

## IDMC Modules on Durable Solutions for IDPs (2015)

### Module seven: Age, gender and diversity (AGD)

Time	60/90''
Overview	The session focuses on aspects of the pursuit of durable solutions relevant to specific groups, and examines how an AGD-based approach enables protection and assistance providers to take action that responds to the diverse needs of each group.
Objectives	By the end of the session, participants will: <ul style="list-style-type: none"> <li>• Have expanded their analysis of durable solutions to include an AGD approach</li> <li>• Be able to better target assistance, protection and development programmes to the specific needs of affected populations</li> <li>• Be able to develop tools to better incorporate AGD considerations into durable solutions strategies</li> </ul>
Key messages	<ul style="list-style-type: none"> <li>• All human beings have a unique profile and capabilities. It is important that humanitarian responses take such differences into account.</li> <li>• Displaced women, men, girls and boys should play a central role in making decisions about their protection and wellbeing.</li> <li>• IDPs' right to participate in the durable solutions process is enshrined in international law</li> </ul>
Documentation	<ul style="list-style-type: none"> <li>• Guiding principles 28 to 30</li> <li>• Previous outputs from participants' working groups</li> </ul>
Equipment and materials	<ul style="list-style-type: none"> <li>• LCD/computer for PowerPoint slides</li> <li>• Post-it notes</li> <li>• Flipcharts and markers</li> <li>• Blue-Tack to put flipcharts up on walls</li> </ul>

Module seven: AGD	It is possible to start the session with an activity titled « Power walk » (Vulnerability assessment). This may work as an energizer while at the same time allow participants to familiarize with issues that may determine vulnerability within a community.
(Title slide)	Check the relevant separate sheet for instructions.



Module  
seven:  
AGD

Objective  
slide

5"

### Objectives

- To examine an age, gender and diversity (AGD) approach to the achievement of durable solutions
- To hone programmes that support the achievement of durable solutions based on the specific needs of affected populations
- To develop practical tools to better incorporate AGD into durable solutions strategies

Present the topic and learning objectives one by one, and explain that the session will conclude with forward-looking discussion on the pursuit of durable solutions in X country.

Module  
seven:  
AGD

General  
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20"

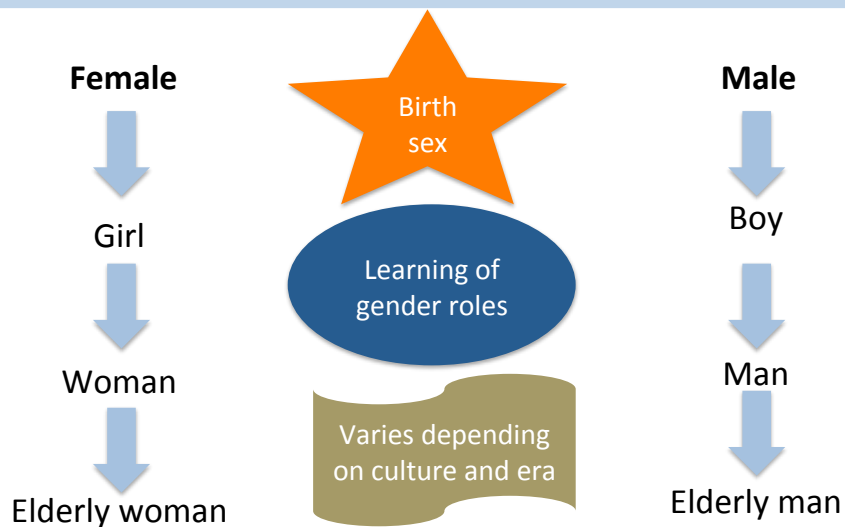
### Age, gender and diversity

Conflict and disasters affect different people in different ways depending on their age, gender and membership of a group, ethnicity or religious, linguistic or other minority.



Explain what an AGD approach entails and why it helps to provide responses better targeted to people's specific needs.

### Age and gender



Introduce the concept of gender and explain how it changes over time and on the basis of culture. A number of factors shape societal roles, including our perception of gender and age.

### Diversity

Diversity refers to the variety of values, beliefs, attitudes, cultural perspectives, nationalities, ethnicities, health and social statuses, skills, abilities and other personal attributes among a given population.



## IDMC Modules on Durable Solutions for IDPs (2015)

Diversity is more complex to explain. Age and gender dimensions apply to everyone, but other characteristics vary from person to person. These differences must be recognised, understood and valued by humanitarians in each emergency to ensure all those affected are adequately protected.

### The Kampala Convention and participation

- Implementation of the Kampala Convention depends on the participation of all those concerned with displacement, including IDPs
- The convention states that IDPs should be consulted about, and participate in decisions that affect them before, during and after displacement
- It recommends specific measures to facilitate the participation of women and other vulnerable groups

Articles 9, 10 and 11



Explains that the Kampala Convention explicitly refers to the participation of IDPs and host communities in the pursuit of durable solutions. Only include reference to the provisions if relevant.

### Focus on women

The exclusion of women from decision-making processes and the high incidence of GBV has been the subject of a number of UN Security Council resolutions:

**1325:** Participation in peace talks and reconstruction

**1820 & 1888:** Control of sexual violence in armed conflict

**1889:** Participation in post-conflict processes

**1960 & 2106:** Operational steps for states and the UN to take to prevent and respond to GBV in armed conflict



The UN Security Council has made increasing efforts to address gender-specific humanitarian needs since 2000. A series of resolutions, focusing primarily on women and girls, is evidence of their exclusion from humanitarian considerations and processes. The resolutions cover the high incidence of GBV in emergency and post-emergency settings, and a recognition that women's conflict resolution skills are vastly underused.

**Resolution 1325** of 2000 was the first formal and legal Security Council document to require parties to a conflict to respect women's rights and encourage their participation in peace negotiations and reconstruction.

**Resolution 1820** of 2008 on women, peace and security stresses the need to eliminate all forms of violence against civilians, particularly women and girls, during and in the wake of armed conflict.

In many parts of the world, rape is used as a tactic of war to humiliate, dominate and instil fear in members of a community or ethnic group. Key provisions of the resolution recognise a direct relationship between the prevalence of sexual violence as a tactic of war and the maintenance of international peace and security. It commits the Security Council to considering steps to end such abuses and to punish their perpetrators, and requests a report from the secretary general on situations in which sexual violence against civilians is rife and strategies to combat it.

**Resolution 1888** of 2009 was co-sponsored by more than 60 UN member states. It called on the secretary general to appoint a special representative to intensify efforts to combat sexual violence against women and children in conflict situations. The representative is mandated to engage at a high level with military and civilian leaders.

**Resolution 1889** of 2009 urges UN member states, UN bodies, donors and civil society to

## IDMC Modules on Durable Solutions for IDPs (2015)

ensure that women's protection and empowerment is taken into account during post-conflict needs assessments and planning, and factored into subsequent funding and programming. The secretary general's special representatives on children and armed conflict, and on sexual violence in armed conflict are to mandated collaborate and pay particularly attention to the needs of women and girls associated with armed groups and their children.

### Practical actions

- Consult men and women, reflect age and diversity
- Strive for a gender balance among decision-makers particularly in peace-building and the pursuit of durable solutions
- Ensure safe and equal access to:
  - Basic services such as food, water, shelter and health
  - Paid work
  - Personal identification
- Ensure mechanisms exist to prevent and respond to:
  - GBV
  - Sexual exploitation and abuse



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Module  
seven:  
AGD

Practical  
applicatio  
n of an  
AGD  
approach

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### What happened here?



The family's first bicycle

When the first broke and  
had to be replaced, they  
bought this bicycle



NORWEGIAN  
REFUGEE COUNCIL



To animate the discussion, instead of using a slide, the two figures above can be drawn on a flipchart paper.

Read the notes below for background. If a bicycle is appropriate in to the situation under consideration, you may want to use it. If not, choose another example of how gender analysis is commonly used.

If you use the bicycle, show the slide. Explain that a family in Muslim northern Ghana had only enough money for one bicycle. Initially the family had a high-crossbar models, which was not considered suitable for women. When later the bicycle broke and could not be repaired, the family considered replacing the first one with a low-crossbar model. Ask the participants why the family might have chosen the low-crossbar model, and what impact the change in bicycles might have had.

End the discussion by explaining, or reaffirming if participants come up with the idea themselves, that the family undertook practical everyday gender analysis. Gender analysis is not rocket science. In fact, it is something we all do, often subconsciously. Families routinely undertake gender analysis to establish how each man, woman, girl and boy can best contribute to the family's wellbeing. The key message is that we all have the skills to carry out gender analysis.

A detailed facilitation process is included below, which will probably not be needed in its entirety. Select useful elements from it depending on your participants' familiarity with gender analysis.

**Ask:** Who could ride the first bicycle and who could not? Why?



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**Expected response:** Only the men could ride them. Modesty and dress, particularly in a Muslim community, prevented women from doing so. Most children's legs were too short because of the high crossbar.

**Elicit answers to the following questions:**

Who had to stop work to take an ill child to the health clinic by bike?

Who had to stop work and use the bike to ferry water if, at the height of the dry season, the nearest water source was miles away?

Who had to stop work and use the bike to take sacks of yams or other produce to market if they were too heavy for the women carry on foot?

**Expected response:** The man. Emphasise that for the family to get any benefit from the bike, the man had to be involved. For him, the bicycle became a mixed blessing. He had the all the control and status associated with it, but all the responsibility too, and this prevented him from doing other work.

**Explain:** When the bicycle broke and had to be replaced, low-crossbar models were also available and the family decided to buy one of those, like the one the woman is riding. Hold up the drawing of the woman riding the bike or reveal the woman riding the bike on the slide if you are using powerpoint.

**Ask:** Who can ride the low-crossbar bicycle?

**Expected response:** Men, older boys, and to a lesser but growing extent, women and girls. In some nearby towns and villages, more girls are able to go to secondary school by bike.

**Ask:** Whose labour, time and energy is invested in using this new bike?

**Facilitate and explore:** **The first bicycle put the onus entirely on the man, but other family members can also ride the low-crossbar model. They can all share the labour, time and energy needed to meet the family's needs. They also share the benefits - greater mobility, convenience, the status associated with having a bicycle and the time it saves.**

**Between the time that the family bought the first and the second bicycle, they undertook a gender analysis. So did the local bicycle dealers. The family realised that they would get more benefit out of low-crossbar model, and the dealers put more of them on the market.**

Few Ghanaian families or bicycle dealers would label the "thinking" they did as gender analysis, but that is exactly what it was. They analysed the different needs and realities of men and women, boys and girls, and then made a practical and sensible decision that would benefit everyone.

### Analysis

**Gender analysis** examines the distinct realities of men compared with women and the relationships between them

Who is affected → how and why → needs and response

**Generational analysis** examines the relationships between age groups

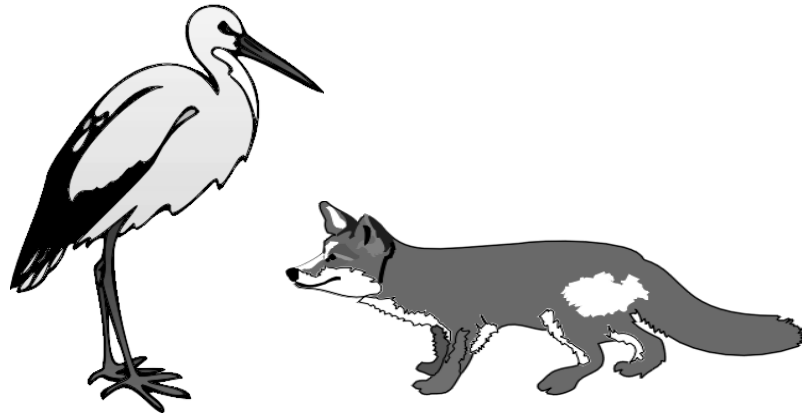


Explain what gender analysis entails, and how it makes a difference in understanding women's and girls' specific protection concerns. It examines the different **roles, access to and control of resources, coping capacities, resilience levels** and **constraints** of men and boys and compares them with those of women and girls. Most importantly, it also looks at **how men and women relate to each other** in acknowledging the differences.

Gender analysis allows us to understand the specifics of **who is affected** by a crisis, **what they need** and **what they can do for themselves**. As humanitarians, thinking about gender dimensions improves what we do, how we do it and the effect we have.

**Gender analysis often includes generational analysis.** This is not new, but the recent use of the term strengthens the awareness that men and women of different age groups have different needs and realities – an essential element of comprehensive gender analysis.

### Effective targeting



#### The story of the fox and the crane

The fox and the crane were great friends. One day the fox invited the crane to dinner, but he served the food on a large flat plate, which made it almost impossible for the crane with her long, narrow beak to eat. Later the crane invited the fox to dinner, but she served the food in a deep vase. This time it was the fox with his short, wide muzzle who was unable to eat.

Both friends had equal opportunities to eat, but on both occasions one of them was unable to take advantage of the opportunity.

Tell the story, and then ask how it might be relevant to humanitarian work.

#### Key messages:

- Equal treatment does not always mean the same treatment. Men, women, girls and boys - and their vulnerable sub-groups - have different needs and capabilities.
- We need to understand the different needs of the most vulnerable groups in order to customise and target interventions that are impartial and equal in their outcomes. This is role of gender and generational analysis.

## IDMC Modules on Durable Solutions for IDPs (2015)

Module  
seven:  
AGD

Practical  
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Introduce the following three tools:

### Tool: data collection

- Data disaggregated by sex and age, or age group (SADD):
- Helps to identify the most vulnerable
- Identifies needs based on sex and age
- Helps to expose specific protection risks
- Helps to guarantee human rights
- Contributes to better planning of strategies on HLP, livelihoods, access to justice and others



### Tool: A community-based and participatory approach

- Ensures that women, men, girls and boys of all ages and profiles are involved as active partners in all stages of protection
- Recognises populations' resilience, abilities and resources
- Brings together communities' abilities and action plans to ensure their own protection



IDPs' right to participate in decision-making about matters that directly affect their lives is enshrined in human rights instruments. Women, men, girls and boys should play a

## IDMC Modules on Durable Solutions for IDPs (2015)

central role in making decisions about their protection and wellbeing.

In order to gain a in-depth understanding of the protection risks they face, it is vital to consult them and listen to them - that women and men, young and old, and people from different walks of life all participate from the outset in defining problems and designing programmes to benefit them. It is an indispensable prerequisite to assisting and protecting people through reliable and effective interventions.

It is important to recognise people's resilience and their ability to protect themselves. A community's participation in identifying protection issues and implementing responses also helps to restore its members' dignity, self-esteem and sense of empowerment in shaping their futures. This requires a solid understanding of the gender roles and other relationships and power dynamics within it.

### Tool: Participatory assessment

#### Goal

- Participation of all the parts of communities affected by displacement to identify challenges to durable solutions

#### How?

- Multi-functional teams listen to women, men, girls and boys, keeping their diversity in mind
- Take into account the problems and abilities they report and the solutions they recommend
- Conclusions drawn from participatory assessments are used to design durable solutions strategies



Participatory assessments involve discussions with women, girls, men and boys to analyse the protection risks they face. They are the foundation of a rights-based community approach. The analysis of existing information is also important.

Other important processes include participatory assessments and analysis that includes the principal actors, an analysis of underlying problems, the definition of objectives and the monitoring and assessment of results

## IDMC Modules on Durable Solutions for IDPs (2015)

Module  
seven:  
AGD

Conclusio  
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### Activity

- In the same group as before, work on the same durable solutions criteria
- Using an AGD analysis, identify the specific obstacles women, girls, boys, indigenous and disabled people could face in meeting the criteria
- Recommend ways to take the obstacles into account and minimise their impact on the achievement of durable solutions for each of the groups



If you start with “the power walk”, move directly to the conclusions. Otherwise, consider holding the group activity as illustrated in the slide above.

Allow 15 minutes for separate group discussions and a brief ‘tour de table’ for reporting.

For the ‘power walk’, a separate instruction sheet is attached.

### Conclusions

- Age and gender dimensions apply to everyone. Diversity may need to be recognised in given situations
- Gender and generational analysis helps to acknowledge different needs and identify appropriate responses
- SADD helps to identify the most vulnerable, anticipate protection risks and define solutions
- A community-based approach, including the use of participatory assessments, ensures the engagement of all groups in all stages of protection, including the pursuit of durable solutions



Recap on the main points of the session and try to build a connection with the arguments raised either during the 'power walk' or during the final group work.