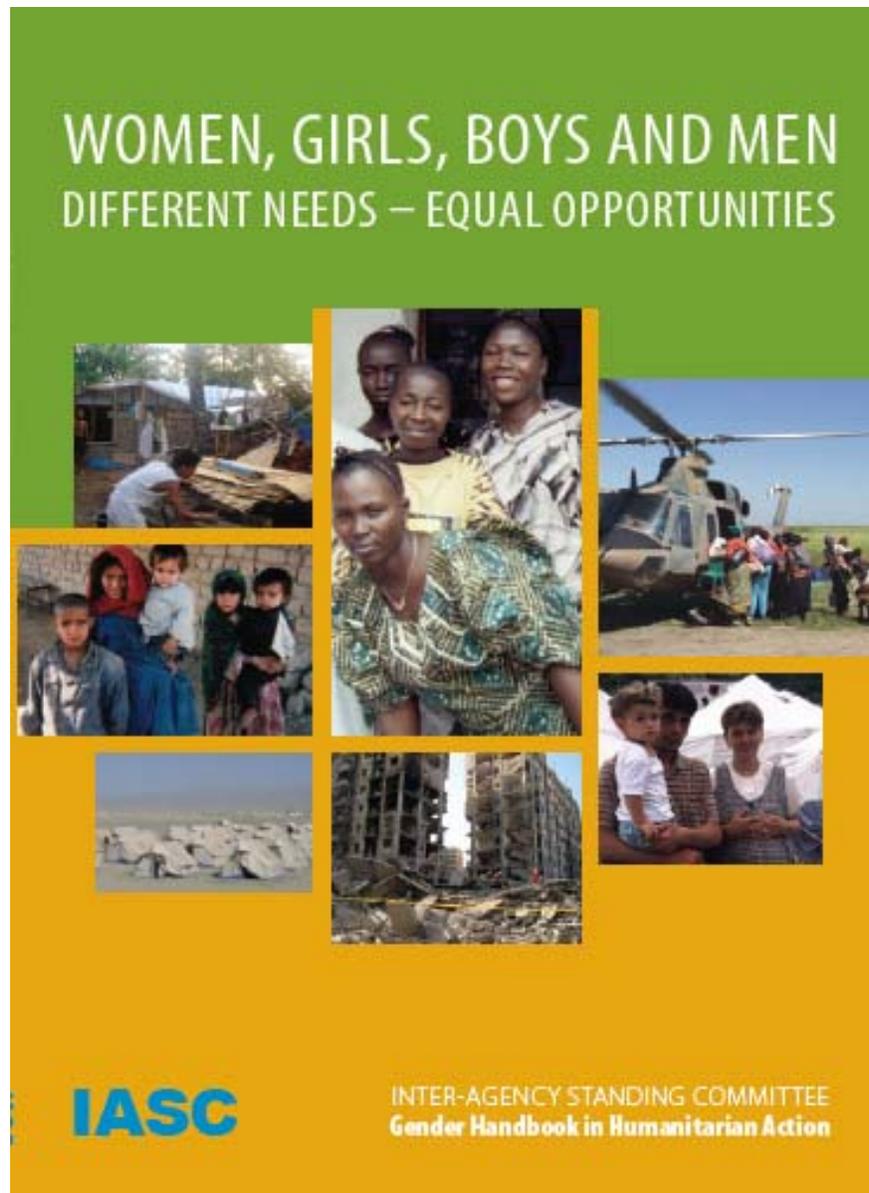


Inventory of Resources



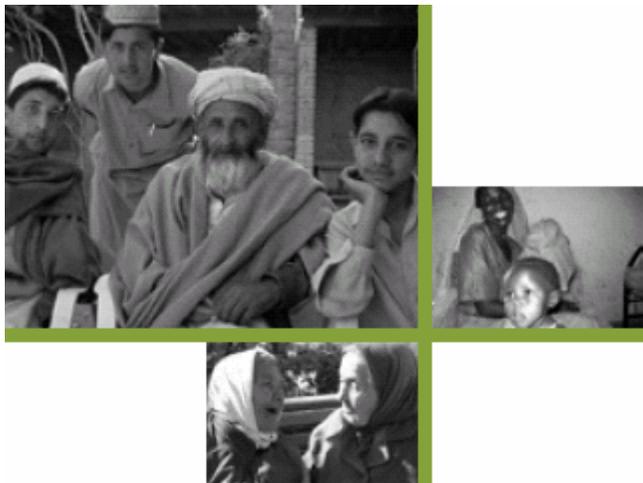
An Annotated Bibliography of References as a Supplement to the
IASC Gender Handbook in Humanitarian Action

June 2007

The IASC Gender Handbook will also be available in Arabic, French, Russian and Spanish. For any comments or suggestions for the improvement of this handbook, please e-mail iascgenderhandbook@un.org.



The IASC *Guidelines for Gender-based Violence Interventions in Humanitarian Settings* serve as a complement to the Gender Handbook and should be used in conjunction with it. The GBV Guidelines provide humanitarian actors with a set of minimum interventions in all sectors to prevent and respond to gender-based violence.



Women, Girls, Boys and Men Different Needs Equal Opportunities

IASC Gender Handbook for Humanitarian Action

Introduction

It is our pleasure to introduce this compilation of resources as a supplement to the IASC Gender Handbook for Humanitarian Action, *Women, Girls, Boys & Men, Different Needs – Equal Opportunities*, which was endorsed in December 2006. Included in this inventory of resources, you will find an annotated bibliography of the resources cited in each chapter of the handbook and links to the resources themselves. These are also available in the accompanying CD-ROM, along with the Handbook and handout materials that can be used as public information tools. We hope that these will provide you with a useful collection of guidelines, manuals, lessons learned, and best practices.

Co-chairs of the IASC Sub-Working Group on Gender and Humanitarian Action,



Dr. Henia Dakkak, UNFPA
Dr. Claudia Garcia Moreno, WHO

June 2007

Why a gender handbook for humanitarian action?

In the rush to provide humanitarian response when a disaster hits or a conflict erupts, the appeal to “pay attention to gender issues” often falls on deaf ears and may seem irrelevant. It is not. “Paying attention to gender issues” or putting on a “gender lens” quite simply means recognizing the different needs, capacities and contributions of women, girls, boys and men. Ignoring or being blind to these different needs can have serious implications for the protection and survival of people caught up in humanitarian crises.

This Handbook sets forth standards for the integration of gender issues from the outset of a new complex emergency or disaster, so that humanitarian services provided neither exacerbate nor inadvertently put people at risk; reach their target audience; and have maximum positive impact.

Who is the target audience of this Handbook?

The target audience for this Handbook is field practitioners responding to humanitarian emergencies that result from conflict or natural hazards. In particular, the Handbook targets sector/cluster actors. Humanitarian Coordinators and others in leadership positions will also benefit from this tool as it provides guidance on how to analyse the situation from a gender perspective, implement gender-aware activities and measure effectiveness. The Handbook will also assist donors to hold humanitarian actors accountable for integrating gender perspectives and promoting equality in all aspects of their work.

What is the structure of the Handbook

The Handbook is divided into two sections: *A: Fundamental Principles* and *B: Areas of Work*. Section A should be studied by all readers and used in combination with the specific sector chapters in Section B.

Section A includes four chapters covering the core principles, mandates, definitions and frameworks for gender equality.

1. **Basics of Gender in Emergencies** – including a *Framework for Gender Equality Programming* with sample performance indicators.
2. **International Legal Framework for Protection**
3. **Coordination on Gender Equality in Emergencies**
4. **Participation in Humanitarian Action**

Section B provides sector- and cluster-specific guidance. The IASC Clusters at Headquarters have prepared these chapters as a practical tool for ensuring that gender equality programming is undertaken and monitored in all sectors.

Each chapter is divided into:

- A brief overview of gender issues related to the sector;
- A series of questions on what to look for or ask so that programmes are designed and implemented with sensitivity to the different needs of women, girls, boys and men;
- Specific actions to ensure gender equality programming;
- A checklist for monitoring gender equality programming; and
- A list of resources.

The checklists, together with the sample indicators in the Basics Chapter, serve as a basis for project staff to develop context-specific indicators to measure progress in the incorporation of gender issues into humanitarian action. The areas of work include:

1. Gender and **Camp Coordination and Camp Management** in Emergencies
2. Gender and **Education** in Emergencies
3. Gender and **Food Issues** in Emergencies
 - a) Gender and **Food Security** in Emergencies
 - b) Gender and **Food Distribution** in Emergencies
 - c) Gender and **Nutrition** in Emergencies
4. Gender and **Health** in Emergencies
5. Gender and **Livelihoods** in Emergencies
6. Gender and **Non-food Items** in Emergencies
7. Gender and **Registration** in Emergencies
8. Gender and **Shelter** in Emergencies
9. Gender and **Water, Sanitation and Hygiene** in Emergencies

Framework for Gender Equality

Analyse gender differences.

Design services to meet needs of all.

Access ensured for all.

Participate equally for all.

Train women and men equally.
and

Address GBV in sector programmes.

Collect, analyse and report sex/age disaggregated data.

Target actions based on a gender analysis.

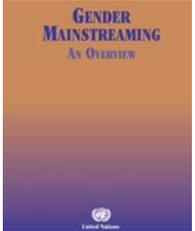
Coordinate actions with all partners.

ADAPT and ACT

Collectively to ensure gender equality

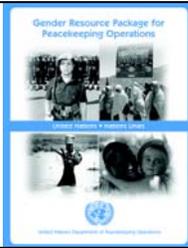
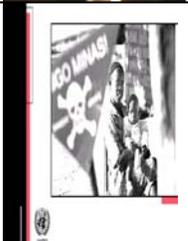
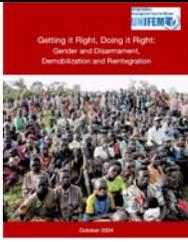
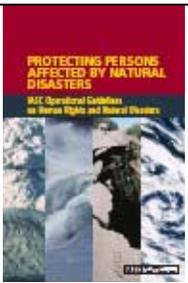
IASC Gender Handbook
Different Needs — Equal Opportunities

Section A: Fundamental Principles

Resources for the Basics on Gender in Emergencies (click title to open)		
1.	<p>Gender Mainstreaming: An Overview (UN Office of the Special Adviser on Gender Issues and Advancement of Women, 2002) looks at the strategy for promoting gender equality endorsed in the Beijing Platform for Action from the United Nations Fourth World Conference on Women in Beijing in 1995: gender mainstreaming. http://www.un.org/womenwatch/osagi/statementsandpapers.htm</p>	
2.	<p>Office of the Focal Point for Women in the United Nations: Background (UN Office of the Special Adviser on Gender Issues and Advancement of Women website) outlines the mandate and main goals of the Office of the Focal Point for Women in the UN Secretariat. http://www.un.org/womenwatch/osagi/fp.htm</p>	
3.	<p>Resource Guide for Gender Theme Groups (UNIFEM, 2005) provides practical guidance to UN Theme Groups on Gender on how to increase effectiveness at the country level in incorporating gender equality and women's empowerment issues into interagency collaboration mechanisms, including the preparation of Common Country Assessment/UN Development Assistance Framework (CCA/UNDAF) documents as well as work around the Millennium Development Goals (MDGs) and Poverty Reduction Strategy Papers (PRSPs). http://www.unifem.org/resources/item_detail.php?ProductID=32</p>	
4.	<p>Gender and Diversity Program — Purpose of the G&D Program (the Consultative Group on International Agricultural Research, ongoing) offers its series of working papers and reports about working with diversity in international organizations. Many papers in this series are based on G&D's own research within the CGIAR, while others draw on the experience of organizations and diversity experts worldwide. http://www.genderdiversity.cgiar.org/resource/default.asp</p>	
5.	<p>Guidelines for Gender-Based Violence Interventions in Humanitarian Settings (IASC, 2005) is a tool to for field actors, with the primary purpose of enabling humanitarian actors and communities to plan, establish, and coordinate a set of minimum multisectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. Three sets of activities are included in the guidelines: overview of activities to be undertaken in the preparedness phase; detailed implementation of minimum prevention and response during the early stages of the emergency; and overview of comprehensive action to be taken in more stabilised phases and during recovery and rehabilitation. http://www.humanitarianinfo.org/iasc/gender</p>	
6.	<p>ST/SGB/2003/13. Secretary-General's Bulletin: Special measures for protection from sexual exploitation and sexual abuse (United Nations Office of the Secretary-General, 2003) defines sexual exploitation and abuse, outlines the scope and prohibitions, and the duties of heads of departments, offices and missions. http://www.un.org/staff/panelofcounsel/pocimages/sgb0313.pdf</p>	

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Resources for the Basics on Gender in Emergencies (click title to open)		
7.	<p>Gender Resource Package for Peacekeeping Operations (DPKO, 2004) addresses all peacekeeping personnel, UN political missions, partners and NGOs working in conflict and post-conflict environments; provides guidance on the mainstreaming of gender perspectives in all aspects of a peacekeeping operation, including military and civilian police, political and civil affairs, HIV/AIDS, DDR, human rights, elections, etc. http://www.unficyp.org/Gender%20Affairs/start-grp.html</p>	
8.	<p>Stop Abuse, Report Abuse. Human trafficking Resource Package (DPKO, 2004) is designed to help all personnel understand their obligation to combat trafficking; raise awareness about human trafficking; assist trainers by providing updated and improved training materials; and provide additional resources for those mandated specifically to address trafficking in particular missions. http://pbpu.unlb.org/pbpu/library/Trafficking%20Resource%20Package.pdf</p>	
9.	<p>Gender Guidelines for Mine Action Programmes (UNMAS, 2005) are designed to help mine action policy makers and field personnel incorporate gender perspectives in all relevant mine action initiatives and operations. It is intended to facilitate the application on a system-wide policy on gender mainstreaming and gender balance. http://www.mineaction.org/doc.asp?d=370</p>	
10.	<p>Getting it Right, Doing it Right: Gender and Disarmament, Demobilization and Reintegration (UNIFEM, 2004) targets decision makers and practitioners; intends to influence policy and procedure in order to foster inclusive transitions to peace in post-conflict societies, and includes findings and recommendations from a desk review, case studies on Liberia and Bougainville-Papua New Guinea and UNIFEM's Standard Operating Procedures on Gender and DDR. http://www.womenwarpeace.org/issues/ddr/gettingitright.pdf</p>	
11.	<p>Protecting Persons Affected by Natural Disasters — IASC Operational Guidelines on Human Rights and Natural Disasters (IASC, 2006) focus on what humanitarian actors should do in order to implement a rights-based approach to humanitarian action in the context of natural disasters. While these Operational Guidelines have been drafted with the consequences of natural disasters in mind, most of them are also relevant in preparation for or after other kinds of disasters have struck. They are addressed to intergovernmental and non-governmental humanitarian actors when they are called upon to become active just before or in the aftermath of a natural disaster. http://www.humanitarianinfo.org/iasc/content/documents/working/OtherDocs/2006_IASC_NaturalDisasterGuidelines.pdf</p>	

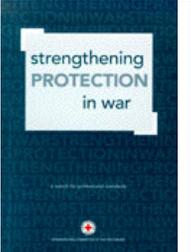
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Resources for the International Legal Framework for Protection (click title to open)	
1.	<p>International Human Rights treaties - There are nine core international human rights treaties:</p> <p>1) International Convention on the Elimination of All Forms of Racial Discrimination; 2) International Covenant on Civil and Political Rights; 3) International Covenant on Economic, Social and Cultural Rights; 4) Convention on the Elimination of All Forms of Discrimination against Women; 5) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; 6) Convention on the Rights of the Child; 7) International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; 8) International Convention for the Protection of All Persons from Enforced Disappearance (not yet into force); 9) Convention on the Rights of Persons with Disabilities (not yet into force). Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties.</p> <p>http://www.ohchr.org/english/law/index.htm; http://www.ohchr.org/english/about/publications/reference.htm</p>
2.	<p>Optional protocols - Some of the international human rights treaties are supplemented by optional protocols dealing with specific concerns (ICCPR – OP1 and OP2; OP-CEDAW; OP-CRC-AC; OP-CRC-SC; OP-CAT).</p> <p>http://www.ohchr.org/english/law/index.htm</p>
3.	<p>Regional treaties - Compilation of documents or texts adopted and used by various intergovernmental, international, regional and subregional organizations aimed at promoting and consolidating democracy.</p> <p>http://www.ohchr.org/english/law/compilation_democracy/index.htm</p>
4.	<p>General Comment No. 28, “The equality of rights between men and women” (Human Rights Committee) and General Comment No. 16 on “The equal right of men and women to the enjoyment of all economic, social and cultural rights” (Committee on Economic, Social and Cultural Rights) present revisions that seek to take account of the important impact of Article 3 (“the equality of rights between men and women”) on the enjoyment by women of the human rights protected under the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.</p> <p>http://www.ohchr.org/english/bodies/hrc/comments.htm http://www.ohchr.org/english/bodies/cescr/comments.htm</p>
5.	<p>General Recommendation No. 19 on “Violence against Women” (Convention on the Elimination of Discrimination against Women) provides a background on violence against women and comments on specific articles in the Convention on the Elimination of Discrimination against Women.</p> <p>http://www.un.org/womenwatch/daw/cedaw/recommendations/index.html</p>
6.	<p>Reports of the Special Rapporteur on Violence against Women describes the appointment and mandate of the Special Rapporteur on Violence Against Women, with links to: urgent appeals and communications to States regarding alleged cases of violence against women; fact-finding country visits; and annual thematic reports.</p> <p>http://www.ohchr.org/english/issues/women/rapporteur/</p> <p>Reports of the Special Rapporteur on trafficking in persons, especially women and children describes the appointment and mandate of the Special Rapporteur on trafficking in persons, especially in women and children, with links to: individual complaints; fact-finding country visits; and annual thematic reports.</p> <p>http://www.ohchr.org/english/issues/trafficking/index.htm</p>

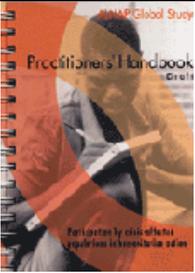
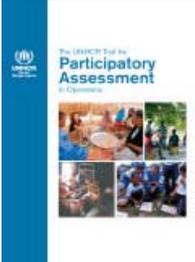
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Resources for the International Legal Framework for Protection (click title to open)		
7.	<p><u>Growing the Sheltering Tree: Protecting Rights through Humanitarian Action</u> (ICVA, 2002) is a collection of humanitarian practices that protect or promote rights which was gathered through field studies conducted in four countries/areas: Afghanistan, Kosovo (Federal Republic of Yugoslavia), Sierra Leone, and Sudan. The aim of this publication is to share the unique, often ingenious methods those working under nearly impossible conditions have developed to help people under threat survive. Practices from other areas such as Colombia, Angola, Sri Lanka, Mozambique, Tanzania, and other countries have also been included. The work of a variety of national and international, secular and faith-based, independent and governmental, humanitarian relief and human rights organizations to meet the needs of civilians under threat during and following conflict is presented through these practices. A number of examples involve collaborative efforts between organizations – efforts that hopefully represent a trend toward complementarity in humanitarian work.</p> <p>http://www.icva.ch/doc00000717.html</p>	
8.	<p><u>Protection, an ALNAP Guide for Humanitarian Agencies</u> (ALNAP, 2005) The approach used in this guide is intended to help every humanitarian agency to look beyond people's immediate material needs to wider questions of personal safety and the dignity of the whole human person. As such, it draws attention to the main violations and abuses that are most likely to threaten people's safety, dignity and integrity as human beings. It then challenges agencies to think creatively about a range of ways in which such violation and suffering can be prevented, alleviated and redressed beyond a simple 'aid-only' approach.</p> <p>http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-6Q3J4T?OpenDocument</p>	
9.	<p><u>Strengthening Protection in War — A Search for Professional Standards</u> (ICRC, 2001) presents the results of workshops on protecting civilians in armed conflict and situations of internal violence that have been organized by the ICRC. It includes contributions by over 100 professionals from 50 different organizations. Its aim is to promote shared principles and practices, and to raise the levels of professionalism and effectiveness in organizations working in the field of protection. It focuses on: Part 1- A search for common ground on protection; Part 2- Operational themes: the debates and main conclusions; and Part 3- Dealing with the environment: the debates and main conclusions.</p> <p>To order online: http://www.icrc.org/Web/Eng/siteeng0.nsf/html/p0783</p>	
10.	<p><u>Cape Town Principles and Best Practices on the Recruitment of Children into the Armed Forces and on Demobilization and Social Reintegration of Child Soldiers in Africa</u> (UNICEF, 1997) are the result of a symposium in Cape Town (South Africa) from 27 to 30 April 1997, which brought together experts and partners to develop strategies for preventing recruitment of children -in particular for establishing 18 as the minimum age of recruitment -and for demobilizing child soldiers and helping them reintegrate into society. This document recommends actions to be taken by governments and communities in affected countries to end this violation of children's rights.</p> <p>http://www.unicef.org/emerg/files/Cape_Town_Principles(1).pdf</p>	

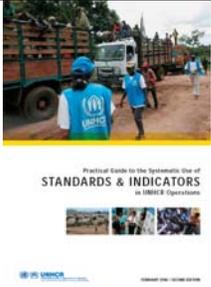
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Resources for Gender and Participation in Humanitarian Action (click on title)		
1.	<p><u>ALNAP Global Study on Consultation (Country Reports); and Participation of Disaster-Affected Populations: Practitioners' Handbook</u> (ALNAP, 2003) - The Global Study on Participation and Consultation of Affected Populations in Humanitarian Action was a collaborative research project facilitated by ALNAP, in response to increasing concern regarding the lack of involvement of affected populations in the design, management and evaluation of relief programmes. The Global Study aimed to increase understanding of the dynamics of consultation and participation through six country case studies encompassing a broad range of emergency types (Guinea, Sri Lanka, Angola, Colombia, Afghanistan, and DRC). Its overall objective was to improve downward accountability within the humanitarian system through the development of a 'Practitioners' Handbook' for agencies and personnel working in different emergency contexts and stages.</p> <p>http://www.odi.org.uk/alnap/publications/participation_study.htm</p>	
2.	<p><u>The Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response</u> (Sphere Project, 2004) sets out for the first time what people affected by disasters have a right to expect from humanitarian assistance. The aim of the Project is to improve the quality of assistance provided to people affected by disasters, and to enhance the accountability of the humanitarian system in disaster response. This new edition of the handbook (2004) has been thoroughly revised and updated, taking into account recent developments in humanitarian practice in wat/san, food, shelter and health, together with feedback from practitioners in the field, research institutes and cross-cutting experts in protection, gender, children, older people, disabled people, HIV/AIDS and the environment. The revised handbook is the product of an extensive collaborative effort that reflects the collective will and shared experience of the humanitarian community, and its determination to improve on current knowledge in humanitarian assistance programmes.</p> <p>http://www.sphereproject.org/handbook/</p>	
3.	<p><u>UNHCR Tool for Participatory Assessment in Operations</u> (UNHCR, 2006) outlines 10 basic steps to ensure women, girls, boys and men participate in analyzing protection problems together; in discussing capacities to face protection problems; and in finding solutions together. This UNHCR Tool offers a practical methodology for field teams to operationalise protection and to support the implementation of a rights-based and community-based approach in their search for solutions to the protection problems of all people of concern.</p> <p>http://www.unhcr.org/publ/PUBL/450e963f2.html</p>	
4.	<p><u>Participatory Techniques and Tools — A WFP Guide</u> (WFP, 2001) was designed to support management and WFP staff and partners in participatory processes. To provide support the different audiences, five booklets are included: 1) Concepts of Participation and Partnership; 2) Planning and Information Management; 3) Enhancing Participation in Partnerships; 4) Participatory Techniques; and 5) Working with Communities.</p> <p>http://www.livelihoods.org/info/pcdl/docs/self/Participation%20tools%20WFP/Participatory%20Tools.pdf</p>	

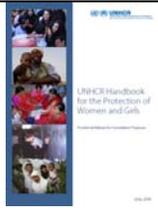
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Section B: Areas of Work

Resources on Gender and Camp Coordination and Camp Management in Emergencies (click on title)		
1.	<p>Camp Management Toolkit (NRC, 2004) addresses the technical and the administrative as well as the social aspects of camp management. It focuses specifically on camp managers, camp management teams and camp management agencies. The Toolkit does not aim to replace specialised manuals relating to different sectors but to promote a better understanding of the main issues and constraints from a camp management perspective. It should also promote positive cooperation between the camp management, the camp residents and the different agencies designated with sector responsibility in a camp. In the absence of specialised agencies, the Toolkit should allow camp managers to understand each sector and advocate for proper coverage.</p> <p>http://www.nrc.no/camp/cmt_complete.pdf</p>	
2.	<p>Addressing the Needs of Women Affected by Armed Conflict (ICRC, 2006) is a guidance document that intends to translate the findings of the ICRC study <i>Women Facing War</i> into practical terms. Aimed at staff concerned with the planning and implementation of humanitarian programmes, this document is intended as a means of sharing ICRC's experience in this area with other organisations. It is an important tool which can be used to address women's needs on an operational level, illustrating best practices and lessons learned.</p> <p>http://www.icrc.org/web/eng/siteeng0.nsf/html/p0840</p>	
3.	<p>The Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response (Sphere Project, 2004) sets out for the first time what people affected by disasters have a right to expect from humanitarian assistance. The aim of the Project is to improve the quality of assistance provided to people affected by disasters, and to enhance the accountability of the humanitarian system in disaster response. This new edition of the handbook (2004) has been thoroughly revised and updated, taking into account recent developments in humanitarian practice in wat/san, food, shelter and health, together with feedback from practitioners in the field, research institutes and cross-cutting experts in protection, gender, children, older people, disabled people, HIV/AIDS and the environment. The revised handbook is the product of an extensive collaborative effort that reflects the collective will and shared experience of the humanitarian community, and its determination to improve on current knowledge in humanitarian assistance programmes.</p> <p>http://www.sphereproject.org/handbook/</p>	
4.	<p>Practical Guide to the Systematic Use of Standards and Indicators in UNHCR Operations (UNHCR, 2006) contains 160 "readily quantifiable" Protection and Assistance Standards and Indicators, including those which have been developed specifically for covering refugee camp/settlements, urban programmes and returnee areas. It provides guidance on the definitions, rationale, concepts and sources of data for a range of standards and indicators, which will be used to gain a picture of the well-being of girls, boys, women and men of concern to UNHCR and who are being assisted under various types of operations.</p> <p>http://www.unhcr.org/statistics/STATISTICS/40eaa9804.pdf</p>	
5.	<p>Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response (UNHCR, 2003) offers practical advice on how to design strategies and carry out activities aimed at preventing and responding to sexual and gender-based violence and contains information on relevant health, legal, security and human rights issues.</p> <p>http://www.unhcr.org/cgi-bin/texis/vtx/protect/openssl.pdf?tbl=PROTECTION&id=3f696bcc4</p>	

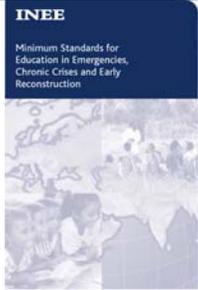
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Resources on Gender and Camp Coordination and Camp Management in Emergencies (click on title)	
<p>6. <u>UNHCR Handbook for the Protection of Women and Girls</u> (UNHCR, 2006) sets out the legal standards and principles that guide UNHCR's work to protect women and girls. It explains UNHCR's particular responsibilities in this respect, both as part of its mandate for international protection and durable solutions and as a UN agency. The Handbook also outlines the different roles of States, UNHCR, other international organizations and non-governmental organizations (NGOs). Examples of innovative practices from the field are included to illustrate how these principles can be applied. http://ocha.unog.ch/ProCapOnline/docs/library/Handbook%20Protection%20of%20Women%20and%20Girls.pdf</p>	
<p>7. <u>UNHCR Handbook for Emergencies</u> (UNHCR, 1999) is intended as a managers' guide to setting up emergency operations for large-scale influxes and provides advice in a nontechnical manner on how to tackle various aspects of emergency response. Managers would need to seek further advice on highly technical information. http://www.humanitarianinfo.org/darfur/uploads/idp/Emergency%20Manual%20by%20UNHCR.pdf</p>	
<p>8. <u>UNHCR Tool for Participatory Assessment in Operations</u> (UNHCR, 2006) outlines 10 basic steps to ensure women, girls, boys and men participate in analyzing protection problems together; in discussing capacities to face protection problems; and in finding solutions together. This UNHCR Tool offers a practical methodology for field teams to operationalize protection and to support the implementation of a rights-based and community-based approach in their search for solutions to the protection problems of all people of concern. http://www.unhcr.org/cgi-bin/texis/vtx/protect?id=45096d452</p>	

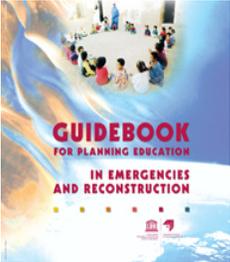
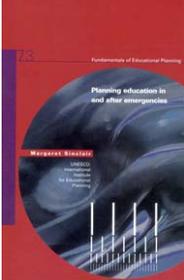
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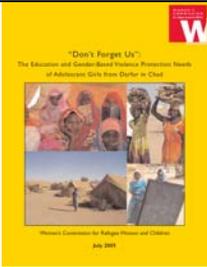
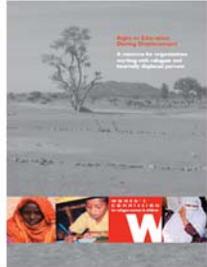
Resources for Gender and Education in Emergencies (click on title)	
<p>1. Gender Imbalance in Secondary Schools (C. Mugisha Howgego, Forced Migration Review, 22 Jan 2005) discusses cultural practices which have led to a gender imbalance in the attendance of secondary schools, particularly in refugee situations. The article offers recommendations, including both long term and short-term strategies, on how to reduce this imbalance.</p> <p>http://www.fmreview.org/FMRpdfs/FMR22/FMR2216.pdf</p>	
<p>2. The Inter-Agency Network for Education in Emergencies (INEE) is a global, open network of non-governmental organizations, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction. INEE's work is based on the vision: Promoting access to quality education for all persons affected by crisis.</p> <p>The INEE website is a clearinghouse of resources, tools, good practice guides, evaluations and advocacy materials covering many aspects of education in emergencies. Links to related organizations and initiatives, INEE Task Teams and Interest Groups, and country profiles are also provided.</p> <p>www.ineesite.org</p>	
<p>3. INEE Good Practice Guides: Towards gender equality/girls and women's education provide focused information related to education in emergency situations. These guides provide strategies for inclusive education and illustrate many common interventions to assist girls and women's participation. They also provide a checklist and further resources. They cover: Child-friendly spaces; Community education committees; Community participation in assessment and development of education programmes; Life skills and complementary education programmes; Out of school programmes; the Role of national non-governmental organisations; Safety and security measures; Training and capacity building – pre-service and in-service; and Training teachers to meet psychosocial needs.</p> <p>http://www.ineesite.org/page.asp?pid=1238</p> <p>INEE Gender Strategies Sheets: A series of mini-guides have been developed by the Gender Task Team of the INEE to complement the INEE Minimum Standards and to provide additional background information, suggestions and case study examples of how to work with the gender related Key Indicators and Minimum Standards. Gender Strategy Sheets have been developed on Women Teachers, Gender Based Violence and Gender Responsive School Sanitation, Health and Hygiene.</p> <p>http://ineesite.org/ineedownloads/default2.asp?pid=1387</p>	
<p>4. Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE, 2004) are represented in five categories: Minimum Standards Common to All Categories; Access and Learning Environment; Teaching and Learning; Teachers and other Education Personnel; and Education Policy and Coordination. This handbook maintains gender as a crosscutting theme while it highlights the following issues: access to education for girls is important, but not a stand alone issue; a gender-based analysis of the structures and processes of emergency education is required; the need to consider the underlying gender/power dynamics of schools and other learning spaces; the need to think strategically about the content and processes of learning to empower women and girls as agents of peace and reconstruction.</p> <p>http://www.ineesite.org/standards/MSEE_report.pdf</p>	

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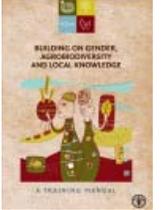
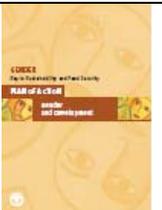
Resources for Gender and Education in Emergencies (click on title)		
5.	<p>The Guidebook for Planning Education in Emergencies and Reconstruction - Chapter 6: Gender (International Institute for Educational Planning — UNESCO, 2006) The Guidebook has 38 user-friendly chapters cover the following four thematic subjects: access and inclusion, teachers and learners, curriculum and learning, and management capacity. The gender chapter summarizes some of the key gender concepts and issues for education planning in emergencies and reconstruction and presents recommended strategies for achieving gender equity in education even, and especially during, emergencies and early reconstruction. Specific tools are included on a) examples of barriers to girls' education and possible responses, b) common interventions to assist girls' and women's participation in emergency situations and c) partnership and social mobilization.</p> <p>http://www.unesco.org/iiep/eng/focus/emergency/guidebook.htm</p>	
6.	<p>Advocacy Brief: Education in Emergencies: The Gender Implications (J. Kirk - UNESCO, 2006) Women's and girls' participation is critical in post-emergency recovery, reconstruction and peace-building. Gender-responsive education programmes that give women opportunities to learn new skills and develop their confidence help to pave the way for this. This advocacy brief outlines key issues with regard to gender implications of education in emergency situations. It recommends strategies that can help to ensure that both formal and non-formal education programmes contribute to protecting children and youth in times of crisis and meet the needs of all learners.</p> <p>http://www2.unescobkk.org/elib/publications/092/</p>	
7.	<p>Teachers Creating Change: Working for Girls' Education and Gender Equity in South Sudan. Equals, Beyond Access: Gender, Education and Development (J. Kirk, Nov/Dec 2004) provides the accounts of three teachers in South Sudan who are working to promote girls' education in a conflict setting. This article sheds light on some of the challenges these teachers are facing, and calls for the international community to support their efforts.</p> <p>http://k1.ioe.ac.uk/schools/efps/GenderEducDev/IOE%20EQUALS%20NO.9.pdf</p>	
8.	<p>Promoting a Gender-Just Peace: The Roles of Women Teachers in Peacebuilding and Reconstruction (J. Kirk, 2004) examines the potential of women teachers for significant participation in building a gender-just peace, and the challenges that exist for women to fulfill this potential. Drawing on examples from a number of different contexts, especially Afghanistan, Ethiopia, and south Sudan, it discusses women teachers' personal and professional development. It identifies some of the challenges faced by women in becoming teachers, and strategies to support women teachers to become agents of change in their societies.</p> <p>www.oxfam.org.uk/what_we_do/resources/downloads/gender_peacebuilding_and_reconstruction_kirk.pdf</p>	
9.	<p>Planning Education In and After Emergencies (Margaret Sinclair, 2002) presents issues such as funding, inclusive education, safety in schools, trauma healing, etc. that can help mitigate the consequences of crisis. This document examines the present situation of education in emergencies and reconstruction, and provides a guideline for planning education in emergency and reconstruction environments. Building on concrete experience in a number of countries, the paper provides the groundwork upon which the programme of the UNESCO Headquarters Section for Support to Countries and Crisis and Reconstruction and the International Institute for Educational Planning will be based.</p> <p>Available for purchase from http://www.unesco.org/iiep/eng/publications/pubs.htm</p>	

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Resources for Gender and Education in Emergencies (click on title)	
<p>10. <u>“Don’t Forget Us”: The Education and Gender-Based Violence Protection Needs of Adolescent Girls from Darfur in Chad</u> (Women’s Commission, 2005) examines the conditions in a number of refugee camps for people from Darfur in Chad, focusing on education needs and protection from gender-based violence for adolescent girls. The report begins with background information, then moves to chapters on adolescent girls, education and reproductive health, as well as additional information about the situation in Chad. Each chapter contains recommendations for action. http://www.womenscommission.org/pdf/Td_ed2.pdf</p>	
<p>11. <u>Right to Education during Displacement: A Resource for Organizations Working with Refugees and Internally Displaced Persons</u> (Women’s Commission, 2006) identifies the right to education and actions that individuals and organizations can take to fulfill these rights, with a focus on refugees, returnees and internally displaced people. It has been developed for local, regional and international organizations that work with displaced communities. Right to Education during Displacement is a training and capacity-building resource, an awareness-raising tool and a call to action to improve access to quality education during emergencies and post-conflict reconstruction. Particular attention is paid to gender. http://www.womenscommission.org/pdf/right_to_ed.pdf</p>	

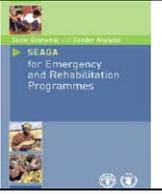
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Resources on Gender and Food Security in Emergencies (click on title)		
1.	<p><u>Integrating Relief and Development to Accelerate Reductions in Food Insecurity in Shock-Prone Areas</u> - USAID's Office of Food for Peace, Occasional Paper No. 2. (Haddad, L. and Frankenburger, T., 2003) analyses food assistance community and the importance of developing a new conceptual framework to integrate relief and development interventions to accelerate reductions in food security, with vulnerability at the core of this framework.</p> <p>http://www.fantaproject.org/downloads/pdfs/ffpOP2.pdf</p>	
2.	<p><u>Building on Gender, Agrobiodiversity and Local Knowledge: A Training Manual</u> (FAO, 2005) is a manual, based on experiences collected in numerous training workshops under FAO LinKS project in Eastern and Southern Africa, focusing on the analysis of the linkages between local knowledge systems, gender roles and relationships, the conservation and management of agrobiodiversity, plant and animal genetic resources, and food security.</p> <p>http://www.fao.org/sd/LINKS/documents_download/Manual.pdf</p>	
3.	<p><u>Emergency and Rehabilitation Programmes: Does Gender Matter?</u> (FAO, 2005) is a fact sheet aimed at raising awareness among decision-makers and humanitarian actors on mainstreaming gender issues in emergency and rehabilitation programmes. It highlights the challenges faced by men and women in natural disasters and armed conflicts, and the process of addressing needs arising in response to the resulting changes in the external environment. It explains what FAO and other agencies are doing in policy and information, organization and partnerships, and needs assessment and targeting. Concrete examples are provided of lessons learned in different regions. The document complements the Passport and the Guidelines on Socio-Economic and Gender Analysis in emergency and rehabilitation programmes, jointly produced by FAO and WFP, under the SEAGA Programme.</p> <p>http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/007/y5834e/y5834e00.htm</p>	
4.	<p><u>Gender: Key to Sustainability and Food Security - Gender and Development Plan of Action</u> (FAO, 2003) presents FAO's Gender and Development Plan of Action for the period 2002-2007, which embodies the continuation of FAO's longstanding commitment to the equality of opportunities and rights for women and men in the fight against poverty and hunger.</p> <p>http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/005/y3969e/y3969e00.htm</p>	
5.	<p><u>Rural women: crucial partners in the fight against hunger and poverty</u> (FAO, 2003) is a report of the Side event organized at the World Food Summit (WFS): five years later, organized in June 2002 to enhance the visibility, recognition and support for the important role and contributions of rural women, and in particular women farmers, in achieving the targets of the 1996 WFS.</p> <p>http://www.fao.org/sd/2002/PE1101a_en.htm</p>	
6.	<p><u>Field Level Handbook - Socio-Economic and Gender Analysis (SEAGA) Programme</u> (FAO, 2001) was prepared, under the SEAGA Programme, for development agents who work directly with local communities in developing countries to support the participatory development planning at community level. It incorporates ideas and methods from people of all regions of the world committed to participatory development, with actual experiences in agriculture, forestry and fisheries.</p> <p>http://www.fao.org/sd/seaga/downloads/En/FieldEn.pdf</p>	

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7.	<p><u>Project Cycle Management Technical Guide - SEAGA Programme</u> (FAO, 2001) The purpose of this manual is to create a synergy by bringing together project management practices and socio-economic and gender issues within SEAGA conceptual framework. The document draws on other theoretical perspectives and methods including project cycle management, the logical framework, rapid appraisal techniques, participatory approaches, and gender analysis and stakeholder identification.</p> <p>http://www.fao.org/sd/seaga/downloads/En/projecten.pdf</p>	
8.	<p><u>Gender-Disaggregated Data for Agriculture and Rural Development- SEAGA Programme</u> (FAO, 2003) presents the main outcomes and materials produced during FAO's process to develop a training methodology for improving the skills of national statisticians, planners and researchers to collect, tabulate, analyze, interpret and present sex-disaggregated data,; prepared under FAO's Integrated support to sustainable development and food security Programme, funded by Norway and Finland.</p> <p>http://www.fao.org/sd/seaga/downloads/en/gdden.pdf</p>	
9.	<p><u>Rural Households and Resources: A Guide for Extension Workers - SEAGA Programme</u> (FAO, 2004) aims to highlight major issues affecting rural households, and to provide users with resources and tools for collecting, analyzing and sharing information about the constraints, opportunities and priorities faced by communities, households and individual household members. It promotes the use of gender-sensitive and participatory approaches as a means of achieving sustainable development that puts people at the centre of the issues, analysis and solutions.</p> <p>http://www.fao.org/waicent/FAOINFO/SUSTDEV/seaga/downloads/En/RHREn.pdf</p>	
10.	<p><u>Rural Households and Resources: A Pocket Guide for Extension Workers - SEAGA Programme</u> (FAO, 2004) summarizes the key points of the comprehensive guide "Rural households and resources: a guide for extension workers" described above, highlighting many of the major issues affecting rural households, and providing users with ideas and tools to analyze and share information on constraints, opportunities and priorities faced by communities, households and individual households members.</p> <p>http://www.fao.org/sd/seaga/downloads/En/SEAGApocketEn.pdf</p>	
11.	<p><u>Reducing Poverty and Hunger: The Critical Role of Financing for Food, Agriculture and Rural Development</u> (FAO/IFAD/WFP, 2002) was jointly produced by FAO, IFAD and WFP for the International Conference on Financing for Development, held in Mexico in 2002. It was prepared to persuade the delegates of the Conference of the fundamental importance of reversing the damaging trends in the directions of development financing, to encourage an increased investment in hunger reduction, in raising small farmer output and in rural development.</p> <p>http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/003/Y6265e/y6265e00.htm</p>	
12.	<p><u>Passport to Mainstreaming a Gender Perspective in Emergency Programmes</u> (FAO and WFP, 2001) consists of key questions to be asked in an emergency situation for data collection to help guide the design of emergency interventions toward sensitivity to gender differences and discusses mainstreaming gender perspectives through a participatory approach.</p> <p>http://www.fao.org/sd/seaga/downloads/En/passporten.pdf</p>	
13.	<p><u>SEAGA for Emergency and Rehabilitation Programmes</u> (FAO and WFP, 2000) assists managerial and operational staff to mainstream gender throughout the project cycle and in all aspects relating to emergency interventions including, food aid, nutrition, household food security and agricultural policy in crisis and aims to ensure gender analysis in planning and practice of emergency and rehabilitation interventions.</p> <p>http://www.fao.org/sd/seaga/downloads/En/EmergencyGuidelinesEn.pdf</p>	

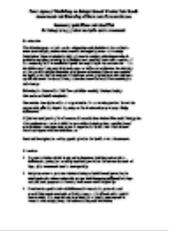
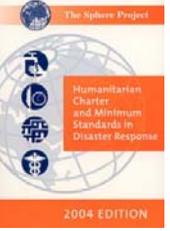
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Resources on Gender and Food Security in Emergencies (click on title)		
14.	<p><u>Addressing the “In” in Food Insecurity</u> - USAID’s Office of Food for Peace, Occasional Paper No. 1 (Webb, P. and Rogers, B., 2003) explores food security trends and advocates for refocusing attention on the “in” that defines “food insecurity” by making explicit the risks that constrain progress towards enhanced food availability, access and utilization and by addressing more directly the vulnerability of food insecure households and communities. http://www.fantaproject.org/publications/ffpOPI.shtml</p>	
15.	<p><u>WFP and Food-based Safety Nets: Concepts, Experiences and Future Programming Opportunities</u> (WFP, 2004) outlines Food-Based Safety Nets that WFP and its partners can use to ensure that livelihoods are built upon while assisting those in need. The paper describes three identified models of food-based safety nets and provides recommendations on how WFP can strengthen its ability to participate, where appropriate, in the different stages of national safety-net development. http://www.wfp.org/policies/policy/policy/</p>	

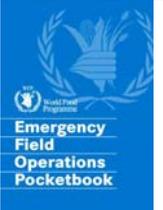
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Resources on Gender and Food Distribution in Emergencies (click on title)		
1.	<p>“Action Sheet 6.1: Implement Safe Food Security and Nutrition Programmes” <i>Guidelines for Gender-based Violence Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergency</i> (IASC, 2005) outlines the key actions for organisations implementing food security and nutrition programmes to prevent and respond to GBV. They also outline the role of the food security and nutrition sector GBV focal point. Effective food security and nutrition strategies require an understanding of the gender dimensions in crises in order to identify and assess sex-specific needs. The primary purpose of these guidelines is to enable communities, governments and humanitarian organizations, including UN agencies, NGOs, and CBOs, to establish and coordinate a set of minimum multi-sectoral interventions to prevent and respond to sexual violence during the early phase of an emergency.</p> <p>http://www.reliefweb.int/library/documents/2005/iasc-gen-30sep.pdf</p>	
2.	<p>Summary guidelines and checklist for integrating gender analysis and assessment (Inter-Agency Workshop on Integration of Gender into Needs Assessment and Planning of Humanitarian Assistance, 2001) contains a series of questions and checklists to be used in the assessment and preparation of the consolidated appeal process and strategy formulation. They are intended to help enhance the analysis of the impact of each particular emergency situation by identifying more precisely how various sections of the community have been affected by and are responding to the current crisis. The checklist covers both general thematic areas as well as sectoral issues. As such they are also useful in helping determine priority areas of action within sector strategies. A third area of use is in helping to identify some specific indicators for the monitoring and evaluation of the humanitarian action plan and strategy.</p> <p>http://www.reliefweb.int/library/GHARkit/files/workshoponintegrationofgenderintoneeds.pdf</p>	
3.	<p>Addressing the Needs of Women Affected by Armed Conflict: An ICRC Guidance Document (ICRC, 2004) is a guidance document that intends to translate the findings of the ICRC study <i>Women Facing War</i> into practical terms. Aimed at staff concerned with the planning and implementation of humanitarian programmes, this document is intended as a means of sharing ICRC's experience in this area with other organisations. It is an important tool which can be used to address women's needs on an operational level, illustrating best practices and lessons learned.</p> <p>http://www.icrc.org/web/eng/siteeng0.nsf/html/p0840</p>	
4.	<p>Gender Standards for Humanitarian Responses (Oxfam GB, 2004) fall within the "Analysis Standards" and "Human Resource Capacity and Training Standards" set out in The Sphere Handbook. Their content is supplementary to Sphere standards and indicators, and should be read in addition to them. The included section on protection is not intended to be definitive as it is the subject of ongoing research. The guidelines included here are a very brief and incomplete draft, as it is simply not possible to develop standards on gender without some attention to protection issues. The final section of this document is a comprehensive collection of gender-sensitive technical indicators, which, taken together with indicators described in Sphere, should result in a fairer and more effective humanitarian response.</p> <p>(not available online)</p>	
5.	<p>“Chapter 3: Minimum Standards in Food Security, Nutrition and Food Aid.” <i>Humanitarian Charter and Minimum Standards in Disaster Response</i> (Sphere Project, 2004) is divided into four sections: 1) Food Security and Nutrition Assessment and Analysis standards, 2) Food Security standards, 3) Nutrition standards and 4) Food Aid standards. While the Food Security and Nutrition standards are a practical expression of the right to food, the Food Aid standards are more operationally focused. The Food Aid standards can contribute towards the achievement of both the Food Security and Nutrition standards. Each section includes the minimum standards, key indicators, and guidance notes. Appendices at the end of the chapter include checklists for assessments, examples of food security responses, guidance on measuring acute malnutrition and determining the public health significance of micronutrient deficiency, nutritional requirements and a select list of references, which point to sources of information on both general issues and specific technical issues relating to this chapter.</p> <p>http://www.sphereproject.org/component/option,com_docman/task,cat_view/gid,17/Itemid,203/lang,English/</p>	

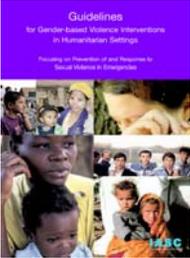
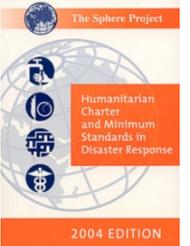
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6.	<p>Passport to Mainstreaming a Gender Perspective in Emergency Programmes (FAO and WFP, 2001) consists of key questions to be asked in an emergency situation for data collection to help guide the design of emergency interventions toward sensitivity to gender differences and discusses mainstreaming gender perspectives through a participatory approach.</p> <p>http://www.fao.org/sd/seaga/downloads/En/passporten.pdf</p>	
7.	<p>UNHCR Handbook for Emergencies (UNHCR, 1999) is intended as a managers' guide to setting up emergency operations for large-scale influxes and provides advice in a nontechnical manner on how to tackle various aspects of emergency response. Managers would need to seek further advice on highly technical information.</p> <p>http://www.humanitarianinfo.org/darfur/uploads/idp/Emergency%20Manual%20by%20UNHCR.pdf</p>	
8.	<p>Emergency Field Operations Pocketbook (WFP, 2002) is a field operations guide to support the work of WFP staff and partners working in emergency situations. This guide is meant to help field personnel, who often work in very difficult circumstances, ensure that food assistance is delivered in the most appropriate, secure and effective way to victims of natural disasters, conflict and other crises around the world.</p> <p>http://www.reliefweb.int/rw/lib.nsf/db900SID/LGEL-5G8EES/\$FILE/wfp-pocketbook-jul02.pdf?OpenElement</p>	
9.	<p>Mainstreaming a Gender Perspective into Vulnerability Analysis and Mapping in Line with the WFP Gender Policy 2003-2007 (WFP, 2004) provides recommendations on how to mainstream a gender perspective into vulnerability analysis and mapping. It is based on the review of quantitative and qualitative primary data collection tools applied in a range of vulnerability analysis and mapping activities. Practical recommendations on ways of enhancing these tools in collecting sex-disaggregated data, and on ways of incorporating a gender perspective into analysis of the information are provided.</p> <p>(not available online)</p>	
10.	<p>Gender Policy (2003-2007): Enhanced Commitments to Women to Ensure Food Security (WFP, 2002) outlines a combination of positive measures for women and gender mainstreaming measures and proposes eight Enhanced Commitments to Women for the period 2003 to 2007 and considers women's and girls' special nutritional needs, their access to food-assisted activities and supports their effective participation in decision-making.</p> <p>http://www.wfp.org/policies/policy/policy/</p>	
11.	<p>(Additional Resource) Integrating a gender perspective into vulnerability Analysis (WFP, 2005) has the objective to provide guidance to VAM Officers and Focal Points on how to mainstream a gender perspective into the design, implementation and analytic phases of VAM studies. The guidelines focuses on providing practical recommendations on how to modify primary data collection tools used for comprehensive vulnerability and food security studies in order to incorporate a gender perspective and generate relevant information on gender and gender relationships.</p> <p>(not available online)</p>	

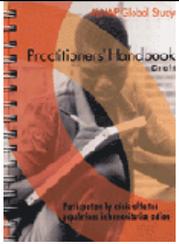
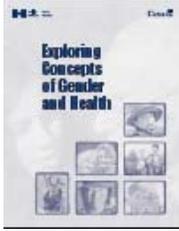
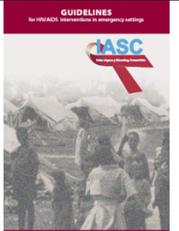
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Resources on Gender and Nutrition in Emergencies (click on title)		
1.	<p><u>“Action Sheet 6.1: Implement Safe Food Security and Nutrition Programmes”</u> <i>Guidelines for Gender-based Violence Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergency (IASC, 2005)</i> outlines the key actions for organisations implementing food security and nutrition programmes to prevent and respond to GBV. They also outline the role of the food security and nutrition sector GBV focal point. Effective food security and nutrition strategies require an understanding of the gender dimensions in crises in order to identify and assess sex-specific needs. The primary purpose of these guidelines is to enable communities, governments and humanitarian organizations, including UN agencies, NGOs, and CBOs, to establish and coordinate a set of minimum multi-sectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. http://www.reliefweb.int/library/documents/2005/iasc-gen-30sep.pdf</p>	
2.	<p><u>“Chapter 3: Minimum Standards in Food Security, Nutrition and Food Aid.”</u> Humanitarian Charter and Minimum Standards in Disaster Response (Sphere Project, 2004) is divided into four sections: 1) Food Security and Nutrition Assessment and Analysis standards, 2) Food Security standards, 3) Nutrition standards and 4) Food Aid standards. While the Food Security and Nutrition standards are a practical expression of the right to food, the Food Aid standards are more operationally focused. The Food Aid standards can contribute towards the achievement of both the Food Security and Nutrition standards. Each section includes the minimum standards, key indicators, and guidance notes. Appendices at the end of the chapter include checklists for assessments, examples of food security responses, guidance on measuring acute malnutrition and determining the public health significance of micronutrient deficiency, nutritional requirements and a select list of references, which point to sources of information on both general issues and specific technical issues relating to this chapter. http://www.sphereproject.org/component/option,com_docman/task,cat_view/gid,17/Itemid,203/lang,English/</p>	
3.	<p><u>Public Nutrition in Complex Emergencies</u> <i>The Lancet</i>, Volume 364, Issue 9448, Pages 1899-1909 (Young, H., Borrel, A., Holland, D. and P. Salama) focuses on six broad areas: nutritional assessment, distribution of a general food ration, prevention and treatment of moderate malnutrition, treatment of severe malnutrition in children and adults, prevention and treatment of micronutrient deficiency diseases, and nutritional support for at-risk groups, including infants, pregnant and lactating women, elderly people, and people living with HIV. The paper focuses on combined strategies and activities needed to protect, promote and support nutrition (beyond treatment of malnutrition), to have a direct effect on population nutritional status in complex emergencies. http://linkinghub.elsevier.com/retrieve/pii/S0140673604174473</p>	

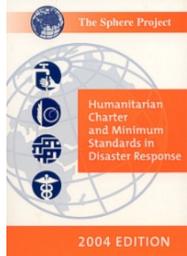
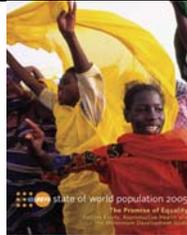
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Resources on Gender and Health in Emergencies (click on title)		
1.	<p><u>ALNAP Global Study on Consultation (Country Reports); and Participation of Disaster-Affected Populations: Practitioners' Handbook</u> (ALNAP, 2003) - The Global Study on Participation and Consultation of Affected Populations in Humanitarian Action was a collaborative research project facilitated by ALNAP, in response to increasing concern regarding the lack of involvement of affected populations in the design, management and evaluation of relief programmes. The Global Study aimed to increase understanding of the dynamics of consultation and participation through six country case studies encompassing a broad range of emergency types (Guinea, Sri Lanka, Angola, Colombia, Afghanistan, and DRC). Its overall objective was to improve downward accountability within the humanitarian system through the development of a 'Practitioners' Handbook' for agencies and personnel working in different emergency contexts and stages.</p> <p>http://www.odi.org.uk/alnap/publications/participation_study.htm</p>	
2.	<p><u>Exploring Concepts of Gender and Health</u> (Women's Health Bureau, Health Canada, 2003) is a capacity-building tool for Health Canada researchers, policy analysts, program managers and decision makers, intended to help them integrate gender-based analysis (GBA) into their policy and programmatic work. The guide includes: an overview of the Canadian government's commitments; an introduction to the key concepts in GBA; a review of how to integrate GBA into the research-policy-program development cycle; concrete case studies on using GBA; and a list of information and resources.</p> <p>http://www.hc-sc.gc.ca/hl-vs/alt_formats/hpb-dgps/pdf/exploring_concepts.pdf</p>	
3.	<p><u>Guidelines for HIV/AIDS Interventions in Emergency Settings</u> (IASC, 2003) helps individuals and organizations in their efforts to address the special needs of persons living with and affected by HIV/AIDS in emergency situations and documents experiences of organizations of the UN system and their NGO partners and the shared vision that success can be achieved when resources are pooled and when all concerned work in a coordinated fashion.</p> <p>http://www.humanitarianinfo.org/iasc/content/products/docs/FinalGuidelines17Nov2003.pdf</p>	
4.	<p><u>Guidelines for Gender-Based Violence Interventions in Humanitarian Settings</u> (IASC, 2005) is a tool to for field actors, with the primary purpose of enabling humanitarian actors and communities to plan, establish, and coordinate a set of minimum multisectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. Three sets of activities are included in the guidelines: overview of activities to be undertaken in the preparedness phase; detailed implementation of minimum prevention and response during the early stages of the emergency; and overview of comprehensive action to be taken in more stabilised phases and during recovery and rehabilitation.</p> <p>http://www.humanitarianinfo.org/iasc/gender</p>	
5.	<p><u>Guidelines on Mental Health and Psychosocial Support in Emergency Settings</u> (IASC, draft) offer essential advice to humanitarian actors on how to facilitate an integrated approach to protect and improve people's mental health and psychosocial well-being in emergency situations, including planning, establishing and coordinating a set of minimum multi-sectoral responses.</p> <p>www.humanitarianinfo.org/iasc/tools/download.asp?docID=156&type=prod</p>	

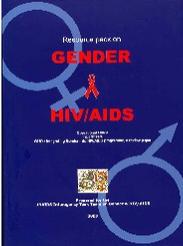
IASC Gender Handbook

Different Needs — Equal Opportunities

Resources on Gender and Health in Emergencies (click on title)		
6.	<p><u>The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response</u> (Sphere Project, 2004) sets out for the first time what people affected by disasters have a right to expect from humanitarian assistance. The aim of the Project is to improve the quality of assistance provided to people affected by disasters, and to enhance the accountability of the humanitarian system in disaster response. This new edition of the handbook (2004) has been thoroughly revised and updated, taking into account recent developments in humanitarian practice in wat/san, food, shelter and health, together with feedback from practitioners in the field, research institutes and cross-cutting experts in protection, gender, children, older people, disabled people, HIV/AIDS and the environment. The revised handbook is the product of an extensive collaborative effort that reflects the collective will and shared experience of the humanitarian community, and its determination to improve on current knowledge in humanitarian assistance programmes.</p> <p>http://www.sphereproject.org/handbook/</p>	
7.	<p><u>Mainstreaming Gender in Unstable Environments</u> (UNICEF, 2003) provides guidance to develop a gender-sensitive response strategy to issues that arise in unstable environments and recommends programmes designed to reduce disparities between women and men with regard to access to resources, opportunities, knowledge and information wherever possible.</p> <p>http://www.reliefweb.int/library/GHARKit/files/GenderInUnstableEnvironments.pdf</p>	
8.	<p><u>Chapter 8 - Women and Young People in Humanitarian Crises, The State of the World Population</u> (UNFPA, 2005) details efforts to address the needs and rights of women and young people in the aftermath of crises. Their participation is essential in establishing equitable and sound poverty reduction action plans in the post-crisis transition. This chapter also highlights the plight of internally displaced persons and describes efforts in some post-conflict countries to make a fresh start in creating gender equitable societies.</p> <p>http://www.unfpa.org/swp/2005/english/ch8/index.htm</p>	
9.	<p><u>Emergency and Rehabilitation Programmes: Does Gender Matter?</u> (FAO, 2005) is a fact sheet aimed at raising awareness among decision-makers and humanitarian actors on mainstreaming gender issues in emergency and rehabilitation programmes. It highlights the challenges faced by men and women in natural disasters and armed conflicts, and the process of addressing needs arising in response to the resulting changes in the external environment. It explains what FAO and other agencies are doing in policy and information, organization and partnerships, and needs assessment and targeting. Concrete examples are provided of lessons learned in different regions. The document complements the Passport and the Guidelines on Socio-Economic and Gender Analysis in emergency and rehabilitation programmes, jointly produced by FAO and WFP, under the SEAGA Programme.</p> <p>ftp://ftp.fao.org/docrep/fao/009/y5834e/y5834e00.pdf</p>	
10.	<p><u>Gender Considerations in Disaster Assessment</u> (WHO, 2005) This document deals with the following key questions: How are women and men, girls and boys differently affected by the disaster? What are the implications for the relief, rehabilitation and reconstruction effort (in terms of needs, access to assistance and contribution to community efforts)? Are there particular vulnerabilities/difficulties that result from the disaster for women, for children, for men? How do gender norms of the community affect aid seeking behavior and/or access to aid? Are women predisposed to have less access to aid/information due to cultural norms affecting mobility in public, illiteracy? Are local women and their associations being actively included in planning and implementation? Are there women and men involved in decision-making and employed as aid workers at all levels?</p> <p>http://www.who.int/gender/other_health/en/gwhdisasterassessment.pdf</p>	

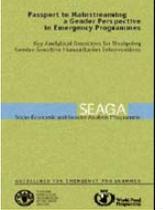
IASC Gender Handbook

Different Needs — Equal Opportunities

Resources on Gender and Health in Emergencies (click on title)		
11.	<p>Reproductive Health During Conflict and Displacement (WHO, 2000) defines how to develop practical and appropriately-focused reproductive health programmes during each phase of conflict and displacement. It designed for programme managers, in complement to the Inter-Agency Working Group on Reproductive Health in Refugee Situations document <i>Reproductive health in refugee situations—an inter-agency field manual</i>.</p> <p>http://www.who.int/reproductive-health/publications/conflict and displacement/index.htm</p>	
12.	<p>Resource Pack on Gender and HIV/AIDS (UNAIDS Inter-Agency Task Team on Gender and HIV/AIDS, 2005) analyses the impact of gender relations on the AIDS epidemic and provides guidance that aims to promote a gender-enlightened and comprehensive response to HIV and AIDS. The three tools are: 1) An operational guide with checklists for applying the gender and rights based approach in a) programming, b) funding support, c) communication and d) networking and advocacy. 12 tools are provided, including for vulnerability mapping, monitoring and evaluation, assessing organisational impact of HIV and assessing power in the context of HIV; 2) Review Paper that provides guidance on gender sensitive programmes, transformative interventions, interventions that empower and structural elements for gender integration; and 3) Fact Sheets on gender and human rights, education, young people, violence against women, the world of work, rural development and indicators for monitoring and evaluation.</p> <p>http://smartsite.kit.nl/net/KIT Publicaties output/publication_details.aspx?ItemID=1868</p>	
13.	<p>Clinical Management of Rape Survivors (WHO/UNHCR, 2004) describes best practices in the clinical management of people who have been raped in emergency situations; it is intended for adaptation to each situation, taking into account national policies and practices, and availability of materials and drugs. This guide is intended for use by qualified health care providers (health coordinators, medical doctors, clinical officers, midwives and nurses) in developing protocols for the management of rape survivors in emergencies, taking into account available resources, materials, and drugs, and national policies and procedures. It can also be used in planning care services and in training health care providers.</p> <p>http://www.who.int/reproductive-health/publications/clinical_mngt survivors of rape/clinical_mngt survivors of rape.pdf</p>	

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Resources on Gender and Livelihoods in Emergencies (click on title)		
1.	<p>Gender, Conflict and Development (The World Bank - Bouta, T., Frerks, G., and Bannon, I., 2005) highlights the gender dimensions of conflict, organized around major relevant themes such as female combatants, sexual violence, formal and informal peace processes, the legal framework, work, the rehabilitation of social services and community-driven development. It analyzes how conflict changes gender roles and the policy options that might be considered to build on positive aspects while minimizing adverse changes.</p> <p>http://lnweb18.worldbank.org/ESSD/sdvext.nsf/PrintFriendly/3D2A5C07EB36FBE785256F350063C77A?Opendocument</p>	
2.	<p>Gender Standards for Humanitarian Responses (Oxfam GB, 2004) fall within the "Analysis Standards" and "Human Resource Capacity and Training Standards" set out in The Sphere Handbook. Their content is supplementary to Sphere standards and indicators, and should be read in addition to them. The included section on protection is not intended to be definitive as it is the subject of ongoing research. The guidelines included here are a very brief and incomplete draft, as it is simply not possible to develop standards on gender without some attention to protection issues. The final section of this document is a comprehensive collection of gender-sensitive technical indicators, which, taken together with indicators described in Sphere, should result in a fairer and more effective humanitarian response. (currently not available on the web)</p>	 <p>Oxfam</p>
3.	<p>Oxfam Guiding Principles for Response to Food Crises (Oxfam GB, 2002) seeks to contribute to: 1) consistency and coherence in Oxfam's response to food crises; 2) quality and accountability in Oxfam's food and nutrition programming; 3) alignment of Oxfam's advocacy and programme activities in responding to food crises; 4) guidance on Oxfam's position and focus on different food and nutrition programmes; and 5) development of a common understanding and language within Oxfam for responding to food crises.</p> <p>http://www.oxfam.org.uk/what_we_do/emergencies/how_we_work/downloads/food-crisis-principles.pdf</p>	<p>Oxfam Humanitarian Guidelines and Manuals</p>
4.	<p>Gender Approaches in Conflict and Post-Conflict Situations (UNDP/BCPR, 2001) supports and strengthens the capacity of UNDP staff working on recovery and rehabilitation activities in crisis and post-conflict situations to mainstream gender equality objectives.</p> <p>http://www.undp.org/women/docs/gendermanualfinalBCPR.pdf</p>	
5.	<p>Passport to Mainstreaming a Gender Perspective in Emergency Programmes (FAO and WFP, 2001) consists of key questions to be asked in an emergency situation for data collection to help guide the design of emergency interventions toward sensitivity to gender differences and discusses mainstreaming gender perspectives through a participatory approach.</p> <p>http://www.fao.org/sd/seaga/downloads/En/passporten.pdf</p>	
6.	<p>UNHCR Handbook for Emergencies (UNHCR, 1999) is intended as a managers' guide to setting up emergency operations for large-scale influxes and provides advice in a nontechnical manner on how to tackle various aspects of emergency response. Managers would need to seek further advice on highly technical information.</p> <p>http://www.humanitarianinfo.org/darfur/uploads/idp/Emergency%20Manual%20by%20UNHCR.pdf</p>	

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Resources on Gender and Livelihoods in Emergencies (click on title)	
7.	<p>Gender Training Analytical Framework (Wetlands International -Green Coast Project) presents an analysis of power inequalities between men and women in looking at livelihoods frameworks for coastal areas affected by the Tsunami. http://www.wetlands.org/greencoast/En/getfilefromdb.aspx?ID=fc897570-e6cb-4d28-9b77-c9b1ac026dc5</p>
	
8.	<p>Food Security Assessments in Emergencies: A Livelihoods Approach (Oxfam - Young, H., Jaspars, S., Brown, R., Frize, J. and Khogali, H., 2001) describes the theory and practice of Oxfam GB's livelihoods approach to assessing food security in emergencies. In terms of food-security assessments, a livelihoods approach involves assessing the longer-term risks to livelihoods, as well as short-term nutritional or life-threatening risks. http://www.oxfam.org.uk/what_we_do/emergencies/how_we_work/downloads/Food-security-and-livelihoods.pdf</p>
	

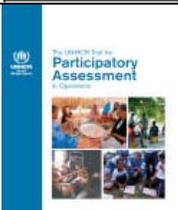
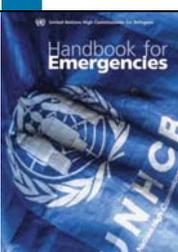
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Resources on Gender and Shelter in Emergencies (click on title)		
1.	<p><u>Gender Checklist: Urban Development and Housing</u> (ADB, 1998) is meant to assist staff and consultants in implementing the Bank's policy and strategic objectives on gender and development (GAD). It guides users through all stages of the project/program cycle in determining access to resources, roles and responsibilities, constraints, and priorities according to gender in the urban development and housing (UDH) sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues.</p> <p>http://www.adb.org/Documents/Manuals/Gender_Checklists/Urban/default.asp?p=gen</p>	
2.	<p><u>Addressing the Needs of Women Affected by Armed Conflict</u> (ICRC, 2006) is a guidance document that intends to translate the findings of the ICRC study <i>Women Facing War</i> into practical terms. Aimed at staff concerned with the planning and implementation of humanitarian programmes, this document is intended as a means of sharing ICRC's experience in this area with other organisations. It is an important tool which can be used to address women's needs on an operational level, illustrating best practices and lessons learned.</p> <p>http://www.icrc.org/web/eng/siteeng0.nsf/html/p0840</p>	
3.	<p><u>Gender Standards for Humanitarian Responses</u> (Oxfam GB, 2004) fall within the "Analysis Standards" and "Human Resource Capacity and Training Standards" set out in The Sphere Handbook. Their content is supplementary to Sphere standards and indicators, and should be read in addition to them. The included section on protection is not intended to be definitive as it is the subject of ongoing research. The guidelines included here are a very brief and incomplete draft, as it is simply not possible to develop standards on gender without some attention to protection issues. The final section of this document is a comprehensive collection of gender-sensitive technical indicators, which, taken together with indicators described in Sphere, should result in a fairer and more effective humanitarian response. (currently not available online)</p>	
4.	<p><u>“Chapter 4: Minimum Standards in Shelter, Settlements and Non-Food Items.”</u> The Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response (The Sphere Project, 2004) is divided into two sections, comprising 1) Shelter and Settlement and 2) Non-Food Items: Clothing, Bedding and Household Items. Both sections provide general standards for use in any of several response scenarios, such as the return to and repair of damaged dwellings, accommodation with host families, mass shelter in existing buildings and structures, and temporary planned or self-settled camps. Both sections include minimum standards, key indicators, guidance notes, and descriptions of dilemmas, controversies or gaps in current knowledge. The aim of the Sphere Project is to improve the quality of assistance provided to people affected by disasters, and to enhance the accountability of the humanitarian system in disaster response.</p> <p>http://www.sphereproject.org/content/view/27/84/lang.English/</p>	
5.	<p><u>Gender and the Involvement of Women in Local Governance: A Handbook of Concepts Training and Action Tools</u> (UN-HABITAT, 2004) provides a series of tools and exercises for trainers to train local leaders on gender and local governance issues, and serves as a resource guide for local leaders to involve men and women equally in municipal planning of other activities with a focus on urban environments.</p> <p>http://www.unhabitat.org/pmss/getPage.asp?page=bookView&book=2285</p>	

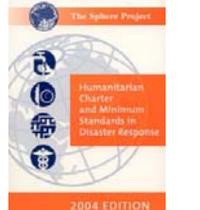
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Resources on Gender and Shelter in Emergencies (click on title)		
6.	<p>Toolkit for Mainstreaming Gender in UN-HABITAT Field Programmes: Kosovo Urban Planning and Management Programme (UN-HABITAT, 2003) provides conceptual grounding in gender mainstreaming, a strategy for incorporating gender into UN-HABITAT's programmes in Kosovo, and tools that will assist in turning the strategy into practice. http://www.unhabitat.org/downloads/docs/1268_30583_Kosovo_Gender.pdf</p>	
7.	<p>Toolkit for Mainstreaming Gender in UN-HABITAT Field Programmes: Northern Iraq Settlements Rehabilitation Programme (UN-HABITAT, 2003) provides key resources for use at the field level to incorporate gender perspectives into all levels of Settlements Rehabilitation Programmes and combines practical and conceptual tools for gender mainstreaming in northern Iraq. http://www.unhabitat.org/downloads/docs/1267_94527_Iraq_Gender.pdf</p>	
8.	<p>UNHCR Tool for Participatory Assessment in Operations (UNHCR, 2006) outlines 10 basic steps to ensure women, girls, boys and men participate in analyzing protection problems together; in discussing capacities to face protection problems; and in finding solutions together. This UNHCR Tool offers a practical methodology for field teams to operationalize protection and to support the implementation of a rights-based and community-based approach in their search for solutions to the protection problems of all people of concern. http://www.unhcr.org/publ/PUBL/450e963f2.html</p>	
9.	<p>UNHCR Handbook for Emergencies (UNHCR, 1999) is intended as a managers' guide to setting up emergency operations for large-scale influxes and provides advice in a nontechnical manner on how to tackle various aspects of emergency response. Managers would need to seek further advice on highly technical information. http://www.humanitarianinfo.org/darfur/uploads/idp/Emergency%20Manual%20by%20UNHCR.pdf</p>	

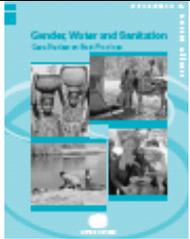
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Resources on Gender and Water Sanitation and Hygiene in Emergencies (click on title)		
1.	<p><u>ADB Sectoral Gender Checklists: Water Supply and Sanitation</u> (ABD, 1998) is meant to assist staff and consultants in implementing the Bank's policy and strategic objectives on gender and development. It guides users through all stages of the project/program cycle in determining access to resources, roles and responsibilities, constraints, and priorities according to gender in the water supply and sanitation (WSS) sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues. The checklist is designed primarily for rural and community-based urban WSS projects, although many issues and methodologies highlighted here apply generally to all WSS projects.</p> <p>http://www.adb.org/Documents/Manuals/Gender_Checklists/Water/default.asp</p>	
2.	<p><u>Gender Guidelines: Water Supply and Sanitation – Supplement to the Guide to Gender and Development</u> (AusAID, 2000 updated 2005) is a supplement, updated in 2005, to the AusAid Gender and Development guide and is a practical resource covering all stages of the project life cycle – guiding principles, design requirements, implementation and monitoring and gender analysis</p> <p>http://www.ausaid.gov.au/publications/pdf/gender_guidelines_water.pdf</p>	
3.	<p><u>Good Practice Review: Water and Sanitation in Emergencies. Relief and Rehabilitation Network</u> (Chalinder, A. - ODI, EuronAid, 1994) asks what is good practice in emergency water and sanitation programmes. An innovative feature of the paper is the consideration of good practice in relation to seven scenarios selected to represent the range of situations likely to be faced by relief agency personnel. The first four scenarios involve population displacement into: arid areas; areas of abundant surface water; hilly and mountainous areas; and areas of existing settlement. Two further scenarios discuss good practice in relation to resident populations affected by drought and other natural hazards. The final scenario discusses the role of NGOs in relation to emergency water and sanitation programmes in urban areas.</p> <p>http://www.reliefweb.int/rw/lib.nsf/db900SID/LGEL-5NUM5A/\$FILE/rn-water-94.pdf?OpenElement</p>	
4.	<p><u>Addressing the Needs of Women Affected by Armed Conflict</u> (ICRC, 2004) is a guidance document that intends to translate the findings of the ICRC study <i>Women Facing War</i> into practical terms. Aimed at staff concerned with the planning and implementation of humanitarian programmes, this document is intended as a means of sharing ICRC's experience in this area with other organisations. It is an important tool which can be used to address women's needs on an operational level, illustrating best practices and lessons learned.</p> <p>http://www.icrc.org/web/eng/siteeng0.nsf/html/p0840</p>	
5.	<p><u>Gender Perspectives: A Collection of Case Studies for Training Purposes</u> (IFRC, 2003) An IFRC report on "Gender Issues in Red Cross and Red Crescent Response to the Tsunami" launched in June 2005, included a recommendation to increase the skills of national society staff and delegates for gender analysis. This resulted in the initiation of a training programme on gender issues in disaster management. The Federation's tool for gender training "Collection of case studies for training purpose" was published in Arabic and reprinted in English.</p> <p>http://www.ifrc.org/where/appeals/appeal05/63700-MENA.pdf</p>	
6.	<p><u>“Chapter 2: Minimum Standards in Water Supply, Sanitation and Hygiene Promotion.”</u> The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response. (The Sphere Project, 2004) is divided into six main sections: Hygiene Promotion, Water Supply, Excreta Disposal, Vector Control, Solid Waste Management and Drainage. All sections include minimum standards, key indicators, guidance notes, and descriptions of dilemmas, controversies or gaps in current knowledge. The aim of the Sphere Project is to improve the quality of assistance provided to people affected by disasters, and to enhance the accountability of the humanitarian system in disaster response.</p> <p>http://www.sphereproject.org/content/view/27/84/lang.English/</p>	

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Resources on Gender and Water Sanitation and Hygiene in Emergencies (click on title)	
7.	<p>Emergency WES Resource Kit (UNICEF, 2004) is an online portal and contains a number of resources relating to water and sanitation programmes in emergency settings, including policies, manuals, and guidelines. http://www.unicef.org/wes/index_resources.html</p>
8.	<p>Ensuring Clean Water and Sanitation for Refugees (UNHCR, 2002) is a four-page leaflet that sets out the basics of UNHCR's approach to provision of WASH services to refugees and the agency's profile in 2001. http://www.unhcr.org/cgi-bin/texis/vtx/partners/opendoc.pdf?tbl=PARTNERS&id=3fcb5a3b1</p> 
9.	<p>UNHCR Handbook for Emergencies (UNHCR, 1999) is intended as a managers' guide to setting up emergency operations for large-scale influxes and provides advice in a nontechnical manner on how to tackle various aspects of emergency response. Managers would need to seek further advice on highly technical information. http://www.humanitarianinfo.org/darfur/uploads/idp/Emergency%20Manual%20by%20UNHCR.pdf</p> 
10.	<p>Guidelines for Reducing Flood Losses (ISDR, 2004) aims at providing decision-makers with a range of options to consider for reducing losses associated with flooding. As an inter-agency effort reflecting the multisectoral nature of disaster risk reduction, the guidelines draw on the experience of various partners including the UN Department of Economic and Social Affairs (DESA), the UN Economic and Social Commission for Asia and the Pacific (UNESCAP), the US National Oceanic and Atmospheric Administration (USA NOAA), the World Meteorological Organization (WMO) and the UN Inter-Agency Secretariat of the International Strategy for Disaster Reduction (UN/ISDR), with support from the Swiss Agency for Development and Cooperation (SDC). http://www.unisdr.org/eng/library/isdr-publication/flood-guidelines/Guidelines-for-reducing-floods-losses.pdf</p> 
11.	<p>Gender in Water Resources Management, Water Supply and Sanitation: Roles and Realities Revisited (van Wijk-Sijbesma, C. – IRC, 1998) investigates how gender is present in the newly emerging principles on the sustainable management of water resources. The book also reviews how these gender specified principles are currently applied in the water supply, sanitation and hygiene sector. Operationalization has developed farthest in new drinking water supply services. Participation of women alongside men in planning, design, maintenance and management has brought distinct benefits to the functioning and use of the systems and created more equal chances for training and functions of women and men. Yet a true gender balance, in which benefits, burdens and control are shared equitably for optimal service sustainability and development results remains to be achieved. http://www.irc.nl/page/1893</p> 
12.	<p>Gender, Water and Sanitation. Case Studies and Best Practices (OSAGI, 2006) presents 15 case studies depicting best practices in securing sustainable safe drinking water and sanitation for communities by engaging both men and women as critical stakeholders. The case studies are drawn from 14 countries in Africa, Asia, Latin America and the Middle East. The publication is available on line in Arabic, Chinese, English, French, Russian and Spanish. http://www.un.org/womenwatch/osagi/pdf/GenderWaterSanitation/English%20full.pdf</p> 

FRAMEWORK FOR GENDER EQUALITY PROGRAMMING

Analyze gender differences

Design services to meet needs of all

Access for women, girls, boys & men

Participate equally

Train women and men equally

and

Address GBV in sector programmes

Collect, analyse & report sex and age disaggregated data

Target actions based on a gender analysis

Coordinate actions with all partners

ADAPT and **ACT**

Collectively to ensure Gender Equality

