

MANUAL FOR FACILITATORS

GENDER-SENSITIVE REFUGEE RESPONSE PROGRAMMES

CAPACITY DEVELOPMENT TRAINING FOR
CIVIL SOCIETY ORGANIZATIONS



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From
the People of Japan

MANUAL FOR FACILITATORS

**GENDER-SENSITIVE REFUGEE
RESPONSE PROGRAMMES:
CAPACITY DEVELOPMENT TRAINING
FOR CIVIL SOCIETY ORGANIZATIONS**



UN WOMEN

Istanbul, March 2022

FOREWORD

As Syria entered its eleventh year of conflict in 2021, Turkey has been hosting the largest population of persons under temporary and international protection in the world for six years. In 2020, the number of Syrians under temporary protection surpassed 3.6 million, almost half of whom are children and 46 percent of whom are women and girls.¹ Violence against women and girls, including child, forced and early marriages, challenges in meeting basic needs, deterioration of livelihoods as well as increasing vulnerabilities, all exacerbated by the COVID-19 pandemic, continue to negatively affect Syrian women and girls under temporary protection in Turkey.

Since early on in the crisis, the Government of Turkey has shouldered the bulk of the financial cost of the refugee response. Regulations provide Syrians access to national systems in health, education, employment and social services. However, providing welfare for millions of refugees creates economic strains and tensions.

Despite the extensive and diverse support provided to the Syrians under temporary protection in Turkey, Syrian women have turned to negative coping strategies such as borrowing, selling income generating assets and reducing food expenditure, in addition to child labour and child, early and forced marriages for families with children.

A study conducted by UN Women, in partnership with Association for Solidarity with Asylum Seekers and Migrants in 2018 revealed that Syrian women and girls in Turkey continue to face large-scale barriers to meeting their basic needs, recovering from war traumas, and participating in Turkey's social and economic life. Many live below the poverty and hunger thresholds, isolated from their host community, and unable to engage with economic life due to family burdens, lack of knowledge of Turkish and employability skills.

According to the Turkey Demographic Health Survey, 45 percent of Syrian girls below the age of 18 and 9 percent girls below the age of 15 report that they got married or are living with a partner.² The same survey indicates

that 39 percent of Syrian adolescents have had a live birth or are currently pregnant with their first child.

Furthermore, as the COVID-19 outbreak and pandemic started in early 2020, it has altered perceptions of safety and security for millions of people in social isolation, particularly women and girls. It poses a serious threat to women's employment and livelihoods as it deepens pre-existing inequalities, and exposes cracks in social, political and economic systems.

During the COVID-19 crisis, violence against women and girls, which has been highly prevalent, has now become a 'shadow pandemic'. As evidenced from previous health crises, women and girls become more vulnerable to domestic and sexual violence as a result of confinement policies, coupled with deepening economic and social stress. The pandemic also raises concerns over a possible increase in child, early and forced marriages, as a negative coping mechanism adopted to deal with worsening economic problems, including among the refugee populations.

Framed by this complex scenario, UN Women acknowledges the various dimensions of women's needs and response with an integrated approach of complementary interventions that combine gender responsive service provision, strengthening of women's groups and CSOs for enhanced women's empowerment and leadership, as well as increasing institutional capacities for a gender responsive refugee response. Enhancing the capacities of women's groups and CSOs to foster women's leadership is critical to promote social cohesion, protect women and girls and provide opportunities for meaningful participation, livelihoods, dignity and wellbeing.

This Facilitator's Manual aims to serve to provide continuous capacity development for a more gender responsive refugee response, focused on front-line service providers, CSOs that work with/for the refugee and host communities, including those involved in programme design and implementation.

1 Regional Refugee and Resilience Plan (3RP): Turkey Country Chapter 2021-2022. Available at <https://reliefweb.int/report/turkey/regional-refugee-and-resilience-plan-3rp-turkey-country-chapter-2021-2022-entr>

2 Turkey Demographic Health Survey 2018, Hacettepe University and Ministry of Family, Labor and Social Services

ABOUT THIS MANUAL

The Manual for Facilitators on Gender-Sensitive Refugee Response Programmes is the culmination of over two years of work in which UN Women has strengthened the capacities of civil society organizations and women's organizations to provide comprehensive and sustainable solutions for gender equality and women's empowerment as part of the refugee response in Turkey.

This Manual for Facilitators has been produced under UN Women Turkey Office's Refugee Response Programme generously funded by the EU Regional Trust Fund in Response to the Syria Crisis, Government of Japan and Government of Iceland implemented in the framework of the Turkey Chapter of the Regional Refugee Resilience Programme (3RP).

The Facilitator's Manual aims to systematize the conduct of gender sensitive refugee response trainings and the mentoring of selected CSOs, contributing to further develop their capacities towards gender equality and the empowerment of women from the refugee and host communities.

Empirical evidence and know-how from the trainings conducted during a period of over two years, combined with findings and feedback from the pre- and post-training needs assessments have informed the contents and methodology of this training manual.

Please refer to UN Women Training Centre's Glossary as reference for all the concepts and definitions with gender perspective.³

This manual is based on the training materials developed by Filiz Serdar and Yasemin Kalaylıoğlu in 2019, with the support of UN Women Turkey staff. Authors (in alphabetical order): Fatih Resul Kılınc, Iris Bjorg Kristjansdottir, Marta Pérez del Pulgar, Zeynep Aydemir Koyuncu.

This manual has been peer reviewed by Ekram El-Huni (UN Women Regional Office for Arab States/North Africa) and Valeria Vilaro (UN Women Regional Office for Europe and Central Asia).

³ <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>

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MANUAL OVERVIEW

This manual serves as guidance for facilitators and organizers to plan, prepare for, and conduct trainings on gender sensitive refugee response programmes. Emanating from the second edition of the Inter-Agency Standing Committee (IASC) Gender Handbook for Humanitarian Action⁴, published in 2017, the manual provides a comprehensive approach to mainstream gender equality and women's empowerment into refugee response programming.

Purpose

This manual aims to:

1. Guide facilitators and organizers in planning and delivering the training on gender-sensitive refugee response programmes;
2. Bring together the training material, content and methodology necessary to build the understanding and capacity of relevant staff to integrate gender into their planning, implementation, monitoring and evaluation refugee response programmes and projects, hence, contributing to gender equality and the empowerment of women.

Who is this manual for?

This manual is geared primarily to trainers from UN Women, other UN agencies, CSOs as well as independent trainers working on capacity development in the field of refugee/humanitarian response. The secondary target audience includes other actors such as donors, government entities as well as others engaged in the design and implementation of refugee/humanitarian response programmes. It provides ready-to-use material and guidance, including facilitation notes and tips useful for the delivery of a two-day training on gender-sensitive refugee response.

This manual speaks directly to the facilitators; therefore, all the instructions for delivery, discussion points and use of the training materials contained here are targeted to them. In the few instances where the target is individuals other than the facilitators, for example the organizers, this is explicitly indicated. A minimum of two facilitators is recommended for this training.

How is this manual organized?

This section describes how the manual is structured, and the logic behind it. The idea is to provide a suite of well-integrated, self-sufficient modules, and allow users to easily locate, and navigate through them as needed.

Should participants already have a basic understanding of gender equality issues, facilitators can decide to concentrate on the more practical aspects of integration of gender issues in each stage of the situation analysis and programme cycle.

While using this manual, trainers and facilitators are encouraged to ensure that training sessions follow the same overall structure.

It is important to remember, however, that the gender-sensitive refugee response training programme forms a full package and that all modules are to be utilised during the course of the training sessions.

For each module the following information is provided:

Brief overview of the module covering both the content and the methods that will be used.

Module objectives and expected outcomes to provide a useful reference for facilitators to gauge the effectiveness of their intervention and should be shared with participants at the beginning of each module. In addition, this will serve facilitators and organizers as evidence that the objectives have been achieved.

Facilitators' notes and tips introduce the topic and guide facilitators in the conducting the module. These include the notes at times offered at the beginning of the section, as well as the more detailed explanatory notes and instructions for delivery accompanying PowerPoint slides, flipcharts and handouts.

Participants' handouts, where applicable, are listed in the agenda in relation to the specific session, and further referred to in the quick guide at the beginning of each module. Handouts can serve to delve into the content discussed during the module, to guide exercises, or to provide participants with a summary overview of what was presented. Typically, handouts are shared with participants while conducting the activity they refer to or at the end of the session.

4 Available at: <https://interagencystandingcommittee.org/system/files/2020-09/The%20Gender%20Handbook%20for%20Humanitarian%20Action.pdf>

PowerPoint slides and accompanying facilitation notes are provided throughout the training. Each set of slides is clearly marked with the number and title of the module and colour coded to facilitate navigation and referral to the module they belong to. The present manual offers only an overview of the slides, and related facilitation notes, while the complete set in PowerPoint is provided as an annex to the Facilitator's Manual. In general, it is recommended to share slides with participants only at the end of the training in electronic format to avoid distraction and ensure active participation.

Multimedia such as videos and other visuals are included where available and relevant, accessible through the links provided.

Additional and complementary resources may be found at the end of the manual. These are to be used as needed in order to better adapt the methodology to the audience and needs.

Customising the training manual

This manual has been developed as a general resource and may require adaptation to different contexts. There may be a need to adapt the training to best suit the participants, their work, needs and local contexts. Trainers and facilitators can build on and customise the contents, examples, photographs and training materials as much as possible and provide concrete examples and experience-based explanations throughout the training.

When designing the training, it is recommended to keep in mind the following questions:

- Who are the participants?
- What is the gender-disaggregation of the participants?
- What are their training needs?
- What capacities do they already have?
- How can we build on those capacities?
- Does the content of the training need to be adapted to better respond to the needs on the ground?
- How will be the training's follow up?

Facilitators and trainers are to use their experience and knowledge to adapt training materials and resources

to the target audience. It is extremely important for facilitators to understand the needs of their training participants ahead of the training in order to tailor and adapt contents as needed for a more meaningful training experience.

In order to better respond to training gaps and further enhance capacities within CSOs working on gender issues and/or refugee response programmes, it is also possible to use this manual to help participants replicate the training within their respective institutions and organisations. To this end, this manual provides a variety of practical and transferable tools on gender and refugee response with the aim of strengthening the capacity of participants to integrate gender equality into their refugee response programming, with a focus on implementing gender transformative approaches.

TRAINING OVERVIEW

Training objectives

A list of key objectives of the training is provided below. These objectives should be shared with the participants in advance (for example, in the invitation letter/email) and be reiterated at the beginning of the training.

The overall purpose of this training is to provide staff from CSOs with guidance on gender analysis, planning and actions to ensure that the needs, priorities and capacities of women, girls, men and boys are considered in all aspects of the refugee response.

By the end of this training participants are expected to:

- Understand centrality and importance of Gender Equality and Women's Empowerment (GEWE) as part of refugee response;
- Refer to the key elements of the normative framework on GEWE across the international legal standards and agreements as reflected in national law;
- Integrate key elements of GEWE in the conduct of a gender analysis to inform programming and decision making;
- Translate gender analysis into collective gender-sensitive results, indicators, outputs and outcomes for gender targeted actions;
- Rely on the gender analysis framework and tools for improved gender responsiveness.

Training structure

The training is structured around two days that combines interactive presentation sessions with practical exercises.

The first day focuses on key gender concepts, prevention of ending violence against women and girls, the general framework of gender mainstreaming, with the objective of laying the ground for achieving a robust and comprehensive gender sensitive approach in refugee response. It consists of four sessions: Gender and Related Concepts, National and International Gender

Legislation and Regulations, Prevention Mechanisms of Sexual Exploitation and Abuse (PSEA) and Gender Mainstreaming.

The second day of the training is focused on gender mainstreaming in the project cycle management to provide more comprehensive and sustainable solutions for gender equality and women's empowerment issues. It includes modules on gender analysis, strategic planning, resource mobilization and monitoring and evaluation.

Methodology

The methods used in this manual are based on the principles of adult and experiential learning, are participatory, and are intended to accommodate participants' experience and needs by allowing flexibility and adaptations to the various contexts and the needs of the participants. While it has been designed for face-to-face trainings, presentations and contents may be adapted for online capacity building activities.

Preparation

This section outlines the basic preparation that is required for facilitators and participants prior to the training.

Planning normally starts way ahead of the training activity and may include the following:

3 Months before the training:

For organisers:

- Agree on facilitators, panelists and resource speakers;
- Contact potential facilitators, panelists and resource speakers to confirm their availability, terms and conditions of their participation in the training programme;
- Share the manual on gender-sensitive refugee response programming with facilitators, panelists and resource speakers so they are all familiar with the methodology, structure and information;

- Make sure to keep an open communication channel with facilitators, panelists and resource speakers to ensure smooth preparations;
- Identify if training materials need to be adapted or contextualized and start preparing new/adapted materials as necessary. As far as possible, the training should be adapted to reflect the specific setting(s) of participants. This will increase participants' perception of the relevance of the training, its usefulness in their work, and therefore, the likelihood that they will use the training once they go back to their work;
- Translation of materials may be necessary. This is a stage to identify what needs to be translated and secure enough time for this task. Some resources are available in multiple languages, so it is recommended that the relevant websites are consulted prior to undertaking translation;

2 Months before the training:

- Source additional context-specific information: If participants belong to the same location, region or area, or to the same organization, it is critical that information on that particular setting is prepared ahead of time in order to ensure proper customization of the modules, such as context specific case studies or national/local normative frameworks that apply. This should include the provision of exercises, examples, photographs, and scenarios tailored to their specific context;
- Organize the logistics: reserve the venue, list all the training materials, begin with travel arrangements if needed, etc.

1 Month before the training:

- Co-facilitators' team to meet to plan the training and coordinate the work, setting roles and responsibilities;
- Strategize for participants selection and, based on the suggested selection of participants, finalize the participants list;
- Send out the pre-test (annex I) for the training in order to identify capacity gaps and emphasize or adjust contents;
- If necessary, set specific learning objectives building on identified needs and strengths. If participants have previous relevant experience on GEWE, gender mainstreaming and/or refugee response

interventions or on any other relevant topic related to the training, it is recommended to source or ask such participants to briefly provide examples and share their experiences related to any applicable session;

- Identify if simultaneous translation will be necessary. If so, make sure you identify and have a company or individual translator(s) hired. Ideally, the company or individual translator(s) should be familiar with gender concepts and vocabulary. If not, you may want to consider a briefing the day before the training and share [UN Women's gender-sensitive lexicon](#). The venue should be big enough to host the space for the translation cabin;
- Provide participants with a package containing logistics information and other relevant resources so they can start reading in advance and be better prepared for the training;

2 Weeks before the training commences:

- Co-facilitators' team to meet to finalize the training plans and clarify any possible gaps in terms of roles and responsibilities. Sessions are interactive and it is important that all facilitators also have a clear understanding of the sessions' flow and methodology;
- Communicate with resource speakers and panelists (if any) to ensure they also have clarity on their role, learning objectives and the expectations of their session. If possible, request a copy of their respective presentations and other materials to be used;
- All logistics should be finalized at this stage and all training packages should be prepared for the whole training, including printing of materials;

1 Day before the training:

- Proceed to the venue and make sure everything is in order;
- If there will be translation, meet with translators to go over the key concepts and make sure they understand them properly;
- For videos or other audio-visual online materials or virtual conferences, make sure connectivity, sound and video work well;
- Print out name tags for each participants.

Training material and equipment

- Ensure that the meeting room space is adequate for the number of participants and group work;
- Table and chairs must be arranged (preferably circular tables): One table for a maximum of six participants;
- At least two laptops (one connected to the projector and one for administrative purposes and logistics) and one printer in place;
- Ideally one microphone per table. At minimum two microphones: one for the facilitators and one for participants;
- Flipchart paper and markers: At least one flipchart per each group of up to six participants;
- Provide general materials including tape or post-its/tack-its to hang posters or papers on wall as well as staplers, scissors, and any other materials to be used;
- Table is to be set up with material and readings for display in place;
- Ensure training kits are assembled and ready for each participant prior to the training and all handouts are ready at least one day before the training;
- You will need music for ice breakers and coffee breaks.

General recommendations for facilitators

While specific guidance for facilitators is provided for each module, these general recommendations are for facilitators to take into consideration throughout the duration of the training:

- Be punctual and time conscious: start on time, ensure that participants return on time from breaks and try to end on time;
- Establish rapport, project warmth, actively listen and encourage participation;
- Address participants by name (work to learn them from the beginning);
- Emphasize key messages during and at the end of each session;
- Show genuine interest and enthusiasm;
- Maintain impartiality and flexibility - be open to comments and respect people and their opinions;

- Focus on the objectives of your session, respect the training agenda and prevent groups from wasting time between sessions and exercises;
- Engage participants with appropriate body language, facial expressions, eye contact and varying tonality (as culturally acceptable);
- Ensuring a balance between presentation and interactive activities;
- Be responsive to the group's needs and adapt accordingly;
- Identify silent or withdrawn participants and engage them;
- Use regular energizers facilitated by participants;
- Avoid being defensive. If you, your co-facilitators or the participants do not have an answer to a question, or if other important but unplanned issues emerge, ensure to write it on a 'Parking Lot' sheet, so that it can be addressed at a later stage;
- Agree on the methodology for note taking and the preparation of the training report: assign a note taker for each session and a leader for consolidation and preparation of training report;
- Remain positive, confident and open!

Agenda

This section contains a ready-to-use training agenda detailing the timing, duration, methods, and handouts of each session, over the three-day training. With the necessary adaptations, it could serve as both participants' and facilitators' agenda.

DAY 1			
Time	Session	Duration	Main topics covered
09:30	OPENING	30'	Welcome participants and highlight the relevance of the training to strengthen capacities of CSOs to integrate gender into planning, implementation, monitoring and evaluation refugee response programmes and projects. Highlight the importance of contributing to gender equality and the empowerment of women and girls from refugee and host communities. The speaker may want to request participants' commitment and support to this training. Speaker to introduce the facilitators.
10:00	MODULE 1: INTRODUCTION	30'	Introduction of participants Set ground rules Review agenda and key training objectives
10:30	MODULE 2: GENDER-RELATED CONCEPTS	60'	Key terminology, concepts and definition of gender and gender related terms while raising gender awareness by reflecting on daily uses, roles and norms in society.
11:30	COFFEE BREAK	15'	
11:45	MODULE 3: NATIONAL AND INTERNATIONAL LEGISLATION AND REGULATIONS FOR GENDER EQUALITY	90'	Legislative frameworks for gender equality and prevention of violence against women and girls (VAWG) both at national and international levels.
13:15	LUNCH	60'	
14:15	MODULE 4: PREVENTION MECHANISMS OF SEXUAL EXPLOITATION AND ABUSE (PSEA)	60'	Basic PSEA concepts and stages: prevention, complaints and investigation, follow up and enforcement. Key elements to build a PSEA mechanism within an organization.
15:15	COFFEE BREAK	15'	
15:30	MODULE 5: GENDER MAINSTREAMING	60'	Gender mainstreaming principles and their application in all stages of the organizational management and implementation such as planning, programming and code of conducts.
16:30	DISCUSSION	30'	Reflect on the main issues covered during the day and go over any points/concepts that may require clarification.

DAY 2			
Time	Session	Duration	Main topics covered
09:30	REVIEW OF THE PREVIOUS DAY	15'	To guide participants through a quick and fun recap of the topics discussed during day one. It also serves as an energizer to start day 2.
09:45	MODULE 6: GENDER MAINSTREAMING IN A REFUGEE CONTEXT	30'	Understand how crises affect women, girls, men, and boys differently due to their different status and roles in society. Integrating gender equality into all humanitarian action ensures inclusive, effective, efficient and empowering responses.
10:15	MODULE 7: GENDER ANALYSIS	60'	Understanding the relevance of applying a gender lens throughout all stages of the project cycle. Analysis of the different needs, roles, relationships and experiences of women, girls, men and boys in the assessment, planning, implementation and review of the assistance (including protection).
11:15	COFFEE BREAK	15'	
11:30	MODULE 8: STRATEGIC PLANNING	90'	Provide an overview on how, based on the analysis conducted, organisations can better strategise their objectives for the response and how those set objectives can be fulfilled.
13:00	LUNCH	60'	
14:00	MODULE 9: RESOURCE MOBILISATION	30'	Provide and overview on how, to engage with donors to mobilize funds for addressing gaps in the particular needs, priorities and capacities of women, girls, men and boys.
14:30	MODULE 10: PUTTING THEORY INTO PRACTICE - GROUP EXERCISE	60'	Participants to work interactively on the project cycle management stages from a gender perspective.
15:30	COFFEE BREAK	15'	
15:45	MODULE 10: PUTTING THEORY INTO PRACTICE - GROUP EXERCISE (cont.)	30'	Group presentations from the exercises.
16:15	MODULE 11: GENDER SENSITIVE MONITORING AND EVALUATION	45'	Session on how to integrate gender equality concerns into the monitoring and evaluation objectives, methodology and approaches.
17:00	CLOSING BRIEF FEEDBACK	30'	Highlight key takeaways. Final evaluation.

MANUAL FOR FACILITATORS

**GENDER-SENSITIVE REFUGEE RESPONSE PROGRAMMES:
CAPACITY DEVELOPMENT TRAINING FOR CIVIL SOCIETY ORGANIZATIONS**

DAY 1

OPENING

 **Suggested time: 30'**

The opening sessions includes remarks from a senior official from the hosting organization and/or from the host government, thanking participants for their time and highlighting the relevance of mainstreaming gender in refugee response programmes and projects. Ideally, during the opening, the facilitation team is to be introduced by the senior official.

MODULE 1: INTRODUCTION

 **Suggested time: 30'**

Module 1 – Objectives:

At the end of this module participants are expected to:

- Understand the objectives of the workshop, and the importance of integrating gender as a central component of the refugee response;
- Be able to navigate through the training agenda and material, and swiftly identify the content of module and sessions;
- Recall and adhere to the agreed working rules.

Module 1 – Quick guide:

Organizers to:

- Ensure registration of participants upon arrival;
- Distribute participants' folder;
- Check the venue and ensure all is set for coffee and lunch breaks;
- Share the talking points for the opening remarks with the relevant senior official, and if relevant go through them with him/her.

Facilitators to:

- Make sure copies of all the handouts for DAY 1 (details in the above agenda) are ready and easily organized;
- Test the loudspeakers and the correct functioning of the video.

Activity 1: Introductory game – 15'

Facilitators to guide participants through an interactive exercise to get to know each other:

Facilitator: "Let's Meet: Does everybody know each other?" (If participants are from the same location or same organization, they most probably know each other)

There are numerous exercises and dynamics for participants' introduction. In this case facilitators are suggested to put participants into an imaginary situation: Participants have just been invited to visit a new planet

for two days. In this imaginary planet there is social justice, people are happy and all fundamental rights are met (education, health, food, etc.).

Facilitators will ask participants to walk around the room in an irregular manner, exploring the planet and getting to know their fellow visitors, greet one another and telling one another about themselves. When doing so, facilitators will instruct participants to randomly:

- Greet each other in a polite and positive manner.
- Share their real name, organisation and position.
- Share one thing they would like to learn from this planet.
- Share one thing they think they can bring to make the new planet a better place for its citizens.

Facilitator will stop the game and ask the group about how many of them you mentioned or heard anything related to gender for a short very brief discussion.

Activity 2: Agenda and ground rules – 7'

Ask participants to write their name on a piece of paper, fold it, and place it on the table in front of them.

Make sure each participant has received the folder with the training material.

Ask participants to extract the agenda from their folders and run them through the sessions and methodology.

Then open the floor to set the ground rules and guide them around these:

- Be kind.
- Listen deeply and respectfully.
- Be bold about asking questions.
- Be on time.
- Turn off phones and be present.
- Confidentiality: The information provided can be shared, but no attribution to any specific individual is allowed.

Write them on a flipchart and post it on the wall for the whole duration of the training.

Activity 3: Trigger questions – 8'

To prompt reflection from participants, facilitators will ask the following two questions to participants:

1. Out of the 774 million illiterate adult people in the world, how many are women?

a) 1/3

b) 1/4

c) 2/3

d) 1/2

e) Correct answer is 2/3. Source: UN DESA 2010

2. On an average day, women globally spend about _____ as many hours on unpaid domestic and care work as men.

a) 2 x

b) 3 x

c) 4 x

d) Correct answer is 3 times more. Source: UN DESA 2020.

This will help participants to start thinking about gender disparities and gender discrimination before starting diving into the training contents.

MODULE 2: GENDER-RELATED CONCEPTS

 **Suggested time: 60'**

Module 2 – Objectives:

This module provides an overview of the key gender-related concepts. It makes participants familiar with the key terminology, concepts and definition of gender and gender related terms. At the same time, it contributes towards awareness raising by reflecting on daily uses, gender roles and gender norms in society.

Module 2 – Quick guide:

Facilitators to:


- Run participants through the power point presentation;

- Be aware that these presentations may sound very theoretical to some participants – if this is the case, clarify that the first segments of the training are theoretical to better understand basic gender concepts;
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

You will need:

- Projector
- One flipchart per table
- Post-its
- Markers

Module 2 – Step by step guide:

<p>Are you familiar with these concepts?</p> <p>Are you using these concepts in your daily and business life?</p>  <p>Women? Men? LGBTIQA+ Sex? Gender? Gender Equality? Gender Identity? Femininity vs Masculinity? Gender Relations? Gender Norms? Gender Roles? Positive Discrimination Men's and Boys' Engagement Women's Empowerment</p>	<p>Thinking together:</p> <p>Ask participants if they are familiar with the key concepts that appear on the slide. No need to go through all of them. Pick some in order to assess knowledge on the room, possible biases or concepts that may need more clarification than others.</p>
<p><u>1- Gender Equality and Related Concepts</u></p> <p>Are you familiar with these concepts?</p> <ul style="list-style-type: none"> • Do your colleagues know these concepts and using it daily or while writing a project? • Have you organized any institutional training to build your capacity? How it affected your work? 	<p>Ask participants to quickly discuss in their tables around the questions shown on the slide.</p> <p>Open the floor to take two or three reactions.</p>
<p><u>Match the Concepts with the Correct Definitions</u></p>	 <p>Present the interactive group discussion on the next slide.</p>

1. [Sexual Violence](#)
 2. [Prevention](#)
 3. [Psychological Violence](#)
 4. [Gender Roles](#)
 5. [Discrimination](#)
 6. [Positive Discrimination](#)
 7. [LGBTIQA+](#)
 8. [Gender Equality](#)
 9. [Economic Violence](#)
 10. [Sex](#)
 11. [Gender](#)
 12. [Patriarchy](#)
 13. [Digital Violence](#)
- a. Targeting equal rights and equal opportunities between the sexes.
 - b. Social structure that causes unequal relations between genders
 - c. The emotional and behavioral patterns and roles expected from women and men in society.
 - d. Refers to the set of characteristics, values, beliefs and behaviors that societies assign to men and women; social construction
 - e. Direct or indirect pressure on individuals through prejudices and characteristics imposed on the assumed nature of any gender.
 - f. Lesbian Gay Bisexual Trans Intersex Queer Asexual
 - g. Refers to the various policies and practices set out to reduce the inequality experienced by women in social, economic and political life.
 - h. Disallowment or monetization of work, earning and spending
 - i. Forcing the individual to have sexual intercourse in an unwanted place-time and form
 - j. Pressure on the other party through humiliation, blame
 - k. Applying pressure and violence on the individual through social media
 - l. Preventive and preventive practices despite any relationship of violence and unequal power

Explain to participants they need to discuss in groups and link each concept to the correct definition.

Then provide them with the correct answers.

Let's Refresh Our Memory!



Introduce the next slides, referring to the clarification of gender-related concepts.

SEX	GENDER
<ul style="list-style-type: none"> <input type="checkbox"/> Biologically determined <input type="checkbox"/> Refers to physical, chromosomal, and physiological characteristics <input type="checkbox"/> In most cases, one is born male or female <input type="checkbox"/> It cannot be changed (without external intervention) <input type="checkbox"/> Same in all cultures; independent of social factors 	<ul style="list-style-type: none"> <input type="checkbox"/> Is learned, not "natural" <input type="checkbox"/> Socially assigned behaviors, beliefs, and attitudes <input type="checkbox"/> What is considered appropriate for men and women can change over time and according to the sociocultural context <input type="checkbox"/> Intersects with other social variables that also generate inequalities: social class, ethnicity, nationality, sexual orientation, migratory status, disability, etc. <input type="checkbox"/> Generates different identities, expectations, and opportunities <input type="checkbox"/> Creates power relations and inequalities between genders <input type="checkbox"/> Inequalities operate at multiple levels: micro (individual, family), meso (interpersonal), macro (institutional)

Explain the main differences between sex and gender.

Explain that gender continually evolves and is now increasingly seen along a spectrum rather than limited to the two male or female options. Clearly explain to participants that gender is used to describe the characteristics of women and men that are socially constructed. Gender results from the complex interrelationship between one's identity, and social aspects attributed to sex. A non-binary approach to gender recognizes that wide variations actually exist along a continuum of possibilities that also include transgender, queer, gender non-conforming.

CONCEPT	Example from the migration process
<p>Gender Roles: Activities, tasks, and responsibilities assigned to men and women according to the social construction of gender in a given context. Roles do not necessarily correspond with the capacity, potential, or wishes of individual persons. These roles are performed in professional, domestic, and organizational spheres, in public space and private.</p>	<p>Jobs that are considered "masculine" are often assigned more importance and are therefore better paid than "feminine" jobs. A male migrant working in construction earns much more than a female migrant working as a domestic and/or caretaker.</p>
<p>Inequality: Biological differences alone do not create inequality. Rather, inequality comes about when society assigns greater value to one gender over the other (normally the masculine over the feminine). This attitude creates a power imbalance between the genders and prevents both from enjoying the same opportunities for their personal development. Gender inequalities can also be aggravated by other inequalities based on social class, ethnicity, nationality, sexuality, etc.</p>	<p>Gender inequality in the country of origin can be a motivating factor behind women's migration, including lack of employment opportunities for women, or lack of protection from gender-based violence.</p>

Share definitions linked to examples from migration processes and explain how these are biased by gender dimensions.

As much as possible, adapt the examples to real case scenarios from the country/region where the training is taking place in order to make the presentation more meaningful for participants.

CONCEPT	Example from the migration process
<p>Sexual division of labor: The sex-gender system associates certain kinds of work with women and other kinds of work with men. In the traditional division of labor, men are assigned the primary responsibility for carrying out productive labor (paid work) while women are considered responsible for reproductive labor (unpaid or underpaid care work). Both men and women engage in community labor (volunteer work), although it is more common for men to be in leadership roles while women are in supportive roles.</p>	<p>When a woman emigrates and leaves her children under the care of family members in her country of origin, the reproductive labor of caring for them often falls on the shoulders of her mother, sister, or oldest daughter rather than her husband.</p> <p>It is common for migrant associations in destination countries to be led by men, who determine which needs and projects are to be given priority, while women support their initiatives through administrative tasks, fundraising or event organization.</p>
<p>New sexual division of labor: Not only does the sexual division of labor organize households and national labor markets; it has also become internationalized. Thus, the global labor market has generated niches of labor insertion for women (i.e. factory assembly work in export processing zones, domestic work) which increasingly rely upon migrant women's labor.</p>	<p>Bilateral agreements negotiated between States regarding the recruitment of foreign labor generally uphold the sexual division of labor, recruiting men to work in certain sectors (e.g. construction) and women (sometimes of a certain ethnicity or place of origin) to work in entertainment, health, cleaning, or care of children, the elderly and/or persons with disabilities.</p>
<p>Gender stereotype: Conventional, preconceived, exaggerated, or oversimplified idea, opinion, or image of a social group based on their sexual identity.</p>	<p>In some contexts, families prefer to send their "good daughter" abroad instead of their son, since they believe that daughters are more likely to remit a greater percentage of their income to support their birth family.</p>

Trigger question: We are all working on the field and face many issues/challenges. What are the biggest issues/challenges that refugee women face on the field?

DOES NOT INVOLVE...	DOES INVOLVE...
Focusing exclusively on women.	Focusing on inequalities and differences between and among men and women. If you do decide to work with women due to the discrimination they face, initiatives should be based on analysis of gender roles and relationships.
Treating women only as a 'vulnerable or minority group.'	Recognizing that both women and men are actors. Not identifying women as victims but recognizing their agency and significant roles in their communities.
The same treatment of women and men in all situations regardless of context.	Design of interventions that take into account inequalities and differences between men and women. Structure resources so that programs recognize inequalities and attempt to rectify them.
Efforts to attain only or always equal participation (50/50 men and women) in projects or staff employed within organizations.	A move beyond counting the number of participants to look at the quality of their participation and the desired impacts of initiatives on each sex. Recognition that equal opportunities for women within organizations is only one aspect of gender equality.
Assumption that all women (or all men) will have the same interests.	Understanding the differences among different groups of women (and men) based on other criteria such as social class, ethnicity, religion, age, etc.
Assumption regarding who does what work and who has which responsibilities.	Understanding the specific situation and documenting actual conditions and priorities. Carrying out context-specific analysis and consultations.

Explain to participants that gender does not only refer to women. Take this opportunity to clarify some stereotypes and wrong assumptions around what gender actually refers to.

From gender discrimination to gender transformation in our programmes:

<p>GENDER DISCRIMINATORY</p> <p>Favours men over women and deepens discrimination</p>	<p>GENDER BLIND/NEUTRAL</p> <p>Ignores gender dimensions and perpetuates status quo – risk of deepening inequalities</p>	<p>GENDER SENSITIVE</p> <p>Acknowledges inequalities but does not address root causes of discrimination</p>	<p>GENDER RESPONSIVE</p> <p>Identifies and addresses different needs and opportunities of women, girls, men and boys to promote gender equality</p>	<p>GENDER TRANSFORMATIVE</p> <p>Explicitly seeks to regress gender inequalities and to empower women and girls</p>
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Explain to participants the different approaches that our programmes and projects can have with regards to gender. Highlight that our focus should at least be gender sensitive aiming to be gender responsive and/or gender transformative.

Any questions about the concepts?

Open the floor for questions and/or comments.

MODULE 3: NATIONAL AND INTERNATIONAL LEGISLATION AND REGULATIONS FOR GENDER EQUALITY

 **Suggested time: 90'**

Module 3 – Objectives:

This module provides an overview of the main concepts and normative frameworks on gender equality and the empowerment of women that exist at the international level. It describes the foundations of gender equality and the empowerment of women as outlined in a number of key agreements such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the New York Declaration and/or the Istanbul Convention.

By the end of this module participants will be familiar with the legislative frameworks for gender equality and prevention of violence against women and girls both at national (Turkish in this case) and international levels.

Module 3 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;
- Be aware that these presentations may sound very theoretical to some participants;
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

You will need:

- Projector
- Flipchart
- Markers

Module 3 – Step by step guide:

	<p>Thinking together:</p> <p>Ask participants if they are familiar with the normative frameworks that appear on the slide. Take this opportunity to trigger some debate by using the questions that appear at the bottom of the slide. This will also help you have a better understanding of the knowledge that participants have.</p>
<p><u>Let's Refresh Our Memory!</u></p>	<p>Explain that during this session you will walk participants through the key set of norms, standards and principles underlying our work on GEWE. In addition to international agreements there are women's rights frameworks such as the Beijing Platform for Action that apply to governments, organizations, and the international community and UN resolutions.</p>
<p><u>Universal Declaration of Human Rights</u></p> <p>Article 1) All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p> <p>Article 2) Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</p> <p>Article 7) All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p> <p>Article 14 (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.</p>	<p>The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The articles that appear in the slide refer explicitly to equality principles. UN support for the rights of women began with the Organization's founding Charter. It acknowledges that men and women are not the same but they have the right to be treated equally and without discrimination.</p> <p>Within the UN's first year, the Economic and Social Council established its Commission on the Status of Women, as the principal global policy-making body dedicated exclusively to gender equality and advancement of women. Among its earliest accomplishments was ensuring gender neutral language in the draft Universal Declaration of Human Rights.</p>
<p><u>The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)</u></p> <p>- CEDAW was adopted by the UN General Assembly on December 19, 1979, coming into force as a treaty on December 3, 1981.</p> <p>- Referred to as the 'women's bill of rights', it is the first binding convention in the field of women rights.</p> <p>- Requires Member States to undertake legal obligations to respect, protect and fulfill human rights.</p>	<p>The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.</p> <p>By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms.</p>



<p><u>CEDAW</u></p> <p>Article I</p> <p>For the purposes of the present Convention, the term “discrimination against women” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.</p>	<p>Ask for a volunteer to read the definition aloud. The Convention defines discrimination against women as “...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”</p>
<p><u>CEDAW</u></p> <p>Article 4.1.</p> <p>Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.</p> <p>It is ratified by Turkey in 1985. It is the body of independent experts that monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women.</p>	<p>CEDAW is a dynamic human rights instrument that is legally binding document for states to fulfil, protect and respect women’s human rights, against abuses and violation committed by both state and not state actor(s). 2019 marked 40 years since its adoption by the General Assembly in 1979. CEDAW also contains an evolution of the principle of non-discrimination, recognizing that equal treatment may lead to unequal results and for the first time recognizes the need for special affirmative measures (Art. 4 and General Recommendation 25). These measures are aimed at accelerating de facto equality and shall be discontinued when objectives of equality of opportunity and results have been achieved. A ‘corrective approach’ recognizes the differences, places obligation to correct the environment, makes playing field even, and promote the inclusion of a gender perspective in laws and policies. The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of experts that monitor the implementation of CEDAW through country reports submitted every four years. The below link is to a short video that introduces one of the three key principles that underpin the CEDAW, the principle of non-discrimination: https://www.youtube.com/watch?v=OBdDB5PKrmk</p>
<p><u>CEDAW General Recommendation 32</u></p> <p>General recommendation No. 32 on the gender-related dimensions of refugee status, asylum, nationality and statelessness of women.</p> <p>Parties have a due-diligence obligation to take the legislative and other measures necessary to prevent and investigate acts of discrimination against women that are perpetrated by non-State actors, to prosecute and adequately punish perpetrators of such acts and to provide reparations to women who are victims of discrimination.</p> <p>Parties ensure that women are protected against discrimination generated by non-State actors and, in the context of a refugee woman, it observes that the essence of refugee status is to provide effective protection to the refugee woman.</p>	<p>General recommendation No. 32 on the gender-related dimensions of refugee status, asylum, nationality and statelessness of women is particularly relevant for refugee response programming. Through this recommendation the Committee on the Elimination of Discrimination against Women aims to provide authoritative guidance to States parties on legislative, policy and other appropriate measures to ensure the implementation of their obligations under the Convention on the Elimination of All Forms of Discrimination against Women and the Optional Protocol thereto regarding non-discrimination and gender equality relating to refugee status, asylum, nationality and statelessness of women.</p>
<p><u>CEDAW General Recommendation 32</u></p> <p>Recommendation underlines that gender based violence is a valid ground for seeking international protection. Gender identity and sexual orientation is equally valid reason for international protection.</p> <p>In sum, recommendation calls for countries to adopt a more gender-sensitive approach to dealing with women refugees, asylum-seekers and stateless people in order to take account of the abuses they frequently suffer.</p>	<p>Recommendation 32 recognizes that gender-related forms of persecution are forms of persecution that are directed against a woman because she is a woman or that affect women disproportionately. The Committee observes that understanding the way in which women’s rights are violated is critical to the identification of those forms of persecution.</p>

<p><u>CEDAW General Recommendation 35</u></p> <p>Recommendation underlines that gender based violence is a valid ground for seeking international protection. Gender identity and sexual orientation is equally valid reason for international protection.</p> <p>In sum, recommendation calls for countries to adopt a more gender-sensitive approach to dealing with women refugees, asylum-seekers and stateless people in order to take account of the abuses they frequently suffer.</p>	<p>Recommendation 35 recognizes that the prohibition of gender-based violence has become a norm of international customary law;</p> <p>It expands the understanding of violence to include violations of sexual and reproductive health rights;</p> <p>It stresses the need to change social norms and stereotypes that support violence, in the context of a resurgence of narratives threatening the concept of gender equality in the name of culture, tradition or religion;</p> <p>It clearly defines different levels of liability of the State for acts and omissions committed by its agents or those acting under its authority - in the territory of the State or abroad- and for failing to act with due diligence to prevent violence at the hands of private individuals and companies, protect women and girls from it, and ensure access to remedies for survivors;</p> <p>It unequivocally calls for the repeal of all laws and policies that directly and indirectly excuse, condone and facilitate violence; and</p> <p>It emphasizes the need for approaches that promote and respect women's autonomy and decision-making in all spheres of life.</p>
<p><u>New York Declaration (19 September 2016)</u></p> <ul style="list-style-type: none"> - Protect the human rights of all refugees and migrants, regardless of status. This includes the rights of women and girls and promoting their full, equal and meaningful participation in finding solutions. - Ensure that all refugee and migrant children are receiving education within a few months of arrival. - Prevent and respond to sexual and gender-based violence. - Support those countries rescuing, receiving and hosting large numbers of refugees and migrants. 	<p>On September 19, 2016, the United Nations General Assembly unanimously adopted the New York Declaration for Refugees and Migrants. The New York Declaration reaffirms the importance of the international refugee regime and contains a wide range of commitments by Member States to strengthen and enhance mechanisms to protect people on the move. It has paved the way for the adoption of two new global compacts in 2018: a global compact on refugees and a global compact for safe, orderly and regular migration.</p>
<p><u>Istanbul Convention</u></p> <p>It was opened for signature in May 2011 came into force in August 2014. On 12 March 2012, Turkey became the first country to ratify the Convention.</p> <p>The ultimate aim of the Istanbul Convention is the prevention of all forms of violence. It requires that States exercise due diligence to prevent private acts of violence. It also foresees measures to protect individuals already subjected to violence from further acts of violence.</p> <p>It mentions State obligations relating to investigation, prosecution and punishment.</p>	<p>This slide shows an introduction to the Istanbul Convention, which is the Council of Europe Convention on preventing and combating violence against women and domestic violence.</p> <p>The convention has four pillars:</p> <ol style="list-style-type: none"> 1. Prevention 2. Protection 3. Prosecution 4. Co-ordinated policies <p>It recognizes that the state has a responsibility to prevent all forms of violence against women, protect those who experience it and prosecute perpetrators; it must investigate allegations of violence and prosecute perpetrators.</p>
<p><u>Istanbul Convention</u></p> <p>It defines and criminalizes various forms of violence against women (including forced marriage, female genital mutilation, stalking, physical and psychological violence and sexual violence).</p> <p>Convention demands that there be appropriate mechanisms to ensure effective cooperation between relevant public officials, such as judges, prosecutors, police, local and regional authorities and NGOs, in protecting and supporting victims of violence.</p>	<p>It recognizes that the state has a responsibility to prevent all forms of violence against women, protect those who experience it and prosecute perpetrators; it must investigate allegations of violence and prosecute perpetrators.</p>

<p><u>Istanbul Convention</u></p> <p>According to the Convention parties shall take the necessary legislative and other measures to exercise due diligence to prevent, investigate, punish and provide reparation for acts of violence covered by the scope of this Convention that are perpetrated by non-state actors.</p> <p>Parties shall take the necessary legislative or other measures to develop gender-sensitive reception procedures and support services for asylum seekers as well as gender guidelines and gender-sensitive asylum procedures, including refugee status determination and application for international protection.</p>	<p>The state must promote equality between women and men and prevent violence against women by encouraging mutual respect or non-violent conflict resolution and questioning gender stereotypes – including through teaching materials in schools. Police and justice system professionals should be trained on victims’ rights and how to prevent further harm, so that they are able to respond to calls for assistance and manage dangerous situations.</p>
<p><u>Istanbul Convention</u></p> <p>Istanbul Convention sets out the core requirement for a holistic response to violence against women:</p> <p>The need for state-wide effective, comprehensive and coordinated policies sustained by the necessary institutional, financial and organizational structures.</p>	<p>The state must ensure a coordinated approach among all relevant agencies, civil society organisations and other stakeholders to support those who experience violence and protect them from further violence. The Convention also recognizes that civil society plays an important role in providing essential services to those who experience violence, raising awareness and helping to change attitudes to create a culture of zero tolerance.</p>
<p><u>Istanbul Convention</u></p> <p>There are two bodies under the Convention;</p> <p>GREVIO (The Group of Experts on Action against Violence against Women and Domestic Violence) is responsible for monitoring the implementation of the Convention.</p> <p>GREVIO’s statutory activities include country-by-country monitoring of the Istanbul Convention (evaluation procedure), the initiation of inquiries into specific circumstances within a party to the convention (inquiry procedure) and the adoption of general recommendations on themes and concepts of the convention.</p> <p>The Committee of the Parties is responsible for making decisions and composed of ambassadors and representative from relevant bodies of Council of Europe. Election of the member of GREVIO is under the mandate of the Committee.</p>	<p>To ensure effective implementation of the Convention, a two-pillar monitoring mechanism has been established, consisting of an independent expert body (GREVIO), which draws up reports on the themes of the Convention and a Committee of the Parties, which follows up on GREVIO reports and makes recommendations to the parties concerned. Two types of monitoring procedures have been provided. First, there is a country-by-country evaluation procedure, beginning with a baseline report and concluding with final reports and conclusions adopted by GREVIO. Second, a special urgent inquiry procedure may be initiated by GREVIO, when there is reliable information indicating that action is required to prevent a serious, massive or persistent pattern of any of the acts of violence covered by the Convention.</p> <p>GREVIO is composed of 10 independent and impartial experts appointed on the basis of their recognised expertise in the fields of human rights, gender equality, violence against women and/or assistance to and protection of victims.</p>
<p><u>Istanbul Convention</u></p> <p>GREVIO has issued the baseline evaluation report for Turkey:</p> <ul style="list-style-type: none"> -Lack of integrated policies and data; -Lack of necessary collaboration with NGOs and other partners; -Lack of institutional, financial and legislative capacity together with the lack of awareness among service providers to protect and support women who are victim of violence or under the risk of violence -Tendency to reduce the penalty of the perpetrators of violence; are the main considerations of the Report; <p>GREVIO has identified a number of additional areas in one of which is migrant and refugee women.</p>	<p>It assesses the level of compliance of signatory states’ legislation and practice in all areas covered by the convention. It focuses on measures taken in relation to “all forms of violence against women, including domestic violence, which affects women disproportionately”. Based on this assessment, it proposes measures to strengthen the implementation of the convention.</p> <p>Factors undermining the authorities’ efforts to prevent and combat violence against women:</p> <ol style="list-style-type: none"> 1. Lack of a systematic and thorough assessment of general policies in terms of their potential impact on equality between women and men and violence against women. 2. Tendency to emphasise women’s traditional roles as mothers and caregivers, which do little to challenge discriminatory stereotypes concerning the roles and responsibilities of women and men in family and society.

<p><u>Constitution of the Republic of Turkey</u></p> <p>Subparagraph 2 of Article 10 was added to the Constitution through Article 1 of Law No. 4710 of May 7, 2004.</p> <p>In accordance with this provision “Women and men have equal rights. The State shall have the obligation to ensure that this equality exists in practice.” Thus, the “principle of possession of equal rights of women and men” gained a constitutional basis.</p> <p>Article 10 of the current constitution, placed within the section of “General Provisions”, deals with the equality before the law.</p> <p>Article 10, as amended in 2010 “Men and women shall have equal rights. The State has the duty to ensure that this equality is put into practice.” This paragraph is complemented with the following sentence “Measures taken for this purpose shall not be interpreted as contrary to the principle of equality.”</p>	<p>(Slides and content to be adjusted for each country where trainings are provided).</p> <p>In recent decades, considerable legislative progress was achieved in Turkey to promote equality between women and men. The principle of equality before the law which is embodied in Article 10 of the Turkish Constitution underwent a first amendment in 2004, imposing upon the state the duty to ensure not only de jure equality but de facto equality as well. A second amendment enacted in 2010 further strengthened the principle of equality by introducing positive discriminatory measures in support of gender equality. The relevant provisions of the Constitution now read as reflected in this slide. You may wish to ask a volunteer to read aloud.</p>
<p><u>Constitution of the Republic of Turkey</u></p> <p>The amendment of Article 90 of the Constitution in May 2004 acknowledged the primacy of the international agreements: “In the case of a conflict between international agreements in the area of fundamental rights and freedoms duly put into effect and the domestic laws due to the differences in provisions of the same matter, the provisions of international agreement shall prevail.”</p> <p>Subsequent to this adoption, the question of superiority between international agreements on fundamental rights and freedoms (including CEDAW) has been resolved theoretically.</p>	<p>It is important to highlight to participants that, in line with Article 90 of the Constitution of Turkey, international treaties ratified by Turkey form an integral part of national law and, in case of conflict between the laws and international agreements duly put into effect in the field of fundamental rights and freedoms, the provisions of the international agreements take precedence.</p>
<p><u>Law 6284 for the Protection of the Family and Preventing Violence against Woman</u></p> <p>ARTICLE 1- (1) The aim of this law is to protect the women, the children, the family members and the victims of stalking, who have been subject to the violence or at the risk of violence, and to regulate procedures and principles with regard to the measures of preventing the violence against those people.</p>	<p>A major step forward in Turkey’s response to violence against women was the enactment in 2012 of Turkey’s central piece of legislation on violence against women, namely, Law No. 6284 on the Protection of Family and Prevention of Violence against Women.⁵ Law No. 6284 replaced Law No. 4320 and significantly broadened its scope, both in terms of contemplated forms of violence and of individuals benefiting from the law’s protection. The implementation of these laws was supported by a chain of measures, comprising a cascade of by-laws and three consecutive national action plans spanning the years 2007 to 2020. The strategic plans framing the actions of the line ministries all include a component specifically addressing violence against women.</p>
<p><u>Law 6284</u></p> <p>Under this Law, women can demand the following services;</p> <ol style="list-style-type: none"> 1- provision of a shelter 2- to take protective cautionary decisions 3- to hide the address 4- to prohibit annoying attitudes 5- to change the identity 6- provision of temporary custody 7- provision of temporary financial aid 8- provision of alimony 9- opportunity to benefit from general health insurance 10- free of charge appealing to the family courts and other institutions 11- to put an annotation onto the title deed 	<p>Great strides have been made under Law No. 6284 to provide women with protection and support. However, ‘The unavailability of judicial data on investigation, prosecution and sentencing of perpetrators of criminal offences constitutes a serious obstacle to the authorities’ ability to monitor conviction rates and thus effectively monitor the implementation of laws by law-enforcement agencies, prosecution services and courts.’⁶</p>
<p>Any questions about the Legal Frameworks?</p>	<p>Open the floor for questions and/or comments.</p>

5 Turkey ratified the Istanbul Convention in 2012 and made legislative changes in accordance with the Istanbul Convention. In 2020, Turkey withdrew from the Convention.

6 GREVIO Baseline Evaluation Report Turkey, 2018
<https://rm.coe.int/eng-grevio-report-turquie/16808e5283>

MODULE 4: PREVENTION OF SEXUAL EXPLOITATION AND ABUSE (PSEA) LEGISLATION AND REGULATIONS FOR GENDER EQUALITY

 Suggested time: 60'

Module 4 – Objectives:

This module will allow participants to become familiar with the basic PSEA concepts and stages: prevention, complaints and investigation, follow up and enforcement.

By the end of this module participants will have learned what are the key elements to build a PSEA mechanism within an organization and the relevance of training and raising awareness.

Module 4 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;
- Be aware that these presentations may sound very theoretical to some participants and that some participants might not be at all familiar with PSEA basic concepts;
- Find ways to engage participants during the presentation by asking questions and prompting discussion;
- Keep in mind that participants in the training might not be in a position to take action with regards to setting up PSEA complaint mechanisms. It is however relevant to ensure that they become aware of the problem and become familiar with the basic concepts.

You will need:

- Projector
- Flipchart
- Markers

Module 4 – Step by step guide:

<p><u>Prevention of PSEA in the Institution</u></p> <p>-Have you taken any trainings/courses to learn the steps of the prevention of Sexual Exploitation and Abuse (PSEA)? Please describe.</p> <p>Have you taken any precautions in your organization for PSEA ?</p> 	<p>This slide will serve for an introduction to PSEA basic concepts.</p> <p>Thinking together:</p> <p>Ask the open questions to the participants and write their answers on a flipchart. These questions are important for you to have an idea about the level of awareness and knowledge that participants have on the matter.</p>
<p><u>Let's Refresh Our Memory!</u></p> 	<p>Once you have collected a few answers from participants, use this slide to introduce the topic, mentioning the key elements that you will be touching upon during this module:</p> <ul style="list-style-type: none"> - Prevention - Complaints and investigation - Follow up and enforcement
<p><u>Sexual Exploitation and Abuse</u></p> <p>Sub-category of SGBV</p> <p>SEA any actual or attempted abuse of power</p> <p>Sexual Exploitation: Any actual or attempted abuse of a place of vulnerability, differential power, or trust, for sexual purposes, including but not limited to promoting monetarily, socially or politically from the sexual exploitation of another.</p> <p>Sexual Abuse: The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.</p>	<p>SEA is a sub-category of GBV.</p> <p>Where there is an unequal power dynamic, there is a strong potential for abuse.</p> <p>Humanitarian agencies have a duty of care to beneficiaries and a responsibility to ensure that beneficiaries are treated with dignity and respect and that certain minimum standards of behaviour are observed.</p> <p>SEA occurs in many settings around the world. It can be perpetrated by humanitarian workers, teachers, police, religious leaders, government officials, sports coaches, etc.</p> <p>Here, we are referring to SEA committed by humanitarian actors.</p> <p>Beneficiaries may not know that they have the right to say NO and that this will not comprise their right to obtain humanitarian assistance.</p> <p>The more powerful a humanitarian organization or worker, the greater the potential for abuse and exploitation of beneficiaries.</p>
	<p>The goal is to create an environment free of sexual exploitation and abuse in humanitarian crises, through integrating the prevention of and response to sexual exploitation and abuse into the protection and assistance function of all humanitarian workers.</p> <p>To this end, there are three key steps that need to be taken by humanitarian organisations.</p>

<p><u>Prevention</u></p> <ul style="list-style-type: none"> • Staff Responsibility: Policy on sexual exploitation and abuse • Staff inform beneficiaries on how and to whom to report any misconduct or failure in the standard of their treatment • Development of the internal mandatory reporting process • Safe and confidential process • More communication and engagement with the affected communities 	<p>PSEA is everybody's business.</p> <p>Effective and comprehensive mechanisms to ensure awareness-raising on SEA amongst personnel and effective recruitment and performance management are crucial.</p> <p>All personnel and partners are responsible for creating and maintaining an environment which prevents SEA.</p> <p>Managers have a particular responsibility in setting the tone and taking appropriate measures to address SEA.</p> <p>Effective and comprehensive communication from HQ to the field on (a) what to do regarding raising beneficiary awareness on PSEA and (b) how to establish effective community-based complaints mechanisms.</p>
<p><u>Prevention</u></p> <ul style="list-style-type: none"> • Mapping resources and needs • Planning of the complaining and reporting processes with a participatory approach • Planning of the support and immediate protection system for the victims (PSS, protection, economic assistance, shelter) • Follow up a plan for the implementation 	<p>In order to have effective prevention measures in place you need to plan ahead.</p> <p>There is no need to wait to have received a formal or informal complaint in order to have a system in place.</p>
<p><u>Complaints and Investigation</u></p> <p>Procedures for Reporting, Responding to and Tracking SEA:</p> <ul style="list-style-type: none"> • Who are the focal points? Each office should have a focal point. • Are there community-based complaints/feedback mechanisms in place? • What are the reposting responsibilities of staff or volunteers who are aware of a situation of SEA? • Who should be receiving complaints and how can they be made in a manner that makes complainants feel safe? • What special procedures will you apply to complainants who are more vulnerable? 	<p>Reporting mechanism must enable both personnel and beneficiaries to make SEA complaints and to seek redress in a safe and confidential environment.</p> <p>The reporting mechanism should be effective, fully accessible and safe for the users.</p> <p>It could take the form of a hotline, complaints/suggestion boxes, SMS service etc.</p> <p>An effective reporting mechanism should be:</p> <ul style="list-style-type: none"> • Integrated and not stand alone • Developed with the participation of the community • Clear on how and to who to report to • Provides multiple channels • Handled by trained focal points/staff • Confidential • Ensures Safety of complainant and staff • Feedback • Resources must be allocated for training, Information, Education, and Communication (IECs), ETC.
<p><u>Complaints and Investigation</u></p> <p>Procedures for Reporting, Responding to and Tracking SEA:</p> <ul style="list-style-type: none"> • What is the investigation process and composition of investigative teams? • How will you ensure confidentiality, data protection, protection against retaliation? • How will you ensure that relevant cases are reported to the police? • What internal disciplinary procedures are available and how can be decided? • What procedures will be put in place for data tracking, reporting, monitoring, and evaluation? 	<p>Complaints mechanisms should include as much detail as possible about:</p> <p>The Incident:</p> <ul style="list-style-type: none"> • When did it occur? • Where? • What happened <p>The Survivor (if consent given):</p> <ul style="list-style-type: none"> • Who is the survivor? • Can he/she be contacted for follow-up? If so, how and when? • Does the survivor need assistance? <p>The Complainant (if consent given):</p> <ul style="list-style-type: none"> • Who is the complainant? • Can he/she be contacted for follow-up? If so, how? <p>The Alleged Perpetrator:</p> <ul style="list-style-type: none"> • Who is the alleged perpetrator? Name? • Where does he/she work? • What does he/she do? • Contact details?

Follow Up and Enforcement (For affected people)

Ensuring the affected persons have access to appropriate assistance:

- Medical and forensic evidence(PEP kits, STDs)
- Legal representation
- Support for medical, PSS, and social needs related to exploitation and abuse
- Assistance for emergency shelter if needed
- Economic compensation
- How do you handle cases of children born because of SEA – keeping the best interest of the child in mind?

For Survivor Assistance the case must be immediately referred to the GBV Sub-Sector for follow-up if assistance has not yet been provided.

Survivors of SEA have the right to assistance and support:

- Medical
- Legal
- Psychosocial
- Immediate material care (food, clothing, emergency and safe shelter, as necessary) for complainants of SEA - including children born out of SEA.
- This support is provided by GBV Service Providers.
- This support is not dependent on the outcome of an investigation.

Training and Awareness Raising Activities

- Staff and volunteers should be trained on gender, child protection, PSEA, diversity, power abuses, etc.
- Ensure of Partnership agreements on PSEA
- Budget allocation should be priorly planned for the mitigating the risks and failure of PSEA (Assistance to victims and other related activities)

PSEA allegations and cases must be managed by trained staff.

There is, therefore, a need for training and a need to allocate human and financial resources for prevention, complaint, enforcement and care for survivors.

Duty to report and cooperate: all personnel have an obligation to report SEA allegations, suspicions or concerns of which they are aware and have a duty to cooperate in investigation processes.

Confidentiality: all allegations of SEA are to be treated with the highest degree of confidentiality to ensure that the identities of victims, witnesses and alleged perpetrators are protected when processing the case. Verbal or written discussions about the allegation shall be avoided and only persons authorized to process the matter will be informed.

PSEA is everybody's business and all personnel, including volunteers and others must be aware of the key concepts and know where to go to file a complaint if need be.

In addition, PSEA also applies to UN suppliers and implementing partners. Facilitators may invite participants to visit the UN learning programmes on PSEA <https://www.un.org/preventing-sexual-exploitation-and-abuse/content/training>

Challenges and Opportunities

1. How do you wish to organize the preparation of PSEA policy?
2. Which units would be involved?
3. Are there NGOs in your area that could share best practices?
4. How would you involve local women's organizations in preparing the policy?
5. How could you link your expertise for policy development?
6. Do you collect annual data on SEA cases?
7. How many cases have been reported?
8. What are the most typical SEA cases and risks?

Guided from the questions in the slide, open the floor for participants to share what challenges and opportunities they foresee to implement PSEA mechanisms in their respective organizations. Write their key ideas on a flipchart so they can all see.

Ask them if they all share the same vision or if some of the feedback is not shared by all. Try to help them identify the commonalities and guide them on ways in which these could be addressed.

Any questions about the PSEA?



Open the floor for final questions and/or comments.

Invite participants to a 15 minutes coffee break and remind them to be back on time for the next session.

MODULE 5: GENDER MAINSTREAMING

 **Suggested time: 60'**

- 30' for the presentations
- 30' for the exercise

Module 5 – Objectives:

At the end of this module participants are expected to understand the rationale behind the comprehensive integration of gender into all key steps of the project management cycle (PCM), as well as in all stages of organizational management and code of conduct.

Module 5 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

You will need:

- Projector
- Flipchart
- Markers
- Handouts 1 and 2

Module 5 – Step by step guide:

<p><u>Gender Mainstreaming</u></p> <p>Have you worked on Gender Mainstreaming before?</p> <p>Do you include gender mainstreaming in your corporate communication language?</p> <p>Does your institution have policies, guidelines, principles, strategies regarding GM?</p> <p>Does your institution play a role in this advocacy? Please describe</p> <p>Gender mainstreaming is the principle of gender equality at all levels.</p> <p>All national plan policy programs at all levels, gender mainstreaming perspective.</p> <p>Creating a gender sensitive language.</p>	<p>Thinking together:</p> <p>Invite participants to reflect in their experience working in mainstreaming gender in their programmes and projects or any other spheres of their work or life.</p> <p>Share with them the questions from the slide and prompt them to share their answers and reflections in plenary.</p> <p>Take note of their answers by writing them down in a flipchart. The feedback from participants will help you guide the session and stress some of the key elements of gender mainstreaming based on any gaps you may identify during this first introduction to the topic.</p>
<p><u>Let's Refresh Our Memory!</u></p> 	<p>Once you have collected a few answers from participants, use this slide to introduce the topic, mentioning the key elements that you will be touching upon during this module around definitions, pillars and applicability of gender mainstreaming.</p>
<p><u>Gender Mainstreaming</u></p> <p>Gender mainstreaming is a strategy towards realizing gender equality and women's empowerment.</p> <p>Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality.</p> <p>Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels.</p> <p>It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetrated.</p>	<p>It is crucial that we understand what Gender mainstreaming is, what it implies and how it is to be applied to our organization and to our programmes and projects throughout all their phases.</p> <p>Gender mainstreaming is a process - not an end itself- towards achieving gender equality.</p>
<p><u>Gender Mainstreaming</u></p> <p><u>Gender analysis lies at the heart of gender mainstreaming.</u></p> <p>Main components of gender mainstreaming are;</p> <ul style="list-style-type: none"> • Gender sensitive language, • Sex and age disaggregated data, • Women's/men's participation in decision making, • Good knowledge and understanding policy environment of the respective country, • Knowledge on the rights, needs and priorities of women and men, • Knowledge about the capacities of relevant institutions and stakeholders. 	<p>We will go into the details of gender analysis the next day.</p> <p>At this point it is important to understand that, in order to effectively mainstream gender, we need to count with a robust gender analysis to inform programme and decision making.</p>

Main pillars of gender mainstreaming:

- Collect and analyze gender and age disaggregated data,
- Conduct gender and stakeholder analysis (income, livelihood, environmental analysis etc. will be added, when needed),
- Document gender related issues,
- Identify clear targets to eliminate gender inequality,
- Develop gender sensitive indicators,
- Apply gender sensitive indicators in all phases of the project,
- Ensure and monitor adequate funding for activities earmarked to gender equality,
- Provide gender sensitive solutions i.e. interventions to the problems, that may occur in the course of project implementation,
- Assess the impact of these interventions on women and men,
- Take actions to promote the status of women,
- Advocacy about gender equality and women's empowerment!

There are a number of key elements that we must take into consideration and apply in order to mainstream gender. All these are an intrinsic part of the process and key towards the gender mainstreaming process.



Gender mainstreaming is to be applied throughout all phases of the programme management cycle.

We need to start by ensuring the analysis and the data collection is at minimum age and sex disaggregated in order to identify gaps, inform target setting, planning, implementation, monitoring and evaluation.

All phases should take into consideration the components and pillar of gender mainstreaming explained earlier.

Any questions about Gender Mainstreaming?

Remind participants that during Day 2 the contents will go into details with regards to gender analysis and gender mainstreaming throughout the programme cycle. It is therefore important that concepts are clear.

Ask participants if they have any questions and invite them for a short exercise.

GROUP ACTIVITY

Guiding Questions:

- Has gender been mainstreamed? Yes/No
- Why do you think so?
- Do you think it would have been (or it has been) relevant to mainstream gender?
- How do you think gender mainstreaming could have been improved?

1. Distribute Handout 1 to participants
2. Give them 10 minutes to read the case study
3. Ask the following questions to prompt a plenary discussion:

- Has gender been mainstreamed?
- Why?
- Do you think it would have been relevant to mainstream gender?
- How do you think gender mainstreaming could have been improved?

Some ideas for the feedback discussion:

- No. Gender has not been mainstreamed. The case study is gender blind.
- There is no age and sex disaggregated data.
- We do not know if there are any excluded or marginalised population groups within the refugee and host communities

4. Distribute handout 2

5. Give participants 5 minutes to read handout 2. Refer to the added text, which has been underscore for ease of reference.

Handout 1, Sample Case Study 17:

In Turkey, since the adoption of the new normative framework, the number of work permits granted to refugees from 1 January 2016 to 30 September 2018 was 27,930. So far, partners have supported refugees and members of the host communities through the provision of Technical and Vocational Training and Education, skills and language training to increase access to employment opportunities, facilitation of formal job creation as well as transition to formality and have strengthened capacities of relevant national and local government institutions as well as existing businesses.

However, the number of refugees of working age is high and access to employment continues to be challenged by various factors, including challenges related to the lack of awareness on the implementation of the work permits regulation, and the increasing levels of unemployment. In the host country the unemployment rate almost reaches 20 percent rising to 30 percent for youth.

Recent surveys show that while 84 percent of refugee households had at least one person who is working, only 3 percent of the refugees were working with a work permit, indicating that the vast majority were working informally with limited job security. Language barriers, unconditional cash assistance, and lack of information on the side of workers and employers continue to pose challenges to formal employment. Working informally exposes refugees to risks and multiple types of vulnerabilities and a general inability to become self-reliant. These risks have in some cases led to the adoption of negative coping strategies such as child labour.

It is estimated that almost two million refugee and members of host communities need one or more basic services, including access to food, education, health services or support to access formal employment. Humanitarian partners will support the reduction of gender disparity related to access to employment and to working conditions, by promoting equal opportunities to both men and women.

Handout 2, Sample Case Study 18:

In Turkey, since the adoption of the new normative framework, the number of work permits granted to refugees from 1 January 2016 to 30 September 2018 was 27,930. [Of those, 25,457 permits were issued to men](#)

[and 2,473 to women.](#)⁹ So far, partners have supported refugees and members of the host communities through the provision of Technical and Vocational Training and Education, skills and language training to increase access to employment opportunities, facilitation of formal job creation as well as transition to formality and have strengthened capacities of relevant national and local government institutions as well as existing businesses.

However, the number of refugees of working age is high and access to employment continues to be challenged by various factors, including challenges related to the lack of awareness on the implementation of the work permits regulation, and the increasing levels of unemployment. In the host country the unemployment rate almost reaches 20 percent rising to 30 percent for youth. [52.1 percent of young women aged 20-34 are neither employed nor in education or training compared to 18.4 percent of men from the same age group.](#)¹⁰

Recent surveys show that while 84 percent of refugee households had at least one person who is working, only 3 percent of the refugees were working with a work permit, indicating that the vast majority were working informally with limited job security. Language barriers, unconditional cash assistance, and lack of information on the side of workers and employers continue to pose challenges to formal employment. [Adult women are far less likely than men to speak the local language \(64 percent of women vs. 33 percent of men aged 18-59 years do not speak the local language at all\) or to have received any formal education. They are far more likely to have no working members in the household \(42 percent of female headed vs. 15 percent of male-headed households\).](#)¹¹ Working informally exposes refugees to risks and multiple types of vulnerabilities and a general inability to become self-reliant. These risks have in some cases led to the adoption of negative coping strategies such as child labour [and forced and early marriage.](#)

It is estimated that almost two million refugee and members of host communities need one or more basic services, including access to food, education, health services or support to access formal employment. Humanitarian partners will support the reduction of gender disparity related to access to employment and to working conditions, by promoting [equitable](#) opportunities to both men and women.

7 Case study is based on the 3RP Turkey chapter 2019-2020 with inputs from other sources. Wording has been altered for the purpose of the exercise.

8 Case study is based on the 3RP Turkey chapter 2019-2020 and incorporates real age and sex disaggregated data from different sources.

9 <https://www.asylumineurope.org/reports/country/turkey/access-labour-market-o>

10 Source: EUROSTAT

11 WFP (June 2020), *Comprehensive Vulnerability Monitoring Exercise, Round 5, Turkey*

DISCUSSION

 Duration: 30'

Discussion – Objectives:

Make sure all possible questions or misconceptions about gender have clarified and any potential resistances to gender concepts are identified and addressed.

Highlight the key takeaways for the day.

Discussion – Quick guide:

Facilitators to:

- Engage with participants in a guided discussion around the key issues covered during the day.

You will need:

- Flipchart
- Markers

Discussion – Step by step:

1. Introduce the session by asking participants how they feel after an intense day of work. Start by asking them to reflect on the exercise.

Guiding questions:

- Do you have any particular questions with regards to any of the sessions we have seen today?
- Are all the concepts clear?
- Do you disagree with any of the contents we have seen today?
- Do you think mainstreaming gender is a feasible thing to do within your organization and within the programmes and projects you work in?
- What are the main challenges you have so far identified to mainstream gender in your work?
- Write some of the key ideas in a flipchart and identify which are the common elements shared by participants that would need to be further clarified and/or addressed on day 2.

2. Thank the participants for their contributions and for making the day very fruitful. Remind them that Day 2 will start at 09:30 am sharp with a quick review of what has been discussed in Day 1.



MANUAL FOR FACILITATORS
GENDER-SENSITIVE REFUGEE RESPONSE PROGRAMMES:
CAPACITY DEVELOPMENT TRAINING FOR CIVIL SOCIETY ORGANIZATIONS

DAY 2

REVIEW OF THE PREVIOUS DAY

 **Suggested time: 15'**

Review – Objectives:

This session guides participants through a quick and fun recap of the topics discussed during day one. It also serves as an energizer to start day 2.

Review – Quick guide:

Two distinct methods are proposed here: the ‘Grab the Ball Exercise’ and simple quizzes using Mentimeter¹² or a similar system. Facilitators will need to make a judgement call on what is most suitable in the given context. Following are the instructions for facilitating both exercises as well as a list of key questions and possible answers related to the content of day 1. The same or similar questions can also be used with Mentimeter.

Grab the ball:

Facilitators to guide discussion in plenary:

Best used when enough space is available for participants to stand facing each other and run, even outdoor, where possible.

1. Ask participants to divide into two teams and distribute evenly along two rows facing each other;
2. Assign a number to each member of the team by counting 1-2-3- starting from the opposite end of the row, so that for example participant #1 will be facing participant #10, and so on;
3. You can make a ball by recycling the used flipcharts from the previous day and tape;
4. Place the ball right in the middle of the two rows so that distance would be more or less the same for all the participants, regardless of their number;

5. Explain that you are going to call random numbers and those holding that number have to run and try to grab the ball. Whoever arrives last will have to answer a question about the content of the previous day with the support from the rest of his/her team.

Possible questions to include:

- What is the main key difference between sex and gender?
- List at least two key instruments that form the normative framework on gender;
- Prevention of Sexual Exploitation and Abuse is everybody’s responsibility:
 - o True
 - o False
- Gender mainstreaming is a strategy to achieve gender equality:
 - o True
 - o False

Mentimeter:

It requires a well functioning internet connection as quizzes are prepared in the form of online slides, participants will be given a code and required to choose the right answer by using their mobile phone, and the results of the whole classroom will be displayed in real-time as the votes come in.

The same or similar questions can also be used with Mentimeter, and slides could be prepared following the methods described in the Mentimeter webpage.

- At the end of this session briefly remind participants of the ground rules agreed during Day 1.

¹² Mentimeter is an interactive presentation software that allows your audience to use their mobile phone to interact with the presentation and answer questions, give feedback. For more information visit: <https://www.mentimeter.com/>

MODULE 6: GENDER MAINSTREAMING IN A REFUGEE RESPONSE CONTEXT

 **Session duration: 30'**

Module 6 – Objectives:

This module is intended to guide participants on how humanitarian crises affect women, girls, men and boys differently due to their different status and roles in society. By the end of this module participants will be aware of the relevance of Integrating gender equality into all humanitarian action ensures inclusive, effective, efficient and empowering responses.

Module 6 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

You will need:

- Projector

Module 6 – Step by step:

Workshop Day 2 Outcomes

- Obtain information about special needs of gender sensitive approach in refugee response programming
- Recall project life cycle and develop a sustainable project design ability in a frame of gender perspective
- Gaining competence to develop all preparation processes for a project design in gender base approach
- Exercise on Gender Analyses- Intervention and PCM
- Understand the gender approach in M&E and Budgeting
- Exercise on the main the integration of the gender-based approach during the project implementation and monitoring phases

Before you start with the specific contents of the session, start by introducing an overview and expected outcomes for Day 2.

Why is it important to include Gender in Refugee Response context?



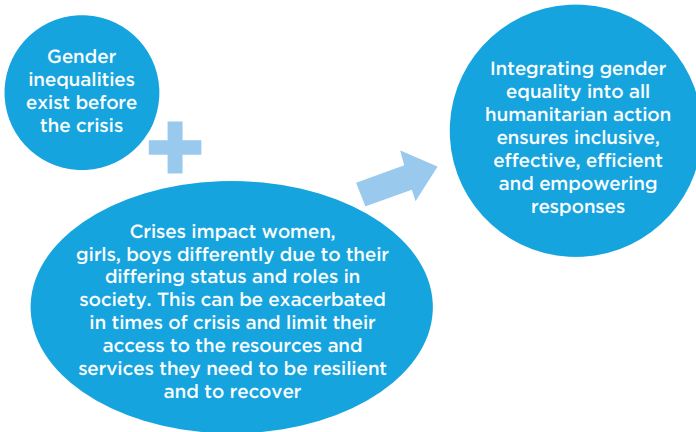
Thinking together:

Ask participants to reflect on why it is important to integrate gender into a refugee response.

You may prompt them to think about the topics presented and discussed during Day 1 and how they relate to their work in responding to a refugee crisis.

Gender equality and the empowerment of women and girls are at the very core of principled and effective humanitarian action. As humanitarians, it is our fundamental responsibility to protect and promote the rights of all people we serve.

Gender in Refugee Context



Mainstreaming gender in a refugee context allows for a more accurate understanding of the situation;

- enables us to meet the needs and priorities of the population in a more targeted manner, based on how women, girls, boys and men have been affected by the crisis;
- ensures that all people affected by a crisis are acknowledged and that all their needs and vulnerabilities are taken into account;
- facilitates the design of more appropriate and effective responses.

Women and men respond differently; Gender roles change across age and over time; Power dynamics also change in times of crisis; and women and men bring different issues to the table.

For examples on the topic, please see: UN Women, "The Effect of Gender Equality Programming on Humanitarian Outcomes", 2015. Ibid, 2006.

Crisis, Conflict, Migration and Women

The needs and interests of women, girls, men, and boys vary, as do their resources, capacities and coping strategies in crises.

In crisis and post-crisis settings, women often find themselves acting as the new head of their households and due to separation or loss of the male household member.

Women and girls are more likely to suffer from food insecurity in emergency settings.

Women and girls are neither exclusively nor solely the passive victims of crises. Men and boys should not be seen perpetrators of violence only.

Gender norms adversely affect men and boys who often are expected to risk their lives or health to protect their communities.

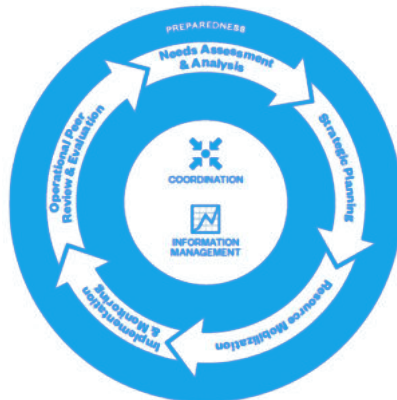
When women and men are included equally in humanitarian action, the entire community benefits.

Refugees, especially women and girls, face an increased risk of violence, abuse and exploitation as their displacement increases. Among other reasons, this is due to long-term separation from the family, the collapse of community structures that existed prior to the conflict, the loss of financial and social assets, or overcrowded shelters that lack privacy.

Refugee men and boys are also at risk of sexual and gender-based violence. People with disabilities are extremely vulnerable and in need of special services. In addition, refugees fleeing their countries after surviving sexual and gender-based violence continue to need protection and services in the country of asylum, given the long-term consequences and the risk of recurrent violence.

Phases in project cycle management:

The Humanitarian Programme Cycle



There are different interpretations and ways to systematize the phases of the project and programme cycle. For the purpose of this training we will focus on the humanitarian programme cycle (HPC).

The humanitarian programme cycle (HPC) is a coordinated series of actions undertaken to help prepare for, manage and deliver humanitarian response. It consists of five elements coordinated in a seamless manner, with one step logically building on the previous and leading to the next. Successful implementation of the humanitarian programme cycle is dependent on effective emergency preparedness, effective coordination with national/local authorities and humanitarian actors, and information management.¹³

The key benefits of promoting gender equality and women's empowerment in humanitarian action include:

A. Facilitating the right to participation

During times of crisis, the impacts, risks and coping mechanisms of women, girls, men and boys may differ.

The equitable input, meaningful participation and active leadership of women, girls, men and boys throughout the programme cycle help us understand these changes and adapt assistance accordingly.

B. Affording protection

Crisis-affected women, girls, men and boys are exposed to distinct protection risks. Understanding the gender-specific nature of these risks is critical to avoiding harm and facilitating protection.

There are numerous benefits in promoting gender equality and women's empowerment in humanitarian action. Some of the most relevant are facilitating the right to meaningful participation and affording protection.

¹³ The diagram on the slide has been extracted from the IASC Gender Handbook for Humanitarian Action. More information on the HPC is available at: <https://www.humanitarianresponse.info/es/programme-cycle/space>

MODULE 7: GENDER ANALYSIS

 Session duration: 60'

Module 7 – Objectives:

This module will help participants better understand the relevance of applying a gender lens throughout all stages of the humanitarian programme cycle. By looking at ways to ensure that gender equality and women's empowerment are mainstreamed throughout the assessment and analysis of the Humanitarian Programme Cycle (HPC).

Module 7 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

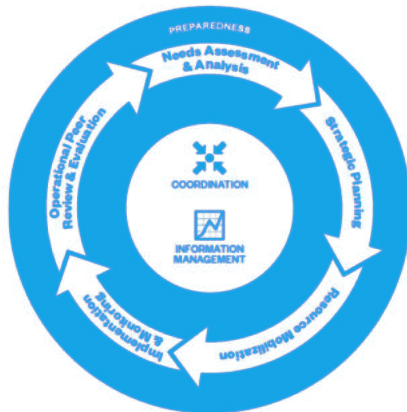
You will need:

- Projector

Module 7 – Step by step:

Phases in project cycle management:

The Humanitarian Programme Cycle

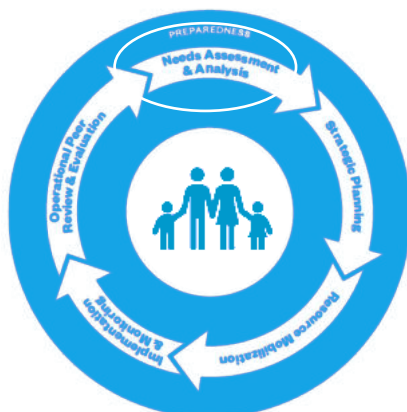


Remind participants of the phases of the HPC. Ask them if they are familiar with this project cycle management tool. If some participants are familiar with other project cycle management tools, explain that they are all similar in essence and that, for the purpose of the training, the scheme used will be based on the IASC Gender Handbook for Humanitarian Action.

Highlight to participants the relevance of how achieving gender equality and promoting women's empowerment in humanitarian action ensures that the response is equitable and both establishes and protects the human rights and fundamental freedoms of all persons.

Explain that you will guide participants through the different phases to explain how gender equality and women's empowerment can be mainstreamed in each of them.

The Humanitarian Programme Cycle



What is a needs assessment?

It provides the evidence base for strategic planning and the baseline information upon which situation and response monitoring systems will rely. It should therefore form a continuous process throughout the HPC.

It ensures that credible evidence and a joint analysis of needs underpins an effective and targeted humanitarian response.

Explain how this module will focus on the needs assessment and analysis phase.

Highlight the relevance of having affected people -women, girls, men and boys- at the heart of our humanitarian work.

Needs assessment provides the evidence base for strategic planning and the baseline information upon which situation and response monitoring systems will rely. It should therefore form a continuous process throughout the HPC.

<p><u>What is gender analysis?</u></p> <p>Gender analysis is about good programming. It looks at the relationships between women, girls, men and boys and considers their respective roles, access to and control of resources and the constraints each group faces relative to others.</p> <p>A gender analysis should be integrated into the humanitarian needs assessment and into all sector assessments or situational analyses. It allows for an understanding of who in the population is affected by the crisis, what they need and what they can do for themselves during recovery.</p> <p>Thinking about the gender dimensions of your work improves what you do, how you do it and ultimately how effectively your work meets the needs of all those impacted by emergencies, especially the most vulnerable.</p>	<p>Gender analysis takes place during the assessment phase and the monitoring and evaluation (M&E) phase, with information collected throughout the programme cycle. Gender analysis looks at the impact of emergencies on women, girls, men and boys and verifies that the humanitarian response meets their distinct needs and priorities. In many cases, this is now a mandatory requirement from donors when submitting programme proposals.</p> <p>Sex- and age-disaggregated data (SADD) are a core component of any gender analysis and essential for planning, monitoring and measuring outcomes. To be effective, SADD must be both collected and analysed to inform programming. In circumstances where collection of SADD is difficult, estimates can be provided based on national and international statistics, data gathered by other humanitarian and development actors or through small sample surveys. In addition, depending on the context, it can be important to disaggregate the data based on such other diversity factors as ability, ethnicity, language spoken and level of income or education.</p>
<p><u>What is rapid gender analysis tool?</u></p> <p>The rapid gender analysis tool provides a step-by-step guide on how to undertake a gender analysis at any stage of an emergency. It can be used to prepare a gender analysis as part of a needs assessment and to monitor and evaluate outcomes. Emergency preparedness should include summaries of key gender issues and statistics.</p> <p><u>4 steps to conduct a gender analysis</u></p>	<p>Rapid gender analysis may be carried out around gender issues until such time that a full-fledged analysis or assessment can take place. Rapid gender analysis can easily be incorporated into existing assessment tools and strengthens the accuracy and comprehensiveness of findings and recommendations.</p> <p>-----</p> <p>Explain to participants there are different ways through which gender analysis can be conducted and how you will focus on a simple four-step process as described in the IASC Gender handbook.</p>
<p><u>STEP 1. Find gender information that is already available</u></p> <p><u>What to do?</u> Start by gathering information about the gender context before the crisis to develop an overview of gender relations and coping strategies of women, girls, men and boys.</p>	<p>Counting on the information available prior to the crisis is vital and can be used as a baseline against which to compare and quickly assess the impact of the crisis. In order to ensure a gender analysis can be carried out appropriately, available data must be at minimum age and sex disaggregated.</p>
<p><u>What to look for?</u></p> <ul style="list-style-type: none"> • What was the demographic profile of the population disaggregated by sex and age before the crisis? • Is there information available about how gender expectations, roles, responsibilities have changed since the onset of crisis? • What are the relationship dynamics amongst women, girls, men and boys? • What was the legal framework that defined their rights pre-crisis? • What were the socioeconomic conditions for women, girls, men and boys before the crisis? 	<p>Reviewing existing literature and data to identify the different roles of male and female older people, adults, youth and children in key sectoral areas prior to the crises is relevant so that, when the initial assessment data comes in, there is a basis from which to extrapolate, and it will be easier and clearer to understand which groups have been most impacted.</p> <p>Previously published key studies and reports on vulnerable groups or particular risks or threats already existing among the affected populations, with instructions to seek out studies using gender and generational perspectives, will enable us to draw out differences among sexes and ages¹⁴.</p>

14 <https://www.humanitarianresponse.info/en/operations/philippines/document/why-sadd-matters>

<p><u>What to look for?</u></p> <ul style="list-style-type: none"> • Look at opportunities that were available and accessible such as access to education, employment, livelihoods, health services, legal rights and ownership/control of assets. • Who made important decisions at the household and community levels? • What structures does the community use to make decisions and how do women and men participate in these? Are the structures still functioning since the crisis began? • What protection risks did different groups of women, girls, men and boys face before the crisis? What information is available about protection risks since the crisis began or the programme started? How do legal frameworks affect gender and protection needs and access to justice? • Is there sex- and age-disaggregated information (quantitative and qualitative) available about the needs, capacities and/or preferences of the affected community? • What are the coping capacities of women, girls, men and boys from different backgrounds? 	<p>Age and sex disaggregated data and qualitative analysis are essential to identify who is being excluded how and why, as well as who is experiencing multiple and intersecting forms of discrimination, including gender-based discrimination, and inequalities.</p>
<p><u>Where to find it?</u></p> <p>Sources for this type of information include census data, Demographic and Health Surveys, gender analysis reports, humanitarian assessment reports, protection and GBV sector reports, as well as gender country profiles, such as those produced by Government, UN Women, Oxfam, FAO, CARE and many more.</p>	<p>The data sources used include population, household, and housing censuses. Intercensal estimates (when available). Population projections. Household surveys. Administrative records, as well as reports and quantitative and qualitative research conducted by United Nations organisations, other bilateral or multilateral organisations, government institutions and/or NGOs.</p>
<p><u>STEP 2. Collect gender information since the crisis began or that is related to the programme that is not already available.</u></p> <ul style="list-style-type: none"> • <u>What to do?</u> Start by reviewing the information found in step 1 to assess what has changed regarding the demographic profile, roles, structures, protection risks and SADD available since the crisis began. • Identify knowledge gaps about the impact of the crisis and/ or programmes on women, girls, men and boys. • Then plan, organize and conduct data collection with everyone affected by the crisis and/or the programme. 	<p>Sex and age disaggregated data (SADD) may have not systematically collected, analyzed or used to their full potential to inform humanitarian response in natural disasters and armed conflict. It will therefore be necessary to complement information gaps with new data to inform planning for a better tailored response that leaves no one behind.</p>
<p><u>What to look for?</u></p> <p>Is there sex- and age-disaggregated information available about the needs, capacities and preferences of the affected community?</p> <p>What has changed about the demographic profile of the affected population or group targeted by a specific programme? At the data collection stage, it is possible to find out more detailed demographic information that is not available in stage 1, including about the different ages of the affected persons, the status of families and specific subgroups?</p> <p>How have the opportunities that are available and accessible changed, such as access to education, employment, livelihoods, health services, legal rights and ownership/control of assets?</p>	<p>Complementary gender information will allow us to better understand the distinctive needs of the different population groups. It will also enable us to have a basic assessment of changes caused by the crisis and how the situation evolved during the post crisis and recovery during step 3, when we analyse the collected information.</p>
<p><u>Participation</u></p> <p><u>How to find it?</u></p> <p>Surveys, interviews, community discussions, focus group discussions, transect walks and storytelling all can be used to obtain information.</p>	<p>Tip: Use mixed outreach groups or mobile teams to identify and engage groups not visible in the assessment. For example, include women and adolescent girls who require permission to leave home, people with diverse sexual orientation and gender identities who are unable to gather publicly due to legal restrictions or social stigma, and people with mobility issues or disabilities and their caregivers. Include caregivers, youth and local community leaders in the assessment.</p>

<p><u>STEP 3. Analyse collected gender information</u></p> <p><u>What to do?</u> Gender analysis in emergencies focuses on the impact of the crisis on women, girls, men and boys. It compares the state of gender issues prior to the crisis with how gender issues have changed since the initiation of the crisis.</p>	<p>Gender analysis is defined in different ways in different contexts. At its most basic level, gender analysis is the collection and analysis of quantitative data (numbers, percentages, proportions, ratios) and qualitative information (preferences, beliefs, attitudes, behaviours, values, scope, etc.) through gender lens.</p>
<p><u>Analyse collected gender information</u></p> <ul style="list-style-type: none"> • List the distinct capacities, needs and preferences of women, girls, men and boys. Are they the same as before the crisis or have they changed? • List the roles and responsibilities for women, girls, men and boys. Is there a fair (paid and unpaid) workload distribution? • How does the distribution impact their respective rights and opportunities? • Who makes decisions about the use of resources? Are needs met equitably? • Note the dynamics between women, girls, men and boys. How do women and men help or hinder each other in meeting their needs and fulfilling their rights? Who perpetrates violence against whom? What roles do institutions and the community play in meeting needs and rights, as well as in addressing and preventing violence? 	<p>There are numerous key elements that highlight the relevance of analysing gender information:</p> <ul style="list-style-type: none"> • the different needs, priorities, capacities, experiences, interests, and views of women and men; • who has access to and/or control of resources, opportunities and power; • who does what, why, and when; • who is likely to benefit and/or lose from new initiatives • gender differences in social relations; • the different patterns and levels of involvement that women and men have in economic, political, social, and legal structures; • that women's and men's lives are not all the same and often vary depending on factors other than their sex, such as age, ethnicity, race and economic status; • assumptions based on our own realities, sex, and gender roles.
<p><u>STEP 4. Recommend future design or action planning based on the analysis</u></p> <p>It is important to use the results of the analysis and the SADD to determine whether a programme should provide assistance to all women, girls, men and boys (universal assistance) or to specific groups (targeted assistance). Keep recommendations short and to the point. Remember to take into account the context of the crisis.</p>	<p>Make sure the gender analysis feeds into recommendations to improve the gender responsiveness of your programme or project by:</p> <p>Ensuring women are being represented in the target population, that their participation is safe and meaningful and that there are no legal or cultural hurdles.</p> <p>Gender-based recommendations that can be translated into real and effective measures as part of the project design and strategic planning.</p>
<p><u>WHY ARE SEX- AND AGE-DISAGGREGATED DATA IMPORTANT IN CRISIS SITUATIONS?</u></p> <ul style="list-style-type: none"> • Until we understand precisely which people are affected in a crisis, the services we provide may well be off target. • Data on the population affected by the crisis should always be broken down by age and sex and other relevant factors such as ethnicity or religion, when appropriate and safe for both humanitarian workers and communities. • The collection of sex-disaggregated data enables actors to adjust programming to meet the needs of women, girls, men and boys. • In best practice, it is recommended that surveys count the sex and disaggregate by age the numbers of adults, children, persons with disabilities and the elderly to develop a beneficiary listing in partnership with the government authorities, NGOs and United Nations bodies present in the field. 	<p>Start by asking the question to the audience and prompt them to share ideas and brainstorm the answers. Write their answers in a flipchart visible to all. Engage with them for 5' prior to showing the answers on the slide.</p> <p>This will make the session more engaging, help participants reflect on gender analysis and will also help facilitators identify possible misconceptions or potential bottlenecks that will need to be solved as the training takes place.</p>

MODULE 8: STRATEGIC PLANNING

 **Session duration: 90'**

Module 8 – Objectives:

This module provides an overview on how, based on the gender analysis conducted, organisations can better strategise their objectives for the response and how those set objectives can be fulfilled.

Module 8 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;

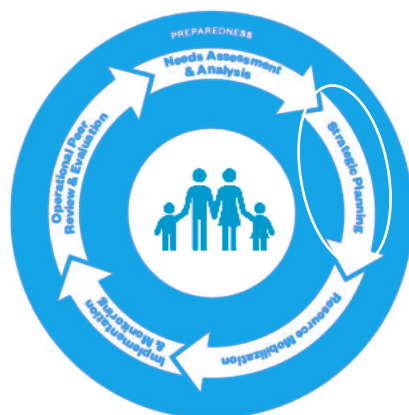
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

You will need:

- Projector
- Flipcharts and markers
- A jar

Module 8 – Step by step:

The Humanitarian Programme Cycle



Within the overall HPC, this module focuses on the strategic planning phase.

Remind participants on the relevance of keeping affected populations at the core of our response.

Strategic Planning

- Based on your assessment, the country strategy is formulated, relying on a broad consultation depending on the context of the response.
- The country strategy will set the strategic objectives for the response and explain how the humanitarian community intends to fulfil those objectives. The objectives will, as much as possible:
 - Be governed by the needs and priorities specified in the Needs Assessment / Humanitarian Needs Overview;
 - Be SMART (specific, measurable, attainable, relevant and time-bound);
 - Be results-based, i.e., they will describe the desired outcomes.

It is crucial that the strategic planning builds on the assessment and analysis, which, as shown in the previous module, should be gender responsive to ensure it responds to the differentiated needs of women, girls, men and boys, and responds to those who are most in need. The analysis provides an understanding of the impact and evolution of the crisis and informs how we are going to plan our response. This ensures that credible evidence and a joint analysis of needs underpins an effective and targeted humanitarian response.

<p><u>GROUP ACTIVITY</u></p> <p>What can define strategic planning as gender sensitive?</p> <p>How can we understand if a project has a gender perspective?</p>	<p>10'</p> <p>Now open the floor for a short discussion with participants by asking the questions on the slide. Write the questions on a flipchart visible for all.</p> <p>Some of the key elements mentioned in their answers should include:</p> <ul style="list-style-type: none"> • Age and sex disaggregated objectives, results and indicators • Specific strategies to address the differentiated needs of women, girls, men and boys <p>Explain that this will be explained in detail and that participants will get practical exercises to practice how this should be done.</p>
<p><u>Some suggestions can be made:</u></p> <ul style="list-style-type: none"> • The general objectives must ensure to strategic gender-based needs and their contribution to empowering women must be expressly mentioned; • The specific objective must be sufficiently defined in relation to both women and men; • New findings and activities can be charted so as to ensure that women are actively involved in the project and that their practical needs are duly covered. 	<p>This slide shows some examples on how the strategic planning phase can include a gender perspective. Share this examples with the group after the brainstorming activity.</p>
<ul style="list-style-type: none"> • The indicators must be gender-disaggregated in order to show how the results were produced and that the objectives of both women and men are met. It is also possible to identify gender indicators that measure the extent to which project objectives have helped to promote gender equality; • External gender-related factors must be identified as an important part of the hypotheses affecting the project. Certain external gender-related factors can kill off any chance of accomplishing specific and general objectives and can even have a negative impact on gender equality. Similarly, some external factors can lead to different consequences for men and women. 	<p>Highlight the importance of having gender disaggregated indicators in order to measure the gender impact of our project.</p> <p>External actors are also relevant and must be taken into consideration to avoid negative impact of the project or causing unintended harm.</p>
<p><u>Key questions</u></p> <ul style="list-style-type: none"> • Do we have age and sex disaggregated indicators? (assessment & monitoring) • Are the partners addressing the differential needs of women, girls, men and boys? Are women and men of different ages involved in identifying services required? • Are they including women and men in decision-making, drawing and building on their capacities? • Are representatives of local groups and clients included taking into consideration women, persons with disabilities, youth groups other vulnerable groups? • Are there gender-related barriers to access to services or recovery of economic livelihoods and/or participation in economic activity? 	<p>In order to ensure our projects are gender sensitive, there are a number of key questions we need to ask ourselves on how the strategic planning process has been conducted.</p>

<p><u>Examples of gender-sensitive outputs</u></p> <p>To contribute to equitable access to meaningful resources, reduction of women’s drudgery, and women’s empowerment</p> <p>To benefit both women and men by addressing their differential needs and capacities</p> <ul style="list-style-type: none"> • Equal access to and control over resources for women and men • Equal opportunities to achieve political and economic influence for women and men • Women are empowered with employability skills to enter the labour market • Increased access for women, including young women, and people with disabilities to work sites 	<p>The slide shows some examples of how gender sensitive outputs look like. These can be used as a reference when designing projects and interventions that are gender responsive. We must keep in mind the need to ensure equitable access and that the different needs and capacities of the different population groups are being considered and incorporated into project and programme design.</p> <p>To develop gender-sensitive outputs (and indicators) the first and basic step is to collect and analysis of sex- and age-disaggregated data.</p>
<p><u>Examples of gender-sensitive indicators</u></p> <ul style="list-style-type: none"> • # and % of women directly receiving aid distributions • % of women with improved knowledge and skills • % of women who reported feeling empowered to enter the labour market • # and % of women who report joining the labour market as a result of childcare provision • % of women who report feeling confident leaving their children in childcare • % of people living in female headed households below the poverty line 	<p>The slide shows examples of gender sensitive indicators. As much as possible, indicators should be age and sex disaggregated and gender sensitive. Indicators must have a baseline and a target and these should also be disaggregated and gender sensitive so that we can properly measure accomplishments and/or identify bottlenecks during the implementation of our project through monitoring activities.</p> <p>When designing indicators, it is also important to capture relevant norms, knowledge, attitudes and behaviors that reflect gender relations in any given setting:</p> <p>A health programme, for example, should have some understanding of decision making in the household, women’s and girls’ access to resources and their mobility.</p> <p>An education programme would benefit from an understanding of, among other things, the gendered division of labour in the household, the priority given to girls’ education, expectations regarding employment and marriage for girls and boys, and perceptions of safety and danger in the community and on the walk to school.</p>
<p><u>Social impact</u></p> <ul style="list-style-type: none"> • Individual • Household • Community • Society 	<p>Explain to participants that our projects and gender dimensions may have an impact at the individual, household, community or society levels. Explain you will run them through what this entails to be followed by a group activity.</p>
<p><u>Individual level</u></p> <ul style="list-style-type: none"> • Individual women’s and girls’ access to knowledge and skills • Women’s and girls’ access to resources • Increasing women’s and girls’ influence in decision making • The importance of safe spaces and support mechanisms 	<ul style="list-style-type: none"> • Individual women’s and girls’ access to knowledge and skills: Fostering women’s and girls’ knowledge and skills can lead to an increased consciousness and understanding of their rights and increased confidence to claim those rights. • Women’s and girls’ access to resources: Expanding women’s and girls’ economic opportunities such as jobs, assets and skills development can impact on women’s and girls’ agency and transform social norms.

	<ul style="list-style-type: none"> • <u>Increasing women's and girls' influence in decision making</u>: Strengthen women's and girls' leadership capacity and include a focus on their influence in local decision making at community, village and district levels. • <u>The importance of safe spaces and support mechanisms</u>: Collective action of women and girls not only build peace at the community level, but also offers a degree of support and protection for women and girls themselves.
<p><u>Household level</u></p> <ul style="list-style-type: none"> • <u>Targeting all members of a household</u> • <u>Recognizing and redefining gender roles</u> • <u>Women's economic empowerment</u> • <u>Utilizing existing positive opportunities</u> 	<ul style="list-style-type: none"> • <u>Targeting all members of a household</u>: Evidence suggests that interventions which target all members of a household (both male and female) can have a valuable impact on the success of a programme/project. • <u>Recognizing and redefining gender roles within the household Interventions</u>: This helped to design and encourage recognition and redefinition of gender roles within the household can be an effective mechanism for women's and girls' empowerment. • Women's economic empowerment has been found to improve women's decision making in the household when traditional approaches, such as microfinance or cash transfers are combined with other interventions, such as empowerment and educational strategies. • <u>Utilizing existing positive opportunities</u>: Examining existing dynamics in the household can also enable programmes to build on positive opportunities for women and girls, which in turn, may impact on the success of interventions at the community and societal levels.
<p><u>Community level</u></p> <ul style="list-style-type: none"> • <u>Community education</u> • <u>Relationships interventions</u> • <u>Working with traditional leaders and faith communities</u> • <u>Working with and supporting women's rights and organizations</u> • <u>Engaging men and boys</u> 	<ul style="list-style-type: none"> • <u>Community education</u>: Localised approaches to educate, mobilize the community and raise awareness about discriminatory practices can be effective in reducing gender inequalities through tackling myths and social norms. • <u>Relationships interventions</u>: Relationships fostered in the spaces created by groups of women and girls can bring about the changes associated with empowerment and the capacity to act collectively to demand gender equality. • <u>Working with traditional leaders and faith communities</u>: Working with faith organizations and traditional leaders, who are often gatekeepers to the local community, can strengthen community ownership and support for programmes/projects and many have an impact on changing discriminatory community perceptions. • <u>Engaging men and boys</u>: Working with men and boys to transform beliefs and behaviours that underpin gender inequality is an important intervention in order to achieve transformative change for women and girls. • <u>Working with and supporting women's rights and organizations</u>: Evidence suggests that for community mobilization efforts to achieve transformative change for women and girls, they should work with and support women's and girls' rights organizations.

Societal level

- [Implementation and enforcement of legal frameworks](#)
- [Large scale media and education campaigns](#)
- [Supporting women's and girls' participation and collective](#)

- **Implementation and enforcement of legal frameworks:** The implementation and enforcement of legal frameworks to ensure equality before the law has been identified as critical for transforming discriminatory norms and social practices but will only be effective if also accompanied by mechanisms for enforcement, interventions to improve women's and girls' access to justice and gender responsive police and judicial systems.
- **Large scale media and education campaigns:** Large scale media and education campaigns are a useful tool for reaching broad audiences. However, evidence suggests these are most effective when combined with locally targeted outreach efforts and interventions such as training and workshops.
- **Supporting women's and girls' participation:** Active participation of women and girls and women's rights organizations in policy-making, combined with legal reform which promote women's and girls' equality and enhanced state capacity to implement agreed gender commitments are essential for successful initiatives to promote gender equality.

GROUP ACTIVITY

[How do we integrate a gender approach provide in each stage?](#)

1. Individual
2. Household
3. Community
4. Society

- 30'
1. Divide participants into four groups
 2. Put four papers in a jar. Each paper will have each of the levels written on it
 3. Ask one participant per group to pick up a paper randomly from the jar
 4. Give 15' to each groups and ask participants to discuss, within their groups and come up with at least three specific interventions that could be designed for the level that has been assigned to them.
 5. Ask each group to share the outcome of their discussions with the rest of participants in plenary.

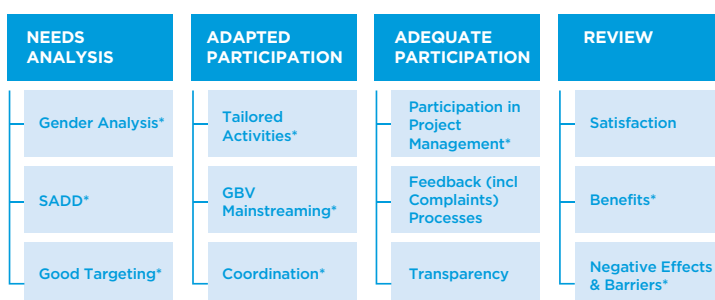
Gender with Age Marker (GAM)

- The IASC Gender with Age Marker (GAM) looks at the extent to which essential programming actions address [gender-and age-related differences in humanitarian response](#).
- It was developed in response to requested to strengthen the original IASC Gender Marker by [including age and, most significantly, by adding a monitoring component](#).
- In addition to measuring program effectiveness, it is a valuable [teaching and self-monitoring tool](#), allowing organizations to learn by doing in developing programs that respond to all aspects of diversity. (Link: <http://ee.humanitarianresponse.info/single/::IKbQTg7d>)

How do we know up to what extent our project or programme is actually gender sensitive or gender responsive?

There are a number of markers that can be used. The Gender and Age (GAM) Marker¹⁵ tracks whether basic program actions are in place. Good programming requires that affected people participate in and influence all stages of a project. Programs should logically flow from the gendered needs analysis, to tailoring or adapting activities in response to analysis, through to who benefits from the intervention.

Gender Equality Measures - ALL GEMs



The GAM assesses projects for 12 essential program elements known as Gender Equality Measures or GEMs.

Four KEY Gender Equality Measures (GEMs) are considered in the project design phase.

Each of the four key GEMs have two supporting GEMs that are considered during project monitoring. This enables reflection of what is working well in the project and what can be improved.

¹⁵ <https://www.iascgenderwithagemarker.com/en/home/>

GAM Coding Summary

4 GENDER & AGE	<ul style="list-style-type: none">■ Likely to contribute to gender equality, including across age groups■ Main programme purpose is increasing gender equality, including across age groups
3 ONLY GENDER	<ul style="list-style-type: none">■ Likely to contribute to gender equality, but without attention to age groups■ Principally focused on promoting gender equality, without attention to age groups
2 ONLY AGE	<ul style="list-style-type: none">■ Unlikely to contribute to gender equality■ Aims to address inequalities, but without the necessary gender equality measures
1 NOT ADDRESS G&A	<ul style="list-style-type: none">■ Unlikely to contribute to gender equality■ Aims to address inequalities, but without the necessary gender equality measures
0 ACTIONS NOT PRESENT	<ul style="list-style-type: none">■ Does not systematically link programming actions

GAM coding reflects the presence and consistency of these actions, as well as the integration of gender and age within them by establishing a coding system with four differentiated categories.

MODULE 9: RESOURCE MOBILISATION

 **Session duration: 30'**

Module 9 – Objectives:

This module provides an overview on how, to engage with donors to mobilize funds for addressing gaps in the particular needs, priorities and capacities of women, girls, men and boys.

Module 9 – Quick guide:

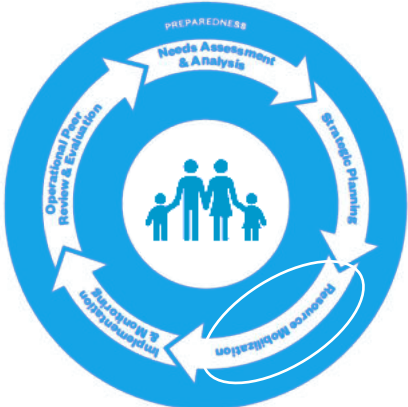
Facilitators to:

- Run participants through the power point presentation;
- Find ways to engage participants during the presentation by asking questions and prompting discussion.

You will need:

- Projector

Module 9 – Step by step:

<p><u>The Humanitarian Programme Cycle</u></p> 	<p>Within the overall HPC, this module focuses on how to mobilise resources to address gaps in the particular needs, priorities and capacities of women, girls, men and boys.</p>
<p><u>Have we mobilized resources before?</u></p>	<p>Ask participants if they have had experience in resource mobilisations and advocating with donors.</p> <p>If the answer is yes, ask about: Challenges Tips they might want to share with the group.</p> <p>If the answer is no, ask them what are the main challenges they foresee in mobilizing resources and advocating with donors.</p>
<p><u>Resource mobilisation</u></p> <ul style="list-style-type: none"> • Project resources must be accessible for both women and men alike; • Be sure to analyse, as accurately as possible, which part of the project resources will benefit the women and which will benefit the men; • Resources intended to strengthen gender-related aspects must be suitably budgeted for. 	<p>Once the distinct needs of women, girls, men and boys have been identified and plans developed to meet these needs, mobilize resources around priority actions.</p>

Humanitarian actors need to engage in advocacy and partnership with donors to mobilize funds for addressing gaps in the particular needs, priorities and capacities of women, girls, men and boys. Since good gender equality programming requires adequate participation of everyone in all stages, flexibility in the expenditure of funds is useful. Agile and flexible funding allows programmes to adapt quickly to changes in crisis contexts and in the affected population.

Tips to strengthen funding proposals

- Avoid generic sentences
- Avoid assumptions or pre-identified vulnerabilities
- Use gender-inclusive language
- Include gender issues throughout the programme logframes/ results-based framework


- Avoid generic sentences, such as “we will abide by our gender policy and mainstream gender across the programme cycle”. Instead, integrate the concrete results of your gender analysis and consultation feedback. To do this, for each activity ask: How does this activity increase women’s and men’s participation and decision-making processes? How does this activity reflect women’s and men’s stated needs and priorities? These questions help to gather the necessary gender-based information.

- Avoid assumptions or pre-identified vulnerabilities, such as “women and children are the most affected by the conflict” or “the action will target the most vulnerable, i.e., women and girls”, unless these statements are supported by a sound risk and gender analysis.

- Use gender-inclusive language even if the word count is limited. Note that there is a difference between activities targeting women or men only (for example, women and girls of reproductive age or single male heads of households) and activities that appear, but are not, gender-neutral (for example, activities targeting “refugees” who are both men and women).

- Include gender issues throughout the programme logframes/results-based framework and not merely in the assessment or gender sections. Demonstrate that you have identified issues and designed activities to address them. Show that you will monitor any changes and have fully engaged the affected population, including those who are most vulnerable.

MODULE 10: PUTTING THEORY INTO PRACTICE – GROUP EXERCISE

 **Session duration: 90'** (including coffee break)

Module 10 – Objectives:

This module will allow participants to put the theory they have learned into practice by working on a case study.

Module 10 – Quick guide:

Facilitators to:

- Consider this session is long and mixes group work and discussions with presentations. It is suggested that 60' are devoted for the group exercise and discussion and 30' for the presentations.
- Run participants through the exercise instructions using the power point slide to this effect;
- Divide participants into groups of maximum 6 people. During these group exercise sessions, all the participants are to be re-seated within new groups so that they can learn from each other;
- Facilitators are to hop around the different groups to make sure questions are clarified, possible bottlenecks solved and to provide guidance if needed;
- For the presentation of the exercises, facilitators will role play:
 - o Participants will be asked to present the outcome of their group work to a donor.
 - o Facilitators will act as the donor itself.
 - o Each group will be given 5 minutes to present the key highlights of their outcome.

- Depending on how the group work is going, consider a pause for coffee or asking participants to grab a coffee and continue working on their respective exercises;

- Presentations are based on a role play. It will help facilitators assess the results of the group work, but it is also meant to be fun! Be constructive and respectful, and thank all participants for their fruitful discussions and meaningful contributions.

You will need:

- Projector
- Handout 2
- Flipcharts (1 per group)
- Markers

Module 10 – Step by step:

Moving on to the exercise - Instructions

YOU WILL PREPARE A PROJECT STRATEGY TO PRESENT TO A DONOR:

1. Divide yourself in groups.
2. Read the case study. When reading it, keep in mind how gender has been mainstreamed and what gender specific information is made available.
3. Look for age and gender disaggregated indicators.
 - Do men and women appear in participation or decision making?
 - Have the specific needs of women been taken into consideration?
 - Are the gender-related barriers to access to services considered?
4. Come up with one output to be achieved to advance gender equality or improve the situation of women.
5. Come up with 3 indicators that are gender sensitive to measure your result.
6. Assess the extent to which gender and age have been integrated in your project using the GAM coding.
7. Present the outcome of the groupwork- 5 minutes per group. Convince the panel of why it is important to mainstream gender.

60'

Show this slide to participants with the instructions for the exercise and explain how the dynamic will work.

Remind them to focus their work in coming up with a gender responsive refugee response project.

Give them 60' for the discussion and to prepare their 5' presentation. They can use power point, flipcharts or notes to present.

Groups will work using handout 2 as the basis for them to design a project and propose it to a donor.

WELCOME TO THE DONOR BRIEFING

Around 30'

In total 7' per group:

5' for the group to present + 2' for a question and answer from the group

Welcome participants to a donor briefing. Explain to them you have some budget available and you are willing to use it to support CSOs working on gender-sensitive refugee response initiatives.

Invite each group to present their proposed project in 5'. Make sure they stick to the given time. Once they have presented, ask them a question about what they have prepared. Some examples of possible questions are provided below, but feel free to ask other questions specifically related to what they are proposing. Make sure the questions key elements from the previous training sessions.

- Have you taken into consideration who takes the decisions within the household?
- How will you make sure the project has no unintended negative effects?
- How will you ensure women participate in the implementation and monitoring of the project?
- What systems do you have in place to collect gender and age disaggregated information?
- Have you considered specific spaces for the participation of women? How?
- If women are to be actively involved in the project implementation, have you considered a feasible compatible schedule with theirs and childcare services?
- How will you coordinate with the community and other partners operating on the ground?
- Are you applying a gender approach to your internal policies, such as human resources?

MODULE 11: GENDER RESPONSIVE MONITORING, REVIEW AND EVALUATION

 **Session duration: 45'**

Module 11 – Objectives:

This module will guide participants through the key elements that must be considered to monitor and evaluate a gender responsive refugee response.

Module 11 – Quick guide:

Facilitators to:

- Run participants through the power point presentation;

- Find ways to engage participants during the presentation by asking questions and prompting discussion;

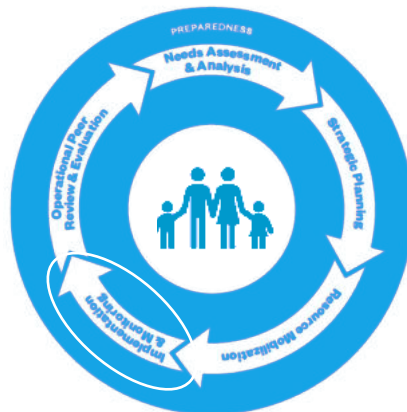
- Note that two phases of the HPC (implementation & monitoring and operational peer review & evaluation) have been clustered in this module in order to summarise contents.

You will need:

- Projector

Module 11 – Step by step:

The Humanitarian Programme Cycle



Within the overall HPC, this module focuses on the key aspects of implementation and monitoring of programmes and projects.

Once we have assessed the situation, analysed the needs, planned strategically on how we are going to respond to the needs and once we have secured the necessary resources, we shall start implementing our project, ensuring it is adequately monitored in order to assess achievements, identify bottlenecks and undertake any corrective measures that might be deemed necessary.

Implementation and monitoring

As humanitarian actors, it is important that we avoid the assumption that all people will benefit equally from the assistance provided.

If analysis suggests that women, girls, men and boys have distinct needs, roles and dynamics, then humanitarians must tailor activities and resources to match these requirements.

Participation and accountability to affected people.

As we have insisted before, it is important to highlight that we cannot assume that our designed interventions will benefit everyone equally.

Commitments to address the specific needs and priorities of women, girls, men and boys should be supported by implementation plans that clearly state the actions that will be taken to meet them. Outcomes of gender analysis should be reflected into the design and assistance which humanitarian actors intend to provide, addressing distinct concerns and drawing upon the strengths and capacities indicated by the research.

Participation and accountability to the affected population is critical.

Adequate participation ensures that the voices, concerns and actions of affected women, girls, men and boys contribute to programming and are given equal merit. Furthermore, if social discrimination is stopping a group's needs and priorities from being addressed, actors need to target actions to address discrimination and reduce barriers that prevent the group either from making a meaningful contribution or accessing the humanitarian services and programme.

Accountability to Affected Populations (AAP) is defined as an active commitment to take account of, give account to and be held to account by the people humanitarian organizations seek to assist. AAP focuses on the rights, dignity and protection of an affected community in its entirety, not only by identifying and addressing community members' needs and vulnerabilities, but also by recognizing and harnessing their capacities, knowledge and aspirations.

General guidance for ensuring equitable access

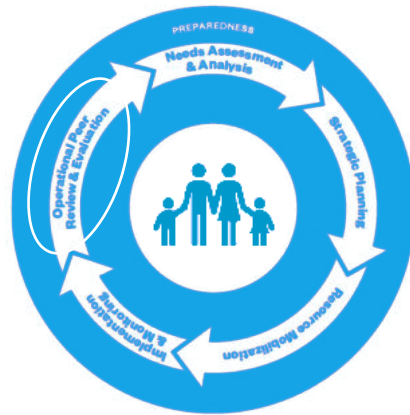
1. Establish multiple opportunities for community participation to facilitate mapping of the situation of the affected population and their humanitarian needs. These can include face-to-face conversations, through community meetings, focus groups, key informant interviews and other platforms for discussion, adapted to the risks and accessibility of various groups.
2. Use the distinct needs, roles and dynamics for women, girls, men and boys (that is, the gender analysis) to define specific actions to address each need and consider options suggested by women, girls, men and boys.
3. Identify opportunities to address structural inequalities.
4. Identify and address factors that would limit and hinder the access of women and girls to interventions and services.
5. Identify specific actions that will prevent and mitigate GBV and sexual exploitation and abuse.
6. Develop safe and responsive feedback and complaint mechanisms that are public and accessible to all affected women, girls, men and boys, with the exception of situations where to do so would pose a plausible threat to safety.
7. Coordinate your activities with those of other sector members so that the assistance is complementary and addresses most, if not all, gaps.
8. Ensure ongoing awareness-raising and capacity-building amongst partners through using specialist and peer expertise in sector forums on gender, age and diversity and other means, within the wider AAP framework, communicating with communities and protection.

Actions that effectively ensure equitable and participatory implementation share these characteristics:

1. All relevant groups enjoy equitable access to humanitarian services and assistance. Different gender and age groups can obtain assistance when actions are tailored per their needs and capacities. No vulnerable group is excluded.
2. Women and men (and girls and boys, where appropriate) contribute meaningfully to the implementation of the programme and/or have a say about the adequacy of the programme
3. The programme can be monitored in terms of access to its benefits and levels of satisfaction on the part of beneficiaries. Both are disaggregated by sex and age group.

So... How do we ensure equitable access?

The Humanitarian Programme Cycle



The next slides will focus on the operational peer review & evaluation in the HPC as per the IASC Gender Handbook.

Operational peer review and evaluation

The primary purpose of the operational peer review and evaluation stage is to provide humanitarian actors with the information needed to manage programmes so that they effectively, efficiently and equitably meet the specific needs and priorities of crisis-affected women, girls, men and boys as well as build/strengthen their capacities.

Evaluation is a process that helps to improve current and future programming so as to maximize outcomes and impacts.

Explain to participants that the operational peer review is an internal, inter-agency management tool which serves to identify areas for immediate corrective action that can help CSOs improve the quality of their programmes.

It is important for participants to understand the relevance of evaluations to assess progress and challenges and whether and how programmes have delivered the intended results. Evaluations may be requirement from donors to fund a project.

Operational peer review and evaluation

- Along with evaluating programmes, we need to evaluate whether the intended results have been achieved.
- Evaluation can be done in several ways by measuring the following: The extent to which identified targets for the affected populations were achieved and reasons for over- or under-achievements;
- The extent of satisfaction among women, girls, men and boys from diverse groups;
- The extent to which the interventions have achieved their intended results and unintended results (both positive and negative);
- Success stories to be celebrated and replicated and lessons learned that need to be addressed so that future interventions can be modified;
- Sustainability of the intervention beyond the immediate response, leading to long-term recovery and developmental gains— the humanitarian-development nexus;
- Cost-effectiveness of programming.

To ensure people-centred and gender-responsive impacts, it is necessary to review methodologies and processes to determine good practices in providing equal assistance to women and men, girls and boys. Programmes need to be reviewed based on equal participation of and access to services by women, girls, men and boys, from the onset of project planning to implementation. It is also necessary to assess gaps in programming, focusing on which women, girls, men or boys were not effectively reached.

THANK YOU

Thank participants for their attention and contributions, and move on to the wrap up session.

WRAP UP AND CLOSING

Duration: 30'

- 20' for the discussion
- 10' for post test (ANNEX II)

Objectives:

At the end of this module participants are expected to:

- Identify challenges in gender-responsive refugee response and ways to overcome them;
- Be clear about all the pieces that have been discussed during the training and how they come together in the context of refugee response;
- Know where and who to ask for support and additional information.

Quick guide:

Discussion (20'):

Facilitators to guide discussion in plenary:

- Ask participants to identify issues of concerns and remaining challenges they would like to address;
- Write down their answers on the flipchart. This will help you agree on next steps and identify gaps and challenges for future actions or further training or mentoring activities;
- During the final wrap up session facilitators will highlight achievements and strengths of the groups. This will also be an opportunity to clarify concepts, underline key ideas and highlight relevant aspects that may have been left behind during the presentations. The final feedback is also an opportunity to open the floor for participants to share their views and experiences. It is recommended to, as much as possible, open the floor for participants to provide feedback to the group, ask questions and contribute to the discussion;
- Thank participants for their time, dedication, contributions and hard work during the two days of training.

Issues that could possibly be raised include:

- Lack of commitment by the management; lack of resources; lack of time; limited understanding; unequal understanding, capacities and understanding of GEWE issues among stakeholders, and so on;

• This session will need to be revised and adapted to each training course based on the elements that were particularly meaningful to the group, making sure to reflect any change made to the content of previous sessions;

• Make this session lively and interactive and encourage participants to share things that they remember from each of the sessions referenced;

• If the group is shy use the examples of questions below:

o Do you think it is feasible to implement a gender-responsive refugee response in your organization? Why?

o What are the main difficulties you foresee in engendering your projects and programmes?

o What are your key takeaways from the training?

o How do you feel about the training?

• It is particularly important to keep a constructive approach, not to end the training with the feeling that challenges are insurmountable and not to discourage participants.

You will need:

- Flipchart
- Markers

End test (10'):

• Facilitators to distribute the end test and ask participants to complete it;

• Explain the test is anonymous;

• Highlight it is not an exam and that the results will serve to better understand how much participants have learned and profited from the training, as well as for future trainings;

• Appreciate their feedback;

• Participants may leave once they have handed their end tests to facilitators.

You will need:

- Handouts with end test

REPLICATING THE TRAINING

The contents of this manual may be used by participants, upon finalization of the training, to replicate sessions, train, and/or raise awareness within their organisations and peers. To this end, this section provides facilitators with tips to guide participants and provides them with basic skills to replicate (totally or partially) the capacity development training for CSOs on gender sensitive refugee response programmes.

In order to replicate the training, participants should ideally have previous experience in training and/or adult education, as well as knowledge and experience on gender, refugee response or related field. It is therefore important to ensure that participants are able to train others using this manual to build capacities of CSOs on gender sensitive refugee response programmes. It is critical that facilitators assess these training skills of those who wish to replicate the training or some sessions of it.

Participants should demonstrate the followings:

- Working knowledge of the contents of this training manual.
- Effective instructional methods, based on adult learning principles, to deliver the contents of the training for CSOs on gender sensitive refugee response programmes.
- Willingness and ability to fulfil all responsibilities of facilitation as described in the relevant sections of this manual.
- Already have some training / capacity building experience and/or are familiar with gender mainstreaming and women's empowerment and refugee response programming.

If participants express their need or interest in replicating the training within their own organisations, in addition to substantive/technical feedback, facilitators should provide, as much as possible, support, guidance and help to participants. It is key that facilitators identify and promote talented trainers capable of delivering the participatory and gender-based approach to refugee response programming.

In order to help build confidence, constructive feedback is to be provided and facilitators can also open the floor to participants to comment on their technical, facilitation and knowledge sharing skills. Where necessary and feasible, participants can be provided with one-on-one feedback and the opportunity to re-present or further practice training content or facilitation skills which were found to be weak.

MANUAL FOR FACILITATORS

**GENDER-SENSITIVE REFUGEE RESPONSE PROGRAMMES:
CAPACITY DEVELOPMENT TRAINING FOR CIVIL SOCIETY ORGANIZATIONS**

ANNEXES

ANNEX I: SAMPLE PRE- TRAINING TEST

GENDER SENSITIVE REFUGEE AND HUMANITARIAN RESPONSE TRAINING

Sample pre-training test

This test will help us have a better understanding of the training needs you have.

Below you will find 7 multiple choice questions with some key concepts related to the contents of the training. Please read the questions carefully and mark **all the answers you think are correct** for each question:

1. Gender is socially and culturally structured and can be changed. Therefore, the transformation of discriminatory gender norms and stereotypes into equalitarian forms is possible.

- a. True
- b. False

2. Which of the following is NOT a cause of gender inequality?

- a. Lower literacy for women
- b. Less access to livelihoods for women
- c. Women can breastfeed
- d. Women suffer discrimination based on their gender roles

3. Gender equality:

- a. Is a women's issue and is only relevant to women and girls
- b. Is relevant for all societies, women and men alike
- c. Implies taking benefits away from men to give them to women
- d. Considers that men and women are equal and therefore does not take into consideration difference between women and men

4. Women, girls, men and boys are affected by crises in the same way.

- a. True
- b. False

5. Gender equality laws:

- a. Should be neutral. In order to be equal, they should provide exactly the same protection to women and men without taking into consideration their differences.
- b. Give equal access to opportunities and an enabling environment to achieve equal results so women are able to enjoy their human rights in practice.

6. Humanitarian actors, including governments, are accountable for including full and equal participation by women and girls in civil, political, economic and social spheres and in decision-making.

- a. True
- b. False

7. What strategies could we put in place to enhance access to livelihoods for refugee women and for women in host communities?

- a. Refugee women and women from host communities to work together to challenge discrimination and foster social cohesion
- b. More access to cash for women
- c. Improved access to education and vocational training
- d. Access to sexual and reproductive health
- e. Childcare services
- f. Gender-based violence prevention and response services

Below you will find [two open questions](#):

1. In which areas do you think you need support for your own actions to contribute towards women’s empowerment? Please explain briefly.

2. Please explain briefly what you expect to learn that would be helpful for your work:

ANNEX II: SAMPLE POST-TRAINING TEST

GENDER-SENSITIVE REFUGEE RESPONSE

Training Programme

1. Your age:

2. Your gender:

3. How would you rate your **knowledge on the concept of gender?** (1: lowest to 5: highest)

1
 2
 3
 4
 5

4- How would you rate your **knowledge on the causes of gender inequality?** (1: lowest to 5: highest)

1
 2
 3
 4
 5

5- How would you rate your **knowledge on gender roles?** (1: lowest to 5: highest)

1
 2
 3
 4
 5

6. I am knowledgeable about the national and **international legal bases** of women's rights, violence against women and gender (please write down the titles of conventions, laws etc. that you know).

7. I have adequate knowledge on **gender mainstreaming** in the programme cycle and in my organization between refugee and host communities (1: lowest to 5: highest).

1
 2
 3
 4
 5

8. Overall, how would you rate the relevance of the training? (1: lowest to 5: highest)

1
 2
 3
 4
 5

9. Please review the questions in the tables below and check the boxes with which you agree more:

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
10. I believe I work with a focus on gender equality in our work, field visits and project implementation.					
11. I practice a gender-focused approach at the preparation stage of a project.					
12. I am knowledgeable about gender analysis methods.					

Training, Trainers, Training Environment

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
Programme					
13. Training objectives were clearly explained.					
14. Training topics were relevant to my field and work.					
15. Time allocated for training was adequate for communicating the training content.					
16. Presentations during training were clear and intelligible.					
17. Handouts were useful to me.					
Content					
18. I understood gender terms better.					
19. I understood that women and girls had different needs in crises, conflicts and associated refugee situations.					
20. I can use the knowledge and content gained here in my service field and/or for groups whom I support.					
Trainer(s)					
21. Trainers were knowledgeable on the topics.					
22. Trainers were well prepared for the training.					
23. Trainers promoted engagement during training.					
24. Trainers answered questions fully and clearly.					
25. Trainers employed many training methods during training.					
Training Environment					
26. Training hall was fit for purpose.					
27. Training venue was easy to access.					
28. Food and drinks were of good quality.					

Anything you wish to add: _____

ANNEX III: REFERENCE MATERIALS AND USEFUL LINKS

2018 IASC Gender Handbook for Humanitarian Action: <https://interagencystandingcommittee.org/system/files/2020-09/The%20Gender%20Handbook%20for%20Humanitarian%20Action.pdf>

2020 UN Women Manual For Facilitators: Gender-Responsive United Nations Sustainable Development Cooperation Framework Engagement: <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/unsdcf-training-manual-en.pdf?la=en&vs=128>

UN Women Training Centre, a global and innovative online platform for training for gender equality <https://trainingcentre.unwomen.org/>

UN Women’s Humanitarian Action

<https://www.unwomen.org/en/what-we-do/humanitarian-action>

Other resources:

CEDAW: Quick&Concise: The principle of Non-discrimination: <https://www.youtube.com/watch?v=OBdDB5PKrmk>

Run like a girl: <https://youtu.be/XjJOBjWYDTs>

The dream gap: https://youtu.be/6GEvdbPF_O8

Gender gap calculator: <https://widgets.weforum.org/gender-gap-calculator/>

Michael Kimmel, TED Talks “Why Gender Equality Is Good for Everyone — Men Included”: <https://www.youtube.com/watch?v=7nglOHoNvyY>

Kimberlé Crenshaw, TEDWomen 2016 “The Urgency of Intersectionality”: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

The Women Who Shaped the Universal Declaration of Human Rights: <https://www.youtube.com/watch?v=p7tSwJ5U9rc>

The girl effect: <https://youtu.be/1e8xgF0tVg>

“Gender Equality: Women’s rights in review 25 years after Beijing”, published by UN Women in 2020: <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/gender-equality-womens-rights-in-reviewen.pdf?la=en&vs=934>

**UN WOMEN IS THE UN ORGANIZATION
DEDICATED TO GENDER EQUALITY
AND THE EMPOWERMENT OF WOMEN.
A GLOBAL CHAMPION FOR WOMEN AND
GIRLS, UN WOMEN WAS ESTABLISHED
TO ACCELERATE PROGRESS ON
MEETING THEIR NEEDS WORLDWIDE.**

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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