

Starting soon...

# Inclusive Humanitarian Response Gender and Disability Session

## Interpretation:

This room will have translation enabled for French and Arabic speakers

Cette salle sera équipée de traduction pour les orateurs français et arabes

يوجد ترجمة للمتحدثين باللغات التالية الانجليزية , العربية و الفرنسية

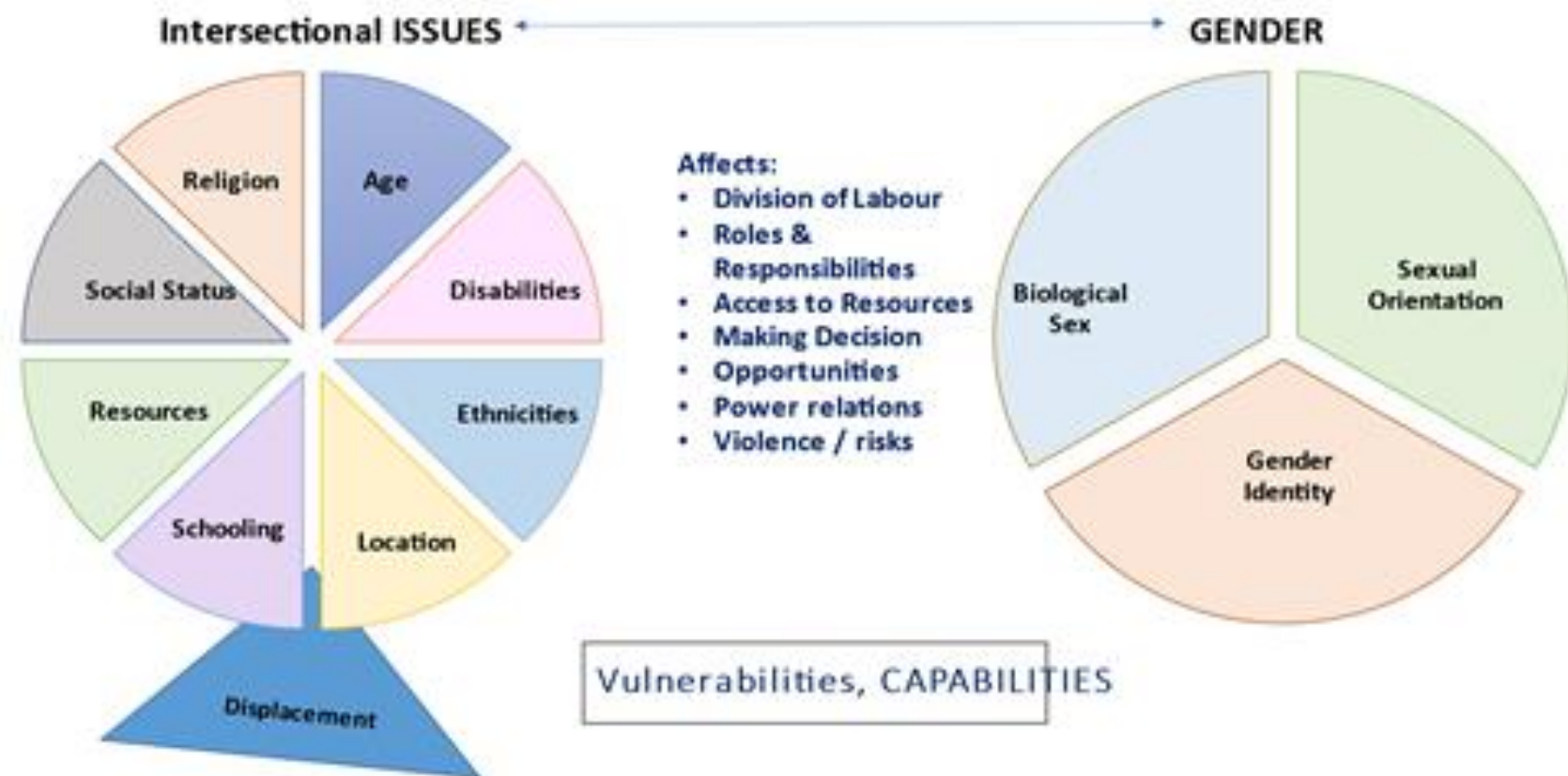
Please also note that this session will be recorded



# Inclusive Humanitarian Response Gender and Disability Session



# GENDER HIERARCHY & GENDER RELATIONS



# What SAAD analysis

Gender analysis is an integral part of the situation analysis of any response, It is a systematic process that examines:

**Impact:** What is the differential impact on women, girls, men and boys of all ages, ethnicities and vulnerability and disability, if any?  
assessing the foreseen impact in gender relations

**Needs:** The different needs, roles and standards of women, men, boys and girls and the different levels of power they possess; what are the immediate needs and what are the strategic needs

**Practical gender needs:** arise from the actual conditions which women and men experience because of the gender roles assigned to them in society.

**Strategic Gender Needs:** SGNs. 1. are long-term needs related to the relative position or status of women to men in society. Strategic interests/needs include changes in the gender division of labor, equal wages and women's control over their own bodies, legal awareness, an end to gender based violence, etc.

**Immediate needs:** These are gender needs that women and men can easily identify, as they relate to living conditions. PGNs do not challenge, although they arise out of, gender divisions of labor and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment. [Practical gender needs \(PGN\) | ASSET \(asset-scienceinsociety.eu\)](#)



# Why Inclusive Humanitarian Action?

## Global figures (WHO 2023)

- An estimated **1.3 billion** people experience significant disability.
- This represents **16%** of the world's population, or **1 in 6** of us.
- **1 in 5** are women with disabilities
- **1 in 10** (0 - 14) are children with disabilities
- **4 in 5** live in poorest countries
- **2 in 3** belong to the poorest population group



# Gender and Disability Intersect

- When gender and disability interact discrimination multiplies Women with disabilities experience multifaceted forms of discrimination and negative stereotypical attitudes in every domain of life.
- 1 in 5 women around the world are excluded from fully participating in social, family, and work life. face barriers when accessing education, work, health care, and information due to their disability and gender (World Bank and WHO 2011). Additionally, women with disabilities may face discrimination based on other intersecting identities, such as religion, race, age, sexual orientation, or gender identity.
- However, policies focused on gender and policies focused on disability inclusion, traditionally, have failed to address the specific needs of women with disabilities and may perpetuate an incomplete understanding of their multiple identities as “disabled” and as “women,” leading to even greater exclusion from opportunities.

# What SAAD analysis



**fundamental and underlying reasons:** What are the fundamental and underlying reasons that we consider for long-term exclusion and strategic needs? A root cause is “a fundamental reason for the occurrence of a problem or event.” Analysts can look for the root cause of an event in order to prevent it from happening again in the future. The root cause is the primary driver of a process.

Fundamental cause theory has been a very important and highly useful way to understand how and why inequalities in health have persisted over time

**Risk:** Helps to identify any risks, minimize or prevent during programming

That is why disaster risk management policies and interventions should operate in the overlay area, using the tools available for mitigating disaster impacts and strengthening resilience to close the gender gap in outcomes. This means [good disaster risk management should consider ways in which gender dynamics influence disaster impacts in any given area before making decisions on policy or project design.](#)

**Empowerment:** The empowerment axis should be considered

**Access:** Disparities in access to services, resources and opportunities

**Opportunities:** Available Opportunities for each member of the community

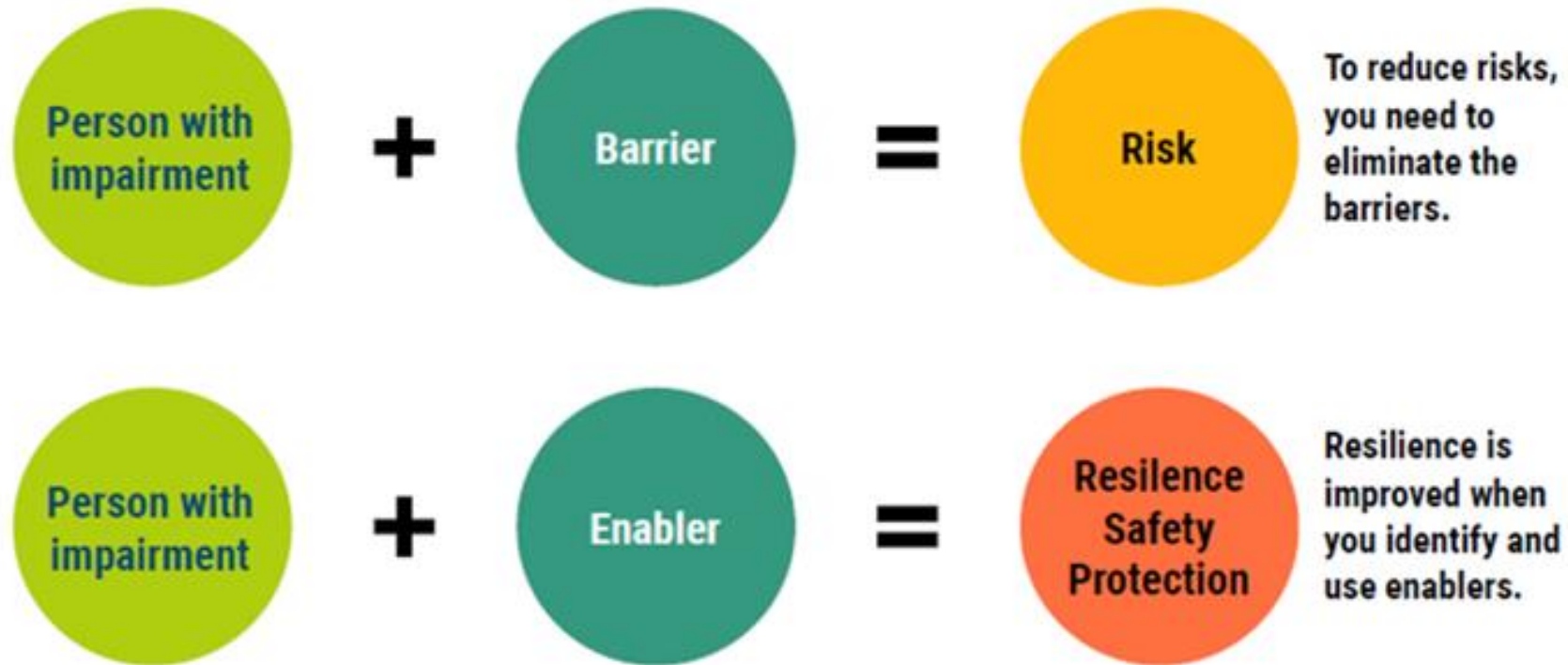
# Gender Dynamics of Disaster Risk and Resilience





# How to define Risks facing persons with disabilities

Diagram 3 | Barriers and enablers to inclusion of persons with disabilities in humanitarian action



# What is the link between barriers and violations of rights for persons with disabilities?

- **Attitudinal barriers** lead to denial of rights to humanitarian services; lead to bullying, discrimination, exploitation, abuse; link with denial of right to independence, health, safety etc
- **Communication barriers** lead to denial of rights to humanitarian services, informed consent, safety in times of emergencies
- **Physical barriers** lead to denial of rights to humanitarian services; denial of right to independence; strong link with the denial of right to health e.g., latrine access and skin +/- chest integrity
- **Institutional barriers** lead to denial of rights to humanitarian services; compounded inequalities and increased risks of negative coping strategies

# Why SAAD Analysis is Important?



- Identifies social and structural barriers, the level of the barrier and the drivers for any problem
- Provides the basis for effective programming that is equity based
- Determine whether specific measures are needed to ensure equitable results for women, men, girls and boys
- Identify risks from proposed interventions
- Contribute to gender equality results ( mandate )
- Addressing underlying causes and help long term programming.( sustainable results )
- Propose socially accepted solutions

# Disability assessment



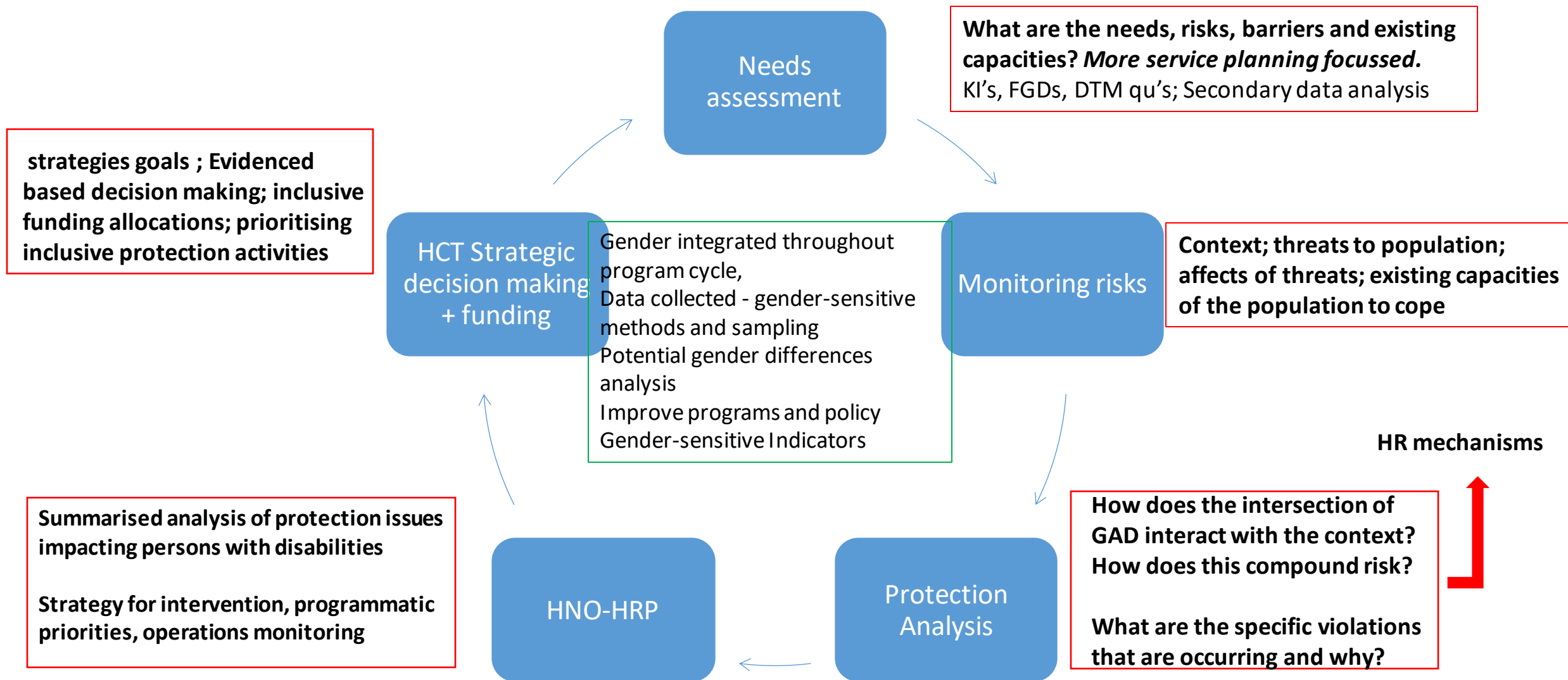
- Identification of Persons with Disabilities with Meaningful Participation during the data collection process( persons with disabilities are part of the nominators)
- Analysis and response to diverse needs and barriers without discrimination: ensuring that all data on protection risk and threats are captured
- Understand the roles and capacities of persons with disabilities in the humanitarian response
- Accountability Commitment: Track progress and report on the inclusion of persons with disabilities and the implementation of relevant commitments
- Impact: Strengthening the evidence base based on the risks and barriers to access faced by persons with disabilities with a view to advocating for disability inclusion
- Enriching and sharing learning about processes of change and success in disability inclusion



# Strengthening the inclusion of persons with disabilities in the HPC



immediate needs , underling causes - longer term strategic needs?  
any risk – prevent, empowerment opportunities, avoid harm and increasing burden



**Meeting immediate needs**

**Meeting strategic needs**

**Reduce risks**

**Participate**

**Empower**

**Prevent burdens**

**Results disaggregated by sex, age and Disability**

**Information disaggregated by sex, age, disability is very important for setting goals & emphasizing the principle of equal participation.**

**Barriers at the community level**

**Example: % of families who value education for their daughters with and without disabilities in emergencies**

**Barriers at the service level**

**% of schools accessible for girls including girls with disabilities**

**at the individual level**

**# of field staff who have been trained/sensitized on gender, age and disability inclusion**  
**# of reasonable accommodations (individualized supports) provided to children with disabilities to enable equal learning opportunities**  
**# of assistant teachers provided to support the individual needs of children with disabilities in the classroom**

# Some Analysis Frameworks and Tools available

## **Gender Analysis Matrix Analytical Approach:**

It aims to help communities themselves analyze gender issues and is based on a participatory methodology. Each project is analyzed at four levels of the women's and men's society and the Capacity Vulnerability Framework (humanitarian) – measures two key concepts of capacity and vulnerability.

## **The Women's Empowerment Framework**

establishes five levels of equality including control, participation (achieving an equal understanding of gender roles and a fair and acceptable gender division of labour), access and social welfare.

## **Social relations:**

The framework analyzes existing gender inequalities in the distribution of resources, responsibilities and power.

**DTM** : displacement tracking Matrix tools ) is a system to track and monitor displacement and population mobility, provide critical information to decision-makers and responders during crises, and contribute to better understandings of population flows

# Some Analysis Frameworks and Tools available

## **The MOSER framework**

a framework that embodies control over resources and briefly touches on benefits and engagement, uses two main tools for the purpose of gender analysis. Defining the role of the sexes: productive, reproductive, reproductive, societal and gender needs (or concerns); Practical and strategic needs

## **Gender-Based Analysis:**

Gender-Based Analysis (GBV) reveals the gender impacts, omissions and implications of action in health policy, programming and planning.

**Guidance on strengthening disability inclusion in Humanitarian Response Plans:** A step-by-step guidance follows the process and logic of the IASC Practical Guide for Humanitarian Needs Overviews, Humanitarian Response Plans and Updates revised for the 2020 HPC, and is meant to be considered in an integrated way, not as a separate strand of work.





# How to Conduct Gender Analysis

- Examine gender disaggregated data or the situation with a gender lens

- Evaluate the basic assumptions of interventions, policies and programming.

Through thorough consultation with the different community groups from all ages, disabilities, ethnicities, religions through guiding questions, a checklist, or case studies, observation, to understand the gender-specific issues related to; gender roles, dynamics, needs, access, control of resources, limitations, and opportunities faced by women, men, boys, and girls at all ages and disabilities?

# Example key questions to inform analysis

**Individual**

- How are girls, boys, women and men at all ages, disabilities, ethnicities. impacted by the situation
- What is the disparity? Are there different needs? What different, risk, roles are HH level
- What are the influencing factors? Who is the friend
- What are family or community discriminatory barriers
- What is the level of KAP
- What social/cultural activities/ is the person/the family engaged with (in favor or against
- What are the media composition habits

# Example key questions to inform analysis



## Community level

- What are the relevant socio-cultural norms, discriminatory practices, religious factors, Community dynamics, including leadership patterns
- What are the community communication channels
- Are there community specific gathering places for girls and women/times?
- Is there supportive social networks? And what us the capacity of NGOs, CBOs?
- Acceptance of new problem-solving ideas, technologies & approaches?

- Who is breadwinner? Who is responsible on care work?
- Who owns? (House, car, mobile)
- Who is decision maker/influential
- Transportation and access levels to services
- Is there violet discipline practices? GBV, Discriminatory practices



## Household level

# Example of key questions to inform analysis



**understanding policy/enabling environment**

What about availability, quality, access, cost & utilization of services

Is there capacity for gender responsive programming

Is there positive gender attitude among workers

Is there dedicated time and space for gender

What opportunities what works

is there government commitment (is it reflected in national priority, Has the Government ratified the UNCRPD and the optional protocol? Is there a national monitoring mechanism that is/was being implemented?

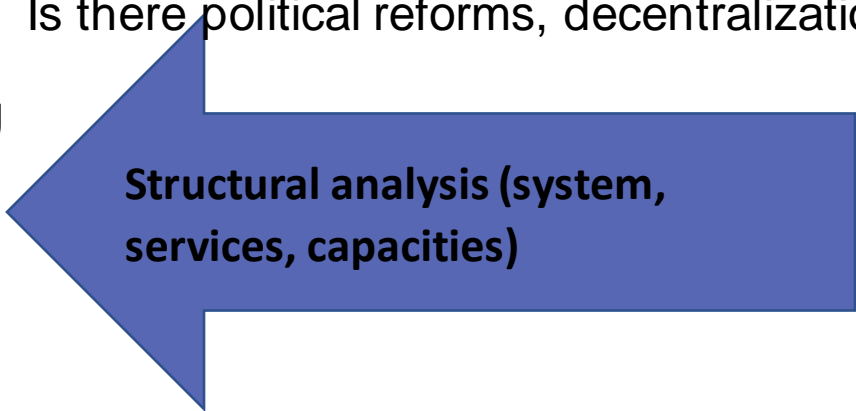
are policies to address the problem in place? Are policies implemented? Are policies affecting negatively

what is the public opinion

Is there action groups, CSO, OPDs, media engagement on social issue

Is there humanitarian context

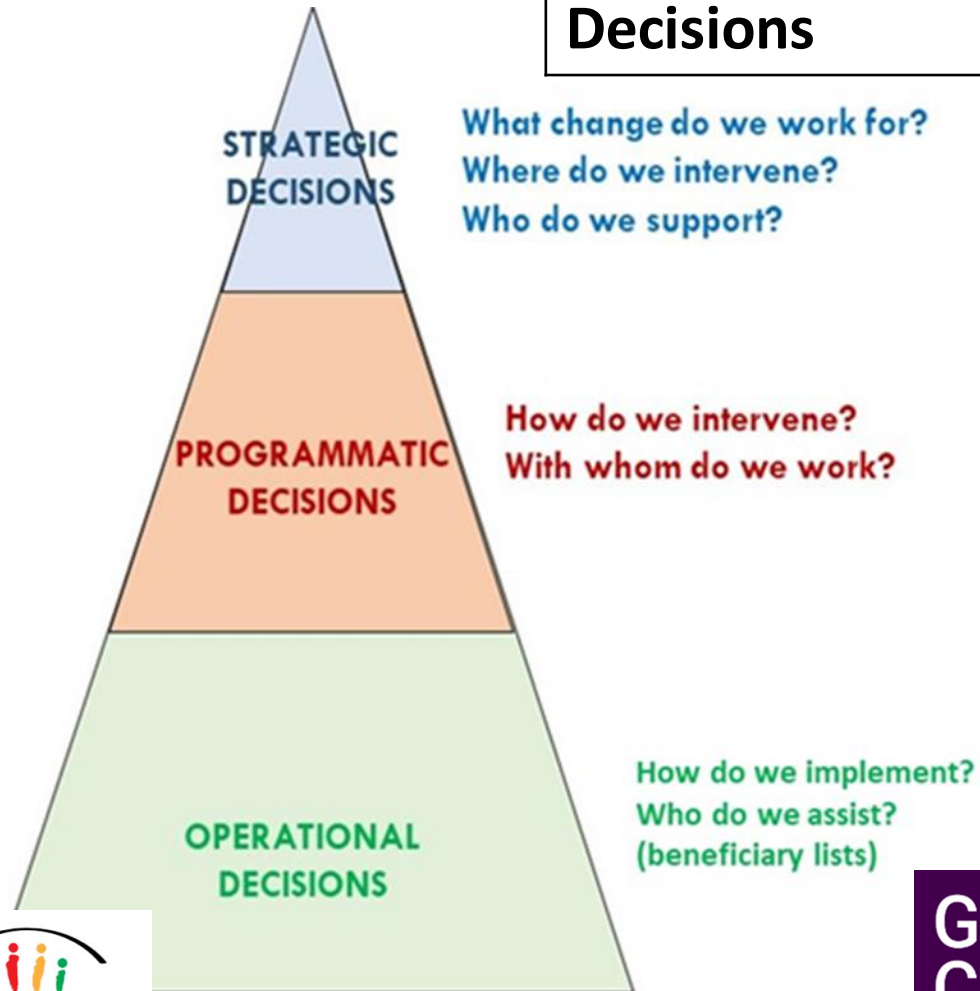
Is there political reforms, decentralization, election,...etc.



**Structural analysis (system, services, capacities)**

## Level of Decision Making

## Examples of Decisions



## Examples of Information needed for DI

- Main sector of need ( KII, HH)
- Most affected areas
- Where people live estimated numbers by age and gender.
- availability of services.
- Access awareness and use of basic good and to services
- Available specialized services for persons with disabilities
- Existing resources, KII, HH
- Implementing actors
- # of persons with disabilities by location
- Level of disability HH
- Specific barriers to access services by persons with disabilities per location HH
- Humanitarian access limitations
- # of persons with disabilities by location

# SAAD – disaggregated by: age, gender, disability

## Qualitative

## Quantitative



Key informant interviews

Surveys, distribution lists

Focus group discussion

Files (hospitals, schools..)

In depth individual meetings

Census samples

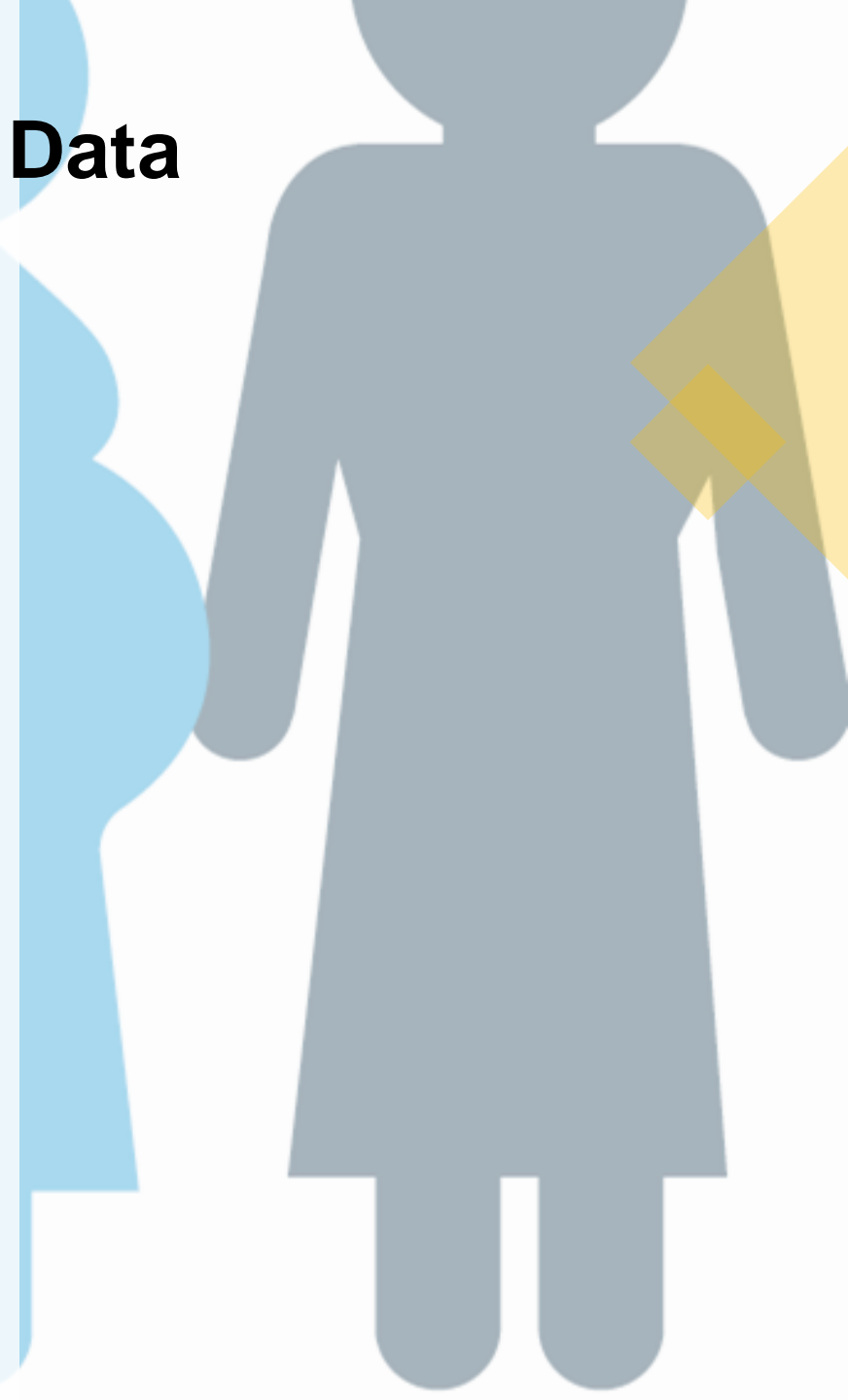
Mixed methods



# Why Gender and Disability Disaggregate Data

Disaggregated data allow to see the impact of policies and programs

- At the macro level gender disaggregated data help to understand changing gender patterns within the economy.
- At the micro level, the data are needed to understand the economic relationships among individuals, households and communities
- But what data are we going to collect, analyse and use? Who designs?
- Meaningful participation needs to be linked with evidence based programming recognizing multiple types of evidence and perspectives



# Resources

- <https://reliefweb.int/report/world/guidance-strengthening-disability-inclusion-humanitarian-response-plans>, 2020.
- IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action, 2019
- IASC Policy (and Accountability Framework) on Gender Equality and the Empowerment of Women and Girls in Humanitarian Action, 2017
- <https://dtm.iom.int/dtm-toolkit/disability-inclusionM> and DTM for Disability Inclusion
- Inter-Agency Decision-Making Tree on “Collection of data on disability inclusion in humanitarian action”, 3-pager guide, presentation and other tools on IM & DTM for Disability Inclusion below.
- DTM Field Companion for Disability Inclusion in excel <https://dtm.iom.int/dtm-partners-toolkit/field-companion-excel>
- DTM Field Companion for Disability Inclusion in pdf <https://dtm.iom.int/dtm-partners-toolkit/field-companion-pdf>
- Training on data for Disability Inclusion: <https://dtm.iom.int/dtm-partners-toolkit/trainings>
- [https://www.impact-repository.org/wp-content/uploads/2022/05/Guide\\_WGQs\\_in\\_MSNA\\_toshare\\_final.pdf](https://www.impact-repository.org/wp-content/uploads/2022/05/Guide_WGQs_in_MSNA_toshare_final.pdf)





Thank you