protection committees and in the siting and design of household latrines. The programme found that integrating WASH, protection and health programmes can have a range of positive impacts, and this approach has now been replicated in other areas.

Camp Coordination and Camp Management (CCCM)

- Work with CCCM actors to:
  - Design, locate, and construct WASH facilities based on needs and safety concerns of those at risk of GBV
  - Facilitate hygiene promotion activities that integrate GBV messages (e.g., prevention, where to report risk and how to access care)
  - Engage receptor/host communities about water-resource usage
  - Facilitate sustainable distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing or disposing of sanitary supplies that are consistent with the rights and expressed needs of women and girls
  - Monitor WASH sites for safety, accessibility and instances of GBV

Child Protection

- Work with child protection actors to:
  - Design and construct safe WASH facilities in or near child-friendly spaces, community centres and other child protection facilities
  - Monitor routes to water points and toilets and highlight potentially unsafe areas for children

Education

- Work with education actors to design and construct WASH facilities at learning centres that are sex-segregated, safe, accessible and otherwise mitigate the risk of GBV
- Conduct hygiene promotion activities in schools that integrates GBV messages (e.g., prevention, where to report risk and how to access care)

Food Security and Agriculture

- Work with food security and agriculture actors to monitor the access to and use of water for cooking needs, agricultural lands and livestock

Health

- Work with health actors:
  - In the design and construction of sex-segregated WASH facilities in health centres and hospitals that are safe and accessible for survivors
  - In the distribution of dignity kits where appropriate

Livelihoods

- Work with livelihoods actors in:
  - Providing cash-for-work incentives to those at risk of GBV for environmental sanitation, drainage clean-up and maintenance of water and sanitation systems
  - Targeting those at risk of GBV for job skills training related to WASH programming (where age-, gender-, and culturally appropriate), particularly in technical and managerial roles to ensure their presence in decision-making processes
  - Undertaking market assessments for the production of hygiene and sanitary supplies

Nutrition

- Work with nutrition actors to:
  - Integrate, where relevant, hygiene promotion and basic GBV messages (e.g., prevention, where to report risk and how to access care) into infant and young child feeding programmes
  - Design and construct water points and sex-segregated latrines in feeding centres

Protection

- Work with protection actors in the monitoring of safety issues in and around WASH facilities—especially those related to design
- Link with local law enforcement as partners in ensuring the safety of women, girls and other at-risk groups travelling to and from WASH facilities

Shelter, Settlement and Recovery (SS&R)

- Work with SS&R actors to:
  - Plan and design shelters with WASH facilities located within safe distances of all residences—especially residences of women, people with disabilities and other at-risk groups
  - Distribute dignity kits where appropriate
KEY GBV CONSIDERATIONS FOR
MONITORING AND EVALUATION
THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

### Monitoring and Evaluation Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASELINE</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT, ANALYSIS AND PLANNING</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Inclusion of GBV-related questions in WASH assessments&lt;sup&gt;3&lt;/sup&gt;</td>
<td># of WASH assessments that include GBV-related questions* from the GBV Guidelines × 100</td>
<td></td>
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<tr>
<td></td>
<td># of WASH assessments</td>
<td></td>
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<tr>
<td></td>
<td>* See page 283 for GBV areas of inquiry that can be adapted to questions in assessments</td>
<td></td>
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</tr>
<tr>
<td>Female participation in assessments</td>
<td># of assessment respondents who are female × 100</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td># of assessment respondents</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and # of assessment team members who are female × 100</td>
<td></td>
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<tr>
<td></td>
<td>and # of assessment team members</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Assessment reports or tools (at agency or sector level)</td>
<td>100%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Assessment reports (at agency or sector level)</td>
<td>50%</td>
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(continued)

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## ASSESSMENT, ANALYSIS AND PLANNING (continued)

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<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations with the affected population on GBV risk factors in and around WASH facilities&lt;sup&gt;4&lt;/sup&gt; Disaggregate consultations by sex and age</td>
<td># of WASH facility sites assessed through consultations with the affected population on GBV risk factors in and around WASH facilities × 100 # of WASH facility sites</td>
<td>Organizational records, focus group discussion (FGD), key informant interview (KII)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Female participation prior to WASH facility siting and design&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Quantitative: # of affected persons consulted prior to WASH facility siting and design who are female × 100 Qualitative: How do women and girls perceive their level of participation in WASH facility siting and design? What enhances women’s and girls’ participation in the design process? What are barriers to female participation in these processes?</td>
<td>Organizational records, FGD, KII</td>
<td>Determine in the field</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff knowledge of referral pathway for GBV survivors</td>
<td># of WASH staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100 # of surveyed WASH staff</td>
<td>Survey</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</table>

### RESOURCE MOBILIZATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>BASE-LINE</th>
<th>OUT-PUT</th>
<th>OUT-COME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of GBV risk reduction in WASH funding proposals or strategies</td>
<td># of WASH funding proposals or strategies that include at least one GBV risk-reduction objective, activity or indicator from the GBV Guidelines × 100</td>
<td>Proposal review (at agency or sector level)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Stock availability of pre-positioned supplies for GBV risk mitigation</td>
<td># of GBV risk-reduction supplies that have stock levels below minimum levels × 100 # of GBV risk-reduction supplies</td>
<td>Planning or procurement records, forecasting records</td>
<td>0%</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Training of WASH staff on the GBV Guidelines</td>
<td># of WASH staff who participated in a training on the GBV Guidelines × 100 # of WASH staff</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
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### IMPLEMENTATION

#### Programming

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Possible Data Sources</th>
<th>Target Base-Line</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female participation in WASH community-based committees</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Quantitative: # of affected persons who participate in WASH community-based committees who are female × 100 # of affected persons who participate in WASH community-based committees Qualitative: How do women and girls perceive their level of participation in WASH community-based committees? What enhances and what are barriers to female participation in WASH committees?</td>
<td>Site management reports, Displacement Tracking Matrix (DTM), FGD, KII</td>
<td>50%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Female staff in WASH programmes</strong></td>
<td># of staff in WASH programmes who are female × 100 # of staff in WASH programmes</td>
<td>Organizational records</td>
<td>50%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Risk factors of GBV in and around WASH facilities</strong></td>
<td>Disaggregate WASH facilities by: water point, bathing and sanitation; time of day; and geographic locations Quantitative: # of affected persons who report concerns about experiencing GBV when asked about access to WASH facilities × 100 # of affected persons asked about access to WASH facilities Qualitative: Do affected persons feel safe from GBV when accessing WASH facilities? What types of safety concerns do persons describe in and around WASH facilities?</td>
<td>Survey, FGD, KII, participatory community mapping</td>
<td>0%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Access to water point within 500 meters of household</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td># of affected persons living within 500 meters of water point × 100 # of affected persons</td>
<td>Direct observation</td>
<td>Determine in the field</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Existence of lockable, sex-segregated WASH facilities in affected areas</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td># of specified affected areas that have sex-segregated (for shared facilities) and lockable WASH facilities × 100 # of specified areas in affected areas</td>
<td>DTM, needs assessment, safety audit</td>
<td>100%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Presence of functional lighting at WASH facilities</strong></td>
<td># of WASH facilities with functional lighting × 100 # of WASH facilities</td>
<td>Direct observation, safety audit</td>
<td>Determine in the field</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Distribution of culturally appropriate sanitary materials for females of reproductive age</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
<td># of females receiving culturally appropriate sanitary materials for menstruation in a specified time × 100 # of female affected persons of reproductive age in a specified time</td>
<td>Survey, FGD</td>
<td>Determine in the field</td>
<td>✔️</td>
<td>✔️</td>
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**IMPLEMENTATION (continued)**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV prevention and mitigation strategies in WASH policies, guidelines or standards</td>
<td># of WASH policies, guidelines or standards that include GBV prevention and mitigation strategies from the GBV Guidelines × 100</td>
<td>Desk review (at agency, sector, national or global level)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of WASH policies, guidelines or standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications and Information Sharing</strong></td>
<td></td>
<td></td>
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<tr>
<td>Staff knowledge of standards for confidential sharing of GBV reports</td>
<td># of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors × 100</td>
<td>Survey (at agency or programme level)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td># of surveyed staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of GBV referral information in WASH community outreach activities</td>
<td># of WASH community outreach activities programmes that include information on where to report risk and access care for GBV survivors × 100</td>
<td>Desk review, KII, survey (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of WASH community outreach activities</td>
<td></td>
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</tbody>
</table>

**COORDINATION**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of GBV risk-reduction activities with other sectors</td>
<td># of non-WASH sectors consulted with to address GBV risk-reduction activities* × 100</td>
<td>KII, meeting minutes (at agency or sector level)</td>
<td>Determine in the field</td>
</tr>
<tr>
<td></td>
<td># of existing non-WASH sectors in a given humanitarian response</td>
<td></td>
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</tr>
</tbody>
</table>

* See page 296 for list of sectors and GBV risk-reduction activities
RESOURCES

Key Resources


Additional Resources

- Global WASH Cluster. The Global WASH Cluster provides an open and formal platform for humanitarian WASH actors to work together to address key weaknesses in the WASH sector as a whole. A range of resources can be accessed through <www.washcluster.net>


- OHCHR Special Rapporteur Website: <www.ohchr.org/EN/Issues/WaterAndSanitation/SRWater/Pages/SRWaterIndex.aspx>

- WaterAid is an international non-governmental organization whose mission is to transform lives by improving access to safe water, improved hygiene and sanitation in the world’s poorest communities. For more information see: <www.wateraid.org/uk/what-we-do/the-crisis>

- For a publication by WaterAid on considering equity and inclusion in WASH projects, see: <www.wateraid.org/~/media/Publications/equity-and-inclusion-framework.pdf>


- The Inter-Agency Task Force on Gender and Water (GWTF). The Task Force’s objectives are to promote gender mainstreaming in the implementation of the Millennium Development Goals (MDGs) related to water and sanitation and the Johannesburg Plan of Implementation (JPOI) at the global, regional, national, local and utility levels. It also promotes coherence and coordination of activities by UN-Water members and partners in this area. Task Force activities reflect a long-term strategy and ongoing process of gender mainstreaming, which informs the design and implementation of national planning documents. For more information, see: <www.unwater.org/activities/task-forces/water-and-gender/en>


- For information on Dignity Kits, see: <https://ochanet.unocha.org/p/Documents/Dignity%20Kit%20Final3.pdf>


Water, Engineering and Development Centre. Barrier analysis and accessibility and safety audit tools, <https://wedc-knowledge.lboro.ac.uk/collections/equity-inclusion/general.html>


While most humanitarian actors in emergencies work directly with affected populations, some sectors work to ensure that an uninterrupted supply of life-saving relief items reaches women, girls, men and boys who have been exposed to a humanitarian emergency. Even if these sector actors have limited interaction with affected populations, they can play an important role in supporting efforts to prevent and mitigate GBV.

Logistics (including Procurement): The Logistics sector is critical to ensuring the rapid procurement, storage, installation and distribution of essential and life-saving supplies, including supplies that can mitigate the risk of GBV. Logistics departments may be responsible for establishing contracts for constructions, rentals and casual labours. They may also determine the location and scheduling of distribution points, all of which can influence the risks of GBV.

Emergency Telecommunications: While telecommunications personnel primarily focus on supporting other humanitarian operations, the field of telecommunications and new technologies is continuously evolving. Where infrastructure allows, the use of telecommunications and technology can expand humanitarian actors’ capacity to help affected populations. In particular, the field of telecommunications offers exciting opportunities to prevent and mitigate GBV. Although opportunities are generally led by GBV specialists, telecommunications personnel can work with GBV specialists on new

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1 Such supplies can include, among others: food; medicines and medical drugs; post-exposure prophylaxis (PEP) kits; privacy screens for medical examinations; sturdy locks for toilets and bathing facilities; school uniforms or other appropriate clothing; partitions for shelters; ramps and other accessibility features for persons with disabilities; sanitary supplies for women and girls of reproductive age; etc.
technologies to ensure they are developed and used in an ethical and secure manner, so that the benefits of these new strategies outweigh any potential risks (e.g. risks associated with particular messages as well as access and use of technology by males and females). Emerging possibilities for assisting GBV survivors and those at risk through the strategic use of information and communication technologies (ICTs) include:

- Using mobile phones to disseminate information about GBV services and promote messages related to GBV prevention.
- Using mobile phones to enable GBV survivors to reach GBV helplines or other venues for reporting violence, or to receive money/cash vouchers.
- Mapping safe and unsafe areas through Global Positioning Systems (GPS), codifying and confidentially sharing this information with GBV specialists to better inform policy and programming.

**KEY ACTIONS FOR HUMANITARIAN OPERATIONS SUPPORT SECTORS**

The following are some of the common GBV-related actions that can be implemented by logistics and telecommunications support sectors operating in humanitarian settings.

1. **Work with GBV specialists to improve the capacity of humanitarian operations support sector actors (staff, contractors, volunteers) to prevent and mitigate GBV.**

   - Solicit support from GBV specialists to:
     - Conduct research on the links between the support sector and GBV (e.g. when, why and how GBV-related safety issues arise at the field level; how the sector can be involved in mitigative or supportive actions; how to ensure that women are meaningfully involved in support sectors; how to minimize the potential risks of new technological strategies; etc.).
     - Provide training to all support sector actors about these potential risk factors.
   - Provide guidance to procurement personnel on the specifications for commonly purchased articles that facilitate prevention of and response to GBV. Link with GBV specialists and other relevant sector actors as needed.
   - Put in place a mechanism that allows support sector actors to report (e.g. to a supervisor or an identified focal point within a contracting agency) any GBV-related concerns they may observe while carrying out their responsibilities (for example, observing women, girls and other at-risk groups walking in isolated places or being threatened by others in the community).
   - In cases where support sector actors work with affected populations, provide community members with information about existing codes of conduct for support sector actors, as well as where to report sexual exploitation and abuse committed by support sector actors. Ensure appropriate training is provided for staff and partners on the prevention of sexual exploitation and abuse.
2. Consult with GBV specialists to identify safe, confidential and appropriate systems of care (referral pathways) for survivors, and ensure support sector actors have the basic skills to provide them with information on where they can obtain support.

- Ensure all actors (staff, contractors, volunteers, etc.) have written information about where to refer survivors for care and support, including whom to contact at both the country and global/headquarters levels to refer this information. Regularly update information about survivor services.
- Train all actors in issues of gender, GBV, women’s/human rights, social exclusion, sexuality and psychological first aid (e.g. how to supportively engage with survivors and provide information in an ethical, safe and confidential manner about their rights and options to report risk and access care).

3. Involve women and other at-risk groups\(^2\) in all aspects of humanitarian operations support sector activities (with due caution in situations where this poses a potential security risk and/or increases the risk of GBV).

- Where appropriate, strive to increase the representation of females as staff and volunteers in support sector activities.
  - Provide women with formal and on-the-job training as well as targeted support to assume leadership and training positions.
  - Be aware of potential tensions that may be caused by attempting to change the role of women and girls in communities and, as necessary, engage in dialogue with males to ensure their support.
- Employ persons from at-risk groups in support sector staff, leadership and training positions. Solicit their input to ensure specific issues of vulnerability are adequately represented and addressed in programmes.

4. Incorporate GBV prevention and mitigation strategies into the policies, standards and guidelines of support sectors.

- Review and revise sector policies to ensure they integrate GBV prevention and mitigation strategies. These can include, among others:
  - Policies regarding childcare for staff.
  - Standards for equal employment of females, and policies to prevent discrimination in hiring practices.
  - Relevant information about agency procedures to report, investigate and take disciplinary action in cases of sexual exploitation and abuse, including immediate termination of a contract where a case is confirmed.
  - Policies to prevent children from working.
  - Policies on age-, gender-, and culturally appropriate and safe housing for staff.

\(\text{\textsuperscript{2}}\) For the purposes of these Guidelines, at-risk groups include those whose particular vulnerabilities may increase their exposure to GBV and other forms of violence: adolescent girls; elderly women; woman and child heads of households; girls and women who bear children of rape and their children born of rape; indigenous people and ethnic and religious minorities; lesbian, gay, bisexual, transgender and intersex (LGBTI) persons; persons living with HIV; persons with disabilities; persons involved in forced and/or coerced prostitution and child victims of sexual exploitation; persons in detention; separated or unaccompanied children and orphans, including children associated with armed forces/groups; and survivors of violence. For a summary of the protection rights and needs of each of these groups, see page 11 of these Guidelines.
KEY GBV CONSIDERATIONS FOR
COORDINATION WITH OTHER
HUMANITARIAN SECTORS

As a first step in coordination, logistics and telecommunications support sectors operating in humanitarian settings should seek out the GBV coordination mechanism to identify where GBV expertise is available in-country. GBV specialists can be enlisted to:

▶ Provide trainings for support sector actors (staff, contractors and volunteers) on issues of gender, GBV and women’s/human rights.

▶ Support research on the links between the support sector and GBV.

▶ Review existing (or develop new) sector policies to integrate GBV prevention and mitigation strategies.

▶ Identify where survivors who may report instances of GBV exposure to support sector staff can receive safe, confidential and appropriate care, and provide staff who interact with affected populations with the basic skills and information to respond supportively to survivors.

In addition, support sector programmers should link with other humanitarian sectors to meet GBV-related risk-reduction priorities. These include—where they exist and as appropriate—partners addressing gender, mental health and psychosocial support (MHPSS), HIV, age and environment. For more general information on GBV-related coordination responsibilities, see Part Two: Background to Thematic Area Guidance.
KEY GBV CONSIDERATIONS FOR MONITORING AND EVALUATION THROUGHOUT THE PROGRAMME CYCLE

The indicators listed below are non-exhaustive suggestions based on the recommendations contained in this thematic area. Indicators can be used to measure the progress and outcomes of activities undertaken across the programme cycle, with the ultimate aim of maintaining effective programmes and improving accountability to affected populations. The ‘Indicator Definition’ describes the information needed to measure the indicator; ‘Possible Data Sources’ suggests existing sources where a sector or agency can gather the necessary information; ‘Target’ represents a benchmark for success in implementation; ‘Baseline’ indicators are collected prior to or at the earliest stage of a programme to be used as a reference point for subsequent measurements; ‘Output’ monitors a tangible and immediate product of an activity; and ‘Outcome’ measures a change in progress in social, behavioural or environmental conditions. Targets should be set prior to the start of an activity and adjusted as the project progresses based on the project duration, available resources and contextual concerns to ensure they are appropriate for the setting.

The indicators should be collected and reported by the sector represented in this thematic area. Several indicators have been taken from the sector’s own guidance and resources (see footnotes below the table). See Part Two: Background to Thematic Area Guidance for more information on monitoring and evaluation.

To the extent possible, indicators should be disaggregated by sex, age, disability and other vulnerability factors. See Part One: Introduction for more information on vulnerability factors for at-risk groups.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDICATOR DEFINITION</th>
<th>POSSIBLE DATA SOURCES</th>
<th>TARGET</th>
<th>Baseline</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of support sector staff on the GBV Guidelines</td>
<td># of support sector* staff who participated in a training on the GBV Guidelines × 100</td>
<td>Training attendance, meeting minutes, survey (at agency or sector level)</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Support sector includes logistics, procurement and telecommunications</td>
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<tr>
<td>Staff knowledge of standards for confidential sharing of GBV reports</td>
<td># of staff who, in response to a prompted question, correctly say that information shared on GBV reports should not reveal the identity of survivors × 100</td>
<td>Survey (at agency or programme level)</td>
<td>100%</td>
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<tr>
<td></td>
<td># of surveyed staff</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staff knowledge of referral pathway for GBV survivors</td>
<td># of support sector staff who, in response to a prompted question, correctly say the referral pathway for GBV survivors × 100</td>
<td>Survey</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of surveyed support sector staff</td>
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<td></td>
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</tr>
<tr>
<td>Female staff in support sector positions</td>
<td># of staff in support sector positions who are female × 100</td>
<td>Organizational records</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of staff in support sector positions</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>


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ANNEX 1

KEY GENDER-BASED VIOLENCE RESOURCES

A. Key GBV-Related Coordination Structures

Coordinated action is a cornerstone of effective GBV interventions. Some key coordination partners with a GBV focus and expertise are listed below. Humanitarian actors should access these structures at the global level and locally when seeking assistance in designing and implementing GBV-related prevention and mitigation strategies.

<table>
<thead>
<tr>
<th>Coordination Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBV Area of Responsibility (GBV AoR)</td>
<td>The GBV AoR is one of five ‘functional components’ of the Protection Cluster. It is the first globally standardized mechanism for facilitating a multi-sectoral approach to GBV prevention and response in humanitarian settings. The responsibilities of the AoRs are comparable to the work of any of the humanitarian clusters. At the global level the work of the GBV AoR is led jointly by UNFPA and UNICEF. At the field level the GBV AoR may alternatively be known as the GBV Sub-Cluster or GBV Working Group. In some settings coordination partners may opt to name the coordination structure something more contextually appropriate, such as Women’s Protection. For more information see: <a href="http://gbvaor.net">http://gbvaor.net</a></td>
</tr>
<tr>
<td>Global Health Cluster</td>
<td>At the global level the Health Cluster, led by WHO, aims to strengthen individual and collective capacities to respond better and faster to health issues in humanitarian settings. At country level, health partners work to jointly assess and analyse information, prioritize interventions, build an evidence-based strategy and action plan, monitor the health situation and the health sector response, adapt/plan as necessary, mobilize resources and advocate for humanitarian health action. The Health Cluster is tasked to assign a lead agency within the Cluster to support, promote, advocate and lead actions in the area of reproductive health (through an RH working group). This includes the Minimal Initial Service Package (MISP), which addresses prevention and response to sexual violence and more comprehensive reproductive health, including broader GBV as the emergency situation stabilizes. For more information see: &lt;www.who.int/hac/global_health_cluster/about/en&gt;</td>
</tr>
<tr>
<td>United Nations High Commissioner for Refugees (UNHCR)</td>
<td>In refugee and some displacement contexts, UNHCR has the primary responsibility for the protection of affected populations, and their work incorporates action against sexual and gender-based violence as an urgent, core protection issue. They often lead GBV coordination in these contexts. For more information see: &lt;www.unhcr.org/cgi-bin/texis/vtx/home&gt;</td>
</tr>
<tr>
<td>United Nations Action against Sexual Violence in Conflict (UN Action)</td>
<td>UN Action against Sexual Violence in Conflict (UN Action) is a network of 13 United Nations entities launched in March 2007. The network aims to amplify United Nations system-wide efforts to combat conflict-related sexual violence and is cited by the Security Council in all relevant resolutions as a critical coordination platform. United Nations entities, including field Missions and Country Teams, can request technical and strategic support from UN Action to enhance coordination and cohesion on the ground, for instance through the design of Comprehensive Strategies to combat sexual violence or the deployment of dedicated coordination expertise, and to assist with advocacy and knowledge-building, including through the roll-out and dissemination of practical tools aimed to enhance collective efforts to prevent, report and respond to sexual violence during or in the wake of war. For more information see: &lt;www.stoprapenow.org&gt;</td>
</tr>
<tr>
<td>United Nations Peacekeeping Missions</td>
<td>In multi-dimensional United Nations peacekeeping operations, the United Nations has adopted an integrated approach for all parts of the United Nations system that are active in that country. This means the United Nations peacekeeping operations and United Nations Country Team work towards the same strategic vision. A Deputy Special Representative of the Secretary-General (DSRSG) — who is sometimes the Humanitarian Coordinator and the Resident Coordinator of the United Nations Country Team — ensures effective coordination and integration of efforts. Since the adoption of Security Council Resolutions 1820 and 1888, and with the appointments of a Special Representative to the Secretary-General on Sexual Violence in Conflict, the Department of Peacekeeping Operations (DPKO) is putting in place a more standardized structure to coordinate mission activities in addressing sexual violence, including the deployment of women protection advisers in some peacekeeping missions. For more information see: &lt;www.un.org/en/peacekeeping&gt;</td>
</tr>
</tbody>
</table>
B. Key GBV Resources

In each thematic area section of Part Three, there is a resource list of specific GBV-related tools for that particular sector. The information below offers additional resources for those seeking to increase their general knowledge about GBV and related issues. Also included are IASC documents that reinforce the humanitarian communities’ responsibilities to address GBV. Additional information and resources can be accessed through the GBV AoR website: <http://gbvaor.net>

1. WEBSITES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive GBV Guidelines and Tools</td>
<td>The Virtual Knowledge Centre to End Violence against Women and Girls</td>
<td>An online resource in English, French and Spanish, designed to encourage and support evidence-based programming to more efficiently and effectively design, implement, monitor and evaluate initiatives to prevent and respond to violence against women and girls. To achieve this, the Global Virtual Knowledge Centre offers a ‘one stop’ service to users by making available the leading tools and evidence on what works to address violence against women and girls. The VKC includes a programming module on conflict/post-conflict.</td>
</tr>
<tr>
<td>Data</td>
<td>The United Nations Secretary-General’s Database on Violence against Women</td>
<td>The database was developed in response to United Nations General Assembly Resolution 61/143 which called for an intensification of efforts to eliminate all forms of violence against women, and requested the Secretary-General to create a coordinated database on violence against women.</td>
</tr>
<tr>
<td>Data Collection and Data Management</td>
<td>GBV Information Management System (GBVIMS)</td>
<td>Provides information about and links to key tools for implementing the GBVIMS. Includes a standardized template for classifying the incidence of GBV, a Standard Intake/Initial Assessment form for standardized data collection (to be used in the context of service delivery), an Excel ‘incident recorder’ for compiling and analysing reported incident data, and guidelines for developing protocols to facilitate safe information sharing between agencies.</td>
</tr>
<tr>
<td>LGBTI</td>
<td>LGBTI Refugee Project Portal</td>
<td>Aims to help official bodies and NGOs share approaches to protecting LGBTI refugees and to adopt best practices in the face of rising persecution of LGBTI people globally. This portal showcases projects and approaches that enhance the protection of LGBTI forced migrants in the areas of refugee status determination, policy development and research, practical protection measures and staff development.</td>
</tr>
<tr>
<td>Natural Disasters</td>
<td>Gender and Disaster Sourcebook</td>
<td>Hosted by the Gender and Disaster Network, the Sourcebook is a virtual library for all those interested in gender mainstreaming in disaster risk reduction (DRR) and post-disaster management. With information categorized under the following headings: Gender Equality and DRR; Planning and Practice Tools; Good Practices; Communication; Cross Cutting Issues; Training and Education; Case Studies and Analyses; Photo Gallery; and Glossary and Acronyms, the Sourcebook holds a huge number of resources.</td>
</tr>
<tr>
<td>Sexual Violence in Conflict and Post-Conflict</td>
<td>Sexual Violence Research Initiative</td>
<td>This online bibliography and web portal to resources related to sexual violence includes a conflict/post-conflict section, structured according to the priorities identified by WHO, UN Action, SVRI and MRC to disseminate findings that may inform policy and programmes and build knowledge in the area of addressing sexual violence in conflict.</td>
</tr>
<tr>
<td>Protection from Sexual Exploitation and Abuse Committed by Humanitarian Actors</td>
<td>Accountability to Affected Populations (AAP) and Protection from Sexual Exploitation and Abuse (PSEA) Task Force</td>
<td>This site has a wide range of resources on the subject of protection from sexual exploitation and abuse (PSEA) committed by personnel of the United Nations, non-governmental organizations and other international organizations and local implementing partners.</td>
</tr>
</tbody>
</table>
## 2. GUIDELINES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Survivors</strong></td>
<td><em>Caring for Child Survivors</em> (IRC and UNICEF, 2012) <a href="http://www.gbvresponders.org/node/1542">http://www.gbvresponders.org/node/1542</a></td>
<td>Aims to equip humanitarian field staff working with children and families affected by sexual abuse with core knowledge and competencies for providing care and support. These ‘how-to’ guidelines outline how to communicate, engage and interview children who have experienced sexual abuse; implement step-by-step case management for cases of child sexual abuse; and provide psychosocial care interventions for child survivors of sexual abuse. In addition, these guidelines contain specific recommendations for how GBV, child protection and other actors can most effectively coordinate care for a child.</td>
</tr>
<tr>
<td><strong>Clinical Management of Rape</strong></td>
<td><em>Clinical Management of Survivors of Rape: Developing protocols for use with refugees and internally displaced persons</em> (WHO/UNHCR, 2004) &lt;www.who.int/reproductivehealth/publications/emergencies/924159263X/en&gt;</td>
<td>Describes best practices in the clinical management of people who have been raped in emergency situations. It is intended for adaptation to each situation, taking into account national policies and practices, and availability of resources, materials and drugs. It can also be used in planning care services and in training health-care providers. Includes detailed guidance on the clinical management of women, men and children who have been raped.</td>
</tr>
<tr>
<td><strong>Coordination</strong></td>
<td><em>Handbook for Coordinating Gender-Based Violence Interventions in Humanitarian Settings</em> (GBV AOR, provisional edition 2010; finalized edition 2015) &lt;www.gbvguidelines.org&gt;</td>
<td>Intended as a quick reference tool for all individuals and agencies involved in GBV programming and coordination. Practical guidance on leadership roles, key responsibilities and specific actions to be taken when establishing and maintaining GBV coordination mechanisms in a humanitarian setting. The handbook can also be used as an education and advocacy tool about basic protection responsibilities related to GBV coordination, prevention and response.</td>
</tr>
<tr>
<td><strong>Data Collection (also see GBVIMS website, above)</strong></td>
<td><em>WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies</em> (WHO, 2007) &lt;www.who.int/gender/documents/violence/9789241595968/en&gt;</td>
<td>The ethical and safety guidelines (or recommendations) in this document are meant to complement existing internationally agreed ethical guidelines for research and to inform ethics review processes. The recommendations apply to all forms of inquiry about sexual violence in emergencies, including research, human rights documentation, and GBV programme monitoring and evaluation.</td>
</tr>
<tr>
<td></td>
<td><em>Reporting and Interpreting Data on Sexual Violence from Conflict-Affected Countries: Dos and don’ts</em> (UN Action, 2008) &lt;www.stoprapenow.org/uploads/advocacyresources/1282164733.pdf&gt;</td>
<td>This Note is intended to assist staff from UN Country Teams and Integrated Missions to improve data collection, analysis and reporting on sexual violence in conflict. Any data collected on sexual violence must respect established ethical and safety principles, such as security, confidentiality, anonymity, informed consent, safety and protection from retribution, and protection of the data itself.</td>
</tr>
<tr>
<td></td>
<td><em>Gender-Based Violence Tools Manual: For assessment, program design, monitoring and evaluation in conflict-affected settings</em> (RHRC, 2004) <a href="http://reliefweb.int/sites/reliefweb.int/files/resources/FC881A31BD502B3C1256F400461838-Gender_based_violence_rhrc_Feb_2004.pdf">http://reliefweb.int/sites/reliefweb.int/files/resources/FC881A31BD502B3C1256F400461838-Gender_based_violence_rhrc_Feb_2004.pdf</a></td>
<td>The tools in this manual have been formulated according to a multi-sectoral model of GBV programming that promotes action within and coordination between the constituent community, health and social services, and the legal and security sectors. The manual is meant to be used by humanitarian professionals who have experience with and are committed to GBV prevention and response.</td>
</tr>
<tr>
<td></td>
<td><em>International Protocol on the Investigation and Documentation of Sexual Violence in Conflict</em> (Foreign and Commonwealth Office, 2014) <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf</a></td>
<td>Launched in June 2014 as part of the UN Declaration of Commitment to End Sexual Violence in Conflict, the objective of these protocols is to act as a consistent set of guidelines that are used by first responders to ensure that survivors of sexual violence receive consistent and sympathetic responses, and also to ensure that information collected from survivors (physical and testimony) is taken and stored in a way that assists future prosecutions or other justice mechanisms.</td>
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## 2. GUIDELINES (continued)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection (also see GBVIMS website, above) (continued)</td>
<td><em>Provisional Guidance Note on the Intersections between Monitoring, Analysis and Reporting Arrangements (MARA) and The Gender-Based Violence Information Management System</em> (GBVIMS Steering Committee and UN Action, 2015)</td>
<td>The Gender-Based Violence Information Management System (GBVIMS) and the Monitoring, Analysis and Reporting Arrangements (MARA) on Conflict-Related Sexual Violence (CRSV) take different and potentially complementary approaches towards gathering and sharing data on GBV, including CRSV data, in view of strengthening the prevention of and response to GBV. Under the umbrella of UN Action against sexual violence in conflict, the GBVIMS Steering Committee has developed a Guidance Note that is meant to help actors to better understand both the GBVIMS and MARA tools, approaches and methods, and to navigate the differences between them.</td>
</tr>
<tr>
<td>Disability</td>
<td>Disability Inclusion: Translating policy into practice in humanitarian action (WRC, 2014)</td>
<td>Documents positive practices and ongoing challenges to promote disability inclusion across UNHCR’s and its partners’ work in multiple countries and multiple displacement contexts. The report provides lessons and recommendations for other organizations and the wider humanitarian community on engaging persons with disabilities at all levels of humanitarian work, including work related to GBV.</td>
</tr>
<tr>
<td>Emergency Response</td>
<td>GBV Emergency Toolkit (IRC, updated 2014)</td>
<td>The IRC Women’s Protection and Empowerment (WPE) Unit developed the GBV Emergency Toolkit based on years of experience responding to GBV in emergencies. The Toolkit, designed to strengthen our global response and preparedness, includes ready-to-use tools and templates, as well as guidelines and examples of best practice.</td>
</tr>
<tr>
<td>Engaging Men and Boys</td>
<td>Engaging Men through Accountable Practice (IRC, 2014)</td>
<td>Aims to build the knowledge and skills of practitioners designing, implementing and/or providing oversight to GBV programmes and/or GBV prevention activities in humanitarian/post-conflict settings. The resources package introduces an evidence-based curriculum and field-tested approach to engaging men in weekly discussion groups that foster opportunities to challenge belief systems, learn through reflection and group discussion, and make individual-level changes. Includes a guidance package for accountable practice with men in post-conflict settings; an activity guide containing weekly lessons for working with men and women in single-sex groups, facilitator guidance and monitoring tools; and a training guide.</td>
</tr>
<tr>
<td>General Prevention and Response</td>
<td><em>Sexual and Gender-Based Violence against Refugees, Returnees, and Internally Displaced Persons: Guidelines for prevention and response</em> (UNHCR, 2003)</td>
<td>These Guidelines offer practical advice on how to design strategies and carry out activities aimed at preventing and responding to sexual and gender-based violence. They also contain information on basic health, legal, security and human rights issues relevant to those strategies and activities. They are intended for use by UNHCR staff and operational partners involved in protection and assistance activities for refugees and the internally displaced.</td>
</tr>
<tr>
<td>Monitoring and Evaluation</td>
<td><em>Violence against Women and Girls: A compendium of monitoring and evaluation indicators</em> (Measure Evaluation, University of North Carolina at Chapel Hill, 2008)</td>
<td>A compendium of monitoring and evaluation indicators focused on violence against women and girls. Organized by topic/sector of action, any of the indicators may be appropriate in humanitarian settings; there is also a specific Humanitarian Settings chapter with more targeted indicators for these settings.</td>
</tr>
</tbody>
</table>
| | *Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions along the Relief to Development Continuum* (USAID, 2014) | USAID developed this toolkit to support the implementation of the U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally. The toolkit is designed to help users to:  
- Determine the effectiveness of GBV programmes by adapting and applying tested M&E practices and tools to collect GBV data and analyse evidence of GBV results.  
- Design and implement an M&E plan for GBV interventions along the RDC.  
- Use M&E information to realign, adjust, improve and institutionalize GBV programmes.  
- Coordinate the GBV M&E actions of humanitarian assistance and development actors. |
### 2. GUIDELINES (continued)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
</table>
| Natural Disasters | **Secretary-General’s Report on Gender Equality and the Empowerment of Women in Natural Disasters** *(UNSG, 2014)*  
| Prevention | **SASA! Activist Kit for Preventing Violence against Women and HIV** *(Raising Voices, 2008)*  
<http://raisingvoices.org/sasa/#tabs-419-0-1> | SASA! is a comprehensive approach to community mobilization to prevent violence against women and HIV, documented in a user-friendly programme tool. The SASA! Toolkit includes practical resources, activities and monitoring and assessment tools for local activism, media and advocacy, communication materials and training that organizations working on violence or HIV/AIDS can use to incorporate these cross-cutting issues into their work. |
| Protection of Other Groups | **UNHCR Need to Know Guidance Series** *(UNHCR, 2011–2013)*  
| Protection of Women and Girls | **UNHCR Handbook for the Protection of Women and Girls** *(UNHCR, 2008)*  
<www.refworld.org/docid/47fcfc962.html> | Describes some of the protection challenges faced by women and girls and outlines various strategies to tackle these challenges. It sets out the legal standards and principles that guide work to protect women and girls and outlines the different roles and responsibilities of States and other actors. Suggestions for actions by UNHCR and partners to support women’s and girls’ enjoyment of their rights are also included. Examples of innovative practices from the field illustrate how these principles can be applied. |
| Psychological First Aid | **Psychological First Aid: Guide for field workers** *(WHO, War Trauma Foundation and World Vision International, 2011)*  
<www.who.int/mental_health/publications/guide_field_workers/en/> | This guide covers psychological first aid which involves humane, supportive and practical help to fellow human beings suffering serious crisis events. It is written for people in a position to help others who have experienced an extremely distressing event. It gives a framework for supporting people in ways that respect their dignity, culture and abilities. Endorsed by many international agencies, the guide reflects the emerging science and international consensus on how to support people in the immediate aftermath of extremely stressful events. |
| Reproductive Health/Minimum Initial Service Package (MISP) | **Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings** *(IAWG, 2010)*  
<http://iawg.net/resource/field-manual>  
For specific information on MISP, see: <http://iawg.net/resources/MISP%20cheat%20sheet%202012%20%2005_FINAL.pdf> | Guidelines for health providers on comprehensive reproductive health including: maternal and newborn health care, family planning, comprehensive abortion care, gender-based violence, sexually transmitted infections, HIV and adolescent reproductive health. Provides guidance on:  
- Protecting women and girls from sexual violence and ensuring that survivors have access to medical care from the very onset of an emergency.  
- How to implement the Minimum Initial Service Package (MISP), a minimum standard of care and coordinated set or priority activities which includes preventing and managing the consequences of sexual violence in humanitarian response.  
(continued) |
2. GUIDELINES (continued)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>&lt;www.interaction.org/sites/default/files/GBV%20SOP%20guide%20FINAL%20May%202008.pdf&gt;</td>
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3. TRAINING TOOLS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
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<tbody>
<tr>
<td>Advocacy, face-to-face training</td>
<td>GBV Emergency Response and Preparedness in Emergencies: Participant handbook, ‘Module 5: Advocating in emergencies’ (IRC, 2011)</td>
<td>This module, part of a larger training package on emergency response and preparedness, focuses on issues related to conducting advocacy on GBV in humanitarian contexts, including where to target advocacy efforts, and considerations for undertaking advocacy in insecure settings.</td>
</tr>
<tr>
<td></td>
<td><a href="http://gbvresponders.org/resources">http://gbvresponders.org/resources</a></td>
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<tr>
<td>Caring for Survivors, face-to-face training</td>
<td>Caring for Survivors of Sexual Violence in Emergencies Training Guide (IASC Gender Sub-Working Group and GBV AoR, 2010)</td>
<td>The training pack provides information and skills development in various aspects related to communication and engagement with sexual violence survivors in conflict-affected countries or complex emergencies. It also focuses on medical care for survivors. The training manual is designed for professional health-care providers, members of the legal profession, police, women’s groups and other concerned community members, such as community workers, teachers and religious workers.</td>
</tr>
<tr>
<td>Clinical Management, E-learning (online or download)</td>
<td>Clinical Management of Rape E-Learning Programme (WHO, UNHCR &amp; UNFPA, 2009)</td>
<td>Aimed at giving health-care providers (nurses, midwives and physicians) an opportunity to learn about how to provide an appropriate and integrated package of care to rape survivors in humanitarian settings. Based on the content of the WHO/UNHCR guidance on Clinical Management of Rape Survivors and training materials used by UNHCR and UNFPA.</td>
</tr>
<tr>
<td>Clinical Management, face-to-face training</td>
<td>Clinical Care for Assault: A multimedia tool (IRC and University of California Los Angeles, 2009, revised 2014)</td>
<td>The goal of this training tool is to improve the clinical care of sexual assault survivors in low-resource settings by encouraging compassionate, competent and confidential care in keeping with international standards. It is intended for all clinic workers who interact with sexual assault survivors, with a separate section specifically for non-medical staff. This is a group training with a facilitator and is not intended as a self-teaching tool. It is designed for all levels of clinic staff from cleaners to nurses and physicians.</td>
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<td><a href="http://www.iawg.net/ccas">http://www.iawg.net/ccas</a></td>
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<tr>
<td>Communication Skills with Survivors, face-to-face training</td>
<td>Communication Skills in Working with Survivors of GBV: A five-day training of trainers workshop (FH, IRC, &amp; RHRC, 2002)</td>
<td>This is a five-day training guide, beginning with an overview of GBV and then covering areas including: engagement strategies for working with GBV survivors; methods to support the service provider; service provider responsibilities; and community referrals facilitation. Includes skills overview, training review and evaluation.</td>
</tr>
<tr>
<td>Mental Health and Gender-Based Violence: Helping survivors of sexual violence in conflict – A training manual (Sveaass, N., Drews, D., Salvesen, K., Christie, H., Dahl S., With, A., and Langdal, E., 2014)</td>
<td>This training material has been written for individuals who provide assistance and support to women who survive GBV and sexual trauma during disasters, wars and conflicts. The goal of this manual is to provide information on the effects of GBV on mental health, and how to use this knowledge when engaging with survivors of GBV. This training has been developed for use in situations where helpers have limited or no access to specialized health services, and where humanitarian workers must deal with severe human loss, sorrow and distress in the midst of insecurity, conflict and war.</td>
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<tr>
<td></td>
<td><a href="http://hhri-gbv-manual.org">http://hhri-gbv-manual.org</a></td>
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<tr>
<td><strong>Coordinating, face-to-face training</strong></td>
<td>Coordinating Multi-Sectoral Response to GBV in Humanitarian Settings (developed by UNFPA and ICRH, publication pending)</td>
<td>Designed to train field-based GBV programme managers and related practitioners to coordinate multi-sectoral interventions to address GBV in humanitarian settings. Objectives are to improve knowledge, understanding and communication skills to effectively prevent and respond to GBV and to build technical capacity in the coordination of a multi-sectoral response to GBV. Offered annually in Belgium since 2007, the curriculum will be finalized and the aim is for the course to be rolled out in regional locations.</td>
</tr>
<tr>
<td><strong>Coordinating, Focusing on Child Protection and GBV linkages, face-to-face training</strong></td>
<td>Protecting &amp; Child Survivors through Improved Coordination: A training curriculum (IRC, UNICEF, 2011)</td>
<td>The content of the curriculum is designed to complement existing training materials, guidelines and resources developed to address violence against women and girls. The IRC-UNICEF collaboration is unique, however, in its attention to the coordination of specialized services for child survivors, and its focus on links between GBV and child protection coordinating bodies.</td>
</tr>
<tr>
<td><strong>Design and Management of GBV Programmes, face-to-face training</strong></td>
<td>Managing GBV Programmes in Emergencies (developed by UNFPA for the GBV AOR, 2012)</td>
<td>Aims to build professional competencies to design and manage GBV programmes. E-learning is an overview of GBV in humanitarian settings and the fundamentals of how to address it. Face-to-face course focuses on the responsibilities of designing and managing GBV programmes; building skills for assessment, participatory methods, programme design, case management, etc. Follow-up and continued learning/networking will include meetings and online methods.</td>
</tr>
<tr>
<td><strong>Domestic Violence Prevention, face-to-face training</strong></td>
<td>Rethinking Domestic Violence: A training process for community activists (Raising Voices, 2004)</td>
<td>This is a tool for strengthening the capacity of a wide range of community members to prevent domestic violence. It is a series of training sessions that can be used individually or as a part of a longer process. It can help participants think about, discuss and take action to prevent domestic violence. It is a practical tool for trainers and activists who want to begin a process of change in their community.</td>
</tr>
<tr>
<td><strong>Emergency Response, face-to-face training</strong></td>
<td>GBV Emergency Response and Preparedness (IRC, 2011)</td>
<td>Aims to equip a cadre of field-based practitioners with the skills and knowledge necessary to effectively and rapidly launch a response to GBV in emergencies. The curriculum is designed to complement existing training materials and resources developed by other agencies and experts, and operationalize key guidelines.</td>
</tr>
<tr>
<td><strong>Engaging Boys and Men, face-to-face training</strong></td>
<td>Engaging Boys and Men in GBV Prevention and Reproductive Health in Conflict and Emergency Response: A workshop module (Engender Health and CARE, 2008)</td>
<td>This curriculum is designed to build the skills of participants working to engage boys and men in the prevention of GBV and in the promotion of reproductive health in conflict and other emergency-response settings. The two-day participatory module provides a framework for discussing strategies for male engagement, based on the phases of prevention and response in conflict and displacement. Specific audiences are NGO project managers, field staff, health sector coordinators, health promoters, donor representatives, local ministry of health representatives, and community liaisons working for United Nations agencies.</td>
</tr>
<tr>
<td><strong>Lesbian, Gay, Bisexual, Transgender and Intersex Persons, face-to-face training</strong></td>
<td>Training Programme for Refugee and Asylum Professionals (GRAM, n.d.)</td>
<td>Since 2012, ORAM has convened and trained professionals from UNHCR, refugee service centres, local government agencies and non-governmental organizations. The training programme is specially crafted to provide participants from a wide range of cultures and religious traditions a safe and respectful space to understand sexual orientation, gender identity and gender expression, creating room for honest questions and dialogue.</td>
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<td></td>
<td>Working with LGBTI People in Forced Displacement: An interactive training (UNHCR and IOM, publication pending)</td>
<td>UNHCR and IOM jointly developed a comprehensive training package on protection of LGBTI persons of concern for their staff and the broader humanitarian community. The training’s modules and add-on units cover a wide variety of topics—including terminology, international law, operational protection, resettlement and refugee status determination—all with a focus on practical guidance for UNHCR and IOM offices and partner organizations.</td>
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### 3. TRAINING TOOLS (continued)

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<tr>
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<tr>
<td><strong>Multi-Sectoral, Inter-Agency Introduction to GBV Prevention and Response, face-to-face training</strong></td>
<td>Training Manual: Facilitator's guide – Multi-sectoral and inter-agency prevention and response to GBV in populations affected by armed conflict (RHR, 2004)</td>
<td>This curriculum outlines a 2–3 day training and planning workshop for multi-sectoral GBV teams. The purpose is to support GBV teams to develop or strengthen plans for multi-sectoral prevention and response. Curriculum covers basic information/definitions, causes and consequences, and outlines prevention and response strategies including coordination and planning.</td>
</tr>
<tr>
<td><strong>Natural Disasters, face-to-face training</strong></td>
<td>Oxfam Gender and Risk Reduction Training Package (Oxfam GB, 2011)</td>
<td>Unequal power relations between women and men mean that, despite the resilience and capacity for survival that women often display when coping with disaster, they also experience a range of gender-specific vulnerabilities during disasters. The pack—which was designed for Oxfam programme staff, partner organizations and agencies working in disaster risk reduction (DRR)—aims to provide a ‘gender lens’ through which DRR workers can plan, implement and evaluate their work. The pack seeks to develop participants’ skills and competencies in addressing gender issues throughout the project cycle, and provides a self-contained set of modules, case studies and exercises to be used in training workshops, all written in accessible language, and assuming no prior knowledge of gender issues.</td>
</tr>
<tr>
<td><strong>Protection, face-to-face training</strong></td>
<td>Protection Mainstreaming Training Package (Global Protection Cluster, 2014)</td>
<td>The IASC Principals Statement on the Centrality of Protection in Humanitarian Action (2013) recognizes the role of the protection cluster to support protection strategies, including mainstreaming protection throughout all sectors. To support the realization of this, the Global Protection Cluster has committed to providing support and tools to other clusters, both at the global and field level, to help strengthen their capacity for protection mainstreaming. This training package is a key tool for field clusters to make protection mainstreaming a concrete reality.</td>
</tr>
<tr>
<td><strong>Psychological First Aid, face-to-face training</strong></td>
<td>Psychological First Aid: Facilitators manual for orienting field workers (WHO, War Trauma Foundation and World Vision International, 2011)</td>
<td>This manual is designed to orient helpers to offer psychological first aid (PFA) to people following a serious crisis event. PFA involves humane, supportive and practical assistance for people who are distressed, in ways that respect their dignity, culture and abilities. This facilitator’s manual is to be used together with the Psychological First Aid: Guide for field workers (World Health Organization, War Trauma Foundation, World Vision International, 2011).</td>
</tr>
<tr>
<td><strong>Sexual Exploitation and Abuse, face-to-face training</strong></td>
<td>Inter-Agency Training for Focal Points on Protection from Sexual Exploitation and Abuse (ECHA-ECPS PSEA Taskforce, 2010)</td>
<td>A three-day Inter-Agency Training for Focal Points on Protection from Sexual Exploitation and Abuse: a ‘four pillar’ framework for addressing SEA; responsibilities of senior managers, focal points and in-country networks; victim assistance, etc. Also includes a one-day ‘learning event’ for senior managers.</td>
</tr>
<tr>
<td><strong>Standard Operating Procedures, face-to-face training</strong></td>
<td>SOP Workshop Package (GBV AOR, 2010)</td>
<td>Training package for developing new or improving existing SDPs. Includes detailed orientation to the contents of the SOP Guide and best practices for the process of developing SDPs. Includes a ‘report card’ for reviewing existing SDPs and developing plans for strengthening and improving this tool and its use in field sites.</td>
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### 4. INTER-AGENCY STANDING COMMITTEE (IASC) TOOLS

<table>
<thead>
<tr>
<th>Tool</th>
<th>What it is</th>
<th>How it relates to GBV</th>
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<tr>
<td>Women, Girls, Boys and Men: Different needs—equal opportunities (IASC Gender Handbook for Humanitarian Action, 2008)</td>
<td>Provides standards for the integration of gender issues from the outset of a new complex emergency or disaster, so that humanitarian services provided neither exacerbate nor inadvertently put people at risk; reach their target audience; and have maximum positive impact.</td>
<td>• Gender and GBV programming are complementary—they are not interchangeable. Mainstreaming gender into humanitarian interventions does not, on its own, prevent or ensure an adequate response to GBV. Yet gender-equality programming is critical to any long-term efforts to address GBV and should be initiated from the start of any humanitarian intervention. • Gender actors—such as the GenCap Advisors, gender theme groups and gender focal points in agencies and organizations—are responsible for ensuring the broader responsibilities of gender mainstreaming.</td>
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### 4. INTER-AGENCY STANDING COMMITTEE (IASC) TOOLS (continued)

<table>
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<tr>
<th>Tool</th>
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| **IASC Gender E-Learning Course (2010)** <https://www.interaction.org/iasc-gender-elearning> | This online course provides the basic steps a humanitarian worker must take to ensure gender equality in programming. The course includes information on the core issues of gender and how it relates to other aspects of humanitarian response. The three-hour, self-paced course provides information and scenarios that enable you to practice developing gender-sensitive programming. | • This training is based on, and supplements, the IASC Gender Handbook and related IASC guidelines, including the Guidelines for Gender-Based Violence Interventions in Humanitarian Settings and others.  
• It covers eight clusters (CCCM, Education, Food Issues, Health, Livelihoods, NFI, Shelter, WASH) so that humanitarian actors can gain cross-cutting skills in developing gender-sensitive programming. |
| **IASC Gender Marker** [https://interagencystandingcommittee.org/system/files/legacy_file/IASC%20Gender%20Marker%20Fact%20Sheet.doc](https://interagencystandingcommittee.org/system/files/legacy_file/IASC%20Gender%20Marker%20Fact%20Sheet.doc) | The IASC Gender Marker is a tool that codes, on a 0–2 scale, whether or not a humanitarian project is designed well enough to ensure that women/girls and men/boys will benefit equally from it or that it will advance gender equality in another way. | • If a project has the potential to contribute to gender equality, the gender marker predicts whether the results are likely to be limited or significant.  
• This webpage also provides links to more information on the GenCap Project and the IASC Gender Reference Group (RG), as well as guidance for implementing the Gender Marker and Gender Marker Cluster-specific tipsheets. |
| **IASC Policy Statement on Gender Equality in Humanitarian Action (2008)** [https://interagencystandingcommittee.org/system/files/legacy_file/IASC%20Gender%20Policy%2020%20June%202008.pdf](https://interagencystandingcommittee.org/system/files/legacy_file/IASC%20Gender%20Policy%2020%20June%202008.pdf) | Sets out actions to be taken by the IASC to ensure gender equality, including through women’s empowerment, is fully incorporated in all IASC work towards more effective and coherent humanitarian action. | Gender equality includes gender mainstreaming, gender analysis, prevention and response to GBV and SEA, promotion and protection of human rights, empowerment of women and girls, and gender balance in the workplace. |
• Provides background information on HIV and humanitarian crises.  
• Provides information on the sectoral response to HIV in humanitarian settings for nine key sectors. | Describes the links between HIV and GBV.  
• Provides minimum and expanded actions for protecting populations from GBV, particularly for the Health and Protection sectors. |
| **IASC Guidelines on Mental Health and Psychosocial Support (MHPSS) in Emergency Settings (2007)** [https://interagencystandingcommittee.org/system/files/legacy_file/Guidelines%20MHPSS%20IASC%20Emergency%20Settings%202010.pdf](https://interagencystandingcommittee.org/system/files/legacy_file/Guidelines%20MHPSS%20IASC%20Emergency%20Settings%202010.pdf) | Enables humanitarian actors to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people’s mental health and psychosocial well-being in the midst of an emergencies. These guidelines are currently being updated. | • GBV is a known risk factor for mental health and psychosocial well-being, including fear, sadness, anger, self-blame, shame, sadness or guilt, anxiety disorders (such as post-traumatic stress disorder), mood disorders and substance abuse issues. The MHPSS Guidelines describe key links, such as providing psychological first aid and basic mental health care by primary health-care workers, and adherence to the guiding principles. |
**GLOSSARY OF SEXUAL ORIENTATION AND GENDER-IDENTITY (SOGI) RELATED TERMS***

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Description</th>
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<tbody>
<tr>
<td>Bisexual</td>
<td>An individual who is physically, romantically and/or emotionally attracted to both men and women. Bisexuals need not have had equal sexual experience with both men and women. In fact, they need not have had any sexual experience at all to identify as bisexual.</td>
</tr>
<tr>
<td>Cisgender</td>
<td>An umbrella term for people whose gender identity and/or gender expression corresponds with the sex they were assigned at birth.</td>
</tr>
<tr>
<td>Closeted</td>
<td>A term used to describe a person who is not open about his or her sexual orientation and/or gender identity.</td>
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<tr>
<td>Cross-dressing</td>
<td>To occasionally wear clothes traditionally associated with people of the other sex. Cross-dressers are usually comfortable with the sex they were assigned at birth and do not wish to change it. Cross-dressing is a form of gender expression and is not necessarily tied to erotic activity. A cross-dresser is sometimes referred to as a transvestite.</td>
</tr>
<tr>
<td>Coming out</td>
<td>A lifelong process of self-acceptance. People forge a lesbian, gay, bisexual or transgender identity first to themselves and then may reveal it to others. Publicly identifying one's sexual orientation may or may not be part of coming out.</td>
</tr>
<tr>
<td>Gay</td>
<td>Used to describe people whose enduring physical, romantic and/or emotional attractions are to people of the same sex (e.g. gay man, gay people). Often used to describe a man who is sexually attracted to other men, but may be used to describe lesbians as well.</td>
</tr>
<tr>
<td>Gender expression</td>
<td>The external manifestation of one's gender identity, usually expressed through 'masculine', 'feminine' or gender-variant behaviour, clothing, haircut, voice or body characteristics. Typically, transgender people seek to make their gender expression match their gender identity, rather than their birth-assigned sex.</td>
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<tr>
<td>Gender identity</td>
<td>Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. It includes the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>A person whose enduring physical, romantic and/or emotional attraction is to people of the opposite sex; also referred to as being 'straight'.</td>
</tr>
<tr>
<td>Homosexual</td>
<td>A clinical term defining a person attracted primarily to people of the same sex. It may be considered derogatory and offensive by some gay people, and 'gay' and/or 'lesbian' is often a preferred term.</td>
</tr>
<tr>
<td>Homophobia</td>
<td>Fear, hatred or intolerance of lesbians and gay men.</td>
</tr>
<tr>
<td>Intersex</td>
<td>Refers to a condition of having sexual anatomy that is not considered 'standard' for a male or female. 'Intersex' can be used as an umbrella term covering differences of sexual development, which can consist of diagnosable congenital conditions in which development of chromosomal, gonadal or anatomic sex is atypical. The term 'intersex' is not interchangeable or a synonym for transgender.</td>
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<tr>
<td>Lesbian</td>
<td>A woman whose enduring physical, romantic and/or emotional attraction is to other women. Some women prefer to be referred to as 'gay' or 'gay women'.</td>
</tr>
<tr>
<td>LGBT or LGBTI</td>
<td>An acronym for 'lesbian, gay, bisexual and transgender' persons. Sometimes, persons with intersex conditions are also included, in which case the acronym becomes LGBTI.</td>
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<tr>
<td>Outing</td>
<td>The act of publicly declaring (sometimes based on rumour and/or speculation) or revealing another person's sexual orientation without his or her consent.</td>
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<tr>
<td>Queer</td>
<td>Traditionally a pejorative term, 'queer' has been reclaimed by some LGBT people as a term to describe themselves.</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>Sex</td>
<td>The biological classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals.</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Refers to each person’s capacity for profound emotional, affectational and sexual attraction to, and intimate relations with, individuals of a different gender or the same gender or more than one gender.</td>
</tr>
<tr>
<td>Sexual minorities</td>
<td>An umbrella term used to describe persons subject to discrimination and abuse due to their non-conformance with prevailing gender norms. Sometimes used in place of LGBT, or LGBTI.</td>
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<tr>
<td>Sodomy laws</td>
<td>Laws that were historically used to selectively punish gay men, lesbians and bisexuals. These laws have been struck down in many countries.</td>
</tr>
<tr>
<td>Transgender</td>
<td>An umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth. The term may include but is not limited to: transsexuals, cross-dressers and other gender-variant people. Transgender people may identify as female-to-male (FTM), male-to-female (MTF) or other genders altogether. Transgender people may or may not decide to alter their bodies hormonally and/or surgically.</td>
</tr>
<tr>
<td>Transsexual</td>
<td>An older term that originated in the medical and psychological communities. Unlike the term ‘transgender’, the word ‘transsexual’ has a precise medical definition and is considered narrower in scope than transgender. A transsexual person is someone who undergoes medical and/or surgical procedures to align their bodies with the gender with which they identify.</td>
</tr>
<tr>
<td>Transition</td>
<td>A term for the process of altering one’s birth sex. This is a complex process that occurs over a long period of time. Transition includes some or all of the following personal, legal and medical adjustments: telling one’s family, friends or co-workers; changing one’s name and/or sex on legal documents; hormone therapy; and possibly (but not always) one or more forms of surgery.</td>
</tr>
<tr>
<td>Transphobia</td>
<td>Fear, hatred or intolerance of transsexual or transgender persons, which can lead to discrimination, prejudice or violence.</td>
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</table>
COMMON TYPES OF GENDER-BASED VIOLENCE

The forms of violence listed below may not always constitute gender-based violence (e.g. child sexual abuse, particularly against boys, may be more driven by paedophilia than the desire to emasculate a boy child). Acts of violence may be considered GBV when they reflect or reinforce unequal power relations between males and females. The term ‘GBV’ is also increasingly used by some actors to describe violence committed with the explicit purpose of reinforcing prevailing gender-inequitable norms of masculinity and/or norms of gender identity—for example, when referencing some forms of sexual violence against males or targeted violence against LGBTI populations.

<table>
<thead>
<tr>
<th>Type of Violence</th>
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<tbody>
<tr>
<td>Child sexual abuse</td>
<td>The term ‘child sexual abuse’ generally is used to refer to any sexual activity between a child and closely related family member (incest) or between a child and an adult or older child from outside the family. It involves either explicit force or coercion or, in cases where consent cannot be given by the victim because of his or her young age, implied force.¹</td>
</tr>
<tr>
<td>Conflict-related sexual violence</td>
<td>‘Conflict-related sexual violence’ refers to incidents or (for SCR 1960 listing purposes) patterns of sexual violence, that is rape, sexual slavery, forced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity, against women, men, girls or boys. Such incidents or patterns occur in conflict or post-conflict settings or other situations of concern (e.g. political strife). They also have a direct or indirect nexus with the conflict or political strife itself, i.e. a temporal, geographical and/or causal link. In addition to the international character of the suspected crimes (that can, depending on the circumstances, constitute war crimes, crimes against humanity, acts of torture or genocide), the link with conflict may be evident in the profile and motivations of the perpetrator(s), the profile of the victim(s), the climate of impunity/weakened State capacity, cross-border dimensions and/or the fact that it violates the terms of a ceasefire agreement.²</td>
</tr>
<tr>
<td>Denial of resources, opportunities or services</td>
<td>Denial of rightful access to economic resources/assets or livelihoods opportunities, education, health or other social services. Examples include a widow prevented from receiving an inheritance, earnings forcibly taken by an intimate partner or family member, a woman prevented from using contraceptives, a girl prevented from attending school, etc. ‘Economic abuse’ is included in this category. Some acts of confinement may also fall under this category.³</td>
</tr>
<tr>
<td>Domestic violence (DV) and intimate partner violence (IPV)</td>
<td>While these terms are sometimes used interchangeably, there are important distinctions between them. ‘Domestic violence’ is a term used to describe violence that takes place within the home or family between intimate partners as well as between other family members. ‘Intimate partner violence’ applies specifically to violence occurring between intimate partners (married, cohabiting, boyfriend/girlfriend or other close relationships), and is defined by WHO as behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours.⁴ This type of violence may also include the denial of resources, opportunities or services.⁵</td>
</tr>
<tr>
<td>Economic abuse</td>
<td>An aspect of abuse where abusers control victims’ finances to prevent them from accessing resources, working or maintaining control of earnings, achieving self-sufficiency and gaining financial independence.⁶</td>
</tr>
<tr>
<td>Emotional abuse (also referred to as psychological abuse)</td>
<td>Infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc. ‘Sexual harassment’ is included in this category of GBV.¹⁶</td>
</tr>
<tr>
<td>Female genital mutilation/cutting (FGM/C)</td>
<td>Refers to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. ⁸</td>
</tr>
<tr>
<td>Female infanticide and sex-selective abortion</td>
<td>Sex selection can take place before a pregnancy is established, during pregnancy through prenatal sex detection and selective abortion, or following birth through infanticide (the killing of a baby) or child neglect. Sex selection is sometimes used for family balancing purposes but far more typically occurs because of a systematic preference for boys.³</td>
</tr>
<tr>
<td>Forced marriage and child (also referred to as early) marriage</td>
<td>Forced marriage is the marriage of an individual against her or his will. Child marriage is a formal marriage or informal union before age 18. Even though some countries permit marriage before age 18, international human rights standards classify these as child marriages, reasoning that those under age 18 are unable to give informed consent. Therefore, child marriage is a form of forced marriage as children are not legally competent to agree to such unions.¹⁷</td>
</tr>
</tbody>
</table>

* Please note: the definitions of many of the types of violence provided here are based on commonly accepted international standards. Local and national legal systems may define these terms differently and/or may have other legally recognized forms of GBV that are not universally accepted as GBV.
<table>
<thead>
<tr>
<th>Type of GBV</th>
<th>Definition/Description*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender-based violence</td>
<td>An umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. The term ‘gender-based violence’ is primarily used to underscore the fact that structural, gender-based power differentials between males and females around the world place females at risk for multiple forms of violence. As agreed in the Declaration on the Elimination of Violence against Women (1993), this includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or in private life. The term is also used by some actors to describe some forms of sexual violence against males and/or targeted violence against LGBTI populations, in these cases when referencing violence related to gender-inequitable norms of masculinility and/or norms of gender identity.</td>
</tr>
<tr>
<td>Harmful traditional practices</td>
<td>Cultural, social and religious customs and traditions that can be harmful to a person’s mental or physical health. Every social grouping in the world has specific traditional cultural practices and beliefs, some of which are beneficial to all members, while others are harmful to a specific group, such as women. These harmful traditional practices include female genital mutilation (FGM); forced feeding of women; child marriage; the various taboos or practices that prevent women from controlling their own fertility; nutritional taboos and traditional birth practices; son preference and its implications for the status of the girl child; female infanticide; early pregnancy; and dowry price. Other harmful traditional practices affecting children include binding, scrarring, burning, branding, violent initiation rites, fattening, forced marriage, so-called honour crimes and dowry-related violence, exorcism or ‘witchcraft’.</td>
</tr>
<tr>
<td>Physical assault</td>
<td>An act of physical violence that is not sexual in nature. Example include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury.</td>
</tr>
<tr>
<td>Rape</td>
<td>Physically forced or otherwise coerced penetration—even if slight—of the vagina, anus or mouth with a penis or other body part. It also includes penetration of the vagina or anus with an object. Rape includes marital rape and anal rape/sodomy. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape.</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>The term ‘sexual abuse’ means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.</td>
</tr>
<tr>
<td>Sexual assault</td>
<td>Any form of non-consensual sexual contact that does not result in or include penetration. Examples include: attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks.</td>
</tr>
<tr>
<td>Sexual exploitation</td>
<td>The term ‘sexual exploitation’ means 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. Some types of forced and/or coerced prostitution can fall under this category.</td>
</tr>
<tr>
<td>Sexual exploitation and abuse (SEA)</td>
<td>A common acronym in the humanitarian world referring to acts of sexual exploitation and sexual abuse committed by United Nations, NGO, and inter-governments (IGO) personnel against the affected population.</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.</td>
</tr>
<tr>
<td>Sexual violence</td>
<td>For the purposes of these guidelines, sexual violence includes, at least, rape/attempted rape, sexual abuse and sexual exploitation. Sexual violence is “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless or relationship to the victim, in any setting, including but not limited to home and work.” Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.</td>
</tr>
<tr>
<td>Sexual and gender-based violence (SGBV)</td>
<td>The very earliest humanitarian programming addressing violence against conflict-affected women and girls focused on exposure to sexual violence and was primarily based in refugee settings. In 1996, the International Rescue Committee (IRC), in collaboration with UNHCR, introduced a project entitled the Sexual and Gender-Based Violence Program in refugee camps in Tanzania. The inclusion of the term ‘gender-based violence’ was reflective of the projects’ commitment to address types of violence other than sexual that were evident in the setting, particularly domestic violence and harmful traditional practices. Gender-based violence was at the time of IRC’s programme an increasingly common international term used to describe a spectrum of abuses to which women and girls are exposed as a result of discrimination against them in male-dominated cultures around the world. In 2005, the IASC officially adopted the term ‘GBV’ in the IASC Guidelines on Gender-Based Violence Interventions in Humanitarian Settings. Sexual violence was recognized within these guidelines as one type of GBV. Many of the original global guidelines and resources use the language of SGBV. This term continues to be officially endorsed and used by UNHCR in relation to violence against women, men, girls and boys: “UNHCR consciously uses SGBV to emphasise the urgency of protection interventions that address the criminal character and disruptive consequences of sexual violence for victims/survivors and their families” (Action against Sexual and Gender-Based Violence: An updated strategy, UNHCR, 2011, &lt;www.unhcr.org/4e1d5aba9.pdf&gt;).</td>
</tr>
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Son preference refers to a whole range of values and attitudes which are manifested in many different practices, the common feature of which is a preference for the male child, often with concomitant daughter neglect. It may mean that a female child is disadvantaged from birth; it may determine the quality and quantity of parental care and the extent of investment in her development; and it may lead to acute discrimination, particularly in settings where resources are scarce. Although neglect is the rule, in extreme cases son preference may lead to selective abortion or female infanticide. 22

Trafficking in persons

"...the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the

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Type of GBV | Definition/Description
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Son preference | “Son preference refers to a whole range of values and attitudes which are manifested in many different practices, the common feature of which is a preference for the male child, often with concomitant daughter neglect. It may mean that a female child is disadvantaged from birth; it may determine the quality and quantity of parental care and the extent of investment in her development; and it may lead to acute discrimination, particularly in settings where resources are scarce. Although neglect is the rule, in extreme cases son preference may lead to selective abortion or female infanticide.”

Trafficking in persons | “...the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the

Violence against women and girls (VAWG) | The United Nations Declaration on the Elimination of Violence Against Women (1993) defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (Article 1). Violence against women shall be understood to encompass, but not be limited to, the following:

(a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;

(b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;

(c) Physical and sexual psychological violence perpetrated or condoned by the State, wherever it occurs. (Article 2)”

The Secretary-General’s In-Depth Study on All Forms of Violence against Women (2006) highlights that the term ‘women’ is used broadly to cover females of all ages, including girls under the age of 18.

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20. For more information, please see <http://www.paatofkforce.org/en/overview>.
**ANNEX 4**

### ADDITIONAL KEY TERMS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Advocacy</td>
<td>The deliberate and strategic use of information—initiated by individuals or groups of individuals—to bring about change. Advocacy work includes employing strategies to influence decision makers and policies, to changing attitudes, power relations, social relations and institutional functioning to improve the situation for groups of individuals who share similar problems.¹</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments can be defined as &quot;the set of activities necessary to understand a given situation.&quot; They include &quot;the collection, up-dating and analysis of data pertaining to the population of concern (needs, capacities, resources, etc.), as well as the state of infrastructure and general socio-economic conditions in a given location/area.&quot;²</td>
</tr>
<tr>
<td>Child or minor</td>
<td>Article 1 of the Convention on the Rights of the Child (CRC) defines a child as &quot;every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.&quot;⁴ The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18. Minors are considered unable to evaluate and understand the consequences of their choices and give informed consent, especially for sexual acts.⁵</td>
</tr>
<tr>
<td>Children associated with armed forces or armed groups</td>
<td>Refers to any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers or spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.⁶</td>
</tr>
<tr>
<td>Children in contact with the law</td>
<td>A general term for all children in contact with the justice system. This includes children in conflict with the law (as a result of being suspected, accused or convicted of an offence) and child survivors or witnesses.⁷</td>
</tr>
<tr>
<td>Child labour</td>
<td>The term 'child labour' is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that: • is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by: • depriving them of the opportunity to attend school; • obliging them to leave school prematurely; or • requiring them to attempt to combine school attendance with excessively long and heavy work. In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities—often at a very early age. Whether or not particular forms of 'work' can be called 'child labour' depends on the child's age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual countries.⁸</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>An ethical principle associated with medical and social service professions. Maintaining confidentiality requires that service providers protect information gathered about clients and agree only to share information about a client's case with their explicit permission. All written information is kept in locked files and only non-identifying information is written down on case files. Maintaining confidentiality about abuse means service providers never discuss case details with family or friends, or with colleagues whose knowledge of the abuse is deemed unnecessary. There are limits to confidentiality while working with children or clients who express intent to harm themselves or someone else.⁹</td>
</tr>
<tr>
<td>Consent/informed consent</td>
<td>Refers to approval or assent, particularly and especially after thoughtful consideration.¹⁰ Free and informed consent is given based upon a clear appreciation and understanding of the facts, implications and future consequences of an action. In order to give informed consent, the individual concerned must have all adequate relevant facts at the time consent is given and be able to evaluate and understand the consequences of an action. They also must be aware of and have the power to exercise their right to refuse to engage in an action and/or to not be coerced (i.e. being persuaded based on force or threats). Children are generally considered unable to provide informed consent because they do not have the ability and/or experience to anticipate the implications of an action, and they may not understand or be empowered to exercise their right to refuse. There are also instances where consent might not be possible due to cognitive impairments and/or physical, sensory or intellectual disabilities.¹¹</td>
</tr>
<tr>
<td>Disaster</td>
<td>A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses that exceed the ability of the affected community or society to cope using its own resources.¹² Disasters can be slow-onset (such as drought or socio-economic decline) or sudden-onset (such as earthquakes, floods or sudden conflict situations).¹³</td>
</tr>
<tr>
<td>Emergency</td>
<td>A term describing a state. It is a managerial term, demanding decision and follow-up in terms of extraordinary measures.¹⁴ A 'state of emergency' demands to 'be declared' or imposed by somebody in authority, who, at a certain moment, will also lift it. Thus, it is usually defined in time and space, it requires threshold values to be recognized, and it implies rules of engagement and an exit strategy.¹⁵</td>
</tr>
<tr>
<td>Empowerment of women</td>
<td>The empowerment of women concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources, and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality.¹⁶</td>
</tr>
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(continued)
<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Gender</td>
<td>Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context.</td>
</tr>
<tr>
<td>Gender disaggregated data</td>
<td>The collection of data on males and females separately in relation to all aspects of their functioning—ethnicity, class, caste, age, location, etc.</td>
</tr>
<tr>
<td>Gender equality</td>
<td>Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.</td>
</tr>
<tr>
<td>Gender equity</td>
<td>Refers to fairness and justice in the distribution of benefits and responsibilities between women and men, according to their respective needs. It is considered part of the process of achieving gender equality, and may include equal treatment (or treatment that is different but considered equivalent) in terms of rights, benefits, obligations and opportunities.</td>
</tr>
<tr>
<td>Gender mainstreaming</td>
<td>A strategy that aims to bring about gender equality and advance women’s rights by building gender capacity and accountability in all aspects of an organization’s policies and activities, thereby contributing to a profound organizational transformation. It involves making gender perspectives—what women and men do and the resources and decision-making processes they have access to—more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects.</td>
</tr>
<tr>
<td>Gender roles</td>
<td>A set of social and behavioural expectations or beliefs about how members of a culture should behave according to their biological sex; the distinct roles and responsibilities of men, women and other genders in a given culture. Gender roles vary among different societies and cultures, classes, ages and during different periods in history. Gender-specific roles and responsibilities are often conditioned by household structure, access to resources, specific impacts of the global economy, and other locally relevant factors such as ecological conditions.</td>
</tr>
<tr>
<td>Gender relations</td>
<td>The ways in which a culture or society defines rights, responsibilities and the identities of men and women in relation to one another.</td>
</tr>
<tr>
<td>Mandatory reporting</td>
<td>Laws and policies that mandate certain agencies and/or persons in helping professions (teachers, social workers, health staff, etc.) to report actual or suspected child abuse (e.g. physical, sexual, neglect, emotional and psychological abuse, unlawful sexual intercourse). Mandatory reporting may also be applied in cases where a person is a threat to themselves or another person. Mandatory reporting is a responsibility for humanitarian actors who hear about and/or receive a report of sexual exploitation or abuse committed by a humanitarian actor against a member of the affected population.</td>
</tr>
<tr>
<td>Mental health and psychosocial support (MHPSS)</td>
<td>Support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder. An MHPSS approach is a way to engage with and analyse a situation, and provide a response, taking into account both psychological and social elements. This may include support interventions in the health sector, education, community services, protection and other sectors.</td>
</tr>
<tr>
<td>Natural disaster</td>
<td>Events brought about by natural hazards (such as earthquakes, volcanic eruptions, landslides, tsunamis, floods and drought) that seriously affect the society, economy and/or infrastructure of a region. Depending on population vulnerability and local response capacity, natural disasters can disrupt the functioning of a community or a society, causing widespread human, material, economic or environmental losses, which exceed the ability of the affected community or society to cope by using its own resources. In the 2005 Secretary-General Report ‘Relief to Development’, the expression ‘natural disasters’ was purposely not highlighted, as it conveys the mistaken assumption that disasters occurring as a result of natural hazards are wholly ‘natural’, and therefore inevitable and outside human control. Instead, it is widely recognized that such disasters are the result of the way individuals and societies relate to threats originating from natural hazards.</td>
</tr>
<tr>
<td>Orphan</td>
<td>UNICEF and global partners define an orphan as a child who has lost one or both parents. This definition contrasts with concepts of orphan in many industrialized countries, where a child must have lost both parents to qualify as an orphan. UNICEF and numerous international organizations adopted the broader definition of orphan in the mid-1990s as the AIDS pandemic began leading to the death of millions of parents worldwide, leaving an ever increasing number of children growing up without one or more parents. So the terminology of a ‘single orphan’—the loss of one parent—and a ‘double orphan’—the loss of both parents—was devised to convey this growing crisis.</td>
</tr>
<tr>
<td>Perpetrator</td>
<td>Person, group or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against his/her will.</td>
</tr>
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</table>

(continued)
ANNEX 4

Definition/Description

A child separated from both parents, or from their previous legal or customary primary caregiver, but not neces-
ecessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

Victim (see also ‘Survivor’) A victim is a person who has experienced gender-based violence. The term ‘victim’ and ‘survivor’ can be used interchangeably. ‘Victim’ is a term often used in the legal and medical sectors. ‘Survivor’ is the term generally preferred in the psychological and social support sectors because it implies resilience.

Unaccompanied child A child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so. This means that a child may be completely without adult care, or may be cared for by someone not related or known to the child, or not their usual caregiver, e.g. a neighbour, another child under 18, or a stranger.

Universal design Refers to “the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” Universal design shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Protection from sexual exploitation and abuse (PSEA) As highlighted in the Secretary-General’s ‘Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse’ (ST/SG/2003/13), PSEA relates specifically to the responsibilities of international humanitarian, development and peacekeeping actors to prevent incidents of sexual exploitation and abuse committed by United Nations, NGO, and inter-governmental (IG) personnel against the populations they serve. PSEA involves a set of policy, operational, and reporting requirements that, and to take safe and ethical action as quickly as possible when incidents do occur.

Reasonable accommodation Refers to “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure that persons with disabilities enjoy the exercise or exercise on an equal basis with other human rights and fundamental freedoms.

Refugee Any person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to, or, owing to such fear, is unwilling to avail himself of the protection of that country.

Separated child A child separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

Survivor (see also ‘Victim’) A survivor is a person who has experienced gender-based violence. The terms ‘victim’ and ‘survivor’ can be used interchangeably. ‘Victim’ is a term often used in the legal and medical sectors. ‘Survivor’ is the term generally preferred in the psychological and social support sectors because it implies resilience.

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## STATISTICS ON THE SCOPE OF GENDER-BASED VIOLENCE

### Multi-Country

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</table>
| Female Refugees in Complex Humanitarian Settings | A meta-analysis published in 2014 of 19 studies found the prevalence of sexual violence among female refugees and internally displaced persons across 14 countries affected by conflict to be 21.4 per cent. The findings suggest that approximately one in five refugees or displaced women in complex humanitarian settings experienced sexual violence. However, this is likely an underestimation of the true prevalence given the multiple existing barriers associated with disclosure.  

1.  

| Child and/or Forced Marriage                | According to the UN Population Fund, if current child marriage rates continue, more than 140 million girls will become child brides between 2011 and 2020. Of these, 50 million will be under the age of 15. Complications from pregnancy and childbirth are the leading causes of death for girls ages 15–19 years in developing countries.  

2.  

| Sexual Exploitation and Abuse              | A 2002 report by the UN Refugee Agency and Save the Children UK detailed allegations of sexual exploitation and abuse by humanitarian aid workers and peacekeepers in 40 agencies in Guinea, Liberia and Sierra Leone.  

3.  

### Africa

<table>
<thead>
<tr>
<th>Country</th>
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</table>
| Central African Republic                    | The NGO L’Organisation pour la Compasion et le Développement des Familles en Détéresse that undertakes legal action, income-generation activities and advocacy for survivors registered (as of 2005) 800 cases of female rape, 18 children born of conflict-related rape, and 140 cases of male rape.  

4.  

| Côte d’Ivoire                               | In only 3 months in 2013, IRC Women’s Centres in CAR’s capital, Bangui, saw 238 women and girls reporting extreme levels of violence and abuse. Eighty-two per cent of women and girls report experiencing rape, with 73 per cent reporting gang rape. A recent IRC report found women and girls were particularly fearful of rape by armed men in some displacement sites, as well as feeling threatened by the general violence and rising levels of domestic violence.  

5.  

| Democratic Republic of the Congo           | The United Nations verified 381 cases of sexual violence between January and December of 2013, including 62 gang rapes. Over 60 per cent of recorded rape survivors were children between the ages of 10 and 18 years; 25 per cent were children aged between 14 months and 10 years. At least 10 women and girls were killed after being raped or died from severe injuries sustained during the assault. In urban areas, the prevalence of small arms and light weapons is linked to insecurity: 83 cases of rape were reported during armed robberies. A total of 24 incidents of sexual violence investigated by the United Nations in 2013 involved elements of the Forces républicaines de Côte d’Ivoire (FRCI), the police, the gendarmerie or ex-combatants.  

6.  

| Democratic Republic of the Congo           | A survey conducted in 2008 found that 32.9 per cent of women have experienced sexual violence since the age of 15 years, with most of this sexual violence (24% overall) being perpetrated by their intimate partner, and with 5.9 per cent of women reporting sexual assault by both an intimate partner and other men. Only a small percentage of women (0.3%) reported SV perpetrated by an armed combatant. The reported prevalence of non-partner SV was lower after the crisis period than during or before the crisis period; in contrast, the prevalence of SV by an intimate partner remained high. 5.9 per cent of men reported a lifetime experience of forced or coerced sex from a non-partner.  

7.  

| Democratic Republic of the Congo           | In DRC during 2013, UNICEF and partners assisted 12,247 GBV survivors; 3,827—approximately 30 per cent—were children, of whom 3,748 were girls and 79 were boys.  

8.  

| Democratic Republic of the Congo           | Thousands of Congolese girls and women suffer from tissue tears in the vagina, bladder and rectum, after surviving brutal rapes in which guns and branches were used to violate them. A survey of rape survivors in South Kivu region revealed that 91 per cent suffered from one or several rape-related illnesses.  

9.  

| Democratic Republic of the Congo           | According to some statistics, men and boys in the DRC comprise some 4–10 per cent of the total number of survivors of sexual violence who seek medical treatment.  

10.  

| Democratic Republic of the Congo           | During 2013 the Government of DRC recorded 15,352 incidents of sexual and gender-based violence in eastern DRC. Also with reference to 2013, the United Nations Organization Stabilization Mission in DRC (MONUSCO) investigated and verified 860 cases of sexual violence committed by parties to the conflict. Non-State armed groups were involved in 71 per cent of cases verified by MONUSCO, while national security forces and the national police were responsible for 29 per cent of cases. Almost half of the documented cases of sexual violence during 2013 were rapes of girls. In addition, the Office of the United Nations High Commissioner for Refugees (UNHCR) recorded 525 incidents of forced marriage in areas affected by armed conflict.  

11.  

| Democratic Republic of the Congo           | An IMAGES study carried out by Sonke Gender Justice in 2012, surveying 1,500 men and women, found that 22 per cent of women were forced to have sex or were raped as part of the conflict and 27 per cent were forced to witness a conflict-related rape. Women who were raped by combatants frequently reported rejection by families and partners. Ten per cent of men were forced to have sex or were forced to carry out rape, and 17 per cent were forced to witness a conflict-related rape. In addition, 45 per cent of women reported ever having experienced physical violence from a male intimate partner (IPV), and 49 per cent reported having experienced sexual violence from a male intimate partner.  

12.  

(continued)
### Africa (continued)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Liberia</strong></td>
<td>In 2003, 74 per cent of a sample of 388 Liberian refugee women living in camps in Sierra Leone reported being sexually abused prior to being displaced. Fifty-five per cent experienced sexual violence during displacement. A population-based survey conducted in Liberia in 2008 of 1,666 adults revealed that 32.6 per cent of male combatants had been exposed to sexual violence, including 16.5 per cent who had been forced into servitude. According to a 2004/2005 WHO survey, over 90 per cent of those interviewed, regardless of age, marital status and religion, said they were subjected to one or multiple acts of sexual abuse during the war or subsequently. The social and economic consequences of rape in Liberia include stigmatization by communities and families, a high divorce rate (25.8%) and unwanted pregnancy (15.1%). A 2007 study comprising randomly selected females in Montserrado and Nimba counties found that, in the previous 18 months, 54.1 per cent and 55.8 per cent of females in Montserrado and Nimba respectively were indicated to have experienced non-sexual domestic abuse; 19.4 per cent and 26.0 per cent of females in Montserrado and Nimba respectively were indicated to have been raped outside of marriage; and 72.3 per cent and 73.8 per cent of married or separated women in Montserrado and Nimba respectively were indicated to have experienced marital rape. Husbands and boyfriends were reported as the perpetrators of the vast majority of reported violence. Strangers were reported to account for less than 2 per cent of the perpetrators of rape in either county.</td>
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<tr>
<td><strong>Mali</strong></td>
<td>In a 2011 assessment, Somali adolescent girls in the Dadaab complex explained that they were in many ways ‘under attack’ from violence that included verbal and physical harassment, sexual exploitation and abuse in relation to meeting their basic needs, and rape, including in public and by multiple perpetrators. Girls said they were particularly vulnerable to violence while accessing scarce services and resources, such as at water points or while collecting firewood outside the camps. A 2012 inter-agency assessment in Mali showed that displaced girls often engage in transactional/exploitative sex to provide for their families. Due to the weakened economy, girls also have to spend more time selling in markets or on the street, which increases their risk of sexual exploitation and abuse. With environmental degradation and poor infrastructure, girls have to walk further distances to collect water and fuel for cooking, increasing their GBV risk. In June 2013, 28 displaced girls under 17 years of age were reported to have become victims of sexual exploitation and sexual slavery in Mopti, while women and girls displaced by the conflict also reported resorting to prostitution. Of the total number of reported cases of rape during 2013, 25 per cent included the rape of minors and more than one third were reportedly carried out by more than one perpetrator. The majority of survivors were women and girls from economically and socially disadvantaged backgrounds. In Mali, daughters of displaced families from the North (where female genital mutilation/cutting [FGM/C] is not traditionally practised) were living among host communities in the South (where FGM/C is common). Many of these girls were ostracized for not having undergone FGM/C; this led families from the North to feel pressured to perform FGM/C on their daughters.</td>
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<td><strong>Rwanda</strong></td>
<td>The vast majority of Tutsi women in Rwanda’s 1994 genocide were likely exposed to some form of sexual violence; of those, it is estimated that a quarter to a half million survived rape. Approximately 50,000 to 64,000 of women who were internally displaced during Sierra Leone’s conflict reported histories of war-related assault. (Statistics based on a total IDP population of 1–1.3 million, 55 per cent of whom were female.) In June 2013, 28 displaced girls under 17 years of age were reported to have become victims of sexual exploitation and sexual slavery in Mopti, while women and girls displaced by the conflict also reported resorting to prostitution. Of the total number of reported cases of rape during 2013, 25 per cent included the rape of minors and more than one third were reportedly carried out by more than one perpetrator. The majority of survivors were women and girls from economically and socially disadvantaged backgrounds. In Mali, daughters of displaced families from the North (where female genital mutilation/cutting [FGM/C] is not traditionally practised) were living among host communities in the South (where FGM/C is common). Many of these girls were ostracized for not having undergone FGM/C; this led families from the North to feel pressured to perform FGM/C on their daughters.</td>
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<td><strong>Somalia</strong></td>
<td>According to the UN Office for the Coordination of Humanitarian Affairs, about 800 cases of sexual and gender-based violence were reported in the first half of 2013 in Mogadishu, the capital of Somalia. In Somalia during 2013, up to 35 per cent of survivors of rape receiving services were girls under 18, of whom 16 per cent were below 12 years old. The 2013 report of the United Nations Secretary-General on sexual violence in conflict noted that children accounted for about a third of the approximately 1,700 registered rape cases in Mogadishu and surrounding areas of Somalia. In a 2011 assessment, Somali adolescent girls in the Dadaab complex explained that they were in many ways ‘under attack’ from violence that included verbal and physical harassment, sexual exploitation and abuse in relation to meeting their basic needs, and rape, including in public and by multiple perpetrators. Girls said they were particularly vulnerable to violence while accessing scarce services and resources, such as at water points or while collecting firewood outside the camps.</td>
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<td><strong>South Sudan</strong></td>
<td>Prior to 15 December 2013, UNMISS registered 73 credible allegations of conflict-related sexual violence. Of the 73 cases, 42 were abductions, of which at least 3 resulted in forced marriage. Rape was reported in 22 of the incidents and other violations reported included 3 gang rapes, forced abortion and sexual humiliation. SPLA members were allegedly responsible for 21 of the 73 incidents; 1 incident was reportedly perpetrated by a state official together with police and military police officers. A total of 47 incidents were reportedly perpetrated by unnamed armed individuals or groups. The Lord’s Resistance Army was alleged to be responsible for 4 of the recorded incidents.</td>
</tr>
<tr>
<td><strong>Uganda</strong></td>
<td>Of 64 women with disabilities interviewed in post-conflict Northern Uganda, one third reported experiencing some form of GBV, and several had children as a result of rape.</td>
</tr>
</tbody>
</table>
### Europe/Central Asia

**Azerbaijan**
Twenty-five per cent of Azeri women surveyed in 2000 by the Centers for Disease Control acknowledged being forced to have sex; those at greatest risk were among Azerbaijan’s internally displaced, 23 per cent of whom acknowledged being beaten by a husband.21

**Bosnia and Herzegovina**
By 1993, the Zenica Centre for the registration of War and Genocide Crime in Bosnia-Herzegovina had documented 40,000 cases of war-related rape.22

In the armed conflict in the former Yugoslavia, it has been reported that, of 6,000 concentration camp victims in the Sarajevo Canton, 5,000 were men and 80 per cent of them had reportedly been raped.23

**Kosovo**
An estimated 23,000 to 45,000 Kosovar Albanian women were raped between August 1998 and August 1999, the height of the war with Serbia.24

### Central and South America and the Caribbean

**Colombia**
Between 2001 and 2009, 489,687 women experienced sexual violence in Colombia in municipalities that had State and non-State fighting forces present.25

For the period 2012–2013, the General Attorney’s Office reported on the investigation of 86 cases of sexual violence, involving 154 victims, perpetrated in the context of armed conflict. United Nations partners have reported that a range of violations and abuses were committed, including rape, gang rape, the recruitment of women, girls and boys by illegal armed groups for use as sexual slaves, forced pregnancy, forced abortion and forced prostitution. United Nations data on sexual and gender-based violence for 2013 indicate that women and girls of Afro-Colombian descent were disproportionately affected. As of November 2013 the special administrative unit charged with providing support and reparation to victims had registered 3,525 survivors of sexual violence (2,902 of whom were female).26

The GBV Information Management System (IMS), initiated in Colombia in 2011 to improve survivor access to care, has collected GBV incident data from 7 municipalities. As of mid-2014, 3,499 females (92.6% 18 years or older) and 437 males (91.8% 18 years or older) were recorded in the GBVIMS, of whom over 3,000 received assistance.27

**Nicaragua**
In a 1995 survey of post-conflict Nicaragua, 50 per cent of female respondents had been beaten by a husband, and 30 per cent had been forced to have sex.28

After Hurricane Mitch in 1998, 27 per cent of female hurricane survivors and 21 per cent of male survivors responded to surveyors that woman battering had increased after the hurricane.29

### Asia Pacific

**Afghanistan**
In Afghanistan, a household survey (2008) showed 87.2 per cent of women reported one form of violence in their lifetime and 62 per cent had experienced multiple forms of violence.30

**Myanmar**
Research undertaken by the Human Rights Documentation Unit and the Burmese Women’s Union in 2000 concluded that an estimated 40,000 Burmese women are trafficked each year into Thailand’s factories and brothels and as domestic workers.31

Domestic violence and sexual violence were widely reported to increase in the aftermath of the 2004 Indian Ocean Tsunami. One NGO reported a three-fold increase in domestic violence cases brought to them.32

**Pakistan**
In Pakistan following the 2011 floods, 52 per cent of surveyed communities reported that privacy and safety of women and girls was a key concern. In a 2012 Protection rapid assessment with conflict-affected IDPs, interviewed communities reported that a number of women and girls were facing aggravated domestic violence, forced marriage, early marriages and exchange marriages, in addition to other cases of gender-based violence.33

**Philippines**
While the Philippines ranked 5th in the 2013 gender gap index, prevalence of GBV is a national concern. In the areas most affected by Typhoon Yolanda the GBV rates were higher than the national average: female respondents in Western Visayas, Central Visayas and Eastern Visayas reported rates of exposure to physical violence since the age of 15 as 22 per cent, 28 per cent and 24 per cent, respectively.34

### Middle East

**Palestine**
Findings from a 1999 study of Palestinian refugees in Jordan indicated that 44.7 per cent of married women had experienced a beating at least once during their marriage.35

**Syrian Arab Republic**
Of 162 unverified reports of sexual violence in the Syrian Arab Republic compiled by the Women’s Media Center’s Women Under Siege project and covering the period from March 2011 to March 2013, 80 per cent involved females (ages 7–46) and, of those, 85 per cent involved rape.36

According to a 2010 study, as many as 1 in 4 Syrian women are or have been subjected to physical violence by their husbands. In 2009 there were at least 1,300 reported cases of rape. The rate of early marriage among surveyed female Syrian refugees in Jordan was 51.3 per cent.37

An inter-agency safety audit conducted in September 2013 in Za’atari, the second largest refugee camp in the world, found that 75 per cent of survey respondents perceived their environment to be unsafe. Fifty-nine per cent reported a lack of privacy for women and girls, placing them at risk of sexual abuse.38

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## A. Legal Mandates

GBV encompasses actions that violate norms of international human rights law, international humanitarian law, international criminal law and refugee law.

<table>
<thead>
<tr>
<th>Legal Mandates</th>
<th>WHAT IT DOES</th>
<th>RELEVANCE TO GBV</th>
<th>KEY INSTRUMENTS*</th>
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<tbody>
<tr>
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<tr>
<td>International Humanitarian Law (IHL)</td>
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<tr>
<td></td>
<td>Is a set of conventional and customary norms, which seek, for humanitarian reasons, to limit the effects of armed conflict. IHL protects persons who are not or are no longer actively participating in hostilities and regulates the means and methods of warfare.</td>
<td>The Conventions and Additional Protocols provide ‘general protections’ that apply equally to men and to women without adverse discrimination on the basis, inter alia, of sex. In addition, women are afforded ‘specific protections’ relating primarily to their distinct health, hygiene and physiological needs and role as mothers, including:  • Protection against sexual assault.  • Women deprived of their liberty.  • Expectant mothers and maternity cases.  • Preservation of family links.</td>
<td>The key IHL treaties include the 1907 Hague Regulations, four 1949 Geneva Conventions and their 1977 Additional Protocols. Customary International Humanitarian Law as it relates to rape and other forms of sexual violence (Rule 93) is outlined in Henckaerts, J., and Doswald-Beck, L., 2006. Customary International Humanitarian Law. ICRC, <a href="https://www.icrc.org/eng/resources/documents/publication/pcustom.htm">https://www.icrc.org/eng/resources/documents/publication/pcustom.htm</a></td>
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<tr>
<td>International Criminal Law</td>
<td>Prohibits war crimes, crimes against humanity and genocide and seeks to hold the perpetrators of such conduct individually criminally accountable.</td>
<td>Rape and other forms of sexual violence committed against civilians have been recognized as war crimes, crimes against humanity and constitutive acts of genocide (depending on the elements of the offence) through the work of the ad hoc international criminal tribunals for Rwanda and former Yugoslavia, as well as the Special Court for Sierra Leone and the ICC.</td>
<td>Statutes (in particular the 1998 Rome Statute of the ICC) and case law from the International Criminal Court, International Criminal Tribunals and Special Courts.</td>
</tr>
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</table>
## Legal Mandates

<table>
<thead>
<tr>
<th>International Law (continued)</th>
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</tr>
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| **International** | A set of rules and procedures that aims to protect: (i) persons seeking asylum from persecution, and (ii) those recognized as refugees under the relevant instruments. International Refugee Law overlaps in part with International Human Rights Law and IHL. | The refugee definition, when properly interpreted, covers rape and other forms of gender-related violence (e.g. dowry-related violence, coerced family planning, female genital mutilation, family/domestic violence and trafficking, etc.) whether perpetrated by a State or non State actor. Asylum claims may also be based on discriminatory acts amounting to persecution (e.g. persecution on account of one’s sexual orientation; trafficking for the purposes of forced prostitution or sexual exploitation; individuals refusing to adhere to socially or culturally defined roles and mores; etc.). | • 1951 Convention Relating to the Status of Refugees  
• 1967 Protocol Relating to the Status of Refugees  
• Customary international law  
• Regional instruments (e.g. 1969 Organization of African Unity Convention and the 1984 Cartagena Declaration) |

### Regional Legal Instruments

In the absence of effective national protection, or where States are not party to international instruments, may:
- Clarify the rights and obligations of States, humanitarian actors and affected populations.  
- Protect persons and specific groups.

- May provide more detailed and/or higher standards than at the national level.  
- Regional courts may be able to investigate acts of GBV when they occur, to prosecute and punish the perpetrators and to provide redress and relief to GBV survivors.

- African Charter on the Rights of the Child (19890)  
- African Youth Charter (2 July 2006)  
- Inter-American Convention on International Traffic in Minors (1994)  
- Inter-American Convention on the Elimination of all Forms of Discrimination against Persons with Disabilities (1999)  
- Organization of the Islamic Conference (OIC) Covenant on the Rights of the Child in Islam (June 2005)  
- Council of Europe Convention on Action against Trafficking in Human Beings (2005)  
- The International Conference on the Great Lakes Region (ICGLR), Kampala Declaration on Sexual and Gender-Based Violence in Africa (2011) |

### National Law and Policy

- Should include provisions on non-discrimination, equity and equality for women and men of all ages and backgrounds, and for the protection of human rights including women’s rights in both formal and non-formal mechanisms within which GBV is addressed.  
- Should incorporate principles of international instruments ratified or acceded to by States.

- Particularly relevant to GBV:  
  - Criminal laws that address murder, assault, incest, sexual offences, etc.  
  - Civil laws that address assault or sexual harassment at work.  
  - Rules of procedure and evidence, which facilitate the application of the law.  
  - Policies that provide a framework for implementing laws and providing reparations and redress to survivors.

- National laws that might be relevant to different types of GBV, such as sexual violence, trafficking for sexual exploitation and/or forced/des’tic labour, intimate partner violence and other forms of domestic violence, etc.:  
  - Constitutions  
  - Violence against Women Act (or equivalent)  
  - Children’s Rights Act  
  - Human Rights Code or Commission  
  - Family Violence Act  
  - Education Act  
  - Justice Sector Plan  
  - Poverty Reduction Strategy Paper (PRSP)  
  - Peace/Truth and Reconciliation Strategy or Commission  
  - Access to Justice Policy or Programme  
  - National Action Plan on Women, Peace and Security/SCR 1325/1820 |
B. United Nations Security Council Resolutions

1. WOMEN, PEACE AND SECURITY

Since 2000, the United Nations Security Council has taken up women, peace and security as a specific thematic agenda item. This emerged out of its broader agenda on the Protection of Civilians and Children and Armed Conflict following years of conflict in Sierra Leone, Somalia, Rwanda and the former Yugoslavia, where evidence pointed to significant attacks specifically targeting women, including reports of systematic sexual violence. Three resolutions (1325, 1889 and 2212) address women, peace and security broadly (e.g. women's specific experience of conflict and their contribution to conflict prevention, peacekeeping, conflict resolution and peacebuilding); the others (1820, 1888, 1960 and 2106) also reinforce women’s participation, but focus more specifically on conflict-related sexual violence.

(For a complete list of United Nations documents related to Women, Peace and Security, see:<www.securitycouncilreport.org/un-documents/women-peace-and-security>.)

- UNSCR 1325 (2000) is binding upon all United Nations Member States. It is the first resolution on women, peace and security. It recognizes the disproportionate and unique impact of armed conflict on women. It calls for their equal and full participation as active agents in all levels of decision-making in conflict prevention, conflict resolution, peace processes, post-conflict peacebuilding and governance.

- UNSCR 1820 (2008) explicitly links sexual violence, including as a tactic of war, with the maintenance and restoration of international peace and security. It condemns the use of rape and other forms of sexual violence in conflict situations, stating that rape can constitute a war crime, a crime against humanity or a constitutive act with respect to genocide. It calls on all parties to immediately stop all acts of sexual violence during armed conflict.

- UNSCR 1888 (2009) strengthens the implementation of SCR 1325 and 1820 by assigning leadership and establishing mechanisms to prevent and address conflict-related sexual violence. It requested the Secretary-General to appoint a Special Representative to coordinate actions on conflict-related sexual violence, working primarily through the inter-agency network, UN Action against Sexual Violence in Conflict. It also established a Team of Experts on the Rule of Law/Sexual Violence in Conflict and the field-based position of Women Protection Advisers (WPAs).

- UNSCR 1889 (2009) focuses on the involvement of women during post-conflict and reconstruction periods. It addresses obstacles to their participation in peace processes and peacebuilding. The Resolution also called for a set of indicators to track the implementation of UNSCR 1325.

- UNSCR 1960 (2010) provides an accountability system and called for the establishment of Monitoring, Analysis and Reporting Arrangements on conflict-related sexual violence to deepen the evidence base for interventions. It mandates the Secretary-General to list in the annexes to annual reports those parties credibly suspected of committing or being responsible for patterns of sexual violence in situations on the Council’s agenda.

**ESSENTIAL TO KNOW**

On 18 October 2013, the Committee on the Elimination of Discrimination against Women adopted the landmark General Recommendation (GR) 30 on Women in Conflict Prevention, Conflict and Post-Conflict Situations. The GR provides guidance to States and non-State actors on how to protect women’s rights before, during and after conflict and makes it clear that the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) applies in all types of conflict and post-conflict settings.

The GR addresses issues that women face in these settings and that are directly related to the Security Council’s thematic agenda on Women, Peace and Security, such as violence and challenges in access to justice and education, employment and health. For example, the Committee recommends that States prevent, investigate and punish gender-based violations such as forced marriages, forced pregnancies, abortions or sterilization of women and girls in conflict-affected areas. The GR also highlights the need for a ‘concerted and integrated approach’ between the Security Council’s agenda and human rights.

(For more detailed information see:<www.ohchr.org/Documents/HRBodies/CEDAW/6Comments/CEDAW.C.CG.30.pdf>)
• UNSCR 2106 (2013) adds greater operational detail to previous resolutions. It reiterates that all actors, including not only the Security Council and parties to armed conflict but all Member States and United Nations entities, must do more to implement previous mandates and combat impunity for conflict-related sexual violence. It affirms the centrality of gender equality and women’s political, social, and economic empowerment to efforts to prevent sexual violence in armed conflict and post-conflict situations. It also includes explicit reference to men and boys as survivors of sexual violence.

• UNSCR 2122 (2013) aims to strengthen women’s role in all stages of conflict prevention and resolution by putting in place a road map for a more systematic approach to the implementation of commitments on women, peace and security. This resolution is groundbreaking in that it notes the need for access to the full range of sexual and reproductive health services, including regarding pregnancies resulting from rape, without discrimination.

2. PROTECTION OF CIVILIANS

The protection of civilians (POC) agenda is a framework for the United Nations’ diplomatic, legal, humanitarian and human rights activities directed at the protection of populations during armed conflict. The Security Council has included POC as a thematic issue on its agenda since 1999, with a particular focus on the duties of States and the role of the Security Council in addressing the needs of vulnerable populations including refugees, internally displaced persons (IDPs), women and children. The agenda is directed at ensuring that all parties understand their responsibilities for the protection of civilians and how those responsibilities can be translated into action. Specifically, its first two resolutions lay out obligations and commitments around the legal (SCR 1265) and physical (SCR 1296) protection of civilians. SCR 1265 recognizes the disproportionate and unique impact of armed conflict on women and calls for their equal and full participation as active agents in all levels of decision-making in conflict prevention, conflict resolution, peace processes, post-conflict peacebuilding and governance. Subsequent resolutions cover a broad range of general and specific issues including condemning sexual violence in conflict and ensuring that training for military and civilian personnel involved in peacekeeping includes training on GBV.

For a complete list of United Nations documents related to POC, see: <www.securitycouncilreport.org/un-documents/protection-of-civilians>.

3. CHILDREN AND ARMED CONFLICT

Since 1999, the Security Council has been seized by issues related to children and armed conflict (CAAC), with each resolution containing progressively more concrete provisions to protect children. For example, the United Nations Security Council established a monitoring and reporting mechanism (MRM), managed by country-based task forces co-led by UNICEF and the highest United Nations representative in the country, to provide timely and reliable information on six grave violations against children in armed conflict (Resolutions 1612 [2005] and 1882 [2009]):

• Killing or maiming of children.
• Recruitment or use of children by armed forces or armed groups.
• Rape and/or sexual violence against children.
• Attacks against schools or hospitals.
• Abduction of children.
• Denial of humanitarian access for children.

On the basis of the information collected through the MRM, the United Nations Secretary-General names and shames parties to conflict who recruit, kill or maim children, commit sexual violence and attack schools and hospitals in his annual report. The Security Council Working Group on Children and Armed Conflict regularly reviews the reports stemming from the MRM and makes recommendations on how to better protect children in specific country situations, such as the imposition of sanctions by relevant SC committees.

While relevant to all children, the resolutions on CAAC—and the work of the Special Representative on Children and Armed Conflict (<https://childrenandarmedconflict.un.org>)—focus special attention on children in detention, internally displaced children and the girl child—who, in situations of armed conflict, is at greater risk of becoming a victim of sexual violence and exploitation. For a complete list of United Nations documents related to CAAC, see: <www.securitycouncilreport.org/un-documents/children-and-armed-conflict>.
C. Humanitarian Standards and Guidelines

Various standards and guidelines have been developed and broadly endorsed by humanitarian actors that reinforce the humanitarian responsibility to address GBV in emergencies. Some examples are listed in the table below. Additional sector-specific examples can be found in the thematic area sections.

<table>
<thead>
<tr>
<th>Standard/Guideline</th>
<th>What it is</th>
<th>How it relates to GBV</th>
</tr>
</thead>
</table>
  • Each standard provides key actions, measurements, and guidance notes. | Makes reference to actions and suggested activities related to GBV protection, including through Standard 8 (physical violence and other harmful practices), Standard 9 (sexual violence), and Principle 3 (protect people from physical and psychological harm arising from violence and coercion). |
| Humanitarian Accountability Partnership (HAP) and People in Aid. 2014 (draft). *Core Humanitarian Standard (CHS)*, <www.hapinternational.org/what-we-do/the-core-humanitarian-standard.aspx> | • Outlines 9 key commitments to improve the quality, effectiveness and accountability of humanitarian action at the organizational and operational level. Core requirements, indicators and means of verification accompany each commitment. | Assists organizations and their staff to identify how they can become more accountable to affected populations and protect their well-being and dignity, including through the prevention of sexual exploitation and abuse. |
  • Developed for protection work in armed conflicts and violent situations, but can also apply to protection work in natural disasters. | Applies to actors integrating or working on GBV as part of their protection work: they can complement other sets of standards used by protection actors. |
| Inter-Agency Working Group on Reproductive Health in Crisis (IAWG). 2011. *Minimum Initial Service Package (MISP) for Reproductive Health*, <http://iawg.net/resource/field-manual> | • A minimum standard of care and coordinated or priority set of life-saving activities to be implemented at the onset of every emergency. The MISP can be implemented without an initial needs assessment, data on sexual violence, HIV and other SRH issues.  
  • The MISP is a standard in the Sphere Minimum Standards in Humanitarian Response and is integrated into the Inter-Agency Standing Committee (IASC) Health Cluster tools and guidance. | • Establishes a minimum standard of care and coordinated set or priority activities. The MISP forms the starting point for sexual and reproductive health programming and should be sustained and built upon with comprehensive sexual and reproductive health services throughout protracted crises and recovery.  
  • Includes prevention and management of the consequences of sexual violence. |
# The Obligation to Address GBV

<table>
<thead>
<tr>
<th>Standard/Guideline</th>
<th>What it is</th>
<th>How it relates to GBV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Committee of the Red Cross (ICRC). 1994. Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, [<a href="http://www.icrc.org/eng/resources/documents/publication/p1067.htm">http://www.icrc.org/eng/resources/documents/publication/p1067.htm</a>]</strong></td>
<td>- The Code of Conduct lays down ten points of principle that all humanitarian actors should adhere to in their disaster response work, and describes the relationships that agencies working in disasters should seek with donor governments, host governments and the United Nations system.</td>
<td>- The 10th principle of the Code highlights the capacities rather than vulnerabilities of affected populations and insists on the need to respect the affected population: “In our information, publicity and advertising activities, we shall recognize disaster victims as dignified human beings, not hopeless objects.”</td>
</tr>
<tr>
<td><strong>Sphere Project. 2011. Sphere Handbook: Humanitarian charter and minimum standards in humanitarian response, [<a href="http://www.spherehandbook.org">www.spherehandbook.org</a>]</strong></td>
<td>- Establishes the minimum standards that people affected by disasters have a right to expect from humanitarian actors.</td>
<td>- Each standard recognizes that sexual violence programming and gender are cross-cutting issues. Meeting minimum standards is critical to the primary prevention of GBV.</td>
</tr>
<tr>
<td><strong>United Nations Secretariat. 2003. ‘Secretary-General’s Bulletin on Special Measures for Protection for Sexual Exploitation and Abuse’. ST/SGB/2003/13, [<a href="http://www.pseataskforce.org/uploads/tools/122731889.pdf">www.pseataskforce.org/uploads/tools/122731889.pdf</a>]</strong></td>
<td>- Sets the standards/requirements to be observed by all United Nations staff and its partners to protect affected populations from sexual exploitation and abuse (SEA).</td>
<td>- Sexual exploitation and abuse are forms of gender-based violence that have been reported in humanitarian contexts, specifically relating to humanitarian workers.  - The Bulletin incorporates six core principles relating to SEA.</td>
</tr>
<tr>
<td><strong>International Protocol on the Documentation and Investigation of Sexual Violence in Conflict. June 2014, [<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf</a>]</strong></td>
<td>- Launched in June 2014 as part of the UK Summit to End Sexual Violence in Conflict, the objective of this Protocol is to help first responders to ensure that information collected from survivors (physical and testimony) is taken and stored in a way that assists future prosecutions or other justice processes.</td>
<td>- This Protocol sets out basic standards of best practice on how to collect information and evidence on sexual violence, while protecting survivors and witnesses, in order to increase the rate of convictions and thereby deter future perpetrators.</td>
</tr>
</tbody>
</table>
HUMANITARIAN STRATEGIC PLANS AND FUNDING MECHANISMS

A. Humanitarian Programme Cycle

The Humanitarian Programme Cycle (HPC)—which was agreed upon by the IASC Principals in 2013 to improve upon the Consolidated Appeals Process (CAP)—refers to a series of actions to help prepare for, manage and deliver humanitarian response. It consists of five inter-related elements: 1) needs assessment and analysis; 2) strategic response planning; 3) resource mobilization; 4) implementation and monitoring; and 5) operational review and evaluation. One of the aims of the HPC is to increase funding for humanitarian priorities. Coordinated by the Office for the Coordination of Humanitarian Affairs (OCHA), the HPC provides a valuable opportunity to mainstream GBV prevention and response at every stage of the cycle and across all sectors and clusters. More information on the interconnected stages of the HPC can be found at: <https://interagencystandingcommittee.org/system/files/legacy_files/5.%20Humanitarian%20Programme%20Cycle%20November%202012.pdf>. See also the IASC Humanitarian Programme Cycle Reference Module: <https://interagencystandingcommittee.org/system/files/legacy_files/EDG-WG%20Session%20-%20Version%201.0_HPC%20Reference%20Module%20December%202013%20final.pdf>.

B. Humanitarian Response Plan

The Humanitarian Response Plan (HRP) is the core of a consolidated appeal and outlines humanitarian action in a crisis. An HRP includes:

- A country, regional (e.g. Sahel) or territorial (e.g. eastern DRC) strategy.

- Cluster plans, with objectives, activities and accompanying projects and/or activities. These detail how the strategy will be implemented and how much funding is required.

The process is sequential: The country strategy guides the cluster response plans as part of the ongoing programme cycle. It seeks to achieve strategic, coordinated and evidence-based humanitarian action as part of the Transformative Agenda.

Development and implementation of the HRP is led by the HC/RC, with the active participation of the humanitarian country team (HCT). It is supported by sectors/clusters and OCHA, in consultation with national authorities and taking into account the views of the affected people.

C. Resource Mobilization

The appeal presents the planned actions and corresponding price tag for responding to the needs identified in the HRP. Within the rubric of the HPC, resource mobilization consists of fundraising for humanitarian response plans. Resource mobilization efforts aim to ensure activities in the response plan are well-funded; demonstrate inter-agency funding priorities to donors; and raise the public profile of a crisis. Beyond the HRP itself, resource mobilization measures range from Member States’ briefings to donor pledging conferences; the Financial Tracking Service (FTS), which tracks funding requirements and contributions; guides to giving towards a specific crisis; situational and funding analyses; and tailored messaging to support response.

D. Humanitarian Pooled Funds

OCHA manages and/or administers country-based pooled funds (CBPFs) and the global Central Emergency Reserve Fund (CERF).
1. COUNTRY-BASED POOLED FUNDS
Country-based pooled funds (CBPFs) are multi-donor humanitarian financing instruments established by the Emergency Relief Coordinator. They are managed by OCHA at country level under the leadership of the Humanitarian Coordinator (HC). Donor contributions to each CBPF are un-earmarked and allocated by the HC through an in-country consultative process. CBPFs are guided by the fundamental humanitarian principles of humanity, impartiality, neutrality and independence. CBPFs are also in line with recognized international standards as determined by the Inter-Agency Standing Committee and humanitarian financing principles as codified under the Good Humanitarian Donorship Initiative. CBPFs allocate funding based on identified humanitarian needs and priorities at country level in line with the Humanitarian Programme Cycle. Allocations go to United Nations agencies and the International Organization for Migration, national and international non-governmental organizations (NGOs), and Red Cross/Red Crescent organizations. To avoid duplication and ensure a complementary use of available CBPF funding, allocations are made taking into account other funding sources, including bilateral contributions. CBPFs are grounded in four specific principles that underpin their functioning:

- **Inclusiveness:** A broad range of humanitarian partner organizations (United Nations agencies and NGOs) participate in CBPF processes and receive funding to implement projects addressing identified priority needs.

- **Flexibility:** The programmatic focus and funding priorities of CBPFs are set at country level and may shift rapidly, especially in volatile humanitarian contexts.

- **Timeliness:** CBPFs allocate funds and save lives as humanitarian needs emerge or escalate.

- **Efficiency:** Management of all processes related to CBPFs enables timely and strategic responses to identified humanitarian needs. CBPFs seek to employ effective disbursement mechanisms, minimizing transaction costs while operating in a transparent and accountable manner.

2. CENTRAL EMERGENCY RESPONSE FUND
The Central Emergency Response Fund (CERF) is a humanitarian fund established to support rapid response and address critical humanitarian needs in underfunded emergencies, enabling more timely and reliable assistance to those affected by armed conflict and natural disasters. The Emergency Relief Coordinator manages the Fund on behalf of the United Nations Secretary-General and is supported by a dedicated CERF secretariat within OCHA. The CERF supports humanitarian action both within and outside of response plans, and only United Nations funds, programmes and specialized agencies and the International Organization for Migration (IOM) are eligible to apply for funding. The CERF provides seed funds to jump-start critical operations and support life-saving programmes not yet covered by other donors. The CERF has two windows, for rapid response and underfunded emergencies, and works towards the following objectives:

- Promote early action and response to reduce loss of life.

- Enhance response to time-critical requirements.

- Strengthen core elements of humanitarian response in underfunded crises.

ESSENTIAL TO KNOW

**CBPFs and GBV**
OCHA and the GBV coordination mechanism should agree that inclusion of GBV-related activities and indicators are mandatory for accessing CBPFs.

**CERF and GBV**
Support from the CERF is based on the idea of prioritized ‘life-saving’ assistance to people in need; that is, “actions that within a short time span remedy, mitigate or avert direct loss of life, physical and psychological harm or threats to a population or major portion thereof and/or protect their dignity.” The life-saving criteria (LSC) define which GBV-related actions can be funded by the CERF. The CERF application template requests agencies to specify a score on the gender marker for each project and whether each project includes a GBV component.

(For more information on CERF life-saving criteria, see: <https://docs.unocha.org/sites/dms/CERF/FINAL_Life-Saving_Criteria_26_Jan_2010__E.pdf>)
The CERF emphasizes the importance of ensuring that principles highlighted in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC) and United Nations Security Council Resolution 1325 on Women, Peace and Security are integrated in the implementation of CERF-funded programmes and projects.

United Nations agencies, IOM, the Global Cluster Leads, and other partners and field practitioners have agreed on the life-saving criteria, for both the rapid response and the underfunded window. The table below provides activities included in the life-saving criteria that relate to GBV.¹

<table>
<thead>
<tr>
<th>Sector</th>
<th>Activities</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender-Based Violence</td>
<td>Strengthen and/or deploy GBV personnel to guide implementation of an inter-agency multi-sectoral GBV programme response including ensuring provision of accessible confidential, survivor-centred services to address GBV and ensuring it is appropriately addressed across all sectors.</td>
<td>In an emergency context and as a first priority, support health service providers with relevant supplies and ensure a range of appropriate psychosocial interventions are in place and accessible.</td>
</tr>
<tr>
<td></td>
<td>Identify high-risk areas and factors driving GBV in the emergency and (working with others) strengthen/set up prevention strategies including safe access to fuel resources (per IASC Task Force SAFE guidelines).</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td></td>
<td>Improve access of survivors of gender-based violence to secure and appropriate reporting, follow up and protection, including to police (particularly women police) or other security personnel when available.</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td>Education in Emergencies</td>
<td>Essential life-saving skills and support such as GBV information, Mine/UXO risk education, HIV/AIDS, psychosocial, nutrition, health and hygiene.</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td>Health in Emergencies</td>
<td>Medical (including psychological) support to survivors of sexual violence. Activities may include updating health staff on clinical management of sexual violence protocols; supply of drugs and material (including through interagency RH kits).</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td></td>
<td>Priority responses to HIV/AIDS. Activities include HIV/AIDS awareness information dissemination, provision of condoms, PMTCT, PEP, and standard precautions in emergency health-care settings; emergency awareness and response interventions for high-risk groups; care and treatment for people with HIV whose treatment has been interrupted.</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td></td>
<td>Support the provision of Psychological First Aid—protect and care for people with severe mental disorders (suicidal behaviour, psychoses, severe depression and substance abuse) in communities and institutions.</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td></td>
<td>Provision of life-saving psychosocial support to persons with special needs, in particular for older persons.</td>
<td>In close coordination with the health cluster/sector.</td>
</tr>
<tr>
<td></td>
<td>Support measures to ensure access to justice with a special focus on IDPs, women and children (e.g. assessments of justice and security needs; support to legal advice and paralegal services in conflict-affected areas).</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td>Child Protection</td>
<td>Identification, registration, referral and follow-up for other extremely vulnerable children, including survivors of GBV and other forms of violence, children with no access to basic service and those requiring special protection measures.</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td></td>
<td>Provision of psychosocial support to children affected by the emergency (e.g. through provision of child-friendly spaces or other community-based interventions, return to school or emergency education, and mental health referrals where expertise exists).</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td></td>
<td>Identification and strengthening, or establishment of community-based child protection mechanisms to assess, monitor and address child protection issues.</td>
<td>Context of specific emergency response.</td>
</tr>
<tr>
<td>Water and Sanitation</td>
<td>Hygiene and sanitation supplies (including for women and girls) and awareness-raising. Active participation of and accountability to affected populations in the prevention and mitigation of WASH-related diseases: Information/Communication; optimize effective use of facilities; mobilization and participation; Essential WASH related non-food items.</td>
<td>Context of specific emergency response.</td>
</tr>
</tbody>
</table>

ANNEX 8

GENDER-BASED VIOLENCE PREVENTION AND RESPONSE PROJECTS: THE GENDER MARKER TIP SHEET

Why Gender Equality Matters in GBV Prevention & Response Interventions

Conflicts and natural disasters have different impacts on women, girls, boys and men. Risks, vulnerabilities, capacities, needs and access to services and resources vary across contexts. During a crisis, such as armed conflict or natural disaster, institutions and systems that provide physical and social protection may be weakened or destroyed. Families and communities are often separated, which can result in a further breakdown of existing community support systems and protection mechanisms.

Gender-based violence (GBV) can escalate during and following emergencies. ‘GBV’ is a term used to describe the vulnerability of women and girls to violence as a result of their subordination to men in systems of patriarchy. The term has also been used to refer to any violence that is related to the socially ascribed roles of men, women, boys and girls, such as violence against men that is informed by norms related to masculinities and/or violence against gay, bisexual, transgender or intersex (LGBTI) individuals and groups that is informed by norms related to sexuality and sexual identity. Regardless of how the language is interpreted, it is generally agreed that GBV primarily affects women and girls. Therefore, the majority of GBV projects in humanitarian settings will focus their efforts on prevention of and response to violence against women and girls. In order to be effective, these projects must address issues of women’s and girls’ empowerment and gender equality, and must include men and boys as partners in prevention.

How programmers and policymakers define GBV will determine priorities for their GBV work. Some projects will therefore focus GBV prevention and response efforts specifically on the problem of violence against women and girls. Others may include certain types of violence against men and boys and/or LGBTI populations. It is important that projects not lump violence against different groups (e.g. women/girls; men/boys; LGBTI) under one overarching ‘gender’ or ‘GBV’ intervention. The role that gender plays in relation to violence against each of these groups is distinct and will require distinct approaches in how projects addressing these groups are designed and implemented. Evaluations of the degree to which projects are gender-responsive should be based on the specific objectives of each project. For example, when evaluating GBV programming that specifically targets the problem of violence against women and girls in terms of its gender-responsiveness, the focus of a gender analysis will be on the extent to which these programmes include an understanding of the gender-based inequalities that make women and girls vulnerable to specific types of violence, and that inform women's and girls’ ability to access violence-related services as well as their ability to be free from violence. When evaluating ‘GBV’ programming for LGBTI individuals and groups, the focus of a gender analysis will be on how these programmes understand and link problems of violence to homophobia and social norms related to sexuality and sexual identity.

The IASC Gender Marker is a tool that codes, on a 2–0 scale, the extent to which humanitarian projects are designed to ensure that the needs of women, girls, men and boys are being appropriately addressed in humanitarian contexts, so to ensure gender-equitable access to services, resources and outcomes for women, girls, men and boys. GBV prevention and response projects that demonstrate sound gender analysis to justify the proposed interventions are coded as 2b (targeted action). Nearly all projects coded as 2b will concentrate specifically on violence against women and girls, so as to acknowledge the need in most humanitarian contexts to centre GBV activities on women and girls and to give these projects greater visibility in terms of donor prioritisation and funding. GBV projects that include a broader focus on violence against men/boys and/or LGBTI individuals should demonstrate a strong justification based on a detailed gender analysis. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.
Needs Assessments, Activities, Outcomes

A **NEEDS ASSESSMENT** is the essential first step to identify the causes and contributing factors to and impacts of the various types of GBV that projects may seek to address. It provides an understanding of the gender dynamics that might particularly affect the security and well-being of the affected population. This analysis should clearly inform project **ACTIVITIES**. The project’s **OUTCOMES** should capture the change that is expected for female and/or male beneficiaries. Outcome statements should show whether and how target groups have benefited from interventions.

**GENDER IN GBV PREVENTION AND RESPONSE PROJECT NEEDS ASSESSMENT**

- **DISAGGREGATE** data by sex and age and according to other demographic variables as feasible.
- **DEFINE** the forms of GBV that are to be addressed by the project.
- **DISTINGUISH** the risks to and protective factors of the form(s) of GBV to be addressed.

**SAMPLE GENDER IN GBV PREVENTION AND RESPONSE PROJECT ACTIVITIES**

- According to the proposed target group focus of the project, organize single-sex, age-segmented (and other demographically sensitive) focus group discussions to elicit perceptions of violence, barriers to accessing care and the kinds of culturally appropriate services that the target group requires/requests.
- Train male and female providers across key health, psychosocial, security and legal/juvenile sectors to provide safe, ethical and respectful services (e.g. male and female medical staff in the clinical management of sexual violence, best practices for ethical and safe patient intake and referral, including how to adhere to the guiding principles of safety/security, confidentiality, respect and non-discrimination, and coordination).
- Train humanitarian actors across sectors (e.g. Education, Health, Nutrition, Protection, Shelter, etc.) on how to ensure that actions to prevent and respond to GBV are addressed across their sectoral actions.
- Provide training sessions for clan, traditional, religious and male and female community leaders on human rights, gender and GBV and its consequences for the whole of the community, and mobilize community leaders in the prevention of GBV and the necessity of supporting survivors rather than stigmatizing them, as well as ensuring that communities know how, why and where to access GBV services once they are in place.

**SAMPLE GENDER IN GBV PREVENTION AND RESPONSE PROJECT OUTCOMES**

- Males and females, including youth, older people, disabled, etc. involved in culturally appropriate prevention activities
- Service providers respond to survivors in safe, ethical, and respectful manner
- Increased numbers of survivors (disaggregated by age and sex) access care and report positive outcomes in terms of quality of care and ability to manage GBV experience

Designing Minimum Gender Commitments for GBV Prevention and Response

In order to translate humanitarian actors’ commitments to gender-responsive projects into reality, minimum gender commitments can be developed with the aim of being applied systematically in field-based GBV prevention and response initiatives. The commitments must be phrased in a way that can be understood clearly by all, both in terms of value added to current programming and in terms of the concrete actions, which need to be taken to meet these commitments. They should constitute a short body of core actions and/or approaches to be applied by all partners. They should be practical, realistic and focus on improvement of current approaches rather than on a drastic programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation’s staff working in the sector. It is important to note that commitments need to reflect the key priorities identified in a particular setting. The commitments, activities and indicators below, which are drawn directly from the ‘disaggregate – define – distinguish – describe’ framework set out above, are provided as samples only:
1. **DISAGGREGATE data by sex and according to other demographic variables as much as is possible.** Using evidence-based analysis from pre-crisis information if necessary, specify who among the crisis-affected population is most at risk to various form(s) of GBV, e.g., females of all ages or of specific age (adolescents, young girls, elderly women), disabled women and girls, lesbian women and girls, indigenous and other minority women and girls, etc. In some cases this analysis might also include and/or specifically focus on boys/men and/or broader categories of LGBTI individuals and groups.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Sample Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the proposed target group focus of the project, organize single-sex, age-segmented (and other demographically sensitive) focus group discussions to elicit perceptions of violence and the kinds of culturally appropriate services that the target group requires/requests, as well as strategies for addressing the underlying gender dimensions of the violence they experience</td>
<td>Focus group discussions on the nature, extent, risk and protective factors related to GBV have been conducted with relevant target group(s), such as women, adolescent girls, adolescent boys and men in x and x IDP camp. Recommendations for how to address the specific gender dimensions of the types of violence have been solicited (e.g. livelihoods, women’s participation and leadership, skills building for families and youth). Analysis for risks and vulnerabilities, as well as protective factors has been undertaken</td>
</tr>
</tbody>
</table>

2. **DEFINE the forms of GBV that are to be addressed by the project**, e.g., rape and other forms of sexual violence, domestic violence, early/forced marriage, trafficking, forced prostitution, etc.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Sample Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a coordinated rapid situational analysis (in accordance with Action Sheet 2.1 of GBV Guidelines)</td>
<td>A coordinated rapid situational analysis involving sex-appropriate assessors and affected persons is conducted by [date] and defines the nature and extent of GBV in [camp/ region]</td>
</tr>
</tbody>
</table>

3. **DISTINGUISH the risk factors of the form(s) of GBV to be addressed.** While gender inequality and discrimination are the root causes of GBV against women and girls globally, various other factors determine the type and extent of violence women and girls experience in each setting, such as age, disability, sexual orientation, race, ethnicity, poverty, etc. For men and boys, certain forms of violence against them might be the result of masculinities that are imposed, acceded to, or even acclaimed by male victims/survivors as well as by perpetrators. For LGBTI groups, certain forms of violence they experience might be related to social norms regulating sexuality and sexual identity. Be specific about the factors that increase women’s, girls’, boys’ and men’s risk of exposure to the form(s) of GBV to be addressed by the project.

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Sample Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through a series of meetings, liaise with other clusters such as WASH, CCCM, Shelter &amp; NFI, Protection, Health, etc., to discuss the possible risk factors that may increase exposure to GBV and measures to mitigate them.</td>
<td>Meetings have been conducted with each of the clusters to discuss possible factors that could contribute to an unsafe environment for women/girls and/or men/boys in [name of camp/area] and recommended measures to mitigate them</td>
</tr>
</tbody>
</table>

4. **DESCRIBE the type of action(s) proposed—preventative, responsive, environment building.**

<table>
<thead>
<tr>
<th>Sample Activity</th>
<th>Sample Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidate and analyse data from coordinated rapid situational analysis, single-sex, age-segmented focus discussions, secondary data and reports on GBV in [area], mapping exercises, meetings with other Clusters, etc., and confirm specific focus—prevention, response and/or environment building of the project.</td>
<td>All available data has been consolidated and analysed and a clear strategy confirmed for the focus of the project.</td>
</tr>
</tbody>
</table>