



# SEVEN MOVES: Protection, gender and inclusion in emergencies training

Participant manual



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

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

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

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

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## Acknowledgements

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## Abbreviations

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





Welcome to The Seven Moves:  
Protection, Gender and Inclusion  
in Emergencies Training!

The IFRC welcomes you to participate in the Seven Moves: Protection, Gender and Inclusion in Emergencies training. This is a 2.5 day training course that aims to raise awareness, to enhance knowledge, build skills and to change behaviour in relation to protection, gender and inclusion (PGI) in emergency programming.

The training differs from training in other technical trainings due to subject matter involving deeply rooted social, personal and political issues which will be different in each context and for each individual participating in this training.

## Training objectives

The overall objective of the training is to enable you to understand the issues of protection, gender and inclusion, and their implications for your respective areas of work.

The training programme will introduce you to the **'Minimum Standards for Protection, Gender and Inclusion in Emergencies (2018)'**, and its approach to gender, age, disability and diversity with a strong focus on sexual and gender-based violence (SGBV) prevention, mitigation and response and child protection, through a framework of dignity, access, participation and safety (DAPS).

This training should enable you to:

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

## Why you have been selected to participate?

You have been selected by your National Society or IFRC office due to your organisation noting that you have the skills (existing and potential) to be a technical support and advocate for protection, gender and inclusion, following the training. Your National Society has also shown:

- support for protection, gender and inclusion in their activities, programmes, services and internal processes,
- a clear commitment to further the integration of PGI in emergency programmes,
- a commitment to support you in bringing back lessons learnt from the training to raise awareness of PGI approaches with other staff and volunteers, as well to integrate PGI in activities, programmes, services and internal processes.

The experience in the room, both in emergencies and in protection, gender and inclusion may vary. However, this provides a valuable opportunity for peer-to-peer learning; for your peers to learn from your experience and ideas, and for you to ask questions and learn from others.



## Training methodology

The methodology for this training course comprises a combination of interactive exercises, brainstorming, discussions, group work, case studies, scenario-based problem-solving, interactive exercises, quizzes, visual presentations and multimedia visual presentation.

Case studies have been based on real Red Cross Red Crescent work situations and practices, to show the relevance, importance and benefit of considering PGI in Red Cross Red Crescent emergency response and preparedness.

## Prerequisites for participants

To make the most of the training and for you to feel able to participate as fully as possible it is important that you have completed the prerequisites highlighted by the facilitator(s) before the course.

This includes completing the IASC online course 'different needs, equal opportunities: increasing effectiveness of humanitarian action for women, girls, boys and men' to provide a background to protection, gender and inclusion and the IFRC online briefing on Child Protection,<sup>1</sup> as well as familiarising yourself with the following key documents:

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

In addition to this, during the 2.5 days it would be valuable to think of some of the protection, gender and inclusion issues in your own context. This could include:

- Thinking about your National Society's strategic plan, aims and goals and how well they include PGI approaches and considerations.
- Who are some of the vulnerable or marginalised individuals or groups in the country you are from or are working in?
- What national and international laws and policies exist in your country or the country you are working in, to protect or discriminate against specific individuals or groups? E.g. gender and sexual minorities, refugees or migrants, people with disabilities.
- What National Society procedures, policies, frameworks and systems are in place to protect staff and volunteers?
- What National Society procedures, policies, frameworks and systems are in place to protect the populations and communities the National Society is serving?
- What is the prevalence of different forms of SGBV in your country? What are the laws on domestic violence, violence against children etc.

1 <https://www.interaction.org/resources/training/iasc-gender-elearning>

## What the training does and does not cover

This 2.5 day training is the IFRC official basic training on protection, gender and inclusion.

The training is a prerequisite for other more in-depth specialised training, which includes the IFRC 2.5 day training on SGBV in emergencies. It also provides a basis for further training in specific areas of PGI; this training will ensure we master the introductory concepts but it will not go in depth into specific technical areas, such as inclusion of persons with disabilities, child protection, migration in emergencies, sexual and gender-based violence, prevention, mitigation and response approaches (instead the course will provide the foundation knowledge and basic concepts), primary prevention, working with young people on gender norms, long-term social inclusion approaches.

The training may provide some ideas for activities and exercises to conduct awareness raising in your own National Society or IFRC office on key concepts and approaches. However, the intention is not to provide full facilitation skills for you to conduct the training itself. This would be covered in a training of trainers (TOT) version or Master training of the Seven Moves training.

## The Seven Moves Format and agenda

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

In addition to being designed around the Seven Fundamental Principles of the Movement, all materials, case studies, statistics and examples have been contextualised and adapted to ensure their relevance to this group.

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

### Participant Agenda

<b>Day 1 (08.30 – 17.00)</b>	08:30	<b>Introduction</b> (welcome, introductions, objectives, agenda, structure of training)
	10:00	<b>MOVE 1: Understanding the issues</b> <b>HUMANITY</b> and protection, gender and inclusion 'Speed Debating' exercise
	10:30	Break
	10:50	<b>MOVE 1: Understanding the issues continued</b> Core Concepts Quiz Time! Why protection, gender and inclusion matters in disasters
	12.30	Lunch
	13.30	<b>MOVE 2: Protection, gender and inclusion in humanitarian action</b> <b>IMPARTIALITY</b> and protection, gender and inclusion Non-discrimination in disaster response 'Inside the disaster' – setting the scene  Gender and diversity analysis <ul style="list-style-type: none"> <li>• Beneficiary registration, selection criteria and prioritisation</li> <li>• Needs assessments - vulnerabilities and risk factors</li> <li>• Sex, age and disability disaggregated data (SADDD)</li> <li>• Equal access – team composition</li> </ul>
	15.30	Break
	15.45	<b>MOVE 2: Protection, gender and inclusion in humanitarian action</b> Group exercise: Registration, Selection Criteria and Needs Assessments
	16.45	Close

<b>Day 2 (09.00 – 17.00)</b>	09.00	<b>Welcome back, recap of day 1 (Humanity and Impartiality)</b>
	09.30	<b>MOVE 3: Advocating for protection, gender and inclusion in emergency programming</b> <b>INDEPENDENCE</b> and protection, gender and inclusion Organisational commitments PGI Advocacy group exercise: The 'why' of protection, gender and inclusion in emergencies
	10:30	Break
	10.50	<b>MOVE 3: Advocating for protection, gender and inclusion in emergency programming continued</b>
	11.30	<b>MOVE 4: Integrating protection, gender and inclusion into emergency programming</b> <b>UNITY</b> and protection, gender and inclusion Minimum Standards for Protection, Gender and Inclusion in Emergencies Inside the disaster – survivor profiles Group exercise – analysis of distinct needs, risks and capacities, and applying minimum standards
	12.30	Lunch
	13.30	<b>MOVE 4: Integrating protection, gender and inclusion into emergency programming continued</b>
	14.30	<b>MOVE 5: A practical framework for integrating protection, gender and inclusion into our operations</b> <b>NEUTRALITY</b> and protection, gender and inclusion Group exercise – integrating PGI in emergency plans of action
	15.30	Break
	15.50	<b>MOVE 5: A practical framework for integrating protection, gender and inclusion into our operations continued</b>
16.45	Close	

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

The following sections of this training manual outline each of the modules (the Moves) for the Seven Moves Training Programme. Each module includes:

- Title of the module (the Move)
- Length of time of the module
- Breakdown of activities and timing
- The objectives of the module (the Move) the learning objectives for the activity including the specific skills and knowledge participants should be able to demonstrate following the activity
- Module content, including instructions for exercises
- Key messages
- Case studies, templates and guidelines relevant to the activity or module
- References for further reading

At the end of each day, there is space provided for you to note down any reflections, thoughts, questions (maybe you didn't have a chance to ask), concerns or key things you want to take back to your National Society/IFRC office. At the end of the training you will be asked to look at short- and long-term action plans. We hope this reflection log is useful, not only to document your experience but to develop your plans at the end of the training.





# Modules



## Introduction

### Introduction

Length of time: 1 hour, 30 minutes

#### Activities and timing:

1. Welcome or opening. Time required: 15 minutes
2. Introductions by facilitators and participants – ‘That’s so typical’ exercise. Time required: 20 minutes
3. Overview of the agenda and structure of the course by the facilitator. Time required: 5 minutes
4. Pre-test. Time required: 15 minutes
5. Expectations for the training: participants’ expectations; objectives of the training; what the training does not cover; facilitators’ expectations. Time required: 20 minutes
6. Important points before starting including: sensitivities around PGI, participants wellbeing, confidentiality and informed consent. Time required: 15 minutes

#### Activity: That’s so typical

Length of time: 20 minutes

#### Activity instructions:

Introduce yourself to the group. Say your name, nationality, position in their National Society/IFRC and tell one gender stereotype representative of your country of origin, that is, a way of behaving, an attitude or a characteristic that would be considered typical of your sex/gender.

This is an opportunity to introduce yourself, identify one another and learn a little more about the people in the group. It also allows you to start reflecting on the cultural relativity of gender stereotypes in their own lives and within the room.

#### Introductory session key messages:

- Facilitators will respect the breaks outlined in the agenda, so that participants in the training can arrange other commitments around this e.g. answering e-mails or phone calls, attending to children/breastfeeding, taking medication etc.
- In the same way it is requested that participants respect the training sessions and methodology (which is very participatory) and do not engage in other activities during the sessions.
- Your expectations are extremely important to the facilitation team and to your National Societies or IFRC Offices. If you completed a pre-questionnaire, these expectations will have fed into the training. This introductory session is also a valuable time to raise any other expectations you may have.

- The facilitators will review the expectations along with the official objectives of the training. If you do not see your expectation please ask the facilitator team and they can guide you to complementary training or resources you could look into, after this basic course.

### **Important points before we start**

- Protection, gender and inclusion are influenced by political and social dynamics and power structures
- Protection, gender and inclusion are deeply personal issues
- Protection, gender and inclusion are contextual issues
- Discussions about sexual and gender-based violence and violence against children can be difficult and can trigger reactions
- Need for a respectful environment.

### **Creating a safe, open and trusted training space**

It is important that this training supports a safe, open and trusted space where you feel comfortable and able to express your opinions and views. Your wellbeing is important!

The content of this training may be sensitive and may sometimes trigger emotional reactions.

If at any point during the training you feel upset, you can inform the facilitator during the training or during the allocated breaks. Facilitators will usually remain behind at the end of the day in case you wish to discuss anything in more detail. You may also leave the training room at any time.

To ensure a safe, open and trusted space is created, it is important that we agree to:

### **Confidentiality and informed consent**

During the training, facilitators, external speakers or your peers may reveal personal information or offer reflections about practices or experiences in their National Society. Personal or identifiable information from personal stories should not be shared outside the training. To protect confidentiality and informed consent it is important to remember the following:

Fictional or real case studies will be used throughout the training. Real case studies will conceal identities. Participants should also conceal identities if they share experiences of others.

An agreement is made with participants at the beginning about how photos or videos will be shared. If any individual is uncomfortable with their photo being taken or shared publicly they are given the opportunity to raise this. Persons who are blind must always be informed when a photo of them is being taken and their consent must be obtained to take the photo.

Facilitators will ask permission before sharing any identifiable information including photo. e.g. in training reports or on social media.

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

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



Day  
One

## MOVE 1

### HUMANITY: Understanding the issues

#### Module objectives

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

Length of time of the module: 2 hours, 10 minutes

#### Module overview

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

#### Activity 1 | Humanity Dilemma

- Take 5 minutes to read the Humanity dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Humanity.

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



## MOVE 1

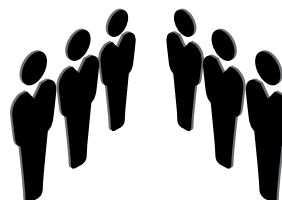
### Protection, gender, inclusion – and Humanity

A country in your region has recently experienced a devastating typhoon and you have been deployed as part of the international response team. Following a rapid assessment, you have received a large consignment of food, which you are going to distribute in a large makeshift camp in the middle of a once densely populated urban area. When you reach the site, there are hundreds and hundreds of people, most of them young men, waiting to rush the trucks to get food packages. It is a chaotic scene as the team throws food out the back of the truck. Bearing in mind the Fundamental Principle of Humanity but also the IFRC's position on protection, gender equity, inclusion and respect for diversity,, in your opinion, is this action acceptable or unacceptable?

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

### Activity 2 | Speed debating

- All participants stand up and form two lines facing each other so that each participant has a partner.
- Facilitators will read out a statement relating to an element of protection, gender and inclusion
- You will have 2 minutes to discuss it with your partner
- This will continue for a number of different statements.



### Activity 3 | Core concepts

This next section is designed to start unpacking core concepts of protection, gender and inclusion. You may already be familiar with some of these terms, or it may be the first time you have heard them. You will have the opportunity to ask any questions and clarify any of the terms.

By the end of the module, everyone should have a similar understanding of the main terminology and what it means for the Red Cross and Red Crescent.

Key definitions and concepts for this part of the module are below for your reference:

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

**Gender** refers to the social differences between females and males throughout their life cycles. Although deeply rooted in every culture, these social differences between females and males are changeable over time and are different both within and between cultures. Gender determines the roles, power and resources for females and males in any culture. 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.

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

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

Persons with disabilities includes those who have long-term physical, mental, intellectual or sensory impairments.<sup>2</sup> Disability is a result of the impairment the individual has and the barriers they face by the society they live in.

<sup>2</sup> This definition has been agreed in the RCRC Strategic Framework on Disability Inclusion – which is adapted from the United Nations Convention on the Rights of Persons with Disabilities

## MOVE 1

Disability = Impairment + Barriers

Barriers can include the following: Physical/Environmental barriers; Attitudinal barriers; Communication barriers; and Institutional and policy barriers.

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

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

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

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

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

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

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

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

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

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

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

**Inclusion** in emergency programming focuses on:

- using the analysis of how people are excluded to actively reduce that exclusion
- creating an environment where differences are embraced and promoted as strengths

Providing inclusive services means giving equitable access to resources for all.

In the longer term, inclusion focuses on facilitating access to opportunities and rights for all by addressing, reducing and ending exclusion, stigma and discrimination = social inclusion

## Activity 4 | Why protection, gender and inclusion matter in disasters

Working with a partner complete the quiz sheet, Annex 1.

## Module key messages

- Preconceived ideas and bias related to protection, gender and inclusion can cause resistance to including PGI approaches in emergencies.
- Gender is not just a concept, it is an analytical tool and a strategy for gender equality. Ideas and ideals surrounding gender are socially constructed. While being deep-rooted in our cultures and society, they are also changeable over time, between generations, within families.
- Disability is a result of the impairment individuals have and the barriers they face imposed by the society they live in: Disability = Impairment + Barriers.
- Barriers can be: physical/environmental; attitudinal; communication; and institutional and policy barriers
- Persons of all gender identities, ages, disabilities and backgrounds have different needs, priorities, concerns and have different capacities and coping strategies on which to draw. As a result, crisis have different impacts on persons of all gender identities, ages, disabilities and backgrounds.
- Emergencies make existing inequalities based on gender, age, disability, background and other diversity factors, more pronounced.
- The root cause of sexual and gender-based violence is gender inequality and abuse of power. SGBV often increases in emergencies.

## References for further reading

- Unseen Unheard: gender-based violence in disasters, global study (2015) [http://www.ifrc.org/Global/Documents/Secretariat/201511/1297700\\_GBV\\_in\\_Disasters\\_EN\\_LR2.pdf](http://www.ifrc.org/Global/Documents/Secretariat/201511/1297700_GBV_in_Disasters_EN_LR2.pdf)
- Unseen Unheard: gender-based violence in disasters, Asia Pacific Case Studies (2017) <http://www.ifrc.org/Global/Photos/Asia%20Pacific/GBV%20page/GBV%20in%20disasters%20AP%20report%20LR.pdf>
- The responsibility to prevent and respond to sexual and gender-based violence in disasters and crisis (2018) [http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report\\_Final.pdf.pdf](http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2018/07/17072018-SGBV-Report_Final.pdf.pdf)

## Protection, Gender and Inclusion Quiz

### MOVE 1

#### SEX

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

#### AGE

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

#### PREGNANCY

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

#### DISABILITY

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

#### LGBT

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

#### VIOLENCE

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

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

## MOVE 2 IMPARTIALITY: Protection, Gender and Inclusion in humanitarian action

### Module objectives

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

Length of time of the module: 3 hours

### Module overview

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

### Activity 1 | Impartiality dilemma

- Take 5 minutes to read the Impartiality dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Impartiality

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

#### Protection, gender, inclusion – and Impartiality

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



**MOVE 2**

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

**Activity 2 | Core concepts**

Gender and diversity analysis: helps to understand how opportunities and inequalities may be affected based on a person’s sex or the gender that people identify with. It examines relationships between women and men in their diversity; their roles, responsibilities, access to and control of resources and constraints they face relative to each other.

It examines the distinct reality of being a particular age or age group, a person with a disability and other contextual factors including but not limited to, sexual orientation, HIV status, socio-economic status, religion, faith, nationality and ethnic origin (including minority and migrant groups).

**Activity 3 | Registration, Selection criteria and Needs assessments**

**Scenario:**  
It is 1 week after a devastating earthquake hit the country. Approximately 100,000 people have been displaced and informal settlements are forming. Local services have been hugely disrupted. It is thought settlements will remain for at least 6 months. Some quick assessments by an all-male team have been conducted and distributions have been carried out. Shelter was identified as a need, as was safe and dignified healthcare. Pregnant women were highlighted as needing specific support, as were people with physical disabilities and unaccompanied children. The community, particularly adolescent girls and women, have reported incidences of violence against volunteers.

Your task:

- Your role is to establish a beneficiary registration desk to register affected community members and identify who in the community has specific sectoral needs and identify any protection risks.
- Using the scenario and the instructions below, work in groups to complete the multi-sector needs assessment and the beneficiary registration form.

**Instructions for both forms (A) and (B)**

- Complete the date and name of assessment team leader.
- Comment on team composition and representation.
- Comment on specific actions to ensure permission and space for women and marginalised groups to participate.

(A) Multi-sectoral Needs Assessment	(B) Beneficiary Registration Form
<ul style="list-style-type: none"> <li>• What is the known profile of the population? And are there any other groups who could be particularly vulnerable that need to be considered?</li> <li>• Develop 3-4 questions per sector and 1-2 observations you would need to include to understand the specific needs, concerns, protection risks for each sector.</li> <li>• Highlight challenges in collecting the data.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide whether your group will conduct a household or individual registration process</li> <li>• then select 3 selection criteria of their choice that they would want to know about the households/individual.</li> <li>• Highlight challenges in collecting the data.</li> </ul>

## Module key messages

- In situations where there is a lack of time and resources, PGI is paramount. If we are not able to reach everyone and do everything at the same time, we need to prioritise and select what we do, for whom, and when. To do this, we need to know who is affected, how they are affected and who is most in need or at risk.
- Sex, age, disability disaggregated data (SADDD) and gender and diversity analysis should be mandatory to inform all beneficiary selection and prioritisation criteria as a first step towards protective and inclusive programming, as well as advocacy and learning.
- Disaggregating by sex or gender will depend on the context, how the questions will be asked, and by whom, and, importantly, how the information will be used.
- When disaggregating by age, IFRC uses the Sphere Project standard for age brackets. However, the recommendation is not to have the age brackets in the forms themselves but to collect actual age or year of birth to allow each programme and sector to use the data that is most useful to support the people they are serving.
- Data to be collected related to disability should be disaggregated in six further categories of function: walking, seeing, hearing, cognition, self-care and communication.
- Sex, gender, age and disability are all interrelated and can have compounding impacts on one another.
- Categories used to disaggregate people reached will vary by programme area, type of emergency and context.
- When conducting needs assessments, there will be protection and safety risks related to child protection and SGBV that may not come up, or may be raised but need a more detailed assessment to understand. Specific, more detailed questions related to protection risks should only be asked by protection specialists and are beyond the scope of mainstreaming. Sectoral specialists should work with PGI specialists on this.
- Assessments are interventions in themselves. They can be meaningful and positive experiences or can cause additional stress for the population. This is especially the case during the immediate aftermath of an emergency. ‘Do no harm’ and ‘the best interests of the child’ should therefore be primary considerations in any assessment.

## References for further reading

- IFRC Minimum Standards for protection, gender and inclusion in emergencies (2018), Annex 2 – Beneficiary selection and prioritisation criteria.
- The full guide on “Technical Note – Counting People Reached” which provides guidance for measuring people reached by services provided by Red Cross and Red Crescent National Societies and the IFRC.
- A guide to Sex, Age and Disability disaggregated data in the IFRC Protection, Gender and Inclusion in Emergencies toolkit (2018-2019).

MOVE 2

**A Multi-sector needs assessment**

Date

Assessment Team Leader name:

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

What is the known profile of the population?	Any other groups, who could be particularly vulnerable, that need to be considered?	Health	Water and Sanitation	Shelter	Food security
Comments:	Comments:	Assessment questions/ observations:	Assessment questions/ observations:	Assessment questions/ observations:	Assessment questions/ observations:
Any challenges in collecting this information?	Any challenges in collecting this information?	Any challenges in collecting this information?	Any challenges in collecting this information?	Any challenges in collecting this information?	Any challenges in collecting this information?

## B Beneficiary Registration Form

Date

Assessment Team Leader name:

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

a)	b)	c)	Selection criteria 1:	Selection criteria 2:	Selection criteria 3:
Considerations:  Any challenges in collecting?	Considerations:  Any challenges in collecting?	Considerations:  Any challenges in collecting?	Considerations:  Any challenges in collecting?	Considerations:  Any challenges in collecting?	Considerations:  Any challenges in collecting?

## MOVE 2

### ANNEX: Multi-sector needs assessment & Beneficiary registration forms

#### Reflection log

##### You have reached the end of Day 1!

This is a good opportunity to reflect on the key messages and positive learning throughout the day using the space below. You can also note any questions or comments you may not have had the chance to ask. This is your own private log and you will not be asked to hand this in during the training.

Thank you for your participation today.



Day  
Two



## MOVE 3 INDEPENDENCE: Organisational policies and frameworks

### Module objectives

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

Length of time of the module: 1 hour, 40 minutes

### Module overview

#### Move 3 components

#### Time required

Activity 1: Independence dilemma

10 minutes

Activity 2: Organisational commitments

50 minutes

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

40 minutes

#### Move 3 Annex

Advocating for Protection, Gender and Inclusion Sensitive Response Strategies – scenarios

Total module time:

1 hour, 40 minutes

### Activity 1 | Independence dilemma

- Take 5 minutes to read the Independence dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Independence

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

#### Protection, gender, inclusion – and Independence

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

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

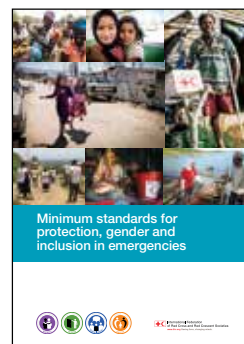
MOVE 3

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

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

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

Activity 2 | Organisational commitments



What organisational commitments does your National Society have?

## MOVE 3

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

Internal and external advocacy is extremely important when it comes to effective, consistent and systematic PGI programming.

Your task:

You have 40 minutes to read the scenario your group has been given and answer the question at the end. How will you advocate for the importance of protection, gender and inclusion in emergencies?

Reflect on the key messages from the past 1.5 days when thinking of your advocacy messages. For example:

- Discussions on core concepts
- How and why persons of all gender identities, ages, disabilities and backgrounds experience disasters differently
- Why some individuals and groups are more at risk
- Principles of Humanity, Impartiality and Independence
- IFRC and National Society frameworks, guidelines, policies and strategies
- International framework and commitments.

**Module key messages**

- Internal and external advocacy is extremely important when it comes to effective, consistent and systematic PGI programming.
- The IFRC, National Societies and the RCRC as a whole, have developed and endorsed policies, strategies, frameworks and commitments to PGI. It is therefore the obligation of all staff, members and volunteers to know these commitments and adhere to them.
- National Societies are auxiliary to their government, and whilst still maintaining independence, National Societies must uphold international standards, in addition to internal standards.

**References for further reading**

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

## MOVE 3 ANNEX: PGI advocacy scenarios

### Scenario 1. The National Disaster Management Authority

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

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

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

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

### Scenario 2. A Government Donor

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

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

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

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

### Scenario 3. The Operations Manager

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

**MOVE 3**

the International Federation of Red Cross and Red Crescent Societies (IFRC) will take the lead in responding to the earthquake.

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

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

*Convince the operations manager to include these..*

### Scenario 4: Child protection in emergencies

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

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

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

### Scenario 5: Inclusive data collection

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

A rapid assessment focusing on disability inclusion was conducted by a well-known international agency in partnership with local organisations working for persons with disabilities. This showed that organisations were not fully aware of persons with

disabilities in the affected population and that data being collected was not reflecting the needs and concerns of this population.

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

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

## MOVE 3



## MOVE 4

### UNITY: Integrating protection, gender and inclusion into programming

#### Module objectives

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

Length of time of the module: 2 hours

#### Module overview

Move 4 components	Time required
Activity 1: Unity dilemma	10 minutes
Activity 2: Survivor profiles	1 hour 50 minutes (Step 1: 20 minutes, Step 2: 1 hour 30 minutes)
<b>Total module time:</b>	<b>2 hours</b>

#### Activity 1 | Unity dilemma

- Take 5 minutes to read the Unity dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Unity

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

#### Protection, gender, inclusion – and Unity

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

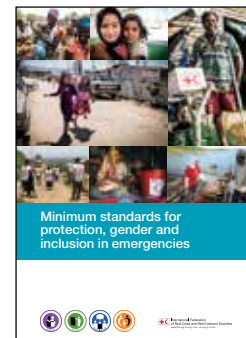
Bearing in mind the Fundamental Principle of Unity but also the IFRC's position on protection, gender equity, inclusion and respect for diversity, is this acceptable or unacceptable?

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

## Activity 2 | Minimum Standards for Protection, Gender and Inclusion in Emergencies, Pilot (2015), Second edition (2018)

## MOVE 4

- The key operational framework on protection, gender and inclusion for Red Cross and Red Crescent staff, members and volunteers.
- It provides a set of minimum standards for protection, gender and inclusion (PGI) in emergencies that all IFRC and National Society staff and volunteers should follow.
- The standards cover 8 sectors including: Emergency Health; Food Security; Water, Sanitation and Hygiene; Shelter; Livelihoods; Non-food Items; Cash-based Interventions; and Disaster Risk Reduction
- Built on a framework of dignity, access, participation and safety (DAPS)
- Provides practical guidance on how to mainstream these four principles in all sectors, based on a consideration of gender, age, disability and other diversity factors. This includes limiting people's exposure to the risks of violence and abuse and ensuring that emergency programmes 'do no harm'.
- These standards are not only for PGI specialists, they are meant for everyone and designed to be comprehensive, whilst a quick and easy reference guide when you are in the field.



### Survivor profiles

A devastating earthquake has hit the country and you have been sent in as first responders. There are a number of fatalities but there are also survivors, who you can see around the room. Each of them has a different story and each has been affected differently by the earthquake.

Your task: In your teams, speak to each of the survivor and hear their experience. The survivors will each explain their distinct needs and concerns, as well as any risks they may be facing.

You have 10 minutes with your first survivor. During this time you will need to note down::

1. Their distinct needs – health, food security, WASH, shelter, livelihoods, non-food items, cash-based interventions, disaster risk reduction.
2. Their protection risks and capacities.
3. How can we address their needs and protection risks? Remember to consider referrals and partnerships that may support the survivor getting access to services and care.

You will rotate through all the survivors until you come back to the start – adding onto the other groups answers and observations.

Congratulations, you have completed a gender and diversity analysis!

### Module key messages

- Individuals who experience the same crisis, disaster or shock will not all have the same experience. Individuals and groups will be impacted differently, leading to distinct needs, priorities and protection risks.
- We may perceive an individual or group as being at risk or vulnerable but we also need to look for capacities and strengths in their diversity.
- The IFRC Minimum Standards for protection, gender and inclusion in emergencies (2018) is the key operational framework on protection, gender and inclusion for Red Cross and Red Crescent staff, members and volunteers. It has been based on the Sphere Standards and other international guidelines in emergencies but is specifically designed for the RCRC.

## MOVE 4

- The DAPS (dignity, access, participation and safety) framework addresses protection, gender and inclusion concerns by providing practical ways to engage with all members of the community, to respond to their differing needs and draw on their capacities in the most non-discriminatory and effective way. This helps to ensure that local perspectives guide assistance delivery.
- The MSs are not only for PGI specialists, they are for all RCRC staff and volunteers to ensure PGI standards and approaches within their sector of expertise.

### References for further reading

Video was developed by the Swedish Red Cross and Bangladesh Red Crescent Society with the IFRC PGI Delegate, during the Cox's Bazar Population Movement Operation in Bangladesh, in 2017. It demonstrates the practical nature of the Standards to ensure protective and inclusive programming, show them the video. <https://www.youtube.com/watch?v=RfRO2tqDXrQ> (4 minutes 53 seconds)

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

### Module objectives

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

Length of time of the module: 1 hour 55 minutes

### Module overview

Move 5 components	Time required
Activity 1: Neutrality dilemma	10 minutes
Activity 2: Emergency plan of action	1 hour, 45 minutes
<b>Move 5 Annex</b>	
Sectoral emergency plans of action	
<b>Total module time:</b>	<b>1 hour, 55 minutes</b>

### Activity 1 | Neutrality dilemma

- Take 5 minutes to read the Neutrality dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Neutrality

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

#### Protection, gender, inclusion – and Neutrality

- During a media interview, the leader of a National Society says that “sexual and gender-based violence that is occurring in elevated rates during this crisis, is a crime against humanity. The Red Cross condemns this crime and it must be stopped”.
- Bearing in mind the Fundamental Principle of Neutrality but also the IFRC’s position on protection, gender equity, inclusion and respect for diversity, is this action acceptable or unacceptable?
- You may need more information to make your decision, so note down whatever assumptions you make in order to answer the question

## Activity 2 | Emergency plan of action

### MOVE 5

Using an emergency plan of action (EPoA), we will look to ensure protection, gender and inclusion is included in a practical way within an emergency response from the very start of an operation. This module will focus on the **detailed operational plan** of the EPoA

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

Develop a sectoral Emergency Plan of Action (EPoA) for either health, food, WASH, shelter, livelihoods, NFIs, CBI or DRR.

Re-read the scenario from Move 2 (below) and consider the gender and diversity analysis you have already developed from the survivor profiles during Move 4.

*It is 1 week after a devastating earthquake hit the country. Approximately 100,000 people have been displaced and informal settlements are forming. Local services have been hugely disrupted. It is thought settlements will remain for at least 6 months. Some quick assessments by an all- male team were conducted and distributions have been carried out. Shelter was identified as a need, as was safe and dignified healthcare. Pregnant women were highlighted as needing specific support, as were people with physical disabilities and unaccompanied children. The community, particularly adolescent girls and women, have reported incidences of violence against volunteers. Your role is to establish a beneficiary desk and conduct a multi-sector assessment to identify who in the community has protection risks and specific sectoral needs.*

Your task:

- Using the EPoA template, summarise your needs analysis, target population and methods for community engagement.
- Review the outcomes and outputs already filled in.
- How can you ensure that PGI is mainstreamed in your sector?
- You can add extra activities/interventions to ensure additional targeted or mainstreamed interventions are included that are relevant to your sector.

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

Develop a sectoral Emergency Plan of Action (EPoA) for Protection, Gender and Inclusion.

Re-read the scenario from Move 2 (above) and consider the gender and diversity analysis you have already developed from the survivor profiles during Move 4.

Your task:

- Using the EPoA template, summarise your needs analysis, target population and methods for community engagement.
- Review the outcomes and outputs already filled in.
- How can you ensure PGI targeted activities are well reflected in this EPoA?
- Discuss which activities will also need to be mainstreamed in other sectors such as: health, food, WASH, shelter, livelihoods, NFIs, CBI, DRR. Participants should include these in the EPoA and mark in the notes section to show where and how they should be considered in the other sector's EPoAs.

## Module key messages

- Including PGI is essential from the first response, from first FACT (and other) assessments, the initial planning and design, as well as when developing monitoring and evaluation frameworks and reporting templates.
- Engaging with the affected population is crucial to truly understand the needs and how to develop an effective plan to meet these needs.
- For the IFRC and National Societies, protection, gender and inclusion is a sector – on an equal level to more traditional RCRC sectors such as WASH and Health. In emergencies we have a specific PGI plan of action with targeted initiatives, a specific budget and dedicated human resources.
- As PGI approaches are also crosscutting and fundamental for other sectors to ensure non-discrimination and adherence to humanitarian standards and the Fundamental Principles of the RCRC, PGI standards (in addition to being stand-alone activities) must be mainstreamed across all sectors.

## References for further reading

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



## MOVE 5 ANNEX: Emergency plan of action templates

### Food Security

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

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

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

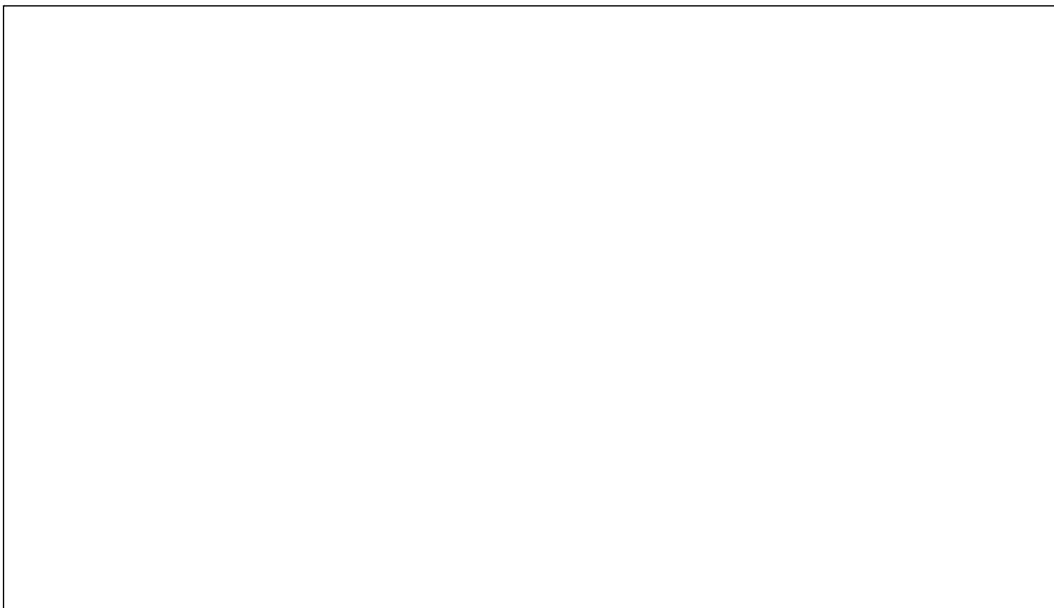


## Health

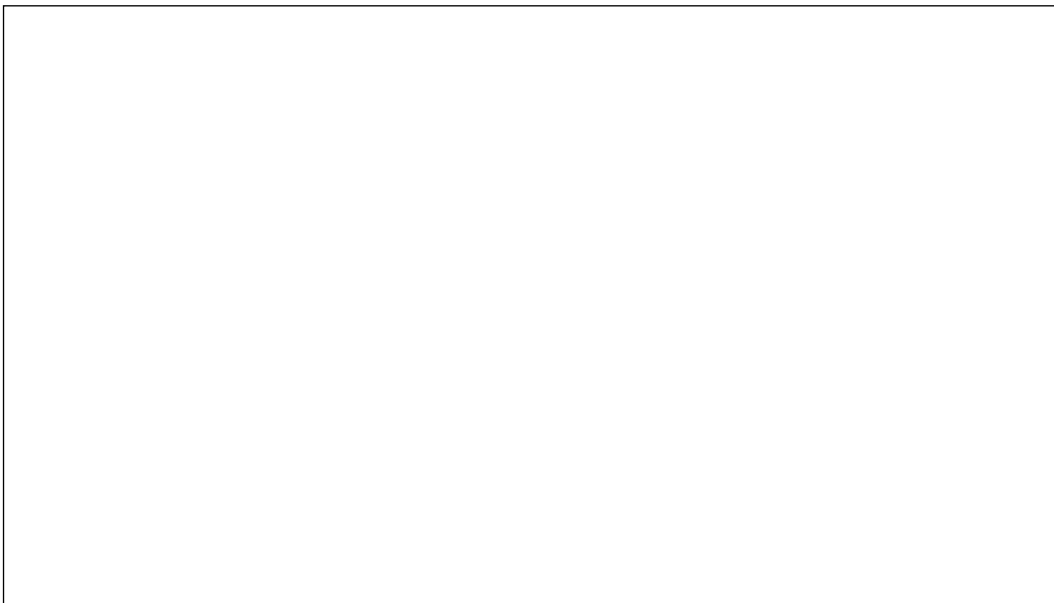
### MOVE 5

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

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



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





**MOVE 5**

**Livelihoods**

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

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

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





**MOVE 5**

### Non Food Items (NFIs)

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

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

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



**MOVE 5**

**Shelter**

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

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

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

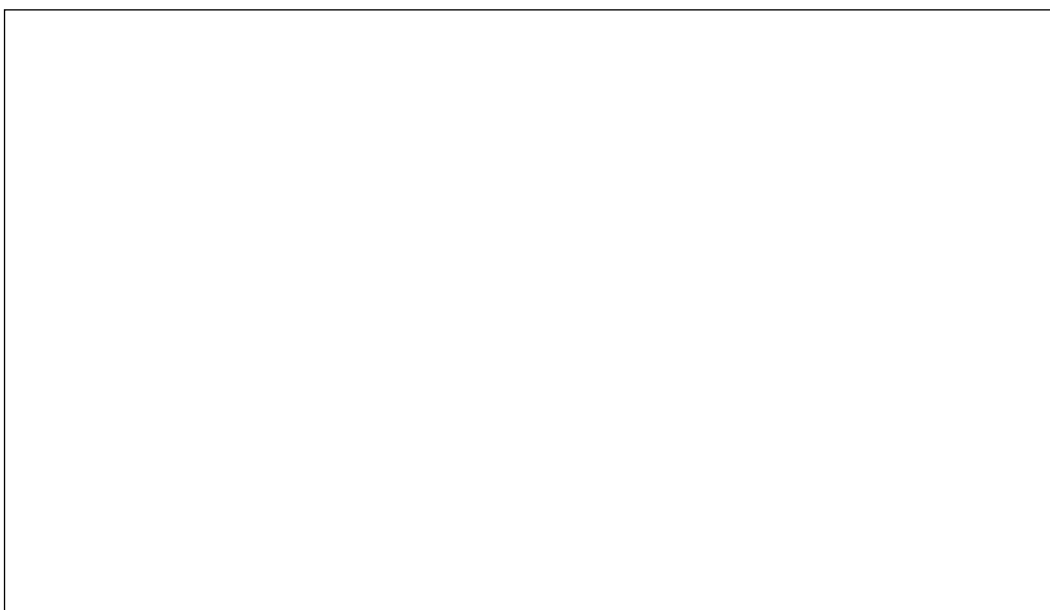


## WASH

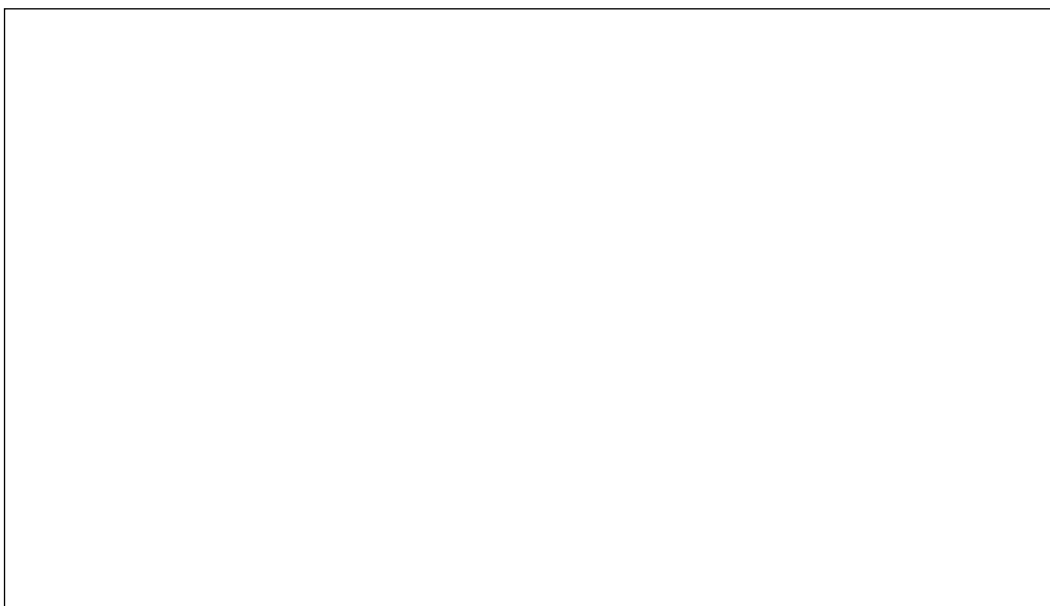
### MOVE 5

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

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



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







## Protection, gender and inclusion

Needs analysis and population to be assisted:

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

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







## Reflection log

### MOVE 5

#### You have reached the end of Day 2!

This is a good opportunity to reflect on the key messages and positive learning throughout the day using the space below. You can also note any questions or comments you may not have had the chance to ask. This is your own private log and you will not be asked to hand this in during the training.

Thank you for your participation today.



Day  
Three

## MOVE 6

### VOLUNTARY SERVICE: Starting with ourselves

#### Module objectives

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

Length of time of the module: 1 hour

#### Module overview

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

#### Activity 1 | Voluntary Service dilemma

- Take 5 minutes to read the Voluntary Service dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Voluntary Service

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

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

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

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

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

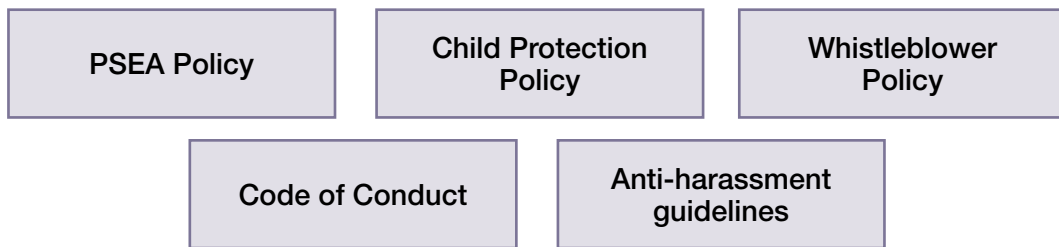
## Activity 2 | Internal Protection Systems

## MOVE 6

What sexual exploitation and abuse is? What is the distinction between this and sexual and gender-based violence

**Content warning!** “To Serve with Pride: Zero Tolerance for Sexual Exploitation and Abuse” The content of this video may be uncomfortable or upsetting. Please speak to facilitators, if you would like to discuss anything or debrief personally after the session. You are free to leave the room, before the video starts or at any point during the film.

**IFRC has a zero tolerance** to sexual exploitation and sexual abuse and to violence against children and child exploitation and abuse



### Module key messages

- Sexual exploitation and abuse (SEA) is the result of an abuse of position by humanitarian workers who in emergency contexts (and in developmental contexts) have relative power over the communities they are serving.
- No organisation is immune to this occurring; therefore we should not be under the assumption that SEA will not happen in the RCRC.
- There are many impacts of SEA, on the individual, their families and communities, these can be immediate as well as long-term and effects can even be seen over generations. Effects of SEA can be fatal.
- All IFRC offices and National Societies should have a confidential reporting mechanism established – and this to be continued in all emergency situations. We should not investigate ourselves; there are formal HR processes & specialists who will take concerns and reports forward.
- In emergencies we have the responsibility to request that reporting systems are established / disseminated to all staff and volunteers and that staff and volunteers (especially those newly recruited) sign the policies and are briefed on these.
- Preventing violence against, and abuse and exploitation of, children is a shared responsibility.
- All personnel who have reason to believe that a child may be exploited or abused, or that the safety or well-being of a child may be at risk, as a result of action or inaction of an IFRC personnel, have the obligation to report as soon as possible.

### References for further reading

To Serve with Pride: Zero Tolerance for Sexual Exploitation and Abuse”: <https://www.youtube.com/watch?v=NfMKMCYFgPo>

PSEA taskforce website: <http://pseataaskforce.org/>

Safe Call website: <https://www.safecall.co.uk>

## MOVE 7

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

#### Module objectives

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

Length of time of the module: 1 hour, 10 minutes

#### Module overview

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

#### Activity 1 | Voluntary Service dilemma

- Take 5 minutes to read the Universality dilemma.
- After reading, discuss the question at the end of the scenario, on your table, bearing in mind the Principle of Universality.

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

#### Protection, gender, inclusion – and Universality

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

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

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

## Activity 2 | Storyboards and action plans

## MOVE 7

This is the final Move of the training and provides the opportunity for you to look forward and to commit to taking the lessons learnt in the training back to your National Society/IFRC.

The module is divided into two steps:

Storyboards: where you will develop a collective commitment.

Action plans: Where you will develop a short-term and long-term action plans.

### STEP 1: Storyboards

In your groups, develop a storyboard which demonstrates the following 6 stages:

1. What is a key challenge you face in implementing PGI standards into emergency work?
2. What impact does that challenge have on communities / individuals?
3. What do you do (already) to address this challenge?
4. What would you do if you had a 'free hand'?
5. What supports are needed to make that happen (money, attitudes, tools) and who provides it?
6. What would the outcome of that change be for communities / individuals?

**A picture is worth more than a thousand words! – you must develop your storyboard using only images, diagrams and pictures, no text.**

### STEP 2: Action plans

Now you have made your team commitment, please take the next 15 minutes to reflect on what you could achieve in your National Society / IFRC office after the training.

Using the Action Plan template think of a short term and a long term action point.

After the training PGI staff in your national society, region or in Geneva will support you with your plan.



## MOVE 7

### ANNEX: Action plan template

Name	
National society	
Position	
Date	

#### Short-term action plan

Description/Action	
How will the action be achieved?	
Support required to achieve action	
How will you monitor progress?	
Timeframe	

#### Long-term action plan

Description/Action	
How will the action be achieved?	
Support required to achieve action	
How will you monitor progress?	
Timeframe	

## Reflection log

### You have reached the end of Day 3!

This is a good opportunity to reflect on the key messages and positive learning throughout the day using the space below. You can also note any questions or comments you may not have had the chance to ask. This is your own private log and you will not be asked to hand this in during the training.

Thank you for your participation today.





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

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

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

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

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

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

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

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



International Federation  
of Red Cross and Red Crescent Societies

[www.ifrc.org](http://www.ifrc.org) Saving lives, changing minds.