



Swedish Civil
Contingencies
Agency

Gender equality handbook

– practical advice for international assistance



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Swedish Civil Contingencies Agency (MSB) is a government agency that works with disaster and crisis management before, during, and after the occurrence of disasters and crisis.

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Gender equality handbook – practical advice for international assistance

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Front cover: Halima is one of our female lorry drivers in Southern Sudan. Female field staff are role-models for others when it comes to choosing a profession. It encourages the acceptance of women into otherwise traditionally male-dominated professions. Photo: Curt Näslund, MSB.

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Preface

The Swedish Civil Contingencies Agency has a mandate from UN Security Council Resolution 1325 on Women, Peace and Security and the Swedish Government's National Action Plan for the Resolution. This requires a gender perspective and gender equality efforts to be reflected in all projects and during each phase of disaster and crisis management.

Over the years our perception of these issues has evolved significantly. From being perceived as a controversial issue among some of our co-workers, gender issues are now recognised as a natural element of our international projects in which our support to affected populations is our foremost priority.

In order to prepare personnel at the Swedish Civil Contingencies Agency for a better understanding of gender issues in their practical work, they have been trained on integrating a gender perspective into projects. In addition, the countries in which we operate have been analysed from a gender perspective to enable the projects conducted by the Swedish Civil Contingencies Agency to be adjusted in accordance with existing local conditions in each country. Field staff also receive training, prior to deployment, on UN Resolution 1325 on Women, Peace and Security and on integrating a gender perspective throughout the project cycle. Moreover, a gender perspective is included in all final reports.

The handbook you are holding has been produced with your work in mind - as project manager, instructor or field staff as part of the Swedish Civil Contingencies Agency's international assistance. It is important that we never forget why we work with international assistance; it is because there are women, men, girls and boys who are in need. And it is our responsibility to ensure that they receive the best help they can get.

Therefore, it is the personal responsibility of all of us who work with international assistance at the Swedish Civil Contingencies Agency to consider a gender perspective in our day-to-day work. This handbook will make it easier for you to achieve this objective practically; making projects more effective, and making it easier to reach out to a larger section of the population in need.

Kjell Larsson
Head of Operations Section
Swedish Civil Contingencies Agency (MSB)



It is important to take into consideration the needs of the affected population. Will women, girls and boys also be using the bridge when it is dark, thus increasing the risk of being run over?

1. Why a handbook on gender equality?

Example: Bridge construction from a gender perspective

The agency was to send a task force comprising a group of men to Sri Lanka in order to build a bridge. As part of training prior to the mission there was an information session on gender. The Head of Mission did not think that a gender perspective was necessary for the planned project:

“Our task is to build a bridge; so we don’t need to worry about a gender perspective.”

The instructor then began asking questions:

“Who is going to use this bridge?”

“Well, the population living there,” the Head of Mission answered.

“Do you mean women, men, girls and boys?” the instructor asked.

“Yes.”

“Ok. How do these people travel?”

“Mostly by car and lorry.”

“Women too?”

“No, they travel mostly on foot.”

“Will women, girls and boys also be using the bridge when it’s dark, thus increasing the risk of being run over?”

“Yes, there is always that risk.”

“Would it be technically possible, from a construction standpoint, with the help of scantlings, logs or something similar, to construct a simple path for walking on the side of the bridge?”

“Yes that would not be difficult.”

“Gentlemen, we have just applied a gender perspective to the building of a bridge,” the instructor said.

Why is a handbook on gender equality needed?

Since the situation for women and men and their living conditions looks different in different countries, this affects them in different ways during conflicts and disasters. Women and men have different resources and opportunities for managing the problems that arise. Consequently, following a conflict or disaster, they are often in different need of help and support for a return to normal life. But since women are often subordinate to men and do not have the same status and power, their participation in important decision-making processes in society is not as extensive. Consequently women's circumstances and needs in these situations are often invisible.

The MSB's international assistance should be as effective as possible and should reach the entire affected population in a crisis or conflict area. This is why knowledge is needed on the situation and needs of women prior to planning and implementing a project in countries affected, or at risk of being affected, by disaster or conflict.

In accordance with UN Security Council Resolution 1325 on Women, Peace and Security the purpose of the gender equality handbook is to make it easier for everyone working with international assistance at the MSB to not only see men's circumstances and needs but also women's in the event of a conflict or crisis; and to adjust the project according to these. This will also involve ensuring women's participation in recovery work in countries affected by disasters, crisis and conflict.

Sweden has produced a national action plan in order to implement UN Resolution 1325. This plan highlights the importance of increasing women's participation in conflict prevention, peace promoting and humanitarian operations, as well as decision-making at all levels of society. The action plan also stresses the need for strengthening the protection of women's and girls' human rights and the integration of a gender perspective in international assistance.

In the national action plan the MSB is pointed to as one of the actors who have to take measures enabling Sweden to implement UN resolution 1325. Resolution 1325 primarily refers to conflict situations. However, the MSB operates not only in countries and areas affected by conflict but also in countries affected by disaster. That is why the MSB has undertaken to apply a gender perspective for each phase of disaster management.

The aim for the MSB is to mainstream a gender perspective into all international projects with the objective being to live up to all aspects of Resolution 1325.

This means that the projects will at all times take women's, men's, girls' and boys' different needs into consideration; increase women's and girls' participation; and increase the number of women on missions and in decision-making positions.

What is UN Security Council Resolution 1325 on Women, Peace and Security?

On 31st October 2000, UN Security Council Resolution 1325 on Women, Peace and Security was adopted. The purpose of the resolution is to increase women's participation in preventing, managing and resolving conflicts by applying a gender perspective to peace promotion and conflict prevention.

In accordance with the resolution the international community has a responsibility to counteract women's intolerable situation during conflicts. In concrete terms this means that women must have the opportunity to formulate their problems and needs and be involved in the formation of solutions to the problems.

Resolution 1325 points to the need for peacekeeping staff to highlight and act on the basis of women's, girls' and boys' particular needs in crisis and war-torn areas.

The resolution also emphasises the fact that it is important that more women are included on peacekeeping operations. Although the resolution focuses on conflict situations, it also applies of course to disaster management.

Read the entire resolution on page 102.

What is gender, why is a gender perspective needed?

The term gender is normally used when referring to "social" sex, that is, that which our society and culture consider to be female and male. It also concerns our ideas about what women and men are capable of doing and what they are allowed to do, and all the characteristics and tasks that we consider to be female or male.

In different societies women and men have different resources and opportunities, which affect the way they act and reason. To see a phenomenon from a gender perspective means being aware of the fact that women's and men's circumstances may differ and to analyse how and why this affects their situation and needs. This can result in the same conflict or disaster having completely different consequences for women and men respectively.

For a project to be viewed as successful it must reach out to all those who need help. That is why it is important to see how the project can reach an entire population in a disaster or conflict area as effectively as possible, and how the project will affect women as well as men.

Using a gender perspective does not mean explaining what is female or male but means understanding why women and men want, can, and do different things and then working towards everyone, regardless of sex enjoying the same rights, responsibilities, resources and opportunities.

Thus, it is not the intention of MSB staff to be experts on gender, but a gen-

der perspective will help MSB staff to carry out projects more effectively and successfully.

Example: Why did the earthquake in Pakistan affect more women than men?

The earthquake in Pakistan in 2005 impacted negatively on women to a greater extent than men. Because of the roles women and men play in Pakistani society women were more vulnerable than men during the disaster situation that emerged.

The following example of gender related aspects, demonstrates how and why women were affected, and how this characterised the search and rescue operations following the earthquake.

Women and men were at different locations.

One main reason why a disproportionate amount of women and children died in the earthquake in Pakistan was the fact that they were indoors, in homes and schools, which had collapsed. The majority of the men were involved in the work going on outside and therefore fared better.

Women's difficulties in moving

According to tradition in Pakistan women lead most of their lives separate from men, which meant that in several cases they felt unable to escape from buildings which were about to collapse. In addition, their ability to move was limited by the dress code of the country, which makes it difficult to move quickly. This also contributed to the fact that more women than men became casualties or were killed.

The need for gender related information in search operations

In the search operation following the earthquake, gender related information on where female and male victims could be found was of significant importance.

To retrieve this information it was important to talk to both women and men, because to a large extent they were in different places when the earthquake hit.

Unwillingness to help individuals of the opposite sex

To a large extent women and men live separately from each other in Pakistan. That is why many men were hesitant about helping women stranded in collapsed buildings, because this would have meant them having to touch

female victims. Equally there were a lot of women who did not want to receive help from men as tradition and their honour prohibits them from being touched by men.

Who can use this handbook?

This handbook is primarily intended for MSB field staff and project managers working within international assistance. The handbook contains concrete and concise information that can be directly applied to practical tasks such as planning, implementing, reporting and evaluating projects.

In addition, the handbook can be of use to instructors on international courses, gender advisers, and MSB and other staff on international projects.

How and when can the handbook be used?

The handbook is intended to function as a tool and as support for bringing projects into line with the needs of women, men, girls, and boys in the project area.

This applies to all types of projects carried out by the MSB, and during all phases of a project - planning, implementation, reporting and evaluation. That is why the handbook has been structured to follow a series of questions, tips and recommendations which can be applied to all work aspects. However, the answers to the questions may differ depending on the situation and type of project.

The handbook should be seen as a kind of encyclopaedia. It should be easy to look up concrete and concise information within a particular area or prior to a specific project, without having to read the book from cover to cover. This means that some texts and information are repeated, and reappear in several places.



Applying a gender perspective does not mean that you need to be an expert on gender yourself. It is a method for understanding how the project affects women and men in different ways in order to make the project more effective and to achieve better results.

2. Applying a gender perspective

Applying a gender perspective does not mean that you have to be an expert on gender yourself. It is a method for seeing how the project affects women and men in different ways in order to make the project more effective and to achieve a better result. It is not a separate piece of work which should only be performed in specific gender projects; a gender perspective should be included as an integrated part of every stage of the project. It need not mean extra work, but is above all a broader way of analysing and assessing the needs of the affected population as well as your own work.

A gender perspective should be integrated into each phase of projects carried out by the Swedish Civil Contingencies Agency (MSB).

This means that as early as the drawing up of guidelines for a project existing circumstances and needs should be identified and it should be determined how they differ for women and men. All planning thereafter should be based on that. The goals set should meet the differing needs of women and men and how these should be met. All work during the project should then be carried out in such a way as to enable the participation of both women and men. When the project is completed it should be evaluated so that the MSB has the opportunity to develop its international projects. Among other things, the evaluation should demonstrate to what degree goals have been achieved and how the integration of a gender perspective was achieved.

Gender analysis

Awareness of the fact that women's and men's circumstances and needs may differ is of crucial importance and projects should be adjusted in line with that awareness. An important part of this work is the conducting of a gender analysis. This is achieved, for example, by investigating the relationship between women and men, their different roles in the home and society and their access to and control of resources and decision-making. The analysis involves, among other things, finding out if there are any gender disaggregated data, to review information received and the source it is received from, as well as investigating which

societal factors affect women's and men's circumstances and options for coping with a conflict or crisis situation. A gender analysis should be a simple tool for use in many varied situations and all the phases of the project.

PROJECT MANAGERS AND FIELD STAFF

This is what you do!

- Carry out a gender analysis in accordance with the following steps:

Classify the information according to gender: Look for and ask for gender disaggregated data, facts and statistics relevant to the project. If none exist, attempt yourself to classify the information you have by gender. For example, this kind of information can be found at international and local women's organisations as well as at various UN bodies (see the chapter on References and Study Material on page 114 for tips and sources). For example it may be of critical importance for the project to know how many women and men have been affected, or are at risk of being affected, by a disaster or a conflict.

Clarify gender roles: Find out about the distribution of labour between women and men in a society. This often reveals the distribution of power, which is a factor that has consequences for both women and men and their opportunities for influencing their own situation during a crisis or a conflict. As a starting point for your analysis you can choose three types of labour: work within the family (reproductive work), waged labour (productive work), and voluntary work (related to community work).

Define gender related needs: investigate which particular needs women and men have before and after an event has occurred or is at risk of occurring. Distinguish between practical and strategic needs. Practical needs often have to do with survival, like the need for food and water, care and protection. One example of a practical need is how the distance to a well and the access to water affect women's lives and situations. Strategic needs are more long-term and can aim at changing and improving people's living situations and strengthening their human rights. One example of a strategic need is the right of women to decide over their own bodies as a way of combating the spread of HIV and AIDS. Strategic needs often aim at achieving altered attitudes and improving the fulfilment of human rights for women and men.

Predict the impact of the project on the different target groups: use the results from the analysis carried out when you establish the aims of the project. Define which practical and strategic needs for women and men the project will meet. To ensure that this succeeds, you need to measure the effects of the project on gender equality and the strengthening of women's rights. Remember that the indicators used should be firmly established in each target group and thereby reflect what the group in question considers important.

Have you thought about this?

- Who is providing the information? Who is formulating the problem, men or women? It is always good to question where the information comes from.
- Where do you provide information on the planned project? Is everyone able to get to information meetings?

What form does the information take, is it better delivered in writing or verbally?

Worth knowing!

- Applying a gender perspective does not mean that you are expected to be an expert on gender. However, it does mean that the project will be more effective and successful.
- The situation in the country in question might change. Women's and men's circumstances and needs can change and so can the conditions for the project. Through continued contact with all target groups you can make sure that necessary changes to project activities are made in order to meet emerging or altered needs.
- A project can bring about positive and gender related sideline activities, which are not part of your main tasks or planning for the project. For example, in a situation where there is spare time you can teach the beneficiaries, e.g. women, how to maintain a generator.
- The project manager is responsible for the inclusion of an internal gender perspective for the project. For example that, as far as possible, an equal gender composition in the project team is sought after as well as changes in attitudes among staff, through education and briefing. Project staff are responsible for applying a gender perspective to external work and in contact with beneficiaries.
- The time and place for information meetings for beneficiaries must be planned to enable women to attend. In addition, it may sometimes be necessary to hold separate meetings for women and men.

Example: Two thirds of the people who died in the tsunami were women

Two thirds of the fatalities during the tsunami in 2004 were women. Due to local traditional dress codes it was difficult for women to escape or swim. In addition many of them could not swim because they had never been taught how to. The distribution of labour between women and men meant that women were more responsible for the children and were in more exposed areas - on the beach for example - unlike many men who were out at sea.

What do the mandate and policy document of the Swedish Civil Contingencies Agency (MSB) say regarding gender equality?

On commission from the government the MSB must maintain a capacity for preparedness for humanitarian assistance. The MSB also works with enabling other countries to prevent, prepare for, manage and recover from disasters.

Because Sweden has adopted UN Security Council Resolution 1325 on Women, Peace and Security, the mandate also means that all personnel at the MSB should work towards strengthening human rights: women's, men's, girls' and boys' as well as the rights of different minorities.

In agreements with its cooperation partners, such as the UNHCR, the MSB has included an obligation to apply a gender perspective, in accordance with UN Security Council Resolution 1325.

The government has a special interest in following the work on gender perspective and gender equality in international assistance. That is why the MSB in accordance with the government appropriation document to the agency is obliged to report back on the measures which have been taken to fulfil the intentions of UN resolution 1325.

This is reflected in the final reports which are handed in to the government following every project.

The director general of the MSB has determined that a gender perspective should be integrated into all activities and that this is a priority area. In international assistance this means that field staff and project managers are responsible for applying a gender perspective to the day-to-day work of international projects and are obliged to be knowledgeable about it.

Being seconded or working as part of a team

All personnel at the MSB are responsible for and obliged to work with a gender perspective. The aim of the MSB is for a gender perspective to become a natural part of international assistance and that all personnel on the Coordination and Operations Department should take accept this as a matter of course.

The opportunities for applying a gender perspective can differ greatly depending on whether one is deployed as a seconded expert or as part of a team. For example, opportunities differ regarding the extent to which you can participate in and influence preparations, but also the opportunities for working with gender issues during the project itself.

When one travels as part of a team, one is automatically part of a greater operation, which also means more closely coordinated planning and preparation when it comes to introducing a gender perspective. This leads to there being more



An important part of projects is reaching the entire population and seeing to women's and men's needs. The MSB's gender advisers can provide information and concrete advice.

support in the project planning for working on these issues.

For some projects no reconnaissance work is carried out before hand. In these cases the MSB's project managers and advisers on gender issues can provide the field staff with suitable information on women's and men's situations and needs in the country in question, as well as providing concrete advice about how to adjust the work accordingly.

As a seconded expert it can sometimes be difficult to get your voice heard on the importance of working with gender issues. It is not always a priority area. In such situations it may be wise to ask concrete questions about the work and to make suggestions about how it may be carried out in order to consider the situations and needs of both women and men. At the same time you should be aware of the fact that your options are limited and that you have to adjust to the organisation you work for.

Reaching the entire population and seeing to the needs of both women and men, however, is important for organisations working towards fulfilling UN resolution 1325. In addition, as a seconded expert you can receive help and advice from the MSB's gender advisers about how to integrate a gender perspective.

The reporting related to the code of conduct is also influenced by whether you work as a seconded expert or as part of a team. Team personnel are obliged to report anybody in the team who violates the code of conduct. (Read more about the code of conduct on page 100.)

As a seconded expert you are not only responsible to the MSB, but also towards the organisation that has requested the support. Other organisations and teams might be guided by other values. The seconded expert may turn to the MSB project manager if, for example, problems and difficulties emerge connected to gender issues or aspects of the code of conduct.

The Swedish Civil Contingencies Agency (MSB) shall account for the measures taken in order to adhere to the intentions of UN Resolution 1325 on Women, Peace and Security within the field of international assistance. The gender division on completed operations should be especially accounted for as well as completed gender training sessions and how information has been relayed to field staff.

Extract from the 2009 Official Appropriations Document for the MSB.



During a reconnaissance mission information is collected which will be used in the planning and implementation of a project. Different groups among the population live under different circumstances, and have different needs and resources for affecting and managing a situation that has arisen as a result of a conflict or disaster.

3. Project planning

For a gender perspective to become an integrated part of the project it is important to introduce these aspects into the planning as early as possible - even before an eventual reconnaissance mission. The foundations of the entire project are established in the planning and that is why it is of the utmost importance that a gender perspective is included during this phase.

During the planning phase it is important to find out about the conditions and needs of women and men in the area in question so that the project can be brought into line with these. An important part of this work is about conducting a gender analysis, for example by producing gender-specific statistics; looking over the type of information received and from whom; as well as investigating the living conditions of women and men and how these affect their ability to manage conflict and disaster situations. (Read more about how to carry out a gender analysis in the section entitled Applying a gender perspective on page 13.)

This chapter is primarily aimed at the project manager planning the project, but also the field staff as a part of their preparation prior to deployment. The project manager is responsible for introducing an awareness of gender related issues as early as the planning stage of the project.

Training

Everyone who works on a project for the MSB takes a course on how to work with a gender perspective which is included in the introductory course for individuals registering with the roster for field staff. Additionally, in the briefing prior to deployment information is provided about UN Security Council resolution 1325 as well as specific information on the conditions of women and men in the country in question.

The manager's course includes a specific session focusing on gender knowledge needed for managerial posts out in field.

Project managers on the MSB's Operations Section attend tailor-made courses presented by a gender adviser. The courses focus on planning, implementing, and evaluating projects while maintaining a gender perspective. The aim is for

everyone who works on the Operations Section to have attended a course of this kind in order to facilitate the application of a gender perspective in their daily work.

Courses and exercises carried out for beneficiaries should do so from a gender perspective even if the course does not have gender as its main theme.

PROJECT MANAGERS AND INSTRUCTORS

This is what you do!

- Always try to achieve a gender-balance among course participants, lecturers and instructors! This applies both for courses for the MSB and for any courses for the local population in the country in question.
- It is suggested that you use case-based training, which is training with fictitious but concrete scenarios, situations and events which involve women, men, girls and boys as well as the elderly and disabled. Encourage course participants to reflect on how the problem and solution are affected when women are involved or when men are involved.
- Ask for advice from the MSB gender adviser when planning the course content.
- If the planned course does not include gender as an independent part of the course content, it is important for you to actively introduce a gender perspective into every part of the course, that is to say, to demonstrate how the project reaches everybody in different situations and areas of work and how it takes into consideration the different needs of women and men.
- When you put a briefing-kit together for the field staff prior to deployment make sure that it always contains the following information:
 - Why the MSB works with a gender perspective and why it is important.
 - UN Security Council Resolution 1325 and the government's action plan.
 - How the MSB works from a gender perspective.
 - Information on the situation of women and men in the country in question.
 - MSB's code of conduct.
- You can use this handbook for support during courses or briefings and as reference material for the participants.

Have you thought about this?

- How can you make sure that a gender perspective is included throughout the course?
- Does the course contain exercises or scenarios which concern both women and men?

Worth knowing!

- As a project manager you are responsible for the field staff receiving a gender briefing prior to deployment. Contact the MSB gender adviser if you need any help producing information on the different conditions and needs of women and men.

This is what you do!

- Take the opportunity to ask questions to the project manager or gender adviser during the briefing before deployment. They can give you pointers on where you can find information on the different conditions and needs of women and men in the country in question.
- If you plan any training or exercises involving the local population during the project, find out if there are any practical problems for women taking part and work towards finding solutions to these.
- When distributing information about the training course, point out that you would like women to take part. You can also try to increase the recruitment base by contacting organisations and networks for women. Find out if separate course periods will be required due to a need for women and men to attend separately and what you can do to get more women to attend.
- Arrange the course for a time and place to allow women the opportunity to attend. For example, this might entail ensuring that women are able to get to and from the course while it is still light outside. It can also mean that the course does not clash with meal times, or that there are separate toilets for women and men, and possibly changing rooms as well as safe forms of transport for the participants.

Example: An exercise with a gender perspective

The Joint Response Team, which was formed to support people usually resident in Sweden who are in distress abroad, consists of a number of Swedish authorities and organisations. In a joint exercise, a number of exercise tasks were produced consisting of different scenarios with gender aspects. One situation had the Joint Response Team arriving at an assembly point following a major disaster in a country where there were many people present that are usually resident in Sweden. The task was to make an inventory and to register those affected at the same time as providing them with crisis support. Among the role-players there were women, men, children, elderly and Swedish citizens born abroad. After the exercise there was a debriefing session, where gender issues were discussed: “What could you have done about the pregnant woman who couldn’t speak Swedish and who didn’t want to be examined by a male doctor?” “How could the assembly point have been adjusted to the needs of different groups in a better way?”

Reconnaissance mission

The foundations of the project are established during the reconnaissance mission. That is why it is important to gather information which can be used during the planning and implementation of the project. Different population groups live under different circumstances and have different needs and resources for influencing and managing situations arising from conflicts or disasters.

To ensure that the project runs smoothly and effectively, it is important to gather information about the conditions and needs of women and men. That is why a gender analysis is needed. The analysis involves finding out if there are gender-specific statistics; checking information sources; the factors in society which affect the situations of women and men and their options for managing a conflict or crisis situation. (Read more on how a gender analysis can be performed in the section on page 13 entitled, Applying a gender perspective) For example, to know why women and men travel in different ways is a prerequisite for successful projects involving infrastructure, transport and logistics. If only men or only women are communicated with, there is a risk of losing valuable information for the planning and design of the project (see the example with the bridge at the beginning of the book).

A little extra work may be required to find out about the particular needs of women, because the formal channels – institutions, organisations and authorities – are in many cases represented by men. So, prior to a project it is good to know how to get in contact with women for an exchange of information.



If only men or only women are communicated with, there is a risk of losing valuable information for the planning and design of the project.

This is what you do!

- Ask the MSB gender adviser for contact information for local women's organisations.
- Contact partners and the UN on site and find out what contacts they have with local women's organisations.
- Plan the contact with different women's organisations prior to departure. If possible arrange a time for a meeting before you depart.
- Present the project to the women's organisations and ask them to give their points of view. They often have good information on the situation of women and their needs in the country.
- Determine in advance how you and your colleagues will emphasise gender concerns in meetings with other actors. Discuss how you will bring up your point of view and wishes and agree on who should say what and when.
- Acquaint yourself with the basic facts on the country or region. For example, information on literacy, health, social and economic status for women, men and different groups. Check if there is any specific information about men and women.
- Ask questions! To make sure that the planned project benefits both women and men you will have to analyse the conditions and needs of women and men. When you meet representatives from women's organisations, local partners and other groups, you can prepare yourself by using the following questions, for example:
 - How are women and men affected by the conflict/disaster?
 - Can we employ women, and in which professions? Who decides whether it is possible or not? What reasons are given?
 - Are there certain posts/services, which might represent a direct danger to women? Can this be counteracted?
 - Are there certain posts/services, which might represent a direct danger to men? Can this be counteracted?
 - Who carries out the paid and unpaid labour in the local population?
 - Where do women meet and where do men meet? Why?
 - What particular requirements and needs do women and men have as a result of what has happened – or may potentially happen? Do they differ?
 - What individuals or groups may act as spokespersons for the local population? What are the consequences of this for the choice of decisions made and for whose rights are met?
 - Which group identities are there with regards to ethnicity, religion, language, culture, and how do these affect the possibility of taking part in the decision-making process and social life?
 - Which groups are marginalised and discriminated against? Why?
 - Which information channels and meetings are there between different groups in society?
 - How can we work in order to reach the different groups?

- What are the most common crimes against the human rights of women and the human rights of men in the region? Do they differ?

- If statistics and information relevant to the planning of the project reveal great differences between women and men, ask yourself the question: why does it look this way and will these differences have consequences for implementing the project?

Have you thought about this?

- Do you have a clear picture of the different situations for women and men in the country? How have they been affected by what has happened or what may potentially happen?
- Are you already able to identify how the project may affect women and men in the country in question?
- Which groups, organisations and people do you contact on site in order to gather information prior to the mission? Are there any you have chosen not to contact – which ones and why?
- How representative are your local contacts in relation to the general population? How do you insure that the information you receive refers to different groups in society affected by the project? How do you get in contact with marginalised groups in order to find out about their needs?
- Are there any women's organisations and do you plan to contact them?
- Which group or groups on site have formulated the problems or needs for the project in the country in question? Might there be more aspects to take into consideration for the planning?

Worth knowing!

- To guarantee that consideration is taken to the needs of all groups, you need to think about how and from where you receive information about the situation in the country or in the area where the project will be carried out. There is often a lack of gender-specific statistics and information. That is why extra effort is sometimes required to guarantee the completion of the project planning.
- There is often a great deal of knowledge which is not written down or documented. Local women's groups and international organisations who work with women's rights often have greater access to more in-depth information on people's living conditions and situations. This kind of data might not be available through the formal information you receive from official sources.
- The project manager is responsible for making sure that the project's final report contains a gender perspective. As a project manager you may need help. You can contact the MSB gender adviser in order to receive information on how to proceed based on the different conditions and needs of women and men as early on as the planning and reconnaissance phase.

Example: *Female personnel can help affected women.*

The earthquake in Pakistan 2005 resulted in more dead and injured women than men. This was because when the earthquake hit, more women were at home or inside. This was not presented in the first reports, however, but was something that most people were aware of. In Pakistan, physical contact between women and men who do not know each other is not accepted. This results in male field staff experiencing problems when attempting to rescue women from building rubble. Female field staff therefore represent a way of guaranteeing that injured women can receive the assistance they need. By inquiring about the situations of women and men as well as their relations and needs at an early stage, the project can be planned on the basis of this knowledge right from the start.

Support from your own organisation

Within the MSB's organisation there is a lot of information and knowledge on how to work with a gender perspective. Much of this information is available; principally through the courses that the MSB offers.

It is important that the project manager and field staff acquaint themselves with this information so that they have a common ground to stand on when it comes to working with a gender perspective in the country in question.

PROJECT MANAGER

This is what you do!

- Get educated! The gender adviser can tailor courses and provide them for project managers, field staff and others who need them.
- Find out whether the field staff have any specific needs or requests prior to departure. With the knowledge on the situation that you gather at the planning stage you may be able to predict that women and men will have different needs on site when it comes to equipment, security, mandates and so on.

Worth knowing!

- As project manager you should find, prior to deployment, country-specific information on the situation of women and men in the country in question; information that the field staff can take with them. You can receive support from the MSB gender adviser in order to find relevant information for the planning and structuring of the project.

FIELD STAFF

This is what you do!

- Make sure that you receive the country-specific information from the project manager regarding the situation of women and men in the country.
- Get in touch with the gender adviser if you need further information or support on working with a gender perspective.
- Get educated! The MSB can offer a number of different courses within this area.

Partners and other organisations in the field

In contact with partners, for example the organisation requesting the support or with other organisations working on site - you can introduce a gender perspective into the project in different ways. In an agreement with other organisations such as UNHCR, the MSB has urged that a gender perspective be integrated into international assistance. And that UN Security Council Resolution 1325 on Women, Peace and Security is observed.

PROJECT MANAGER

This is what you do!

- Integrate a gender perspective in contact with other organisations by asking concrete questions such as:
 - Are there any obstacles to the employment of women or men on site?
 - Have you investigated whether the women affected by the project have any particular needs? Is there any existing data of that kind that can be used? Do men have any particular needs?
 - Are there any special measures needed for coming into contact with women and men in the country in question?
- Integrate a gender perspective in cooperation with other organisations by telling them in concrete terms what it will mean for the actual activities, for example, "We need both female and male contacts in order to make information management effective" and, "Before we make a decision we need to contact local women's organisations, in order to see how it will affect the situation for women".

Have you thought about this?

- In what way does the partners' gender-balance among the personnel affect your chances for increasing women's participation in the work of preventing, managing and resolving conflicts?
- Do our partners have a policy or strategy for gender equality that you can benefit from in your shared tasks?



When in contact with partner organisations you can introduce a gender perspective into the project in different ways.

FIELD STAFF

This is what you do!

- Ask for policies or strategies for gender issues in your contacts with partners.
- Demonstrate what a gender perspective means in concrete terms in different situations by way of emphasising or asking questions, for example:
 - Have you investigated whether the women affected by the project have any particular needs? Do the men have particular needs?
 - Who have you been in contact with in order to gain a picture of the conditions and needs of women and men?
 - Before passing a decision perhaps you should contact a local women's organisation in order to see how it will affect the situation for women?
 - You only have locally employed men, are there any obstacles for employing women on site?

Example: Arguments against employing a female logistician were questioned

A project manager talks about the recruitment of logisticians to Darfur in Sudan: "The head of the organisation we were working alongside protested when we wanted to send a female logistician on a mission to Darfur in Sudan. He said it was for security reasons, and that there was a curfew. When I pointed out that it applied to both the female and male field staff, he said that the team members must have a military background, so she could not be sent down anyway. The argument also fell apart because the female logistician did have a military background. Later on, with experience and hindsight, the head confessed that, "It had gone very well with the female logistician who was very competent".

Recruitment

The MSB promotes gender balance among its field staff, that is, at least 40 percent of the underrepresented sex in different professional categories and positions (according to the studies conducted for the Equal Opportunities Act). The MSB is committed to observing this, not only from a point of view of justice and democracy, but in order to live up to the laws, conventions and the resolutions which Sweden has undertaken to observe. The MSB actively works towards finding and recruiting competent women with relevant professional knowledge for different professions and positions, because, thus far, men have been overrepresented in the MSB's projects within international assistance.

Including women in MSB's projects is often a prerequisite for being able to involve women in local recovery work. The aim of the project is to reach everyone, that is, women, men, girls, boys, the elderly and minorities. Having women on the team increases the chances of implementing the project as effectively as possible, and to reach as many people as possible.

Female field staff have in some cases dramatically greater chances for contacting local women, because in some countries it is not socially acceptable to allow contact between women and men who do not know each another.

PROJECT MANAGER

This is what you do!

- Check up on the knowledge and experience that is needed to implement the project in the best way. Recruit on the basis of these competence profiles.
- Identify alternative recruitment channels and methods in order to find more women for positions which are normally regarded as male professions.
- Overhaul the content of the advertisements and the context in which the advertising takes place. Make sure the advertisements speak to women who may be interested in applying for a job, in particular within traditionally male dominated professions. Which competence profiles are sought after? Which conditions of employment apply that might be relevant to female applicants? Choose additional advertisement channels, for example, through newspapers and magazines aimed at women.
- Think about the arguments, "This isn't suitable for women," "I have nothing against employing women, but it is too heavy; quite simply, a woman could not carry out this work," and, "in this culture women cannot work with this". Is this correct? Is physical strength the determining quality for handling a job within the framework of the project or are there other qualifications and qualities that are just as important?

Have you thought about this?

- Are there skills and qualifications that traditionally are not considered for the position in question, but which in fact are legitimate criteria for the job? For example, is too much focus placed on physical strength for certain kinds of work, when there are perhaps

other qualifications that are equally important or even more important for the carrying out of these jobs?

- What is the composition of your team when it comes to the number of women and men? How might this affect the team's work?
- What are relationships and contacts like between women and men in the country in question? Does this affect the composition of the team or recruitment of seconded experts when it comes to women and men? If, for example, physical contact between the sexes is not permitted, is it necessary to use both female and male field staff during search and rescue missions?
- Which areas of responsibility and powers do women and men have in the team or among the seconded experts?

Example: Female patrols gathered valuable information

A Swedish contingency of the UN Peacekeeping Force were on a mission to help internally displaced people around the town of Dobo in Bosnia-Herzegovina to return home and to support those who had already returned. The operation was part of the UN CIMIC (civilian military cooperation) unit. Because many of the internally displaced people were women, it was important to recruit women. And even though only two women were eventually recruited this helped the peacekeeping forces to gain access to information that they otherwise would not have had. A special female patrol was established which consisted of the two female officers, because it was understood that many women did not want to talk about their problems when men were nearby. The female patrol made it possible to establish contact with women in the villages.

Example: A preconceived idea is exposed

A female project manager explains, "I walked into a room with 20 senior African military officers. We on the Swedish team didn't think that they would respect me - I am a girl, I am young, I am blonde and I am quite short. But they did, despite the fact that there were cultural clashes. Sometimes we assume that things are a certain way in one country or culture without knowing how they are in reality."

Equipment

Having the right equipment plays an important part. If the MSB determines that field staff ought to have a certain kind of garment with them it is important that it falls in line with the ability of women and men to use it. This applies to functionality and security but also to what is socially acceptable and suitable in the country in question. For example, it might concern how clothes and shoes fit, about having both men's and women's sizes and providing long-sleeved shirts in women's sizes for missions to countries where it is not considered appropriate for women to wear short-sleeved garments.

PROJECT MANAGER

This is what you do!

- Make sure that all clothes and shoes are available in both men's and women's sizes and models.
- Find out what is considered suitable attire for both women and men in the country in question. Perhaps a specific garment is needed, like for example scarves and hijabs for the female field staff to cover their hair with in certain situations.

Worth knowing!

- There can also be clothes for women and men which are unsuitable in certain countries. For example shorts, which in some countries are considered as children's clothing both for men and women. Another example is that it might be unsuitable to walk barefoot or with exposed shoulders.

FIELD STAFF

Have you thought about this?

- In some places it can be very difficult to find sanitary protection (sanitary towels and tampons) of the kind used in Sweden. Bring your own from home instead.

Worth knowing!

- In some countries, there might exist clothing for women and men which is considered inappropriate. For example, in some countries shorts are considered as children's clothes both for men and women.

It might also be inappropriate to walk barefoot or with exposed shoulders.

Planning for safety & security

When the project is being planned it is important to analyse and judge the security situation for your field staff. Special preparations may be needed to ensure the safety of personnel. Sometimes the risks are different for women and men. This can impact on the security measures that need to be taken.

It is also important to think through how the project may affect the security of the local population.

PROJECT MANAGER

This is what you do!

- Find out if there are different threats against women and men. Think through different aspects such as the level of crime in the region, and how far the personnel's accommodation is situated from the workplace. Bring the planning into line with this security analysis, for example when situating accommodation and choosing equipment.
- Find solutions to the security situation irrespective of whether it looks different for women and men. This may involve simple solutions, like for example organising safe transport between accommodation and the workplace.
- Seek support from safety/security experts at the MSB.

Have you thought about this?

- Can the security aspects differ for the female and male field staff? Which preventive measures can be made in order to strengthen the security of your personnel?
- Can the security aspects be different for women and men among the local population? Which preventive measures can be made in order to strengthen the security of both women and men?

FIELD STAFF

This is what you do!

- Study the security assessment made in the area in question. Find out if security is different for the female and male field staff and which measures have been taken in order to strengthen the personnel's security.
- Get in contact with those knowledgeable within the area of security at the MSB for support when preparing for your mission.
- The security situation can change from the planning stage of the project to the actual project implementation. Keep yourself informed of the security situation throughout the project. This is everyone's responsibility. Inform the project managers whenever the security situation changes.

Example: Locally employed woman accused of prostitution

A male logistician reports, “I was working with a locally employed female at an airport in Darfur in Sudan. It was difficult for her because it was not looked upon with approval that she was working with strange men – myself and locally employed men. Suddenly she was arrested by the police and taken to the police station for interrogation. She was accused of prostitution. Together with the airport chief I returned to the airport where we explained what her duties were and what they involved. In the end we were able to get her released, and the military that had accused her of prostitution were relocated. Perhaps this wouldn’t have happened if there had been more women working alongside us.”



The MSB's code of conduct obliges all personnel to observe the ethical rules that the MSB has drawn up.

The point of departure for these rules is based on the concept that every human being is of equal value regardless of gender, ethnic background, sexual inclination, political opinion or disability.

4. The MSB's code of conduct

The MSB has a code of conduct which applies to all personnel working on MSB operations. The code of conduct is built into the employment contract and obligates all personnel to observe its ethical rules.

The point of departure for these rules is the idea that every human being is of equal value regardless of sex, ethnic background, sexual inclination political views or disabilities.

Several of these rules are found in Swedish legislation and in international conventions.

The MSB has a zero tolerance policy when it comes to violating the code of conduct.

This can mean being sent home if a part of the code is broken. Any person breaking the code will also be removed from the field staff roster and will not be sent on further international missions for the MSB. Prior to deployment all field staff receive a review of the code of conduct as a part of their briefing. The introductory course also contains a review of the code of conduct.

The MSB's code of conduct covers many different situations and aspects. Only aspects relating to gender are dealt with in this handbook.

The full version of the MSB's code of conduct is on page 100. The code of conduct may have been updated. The latest version is on the MSB's homepage at: <http://www.msbmyndigheten.se>.

The conduct of field staff

It might be wise to remember that field staff are guests in the country where the project is being carried out. That is why it is important to respect all local laws, regulations and norms in the country in question as long as they do not conflict with human rights legislation and international conventions. Similarly field staff are responsible for not breaking human rights legislation. It is also important to be aware of the fact that seconded experts often end up in positions of power in relation to the people in the country in question.

It is of course unacceptable if staff on the project commit crimes against the

population they are supposed to be assisting or protecting. The Swedish government has for a long time prioritised the struggle against prostitution and human trafficking for sexual purposes. This work is important for strengthening the position of women and girls in society and it contributes to equality between women and men, both on the national and international levels. Gender equality cannot be achieved while women, girls and boys are bought, sold and used.

PROJECT MANAGER

This is what you do!

- Make sure field staff receive a briefing about the code of conduct before departure.
- Discuss with field staff how they view the code of conduct, and if they have suggestions about how they can keep the discussion going during the project.
- Set aside time to talk with field staff about what it means to break the code of conduct and what should be done to encourage everyone in the team and other partners to observe it.
- Talk to the Head of Mission in private about how he or she relates to the code of conduct and to someone breaking it. Also tell him/her that you can provide support if necessary.
- Encourage field staff to report on violations of the code of conduct. Tell them what applies: first of all, the person in question should be encouraged to report what happened. If this does not happen then colleagues are obliged to talk to the Head of Mission who in turn will report to the project manager.

Have you thought about this?

- Can you in any way encourage field staff to continue reflecting on and discussing the content of the code of conduct during the project?

Worth knowing!

- You are responsible for getting the team – the Head of Mission and other field staff – to understand and to work towards observing the code of conduct. This also applies in situations and in connection with events which are perhaps not perceived as serious, but which result in women's rights being restricted or violated. Encourage field staff to discuss the code in concrete situations: is it okay for the team to stay at a hotel where you know prostitution takes place?
- According to Swedish legislation buying sex is prohibited. All MSB field staff working abroad sign the code of conduct prior to their service, which prohibits them from mediating for or purchasing sexual services. Field staff have thereby also agreed not to conceal information about colleagues breaking the code.
- Discuss with field staff what it might mean to find oneself in a position of power in relation to the affected population; local employees or people one has the task of assisting. This may concern everything from the field staff considering themselves higher up in the hierarchy to them having an advantage when it comes to living standards and the chance to leave the disaster situation behind them at the end of the mission.

Example: Film show and joint action against the sex trade
Human trafficking, was – and is – a big problem in Kosovo. That is why a Swedish battalion commander showed the film, *Lilja Forever*, a film about trafficking, to his/her unit. Following the film they discussed the issue of human trafficking and about attitudes that might exist among the international seconded experts. In order to prevent personnel from going to brothels the unit decided to find out who did go. They wrote down every name and then reported back to their commanders. In that way, they made it difficult for personnel to go to brothels as they knew this would have meant contributing to human trafficking.

FIELD STAFF

This is what you do!

- Abide by current laws and regulations! During your service abroad you must abide by international conventions and the MSB's code of conduct (as well as the rules and regulations applied to the mission by other bodies in charge). Furthermore, Swedish law should guide you even when you are overseas. You should also abide by local laws and regulations, as long as these do not conflict with international conventions and human rights.
- Discuss the code of conduct in different situations. For example, is it all right to stay at a hotel where you suspect prostitution is taking place?
- In your free time, when you go out to eat or to visit a local bar, think about the type of place you are visiting. During the project you are a representative of the MSB all the time, even at certain times of the day when you are not performing any work tasks. This means that you represent the values which the agency stands for. If there are signs of prostitution going on at the bar you have chosen to go to, choose another place.
- If you know that somebody in the team has purchased sex or visited a sex or striptease club, encourage the person in question to report this to the Head of Mission. If this does not happen you should tell the Head of Mission about the incident yourself.
- Tell your Head of Mission if you have seen personnel from other organisations, who, for example, visit brothels or who have sexual relations with members of the local population.
- Think about the signals you send out. For example, where you are staying, the bars you visit, and where you park your car, even in your free time.

Worth knowing!

- On an international mission you automatically become a person with power, which means that people can perceive themselves as dependent on you. Whether they really are in a position of dependence in relation to you or only perceive themselves to be, you may never abuse your position of power.
- The code of conduct is a part of your employment contract. If you break it you will be sent home, and will also be removed from the MSB roster for field staff. This means that you will not be able to work for the MSB in the field again.

- In order to be able to implement UN resolution 1325, it is important that you do not restrict or violate women's rights, whether on your own team or among the affected population. This is also made clear in the MSB's code of conduct.
- Everyone in the team has a duty to report on breaches of the code of conduct regardless of who they are committed by, one's self or others. If someone in the team has violated the code you should first of all encourage the person in question to report the incident. If this does not happen, it is your responsibility to talk to the head of the mission, who in turn will report to the project manager, who determines which measures should be taken. If the head of the mission breaks the code of conduct, you should report this to the project manager. As head of the mission, you are responsible for reporting to the project manager if somebody in the team purchases sex or visits a sex or striptease club. Consider reporting to the project manager if it comes to your attention that personnel from other organisations are guilty of this.
- Field staff on international missions are conspicuous. This means that everything you do, even in your free time, has consequences. For example, it might be felt that you or your colleagues accept prostitution and the sex trade by your mere presence in a bar where it is known that prostitution takes place.
- All international personnel who work for the UN have pledged not to purchase sex during missions. International assistance should uphold human rights and trading in sex goes against these.
- Trading in sex and the purchase of sexual services does not only mean cash purchases of sexual services from prostitutes or visits to brothels, it also includes private aid in the form of payment of bills, rent, school fees, and so on, in exchange for sexual services.
- Breaking the code of conduct can create a security risk for the entire team. Improper behaviour means putting your own security and the security of others at risk.

Example: *It is important to have ethical discussions in the field.*

A Swedish police officer talks about a bar in Amman called the Filipino Bar, “The Filipino women who go there, try to get away from the situation they find themselves in and, in their eyes, a western man can represent a way out. All the men at the school knew about this and many of them abused the situation.

It was not prostitution in a formal sense and being together with women was not a criminal act according to Swedish law.

However, they used the women who already found themselves in a very vulnerable situation and who had great difficulty in defending their rights. The risk of them being exposed to further violations and violence was great. Potential relations were built on an uneven power balance, in which men were in control.

A Swedish police officer started a discussion about the bar among the Swedish contingent. He talked about the background to why the Filipino women were there and explained that the men had to take responsibility for their actions. [...] He pointed out that that is why it is important to follow up ethical discussions in the operational area where one is faced with real situations.

Following the discussions hardly any Swedes visited the bar.”

Contact with the local population

During a period of service abroad field staff come into contact with people who feel that they are in a position of dependence in relation to them in different ways. That is why it is very important for international field staff to be aware of their position of power and to take responsibility during their contact and relations with the local population.

This applies both during working hours and free time. All MSB personnel have undertaken to do this by signing the MSB's code of conduct.

PROJECT MANAGER

This is what you do!

- Make sure field staff receive a briefing of the code of conduct before departure.
- Set aside sufficient time to talk to field staff about what it means to be in a position of power in relation to the affected population in the country in question. Regardless of whether a person really is in a position of dependency in relation to the field staff or only perceives him/herself to be, the field staff may never abuse their position of power. Their behaviour should never be perceived to be that of expecting different services and preferences in return.

Worth knowing!

- You are responsible for making sure that the mission team – including the Head of Mission and other field staff – understand and work in a respectful manner towards the local population. Encourage them to discuss concrete situations; for example, is it alright to give away minor private possessions before leaving for home, or to buy something small for a local employee when one is out shopping?

Example: *Fictitious situation, a local trader asks you for money*

During a mission you establish a good relationship with a locally employed person that you meet on a daily basis at the office. One day this person confides in you and asks you to assist by resolving a difficult situation, “Can you lend me some money so that my daughter, who is seriously ill, can visit a doctor?”

According to the MSB's code of conduct you are not allowed to lend money. One way of resolving the situation is to say, “Unfortunately I can't help you but I suggest that you speak to my boss to see if you can get an advance on your wages”.

This is what you do!

- Inform local employees of the code of conduct and encourage them to report violations of it.
- Show respect towards the local culture, even if you do not share the same point of view and opinions.
- Find out what is and is not socially acceptable. You do this through reading and talking to the local population, local organisations and other international personnel. Make sure you get opinions from both women and men about what social norms apply.
- You will be staying in the country for a relatively short time. Your contact with the affected population and local employees are based on a situation of dependence, in which they are dependent on you and your assistance.
- It is important that your behaviour and your attitude demonstrates that you do not take advantage of your position but that you behave correctly towards everyone, regardless of sex, age, ethnic background or other grounds. Regardless of your personal opinions you should strive towards a neutral attitude and to demonstrate that you do not favour one side against another in a conflict.
- Never start a relationship or sexual relationship with anyone from the local population or anyone in a position of dependence towards you.
- Employ experts or ask them for advice if you need help or support with regard to certain issues, for example, how you should treat women exposed to violence (Read more on meeting survivors of rape or sexual abuse on page 62).
- If you are unsure about how to act in a specific situation, ask the Head of Mission or the project manager for advice. Send an e-mail so that it has been documented to avoid confusion later on.

Worth knowing!

- It is very likely that you will not share all the values and norms you encounter in the country in question. Perhaps you cannot influence the society as a whole, but that should not prevent you from encouraging people to respect human rights. Through simple actions, questions and points of view you can contribute to strengthening the position of women.
- It might be the case that people from the local population appeal to you as a fellow human being or private individual and would like your help, for example, to leave the country or to receive financial assistance. It is important that you are clear and respectful in the treatment of women and men.
- Sometimes it is difficult to determine if it is right or wrong to provide assistance to someone who asks for it. To deny help is not the same as being unkind, but from a broader perspective it is important to think through the consequences of any help provided.
- Think about the signals you send out, for example, through where you live, where you park your car and which bars you visit.
- A relationship or sexual relationship with a person from the local population risks placing him/her in a situation that can have negative consequences, both during and

after the relationship. In some areas it is enough that a woman is suspected of having an inappropriate relationship with a man to ruin her future prospects and she may become ostracised, punished and unable to marry.

- You may come into contact with people who perceive themselves to be in a position of dependence towards you. Regardless of whether they really are in a position of dependency towards you or only perceive themselves to be, you may never abuse your position of power. Your behaviour should never be perceived to be that of expecting different services and preferences in return.

Example: Easier talking to women about sexual abuse

A female Head of Mission talks about a reconnaissance mission in the Central African Republic, “The first thing we did when we arrived was to plan who we were going to meet. We deliberately targeted women’s groups, apart from the more official contacts. We had a separate meeting with two local women’s organisations. It was easier for us as women to talk about difficult issues with the women, such as, sexual abuse, which is a big problem there. We deliberately chose to employ a female interpreter.”



It is necessary to have continuous contact with the project beneficiaries to determine the circumstances and needs for both men and women. Only men have come to this food distribution point. How could this type of project be adapted so that women could collect food as well?

5. Project implementation

Being conscious of the different circumstances and needs of women and men and acting in accordance with them should be an integral part of international assistance. This requires applying a gender perspective to both concrete and practical tasks.

This chapter is primarily aimed at field staff and is meant to provide concrete advice that can be applied directly to tasks and projects in different situations. The role of the project manager during the implementation phase is to encourage the integration of a gender perspective into the project as well as ensuring the quality of the work. However, it is the responsibility of field staff to carry this out throughout the project.

The chapter contains advice that is generally applicable to all field staff, regardless of the type of project, while specific advice for certain types of projects will be provided in the next chapter, Project-specific advice.

Information for everyone – and from everyone!

The overall purpose of international assistance is to support people in difficult situations on the basis of their different needs. It is therefore necessary to gain an overall impression of the situation in order to be able to plan and implement the project. Continuous contact with different groups among the affected population is necessary in order to gain information on what the circumstances and needs are like for both women and men. By so doing one can receive suggestions on how the project can be carried out more effectively and successfully.

One can also find out whether the project has had any unexpected positive or negative consequences for different groups within the affected population.

To have regular contact with local women's organisations and different female leaders during the project is important and necessary for several reasons. First of all the project is made easier through an increased exchange of information. Women's organisations and female community representatives have enormous experience of women's circumstances and needs and can therefore provide international organisations with facts, advice and suggestions.

Secondly, Sweden and the Swedish Civil Contingencies Agency (MSB) are

committed to increasing the participation of women in all work to do with international assistance and the preservation and promotion of peace and security through UN resolution 1325. Local women's organisations and female leaders are of great assistance in this work.

PROJECT MANAGER

This is what you do!

- Ensure that field staff have acquainted themselves with the country-specific and gender-specific information gathered at the planning stage.
- Ensure that field staff have received any existing contact information on women's organisations and other organisations on site. You can ask the MSB's gender adviser about contact information on local women's organisations.
- Find out what contacts the UN and other organisations on site have with local women's organisations and female leaders.
- Encourage field staff to gather country-specific and gender-specific information on site as well as making contact with local women's organisations and female leaders.

Have you thought about this?

- In what way can you as a project manager encourage field staff to make contact with local women's organisations?

Worth knowing!

- In some situations only women can provide and receive information for and from other women. If that is the case it is even more important that there are women included in the project.

Example: A women's organisation made the project possible

As a part of the process of returning refugees to Bosnia-Herzegovina a Swedish mission was commissioned to provide building material for people whose houses had been destroyed. Surprisingly few people showed an interest in this support. The team understood the problem after consulting the women's organisation Forum Zena; those who had received information on the assistance were the village councils, consisting only of men.

The majority of refugees returning were single women and they had not received information on the offer. The team now chose to allow Forum Zena to get in touch with those in need and inform them about the kind of assistance they could receive. In addition, the conditions of the offer were changed so that it did not only apply to building material but also help with the actual construction work.



Local women's organisations and female community representatives can provide important information on women's circumstances and needs.

FIELD STAFF

This is what you do!

- Plan contact with different women's organisations prior to departure.
- Present the project to women's organisations as well as female leaders. Ask them to provide their points of view, since they often have good information on the situation of women in the country. They can for example provide information on the type of work women can carry out and how to go about recruiting more women. Ask for advice on how projects can be adjusted to meet women's needs in an effective manner.
- Maintain a continuous exchange of information with local women's organisations about the security situation in the country in question, but also about progress and change within the project.
- Collaborate with local women's organisations on how to get in touch with women in general and in particular women who live isolated, living beyond the refugee camps and communities.
- Make sure you arrange information meetings for the project beneficiaries at a time and place enabling as many as possible to attend. Find out if there is a need for or if it is beneficial to hold separate meetings for women.

Have you thought about this?

- Which women's organisations are on site? Has the MSB or any other cooperation partner been in contact with them?
- How has contact with women's organisations worked? Can they be made more effective and more rewarding in some way?

Worth knowing!

- The work of women's organisations, such as at women's centres and different types of support activities for women in refugee camps, could provide good opportunities and places for exchanges of information.
- One way of ensuring that a woman who has been raped receives continued support and help is by putting her in contact with a local women's organisation that is used to helping women in similar situations. The women's organisations can provide you with information on what the situation is like for women who have been raped and the help that is available for them. (Read more on meeting survivors of rape and sexual violence on page 62).

Example: Only men came to a meeting for women

On a mission in East Timor a Swedish female police officer and her team made contact with the police from different districts in order to organise meetings out in the villages, to which only women were invited. They chose this approach because the women most likely would not have said anything if men had been present at the meetings.

At the same time they organised information meetings with men to teach them about issues concerning women's rights and that violence towards women is a crime.

When the team consisting of both international and local female and male police officers as well as representatives of a human rights organisation came to the very first meeting there were 60 to 70 men in the hall. The team asked why they were there and not their wives. The men responded that they thought it was better that they took part in the meetings and represented their wives. The team decided then that some people would stay behind and talk to the men at the same time as the others sought out the women.

Safety & security for your field staff

It is important to analyse and assess the security situation for your field staff. Special measures may need to be taken in order to guarantee the staff's safety and security.

Sometimes it is assessed that security risks are different for women and men. It is important to analyse the consequences this may have in order for suitable security measures to be implemented.

It is also important to think about how the project may affect the safety and security of the local population.

PROJECT MANAGER

This is what you do!

- Use the UN security guidelines for women as support in the assessment and planning of the staff's security. If the security risks are different for female and male staff you may need to take other specific security measures.
- Discuss the security situation and the need for necessary security measures with field staff before their deployment.

Have you thought about this?

- Are there any security aspects which differ for the female and male field staff?

Worth knowing!

- A general rule is that the project should not in any way worsen the situation for the affected population. Think about this when planning safety and security for field staff.

FIELD STAFF

This is what you do!

- Take a colleague with you when you go out on a task. Decide whether it might be a good idea to take a female or male colleague with you from a security point of view.

Have you thought about this?

- In which way do the security risks differ for the female and male field staff?
- What can you do to strengthen security for all staff, both for women and men?
- Do the safety measures for your staff have a negative effect on the safety of the affected population? Is it different for women and men? Is there anything you can do about it?

Worth knowing!

- Your own safety and security should not be achieved at the expense of the affected population and a reduction in their security. This applies to the safety and security of both men and women.
- The UN has produced security guidelines for women. It is worthwhile examining these in order to see how you can assess and strengthen the safety and security of female field staff.

Safety & security for the affected population

Different groups are exposed to different kinds of threats. While the security situation for the affected population is different to that of field staff, so too can the security situation be different between women and men. That is why it is important to analyse, define and rectify men's and women's security risks on the basis of their different situations and needs.

PROJECT MANAGER

This is what you do!

- Find out how the project will affect the security of the affected population both for women and men. Analyse their security situation by, for example asking the following questions:
 - Which roads do women use in order to collect water and wood; to buy and sell products; to travel to work, to schools or health centres? Which roads do men use?
 - Which people are dependent on women for their survival and information (children, the elderly and the sick)?
 - How do women and men travel?
 - How do women and men provide for themselves?
 - Is the movement of women restricted due to the risk of assault or rape?
- Inform field staff about how the project will have an effect on the affected population's security and discuss how these risks can be minimised.

Have you thought about this?

- How can you prevent the exposure of the affected population to unnecessary security risks due to their working on the project or their contact with field staff?
- What is the security situation like for the female and male population?

Worth knowing!

- The solution to the security situation for women is not about recommending that they stay at home. A solution has to be found which restricts, as little as possible, the freedom of movement and other human rights of women and girls.

FIELD STAFF

This is what you do!

- Find out how the project also affects women's security. This can be done by, among other things, seeking answers to the following questions to provide an impression of their security situation:
 - How do women provide for themselves?
 - Which roads do women use in order to collect water and wood; to buy and sell products; to travel to work, to schools or health centres?

- Which people are dependent on women for their survival and information (children, the elderly and the sick)?
- How do women travel?
- Is women's freedom of movement restricted due to the increased risk of assault or rape?

Have you thought about this?

- How can you prevent the affected population from becoming victims of reprisals or being exposed to unnecessary security risks because they work for the project or are in contact with field staff?
- How can the project and your activities and tasks have an effect on the security of the affected population? What is the security situation like for the female and male members of the affected population?
- When employing local personnel it might be good to know what is considered to be female and male labour in the country in question. Are there tasks that women and men "aren't allowed" to do? Why "aren't they allowed" to do them and what would happen if somebody did them anyway?

Worth knowing!

- Women's security can never be guaranteed by recommending that they stay at home. Try to find a solution that restricts women's and girls' freedom of movement and other human rights as little as possible.
- A relationship or sexual relations with a person from the affected population are a risk to his or her security. In certain cases it is enough that a woman is suspected of having inappropriate relations with a man in order to destroy her future prospects and for her to be ostracised, punished or excluded from marriage opportunities.
- Inviting a locally employed female colleague out for a drink after work can lead to problems. She may perceive this as an offer she cannot say no to if she wishes to keep her job. It can also carry a risk for her personal safety or social standing to go to a bar with you. This also applies to being invited out in a group.

Recruitment of local personnel

The MSB employs local personnel for a number of trades and tasks during the implementation of the project. These can range from taxi drivers to cleaners, cooks and deminers. These people are often employed by other organisations that the MSB works with. However, the MSB regularly takes part in the recruitment process and thus can affect the outcome; and stress different things to consider.

According to UN resolution 1325 on Women, Peace and Security more women should participate and contribute in all work aimed at preserving and promoting peace and security.

Sweden and the MSB also have a responsibility to achieve this.

Women's participation and the possibility of contributing are human rights and, in addition, crucial to the effectiveness of the project. This applies not least to the recruitment of local personnel.

Example: Men can also clean toilets

A male head of mission talking about a project in Pakistan, "We employed local men to clean the camp during a project in Pakistan. Cleaning is a job for women in Pakistan, and we were not sure if we would ever be able to get them to accept their tasks. In order to demonstrate that we think it's alright for men to carry out these tasks, a male medic and I joined them and scrubbed the toilets. After that they had no problem cleaning the toilets."

PROJECT MANAGER

This is what you do!

- Inform field staff that one of the aims of UN resolution 1325 is for women to actively take part in international assistance and that this also applies to the recruitment of local personnel.
- Assist field staff in the recruitment of local personnel. Make them aware of how routines for information on available jobs and actual recruitment function:
 - Does the information on available jobs reach everyone, including women?
 - Is special information needed, for example, in the form of special information meetings in order to reach women?
 - Are there any obstacles in the employing of women? Is it the job itself or is it the job circumstances which are a problem? For example, the fact that women find it difficult to get to the place of work? In which case would it be possible to adjust the work so that women can be employed?
 - Are there any obstacles in the employing in of men? How may these be resolved?
 - What information forms the basis for decisions about how women can be employed? Is the source of information relevant and reliable?

This is what you do!

- Review the routines for information on available jobs and recruitment. Ask yourself the following questions:
 - How and where do we provide information on available jobs?
 - Who do we talk to?
 - Are special information meetings needed for women?
 - Is there a special need to contact the women's male relatives for information and a discussion about employing the women?
 - If it does not concern the work itself but perhaps the fact that women cannot get to work due to security risks, would it be possible to arrange for a lift for example?
- Contact local women's organisations in order to get information on which jobs women can perform and how you can go about recruiting more women.
- Inform the local population about the aim of employing women. Make sure you are aware of which types of work it is socially acceptable for women to do.
- When looking for personnel use neutral terms. For example, instead of saying that you are looking for "skilled men", you can say "skilled labour" or alternatively, "skilled women and men".
- Make sure you do not ask for qualifications which unnecessarily deter women from applying. To attract women it might be, for example, appropriate to organise transport to and from work, and possibly childcare. This should then be emphasised in advertisements and verbal information on the available job.

Have you thought about this?

- How is the local workforce recruited? Are their routines for recruiting women, men and people from different groups among the population?
- Are there obstacles for employing local women? If the answer is yes, in which trades? If the answer is no, why not? Is it the job itself or the circumstances around the job that is the problem? For example, that women find it difficult to get to their place of work?
- Where does the information, which forms the basis of decisions on whether and how women might be employed come from? Is it a relevant and reliable source of information?
- There can be trades which are not socially acceptable for women, while there are others which are acceptable. Is it possible to adjust the work so that women can be employed?
- Are there skills which are not traditionally considered but which count as good qualifications for the position in question? For example, is focus often placed on physical strength for certain kinds of work, when there are perhaps other qualifications that are equally as important or even more important for performing these jobs?

Worth knowing!

- Employing women can make work easier and more effective, both through their knowledge of the situation for women and the opportunity for contacting other women in the region.

- If the work involves physical contact it might be wise to find out whether it is socially acceptable for men to touch women and for women to touch men. If, for example, it is not acceptable for men to carry female victims from houses destroyed by earthquakes but okay for women to carry males, this might be a reason for recruiting more female employees. The need for a gender-balanced workforce arises if women are only allowed to take care of women and men only men.
- The people you employ or have under contract are in a position of dependence towards you and your colleagues. This might lead to them refusing to report on poor conditions or uncomfortable situations in connection with their employment for fear of losing their job if they complain. It is therefore good to have regular conversations with local employees about this.
- In many African countries it is not unusual for women to carry out more physical work, such as construction work. However, they have often not had any training in, for example, bricklaying or pouring concrete, while men are trained and under contract with the local construction companies.
- One aim of employing women is to provide them with the means to take care of their family. In other words, the position becomes a form of substantial and guided support which benefits the entire family.
- Many of the obstacles that make the employment of women more difficult can be solved in a simple manner. For example, this might entail not having to work directly alongside unfamiliar men or that the work timetable is organised to enable women to avoid travelling home in the dark.

Example: Female deminers with full-cover clothing

On a reconnaissance mission in Sudan a project manager brought up the question of employing local women as deminers. She was met with scepticism, “You can’t use women as deminers”. The project manager then discussed the issue with people among the local population, with personnel in the compound, and with Somalians in Sweden. The response was that it would be okay as long as they were respectably dressed.

The project manager contacted the technical expert about whether working with full-cover clothing was restrictive, which it was not. As a result two female deminers were employed.

Example: A female local employee is driven home

During a project in Sudan a female member of the personnel drove a locally employed woman home after work every day. The husband saw that she came home directly from work and that she was with women and not men.



Women's participation and opportunities for contributing are human rights and in some situations are crucial for achieving the results desired of the project.

Example: *Male ambulance drivers could not reach everyone. A "women's mobile team", an ambulance team made up only of women, is a part of the civil defence organisation in Karachi, Pakistan. There are areas that male ambulance drivers are not allowed into due to the culture. To have a female ambulance team is the only way of reaching women. It should not be assumed that women automatically cannot or are not allowed to perform certain types of work. There might be competent female staff but they might also need to be actively looked for.*

Reporting

Field staff on missions are faced with many different situations which require solutions and measures. These experiences need to be fed back into the organisation to enable the MSB to continually develop and improve its projects.

Reporting from the project plays a central role here, irrespective of whether it is verbal or written, comprehensive or summarised. Continuous reports provide the project manager with an indication of how the project is progressing and if it is heading in the right direction: Are all concerned being reached and will the project benefit all concerned?

In order to further the improvement and formation of the routines and courses on gender issues it is necessary to gather information on how the project is functioning.

PROJECT MANAGER

This is what you do!

- As a project manager you are the one who decides the format of the reporting and what it ought to contain. Would you like the team leader to report on gender aspects as a separate point or as an integrated part of the report? If gender is not to be dealt with as a separate point you have to make clear that you expect it to be a part of the other sections. Be clear about what type of questions you would like to have answered in the weekly reports.

For example:

- How will women and men be affected by a future crisis or conflict?
 - How have women and men been affected by what has happened?
 - How have women and men been affected by the project? Might there be negative consequences? How can it be guaranteed that the project will benefit all concerned?
 - What are men's and women's roles, relations and circumstances like in the country in question?
 - Are women and men, girls and boys interviewed during the information collation process?
 - Does the information reach everybody and do we collect information from everyone?
 - If local personnel are to be employed/have been employed, how did the recruitment go? Have women and men been employed and in which jobs?
 - Has consideration been shown to both female and male suppliers during local purchases?
 - Have both men's and women's needs been considered in the recovery of the infrastructure?
- It is your responsibility to criticise shortcomings in the reports; for example, if a gender perspective is lacking. You also have the task of quality control when ensuring that the information received during the planning stage about the different circumstances and needs of men and women is used and maintained during the project implementation.

This is what you do!

- If there is no gender perspective in the reconnaissance reports prior to the project, or if there is no reconnaissance report at all: Make sure you include this in your own reporting. You can put questions to somebody who knows (see section Information to everyone – and from everyone! Page 47), for example:
 - What are men's and women's roles, relations and circumstances like in the country in question?
 - How have women and men been affected by what has happened?
 - Have both men's and women's needs been taken into consideration during the planning of the project?
- Please report your own observations and lessons from the situation in the country for women, men and other various groups.
- Please report on how you think the project is affecting the local population. Think about whether it is different for women and men.
 - How have women and men been affected by what has happened in the country in question? How are they affected by the risk of something happening?
 - Did the project reach all concerned?
 - Did the project result in any positive or negative consequences for the affected population?
- Report on how you consider the work situation has been in relation to gender balance and the relationship between the female and male field staff:
 - How has integrating a gender perspective into the project functioned in your team or as a seconded expert?
 - As a seconded expert in another organisation was there a policy for integrating a gender perspective and enhancing gender equality? Did the organisation actively work with these issues and how did they go about it?
 - Were local people employed? If the answer is yes, were women and/or men employed and into which trades? How did this work?

Local purchases

International assistance and the presence of international organisations in a country affect the country's economy both at a macro and micro level. The organisation's purchasing of products and services should be fair. It should neither benefit one party in a conflict nor certain groups in society nor indirectly support criminal activity. Generally speaking women earn less than men and take more responsibility in the home. That is why it is important to contribute to the economic independence of women by purchasing products from female traders. International organisations can contribute to women's economic independence and, in accordance with UN resolution 1325, enable women's participation in preserving and promoting peace and security.

PROJECT MANAGER

This is what you do!

- Help field staff to find information on female traders in the area. Encourage their purchases to be fair and to benefit groups with limited resources.
- Look for information at UNIFEM (UN development fund for women) regarding local networks of female traders. Local women's organisations in the country in question might also possess this kind of information.

FIELD STAFF

This is what you do!

- Look for information about female traders in the country in question. You can find information at UNIFEM (UN development fund for women) or at local women's organisations which may have information about local networks of female traders. The project manager or the MSB's gender adviser may also possess useful information about who to turn to.

Have you thought about this?

- How can you contribute to the local economy and society's recovery through local purchases?
- What should you do to benefit both female and male traders?
- Who can provide you with tips on where to find a female producer or supplier of the item you need to purchase?

Worth knowing!

- When it comes to purchasing it is also important to observe the code of conduct and be cautious about whom you purchase things from so that you do not support criminal activity or possibly one party in the conflict.



The MSB's purchase of products and services should be fair and should not benefit one party in a conflict or certain groups in society.

Meeting survivors of rape or sexual abuse

Rape and sexual abuse are used systematically in several countries as a part of warfare.

Just as in Sweden where it can be difficult for rape survivors to talk about what they have been exposed to, rape survivors in other countries choose not to talk about what has happened for several reasons. For example, they may be afraid of the consequences if it were to become known that they had been raped. They risk being ostracised by their family, friends and associates. They also risk being exposed to threats and violence by the perpetrators.

A person who has experienced rape may not willingly talk about what has happened. If rape or sexual abuse are suspected it is important to treat the person in such a way so as not to aggravate an already difficult situation.

PROJECT MANAGER

This is what you do!

- Assist field staff in finding out to whom they can turn to in order to gain information about what the situation is like for rape survivors in the country in question.
- It is difficult to know how one ought to treat a person who has been raped or exposed to sexual abuse. Encourage field staff to turn to organisations which can provide survivors of abuse with the professional help they need.
- Inform field staff that rape and sexual violence are used systematically in many conflicts. That is why it is of the utmost importance that they demonstrate clearly that they consider this to be a very serious crime.
- Make sure that a PEP kit (post exposure preventive kit, i.e. anti-retroviral drugs which can limit the risk of acquiring HIV infection after accidental blood exposure) is part of the medical equipment when medical professionals are on the team.
- Demand that there are PEP kits at UN and Red Cross regional offices and medical posts when medical professionals are not part of the team, or if a seconded expert is on mission.

FIELD STAFF

This is what you do!

- Find out who you can turn to in order to get information about the situation for rape survivors in the country in question.
- Find out to who you can refer a person who has been raped. There are often local organisations, such as women's organisations, which are used to helping people in situations like this.
- Find out what can happen to a person who talks about their experiences of sexual abuse or rape. For example, you can do this by talking to a local women's organisation or another suitable local organisation.

- Never pressure or force a person to talk about something he or she does not want to talk about.
- Guarantee that a person who wishes to talk about his/her experiences is able to do so in a separate area where no one else can hear them. Tell the person how you intend to treat this information, for example, that you are bound by professional secrecy and/or can provide contact with other authorities who can provide further help.
- It is difficult to know how to treat a person who has been raped or exposed to sexual abuse. Be attentive and understanding. Show that you do not think that it is her or his fault. Say, "It is not your fault. You are not to blame for what has happened. You don't have to feel any guilt in front of your family, friends and associates."
- If the survivor of violence or rape does not wish to talk about it, tell him/her that you really would like to try to help, if and when the person wishes it, and that you will not pressure them.
- Make sure that a PEP kit (post exposure preventive kit, i.e. anti-retroviral drugs which can limit the risk of acquiring HIV infection after accidental blood exposure) is part of the medical equipment when medical professionals are on the team.
- In cases where the medical professionals are not part of the team, or if you are traveling as a seconded expert, demand that this equipment is available at UN and Red Cross regional offices and medical posts.

Worth knowing!

- Rape and sexual violence are used systematically in many conflicts. As international field staff it is crucially important that you indicate clearly that you consider this to be a serious crime.



It is important to plan based on the needs of affected individuals. Find out about women's and men's different demands so that the project can be implemented as effectively as possible. If information is only collected from men, or only from women, you run the risk of planning the project in a way that will make it difficult for those who should benefit from it.

6. Project-specific advice

This chapter contains advice on how to introduce a gender perspective into specific projects. Some advice may be recognized from earlier chapters, since several forms of advice are also applicable in different project contexts. This is aimed at everyone who works for the MSB on a project within one of the following areas:

- Water, sanitation and hygiene (WASH)
- Logistics
- Health and medical care
- Transportation/road and bridge construction
- Electricity
- Base camps
- Search and rescue
- Mine Action

Water, sanitation and hygiene (WASH)

In the WASH sector the MSB works with the provision of good health conditions and access to safe water. In practice this means emergency water supply, sanitation, repair of water and sewerage systems and hygiene facilities. WASH covers a wide range of issues such as water treatment and distribution, sanitary installations (toilets, taps and showers), laundry facilities and waste disposal. It is important to address human habits and behaviour in order not to misuse facilities and/or contaminate safe water. This is what is called hygiene promotion. All parts are needed in order to keep the affected population in good health and control any outbreak of epidemic diseases. One of the most important factors in controlling cholera outbreaks is adequate hygiene promotion to key target groups responsible for handling water and sanitation, which are usually women. Water, sanitation and hygiene is an area which needs to be mapped and planned in order to meet future disasters and crises or to enable the taking of immediate measures for when a crisis or disaster has taken place.

Just building a toilet or erecting a water purification unit does not in itself guarantee that the affected population's access to safe water and good health will

improve. What is required is to consider all aspects that concern the usage, access and control of water and sanitation facilities. That is why it is important to identify who will be using the toilets or the safe water and to include them in the planning of the project in order to achieve a good result.

Example: Water for cleaning cars and cooking

Many wells were destroyed during the 1999 NATO bombings of Kosovo. That is why the establishment of new wells was a priority of the international assistance. In a country village, where a well was to be built, the village elders (who were all men) were consulted on where they wanted to have their well. They wanted the well to be located beside the village car wash. Then it would be convenient to wash their cars. It was not until the well was complete that the field staff realised that they should also have asked other groups who also collect and use the water. It transpired that the site of the well forced a majority of the village women to walk three kilometres to collect water for their household needs. This highlights how important it is to think about who is affected by a project and to enquire about their needs and points of view.

PROJECT MANAGER

This is what you do!

- Use the planning stage of the project to identify who will be affected and what implications there will be on the project design.
- Make sure that a gender analysis is carried out during the planning phase. This analysis involves, among other things, finding out if there is any gender specific data, reviewing who is providing information, and the factors which affect women's and men's needs for water and sanitary installations. Ask questions such as:
 - Where are the existing water resources? How is the water used and by whom?
 - Who is in control of the water resources in the area and who is in charge of maintaining and managing them?
 - Who is in charge of collecting the water? Is it women, men, girls or boys? How does this affect access to time and resources in their daily lives?
 - Who has been affected? Is it mostly women or men among those affected? How and why might people have been affected in different ways?
 - Who should receive immediate assistance?
 - Which groups in society might benefit or not as a result of the project?
 - Where would be a good place to locate sanitary and water installations? What is the security situation for women in relation to the placement of the installations?
 - Do the beneficiaries need training and instructions on how to take care of and maintain water and/or sanitary installations?

- Are we receiving information from everyone? Is it easier for female staff to talk to women about their situation and needs than male staff?
- How do we guarantee that all affected parties receive information, for example, that girls, widows and households run by women receive proper information? Are female instructors and interpreters needed in order to reach women?

Have you thought about this?

- Which groups, organisations and people on site do you contact in order to gather information prior to the mission?
- Who has formulated the problem or needs for the project? Might there possibly be more aspects to take into account when planning the project?

Example: Reporting with a gender perspective

From the final report - deployment of a water, sanitation and hygiene expert in Sri Lanka:

The agency seconded a water, sanitation and hygiene expert to Unicef in Sri Lanka in 2007 with the task of planning and implementing countrywide water, sanitation and hygiene programmes. In addition, the expert would provide recommendations for how women may be consulted systematically when planning and designing water and sanitation facilities.

Several differences between women’s and men’s needs in the conflict area were documented during the implementation of the project. Within Unicef as an organisation there is an understanding of these differences and an ambition to pay attention to them.

It was also noted that many men were able to perform tasks that were traditionally considered “female”, for example, various hygiene measures.

The expert realised, however, that more men would be needed to talk to other men on these issues.

The seconded expert from Sweden also noticed that only one locally employed woman worked as a water, sanitation and hygiene expert within Unicef in Sri Lanka. One idea that emerged from this fact was that more equal representation between the sexes among the international staff would encourage more Sri Lankan women among the local population to train themselves and take on similar positions as national staff within water, sanitation and hygiene.

FIELD STAFF

This is what you do!

- Identify who will be affected by the project. Allow them to familiarise themselves with the planning so they can provide feedback.
- Make sure that there are female personnel or a female interpreter who can contact wo-

men in order to provide and receive information on how the water supply is functioning in the area.

- Make sure that areas for water and sanitation, such as toilets, washing and showering areas, latrines and waste disposal, are situated in a safe area and that users, in particular, women and children can travel safely back and forth there.
- If training in management and maintenance is to be carried out among the beneficiaries, make sure that both women and men and representatives from all groups affected have the opportunity to take part.

Have you thought about this?

- Who is in control of the water resources in the area and who is in charge of the maintenance and management of them? Where are the existing water resources?
- Where would be a good place to put the water installations? What is the security situation for women in relation to where said installations are placed? What do the local women's organisations have to say on this?
- How is the water used and by whom? For example, for cooking, cleaning, cultivation or for livestock?
- Who is in charge of collecting the water? Is it women, men, girls or boys? How does this affect their access to time and resources in their daily lives?
- Do beneficiaries need training and instructions on how to take care of and maintain water and/or sanitary installations? Do women need specific information? Is a female instructor needed in order to reach women?

Worth knowing!

- Access to and the control of water is often a source of conflict between different groups. Remember that water resources shared by several groups can lead to further conflicts in already tense situations. Open a dialogue with those who are affected and who can highlight different aspects for how the supply of water can be secured.



How is the water used and by whom? Plan the location of water installations on the basis of these needs.

Logistics

The work of logisticians can look very different depending on the nature of the mission.

Sometimes you travel alone or sometimes as part of a team. Among other things, logistics is about coordinating transport and purchases and making sure there is accommodation for people in distress; as well as the transportation of material and the planning and administration for this.

A logistician needs to acquire an overall impression of the situation and area in order to achieve the best possible level of efficiency and capacity within the framework of the project.

PROJECT MANAGER

This is what you do!

- Identify who will be affected by the project and how this affects the design of the project as early as the planning stage.
- Make sure that a gender analysis is carried out during the planning of the project. This analysis involves, among other things, finding out if there is any gender specific data, reviewing where information comes from, and which factors affect women's and men's needs in a conflict and crisis situation. Ask questions such as:
 - What is the security situation?
 - Which areas are safe for both women and men?
 - Which factors have an effect on the affected population's freedom of movement? Do they differ for women and men?
 - Which roads do women and men use? How do they travel? Is it possible for women and men to share means of transport?
 - What is the distribution of women, men, children and families among those affected? Are there pregnant women, sick people or people with disabilities? Are there elderly people? How and why have people been affected in different ways? How does this affect the planning of, for example, accommodation, medical care and evacuation? Who should receive immediate assistance?
 - Who has formulated the problem or needs for the project? Are there possibly more aspects to take into account for the planning of the project?
 - Which groups, organisations and people on site do we contact in order to gather information prior to the mission? Are there both female and male interviewers? Is it easier for female interviewers to talk to women than male interviewers?
 - How will information reach everyone? If information meetings are needed, how and where will they be planned to enable those affected to attend?
 - Who may benefit or not as a result of the project?

This is what you do!

- Gain as comprehensive an impression of the situation and area as possible. Get in touch with local women's organisations and talk to different groups who can provide valuable information on the situation, but who can also be affected by your work.
- Get an impression of the security situation. What is security like in the area and how can the project affect women's and men's safety and security? In order to receive an answer to this, you can ask the following:
 - Which roads do women use in order to gather water and wood; to shop or to sell products; to get to work, schools or medical facilities? Which roads do men use?
 - Which areas and roads are safe/unsafe? Is it different for women and men?
 - How do women and men travel? Is it possible for women and men to share means of transport?
 - Is women's freedom of movement restricted due to high risk of assault and rape?
 - Who has been affected? How and why have people been affected in different ways? How does this affect the planning of, for example, accommodation, medical care and evacuation?
 - Who do we contact for information on the situation?
 - How will information reach everyone? If information meetings are needed, how and where should they be planned to enable those affected to attend?
 - Who may benefit or not as a result of the project?
- If you intend to build accommodation for affected people or to evacuate them, make sure that when prioritising and placing them in groups and relocating them, you do so on the basis of the personal needs of those affected. Also take men's and women's different requests into account.

Have you thought about this?

- What is the security situation like? Which areas and roads are safe for both women and men?
- How does the distribution of women, men, girls and boys and families look among those affected? Are there pregnant women, sick people or people with disabilities? Are there elderly people? How and why have people been affected in different ways? How does this affect for example, the planning of accommodation, medical care and evacuation?

Health and medical care

In the area of health and medical care the MSB first and foremost focuses on the care for its own personnel. Medical care is necessary in order to ensure the health and well-being of personnel during international missions.

Large or extended projects always include medical staff who can provide daily medical care as well as emergency medical care for the MSB's personnel, and sometimes also for other international personnel.

In some cases the provision of health and medical care for people among the affected population is provided as part of the mission, for example, during search and rescue missions.

The need for health and medical care is often enormous in connection with disasters and armed conflicts. Many times the lack of medical care affects women harder, not least because women's own workloads increase when the access to care becomes more limited.

This is due to the fact that it is often the women who take care of the sick and injured. In addition, traditional medical care for women, such as reproductive health and hygiene is usually less prioritised when local medical care collapses.

The risk of rape for women and girls increases during disasters, but also during all stages of a conflict. This is something that needs to be taken into consideration when planning, staffing and implementing a project within the area of health and medical care. The risk of disease and epidemics among the affected population also increases following a disaster

PROJECT MANAGER

This is what you do!

- Locate the local medical care units in the area with the different needs of women and men as your point of departure.
- Find out what the health situation is like in the area and inform the field staff of the situation. Also, find out which specific health risks the team might encounter in order to organise adequate medical support.
- Make sure that a gender analysis is carried out during the planning of the project. This analysis involves, among other things, finding out if there is gender specific data on health and medical care, reviewing where information comes from, and which factors affect women's and men's medical care needs in the conflict or crisis situation. Ask questions such as:
 - What is the health of women and men like in the area? Are there differences?
 - Who has been affected, is it mostly women or men among those affected? How and why might people have been affected in different ways?
 - Who should receive immediate assistance?

- How do we guarantee that all affected parties receive information, for example, that girls, widows and households run by women receive proper information?
- Are we receiving information from everyone? Is it easier for female interviewers to talk to women than male interviewers?
- Who may benefit or not from the project?
- If the aim of the mission is to support international staff with medical care, carry out a gender analysis of the situation and take into consideration the staff demographic with regard to gender, nationality, cultural and religious backgrounds etc. These are aspects that can affect how one wants to be treated and taken care of if medical care is required.
- Make sure that a PEP kit (post exposure preventive kit), i.e. anti-retroviral drugs which can limit the risk of acquiring HIV infection after accidental blood exposure, is part of the medical equipment when medical professionals are on the team.
- Demand that PEP kits are available at the UN and Red Cross regional offices or medical posts when medical professionals are not on the team or if a seconded expert is on mission.

Have you thought about this?

- In some countries it is unthinkable for a woman to see a male doctor and vice versa for men to see a female doctor. If that is the case in the country in question it is important to have both a female and male doctor on the team.

FIELD STAFF

This is what you do!

- Determine the health situation and local medical care system in the area with the different needs of women and men as your point of departure:
 - What is women's and men's health like in the area? Are there differences, and if so what are they due to?
 - Which areas within the medical care system have been given less priority and what are the consequences of this for women and for men?
 - How have women and men been affected? How and why might people have been affected in different ways?
 - Who should receive immediate assistance?
 - How do we guarantee that all affected parties receive information, for example, that girls, widows and households run by women receive proper information?
 - Do we receive information from everyone? Is it easier for female interviewers to talk to women than male interviewers?
 - Who may benefit or not as a result of the project?
- Read the reconnaissance report or talk with the project manager or team leader on what the health situation is like in the area. Also, find out which specific health risks the team might encounter so that they can organise adequate medical support.



Daily medical care and emergency medical care of MSB personnel and sometimes other international personnel is included as a responsibility of the medical professionals.

Have you thought about this?

- What kind of medical care is present in the area?
- What is the health situation like in the area? Are there any diseases and epidemics?
- What are the security risks for the field staff? How can you prepare yourself for taking care of someone who has been injured or harmed?
- Is there specific medical care for women, such as gynaecologists and midwives? How does the medical care correspond to existing needs?

Worth knowing!

- In projects aiming to prevent a collapse in medical care before a future crisis or conflict, you need to know the health status of the affected population. Which problems are there? Which specific health problems do women and girls have and are they receiving the assistance they need?
- In some countries it is unthinkable for a woman to see a male doctor and vice versa for men to see a female doctor. If that is the case in the country in question it is important to have both a female and a male doctor on the team.
- It is important to make sure that all the medical facilities and examination rooms are protected from people looking in. A cordoned off area where women can see to their sanitary needs in peace and quiet may also be needed.
- PEP treatment (anti-retroviral drugs which can help to restrict the HIV infection) ought to begin within hours of the risk exposure of infection occurring, but not until a doctor has been contacted. Make sure that a PEP kit is part of the medical equipment when medical professionals are part of the team. Demand that PEP kits are available at the UN and Red Cross regional offices and medical posts when medical professionals are not part of the team, or when you are on mission as a seconded expert.

Transportation and road/bridge construction

The MSB carries out various transport missions, above all within the framework of the UN's food convoys. The missions may involve everything from delivering vehicles and workshops to training locally employed drivers and workshop mechanics, as well as providing convoy leaders. Other missions cover the improvement and reconstruction of infrastructure such as roads and bridges.

The MSB works towards an equal gender balance among its field staff. That is to say, there should be at least 40% of the underrepresented gender. The MSB also actively recruits women into trades which are traditionally considered non-female, such as drivers and mechanics.

PROJECT MANAGER

This is what you do!

During the planning stage identify who will be affected by the project and how this will affect how the project might best be designed.

- Make sure that a gender analysis is carried out during the planning of the project. This analysis involves, among other things, finding out if there is any gender specific data, reviewing where information comes from, and forming an impression of how and why women and men travel and move in the area where you are going to be building a bridge or road. Ask questions such as:
 - Why are we building this bridge or this road?
 - Who is going to use the bridge/road and how will they use it?
 - On the basis of what has the location of a road or bridge construction been chosen? Which groups in society may benefit or not as a result of the location of the bridge or road?
 - Where are important societal services, such as hospitals and schools, located?
 - What is the security situation like in the area – and which areas and roads are safer for both women and men?
 - How might security be affected, for example, by the type of transport mission or by the laying of a new road?
 - How will the information reach everyone? Are we receiving information from everyone? Is it easier for female interviewers to talk to women than male interviewers?
 - Which roads do women use in order to gather water and fire wood; to buy or sell products; to get to work, schools or medical facilities?
 - How do women and men travel back and forth and which mode of transport do they use – car, bus, bicycle or on foot?
 - Which groups in society may benefit or not as a result of the project?
- Make sure that there are women in the team in order to legitimise the active recruitment of female local staff. We can be good role models by way of our own attitudes: by having women on the team ourselves or through demonstrating that we think that it is okay for a man to for example clean or for a woman to work as a mechanic.



An equal gender balance and the recruitment of women into trades traditionally considered non-female is actively pursued.

- Test your own prejudices and think about the arguments that, “This is not for women” And, “I have nothing against employing women, but this is too heavy, a woman quite simply cannot perform this work”. Is this correct? Is physical strength the dominant factor for performing work within the framework of the mission, or are there other qualifications and merits that are equally as important? Emphasise and demand these merits in order to make it possible for more women to work on the project.

Worth knowing!

- It is easier to ask for women to fill local positions if there are women on the team, in particular when it comes to jobs that are traditionally perceived as male. The female team members act as role-models who are able to inspire local women to educate themselves or to apply for jobs they otherwise would not have considered possible. Working together with other women and not just with men can contribute to encouraging women to apply for jobs and to educate themselves.

FIELD STAFF

This is what you do!

- Gather and make use of information from local organisations. They see the needs in society and often have suggestions for measures you could use. Ask questions in order to gain an impression of how and why women and men travel and move in the area where you will come to build roads or a bridge:

- Why are we building this bridge or road?
- On the basis of which criteria was the site selected?
- Which groups in society may benefit or not as a result of where the bridge or road is situated?
- Who is going to use the bridge/road and how will they use it? Might some groups benefit or not benefit as a result of the project?
- Which roads do women and men use in order to gather water and fire wood; to shop or to sell products; or to get to work, schools or medical facilities?
- How do women and men travel back and forth, which mode of transport do they use – car, bus, bicycle or on foot?
- What is the security situation like in the area? How might security be affected, for example, by the kind of transport mission route or by the laying of a new road?
- Ask for advice from local women's organisations on how your work and the project can be performed in an effective manner to ensure that women's needs are met to the same extent as men's.
- Maintain a continuous exchange of information with local women's organisations about progress and changes within the project.
- Collaborate with local women's organisations on how to get in touch with women in general and in particular with women who live isolated, beyond the refugee camps and communities.
- Do not assume that women do not want to or are not permitted to perform physically demanding or technical tasks without finding out if that really is the case. Contact local organisations, such as women's organisations, to find out if it is possible to train and employ women as drivers, mechanics or for construction work.
- Think about the arguments, "This is not for women" and, "I have nothing against employing women, but this is too heavy, a woman quite simply can not perform this work". Is this correct? Is physical strength the dominant requirement for performing work within the framework of the mission, or are there other qualifications and merits that are equally important? Emphasise and ask for these merits in order to allow more women to apply for training courses and jobs.
- Divide tasks between you and your team on the basis of your own abilities. Perhaps you do not all have to be equal in strength and to be able to lift heavy objects – complete the tasks together and benefit from the fact that you are a team. Draw upon each other's strengths!

Have you thought about this?

- Which individuals, women and men, provide you with information upon which you base your project planning, for example, when it comes to transport routes or how a planned road should be laid throughout a village?
- Can you train women who are used to construction work but who do not have any training within the framework of the project? Or can you employ them for jobs which do not require, for example, a trained bricklayer?

Worth knowing!

- It is not unusual in many African countries for women to carry out the more physical work, such as house construction. However, more often than not they have not had any training, for example, in bricklaying or laying mortar, while the men are trained and under contract by local construction companies.
- Knowing how and why women and men travel in different ways is a precondition for ensuring that projects on infrastructure, transport, and logistics benefit all people. If you only talk to men, or only women, one risks losing valuable information for the planning and design of the project.

Example: *More comfortable for pregnant women to travel*

A project manager talks about a project in Sudan: “On a mission in Sudan the field staff suddenly had to start driving refugees to a refugee camp. Then, there were requests to the female field staff from pregnant women for pillows to protect the curve of their backs on the uncomfortable trip on bumpy roads. These pregnant women would probably not have dared to make such a request to male staff, and I am not sure that the men would have thought of it themselves.”

Example: *Female lorry drivers attract attention*

“Female drivers are not a common sight in these warmer regions. The UNHCR has recruited four women all of whom have completed a driver’s training course provided by the Swedish agency. They were promoted from driving smaller terrain vehicles in built-up areas to driving lorries on longer stretches. One of these drivers is now a convoy leader. These women are convinced that they are at least as good as their male counterparts. The UNHCR and GTZ leadership have gone even further by saying that the women drive their vehicles more responsibly. The training went well. The two female instructors from Sweden have given these female drivers self-confidence and knowledge which they greatly appreciate. In Yei it is traditionally believed that a woman cannot become pregnant if she drives a vehicle. Our Swedish women have demolished this myth and currently there is no one in Yei who believes it anymore. They mentioned several times that women speak more easily with one another and also have a better understanding of particular circumstances.*

* GTZ is a German international cooperation enterprise for sustainable development with worldwide operations

One example of this was the effort to provide softer seating for pregnant refugees travelling on very poor roads. Even cushions used to support the curve of the back have been fabricated and it is all thanks to an understanding of women's needs.

When the women arrive at the refugee camp the female refugees gather together and applaud and yell out in joy at seeing female drivers.

In Yei the local media, radio and newspapers have written about these female drivers who have gained attention. The American Refugee Committee (ARC) uses these examples on their visits to villages in order to strengthen the women's self-confidence and, to demonstrate women's know-how.

Wages for female drivers are the same as for male drivers.”

Electricity

Electricians who travel in teams or as seconded experts are needed on many types of missions, for example, when it comes to setting up base camps. This can involve looking over the existing electricity supply network, building new electricity supply networks or training local electricians.

The MSB works towards an equal gender balance among its field staff. That is to say, there should be at least 40% of the underrepresented gender. The MSB actively works for the recruitment of women into trades which are traditionally considered non-female, such as, electricians. Female field staff are often indispensable for involving local women in capacity development and recovery work.

PROJECT MANAGER

This is what you do!

- Identify who will be affected by the project and how this will affect the project design as early as the planning stage.
- Make sure that a gender analysis is carried out during the planning of the project. This analysis involves, among other things, finding out if there is gender specific data, reviewing where information comes from, and forming an impression of the needs of both women and men. Ask questions such as:
 - Why should we carry out this mission – what needs are there? Are the needs different for women and men?
 - How do we receive information on who uses the electricity and how they will use it? Do women and men use electricity in different ways and at different times and places? Is a female interviewer or interpreter needed?
 - Which groups in society may benefit or not as a result of the project?
 - Do those who will use the electricity have to be able to pay for the electric grid when it is built? What are the consequences for those who are unable to pay?
 - How will information on the project reach all concerned? If we plan any information meetings, make sure they are at a time and place to allow everyone to attend? Are female field staff needed to talk to women?Which groups in society may benefit or not from the project?

FIELD STAFF

This is what you do!

- Read the reconnaissance report if one has been made prior to the project. Discuss with the project manager which specific needs there may be among your own staff and among different groups among the affected population.
- Find out what needs there are and who will be affected by your work:
 - Why is this project being carried out?
 - How do we get information on who is using the electricity and how they will use it?

Who are we collecting information from? Might it be easier for female field staff to talk to women about their situation and needs?

- Do women and men use electricity in different ways?

- Will the project benefit both women and men?

- Ask the gender adviser for contact information on women's organisations on site in order to talk to them about the possibility of and interest for training female electricians.

Have you thought about this?

- What are the relationships and contacts between women and men like in the country in question? Does this affect your work?
- In countries where female electricians are not common how might you as a male electrician support your female colleagues?
- In what ways will your work come to benefit the affected population? Will both women and men use the electricity and what are their different needs?
- If you are working on a mission to establish a base camp: You can first of all find out if there are any specific needs among the staff who will be staying at the camp. Will it be necessary to light up certain areas of the camp? What will it look like inside the tents? Will interior tents and individual sections be set up?



Find out who will be affected by the design of the base camp and how this will affect the planning and implementation of the project.

Base camps

A condition for the participation of more women in international assistance is that the accommodation is adjusted both for women and men by, for example, there being separate shower rooms and privacy when changing. That is why it is important as early as the planning stage to think about how the camp will function and be acceptable to everyone: by finding out which particular needs women and men have and how they can be met. The MSB has produced a new base camp concept including many of the aspects from the following advice. However, adjustments may need to be carried out on site depending on changes in the situation and circumstances.

PROJECT MANAGER

This is what you do!

- Identify as early as possible who will be affected by the design of the base camp and how this affects the planning and implementation of the project.
- Make sure that a gender analysis is carried out during the planning of the base camp. This analysis involves, among other things, finding out from where information is gathered and gaining an impression of women's and men's needs. Ask questions such as:
 - Who will live and work in the base camp? What are their needs? Do women and men have different needs?
 - How might the design of the base camp be brought in line to enable women and men to live and work there?
 - What type of showers and toilets are best suited?
 - How will the information reach everyone? Are we receiving information from everyone?

FIELD STAFF

This is what you do!

- Establish who will live and work in the camp. Find out if they have any expressed wishes and needs on how the camp should be designed. Do women and men have different needs? In this way you can try to minimise the risk of being surprised by problematic situations and needs that you had no prior knowledge of.
- In connection with the construction of hygiene areas, such as toilets and shower areas, you will need to find out the following, for example:
 - Which types of toilet are best to bring along? Do the Swedish toilets work or are special toilets needed, such as hole-in-the ground toilets?
 - Where should toilets be situated in order to ensure privacy? How would they best be situated in connection with accommodations, showers and so on?
 - What should the showers look like and where should they be placed? Is it okay for the women who will be working in the camp to shower together or can the area be divided for separate showers?

- How can the modules used be brought into line with the prevailing culture and situation?
- If you plan to erect an inner cabin as a divider and it requires extra electricity—do not forget to inform the electricians, preferably as early as the planning stage!
- If a prayer tent is to be erected make sure that there is a separate section for women to congregate for prayers.

Have you thought about this?

- Will both women and men be living and working in the camp? What are their different needs?
- Have you asked or listened to women in order to find out their needs and points of view? Are separate meetings with women needed?
- What will the hygiene areas look like? What will the sleeping areas look like? In what way do they correspond to women's and men's different needs?
- Are private areas for changing clothes and hanging up underwear needed? Is it possible to erect an inner cabin to create a private space?
- How is the lighting set up in the different parts of the camp? How does it correspond to women's and men's different needs?
- Are the areas of the camp where women stay near lighting and people or out of the way and private?
- Think about where the camp is to be situated. The choice of site can affect the security of the local population and the field staff. Have you taken into consideration that the security situation might be different for women and men?

***Example:** A mistake in the placing of hygiene areas was corrected*

A project manager talks about a project in the Central African Republic: "When we built the last field office we really made a mistake with the hygiene areas.

The sinks were placed on the outside of the buildings so that everyone could see who was washing themselves. We managed to correct it and move them, and we also moved the entrance to the hygiene areas where there was least chance of looking in.

Despite that, we still had to hang up mats to prevent people from looking in. Most things can be corrected by thinking about them at an early stage."

Search and rescue

Immediately after a natural disaster, such as for example, an earthquake, the MSB can decide to send a team to search an affected area and to rescue survivors. The MSB's search and rescue (SAR) missions involve providing medical care for the rescued victims. Quite often a team is in a hurry to be deployed after a decision has been made, which in turn affects the preparation and planning of the project. Access to relevant and necessary information may sometimes be minimal.

This places great demands on response managers and field staff alike. Despite the lack of time it is still important to find out as much as possible about what has happened and how it has affected different people. Being clear on the main points of what has happened, for example, knowing who mainly has been affected - makes it easier to provide the correct assistance from the outset.

PROJECT MANAGER

This is what you do!

- As early as the planning stage of the project identify who will be affected by the project and how this will affect the implementation of the search and rescue mission.
- Make sure that a gender analysis is carried out when planning the project. This analysis involves, among other things, finding out if there is gender specific data on the people affected, reviewing where information comes from, and forming an impression of women's and men's needs for assistance. Ask questions such as, for example:
 - Who has been affected, is it mostly women or men among those affected?
 - How and why have women and men been affected in different ways?
 - Which areas do those affected find themselves in? Is it different for the women and men?
 - Which groups in society may benefit or not as a result of the project?
 - How can we guarantee that relevant information is taken from everyone and given to everyone?
 - Are there both female and male interviewers? Is it easier for female interviewers to talk to women than male interviewers?
 - Who should receive immediate assistance?
 - When and where are information meetings planned, is everyone able to attend?
- If there are many women among people affected find out how it affects the rescue operation. Can male field staff assist women or is contact between women and men who do not know one another not accepted? If that is the case make sure that both women and men are recruited.

This is what you do!

- Gather information on who has been affected. Is it mostly women or men who have been affected? And if so why? (One example might be that women found themselves at home, that is, indoors when the buildings collapsed during an earthquake). In which areas do the affected women and men find themselves?
- From whom are you receiving information? Are women and men, girls and boys being interviewed in order to get information to form the basis of the planning of the project?
- Adjust the efforts according to those who have been affected. Should assistance differ for women and men? Who should receive immediate assistance?

Have you thought about this?

- How have women and men been affected by what has occurred?
- Could male field staff experience problems while assisting women because, for example, in the country in question it is not accepted for women and men who do not know one another to come into contact?

Worth knowing!

- Apart from contact with official representatives you can also receive valuable information from local organisations, for example, women's organisations. They might possess have knowledge on how, where and when women move around and also how they have been affected.

Mine Action

The work of Mine Action includes demining, as well as victim assistance, mine-risk education, destruction of stockpiled landmines and advocating for a world free of the threat of landmines. In this work it is of the utmost importance to involve the people who live and move around in the areas affected by mines and unexploded ammunition. In part this is in order to gather information for surveying the mine clearance areas but also to support those working in risk reduction; to ensure a safer existence as well as economic and social development. The objective is to target the right areas and for the project to benefit everyone in the area. It is important to stay in contact and have an active dialogue with the affected population in order to determine which areas should be prioritised. Contact must be made not only with official representatives such as village elders or mayors, but also with other groups in society such as women's organisations.

PROJECT MANAGER

This is what you do!

- Identify who will be affected by the project and how this will affect the implementation of the project as early as the planning stage.
- Make sure that a gender analysis is carried out when planning the project. This analysis involves, among other things, finding out if there is any gender specific data, reviewing where information comes from, and forming an impression of both women's and men's situations and needs.

Ask questions such as, for example:

- Are women and men, girls and boys being interviewed in order to get information to form the basis of the project planning, for example, on which areas will be cleared and how mine risk education will be implemented?
 - Are there both female and male interviewers? Is it easier for female interviewers to talk to women than male interviewers?
 - How will information reach everyone? Is information gathered from everyone?
 - How do we guarantee that all affected parties receive information, for example, that girls, widows and households run by women receive proper information?
 - Who has been affected, is it mostly women or men among the people affected? How and why might people have been affected in different ways?
 - Who should receive immediate assistance?
 - Which groups in society may benefit or not as a result of the project?
 - How should the support for victims of mines and ammunition be distributed?
 - When and where are information meetings being planned, is everyone able to attend?
- Separate and analyse information and statistics based on gender and age. It is important to have in mind women's and men's points of view on how the contaminated areas affect their daily lives and how they view the clearance of the area.

- By all means contact women's organisations in order to receive further information for the surveying and information process.
- Make sure that there are both female and male medical staff so that affected women and men will be able to receive care.

Worth knowing!

- It is often girls and women who take care of mine victims, which increases their total workload and may prevent them from going to school or from carrying out waged labour.

Example: Female and male mine-risk instructors in Afghanistan

Local teams of women and men were employed as mine risk education (MRE) instructors in Afghanistan. The teams consisted of women and men who were grouped in a way that was accepted locally, for example, husband and wife, brother and sister as well as mother and son. The teams aimed to inform the affected population of the dangers of mines and unexploded ammunition.

The mixed teams also made it possible to reach women since women and men in Afghanistan have limited contact with one another outside of their families. At the same time this meant that the employed women had the opportunity to fend for themselves and move relatively freely within the framework of their work.



The purpose of mine clearance is to clear mines from the right areas and to ensure that the clearance benefits everyone in the area.

This is what you do!

- During the information gathering process you can ask a number of control questions to guarantee that the information comes from everyone and reaches everyone:
 - Are women and men, girls and boys being interviewed in order to get information?
 - Are there both female and male interviewers? Is it easier for female interviewers to talk to women than male interviewers?
 - Is the information reaching everyone and is information coming from everyone?
 - How do you guarantee widows and households run by women receiving proper information?
 - How are the areas to be cleared prioritised? What are the consequences for women, men, girls and boys?
 - Who takes responsibility for the mine victims? Usually it is girls and women who take care of mine victims, which increases their total workload and may prevent them from receiving an education or from carrying out waged labour.
 - Who should receive immediate assistance?
- Separate and analyse information and statistics based on gender and age. It is important to have in mind women's and men's points of view on how the contaminated areas affect their daily lives and how they view the clearance of the area.
- Contact women's organisations in order to receive further information for the surveying and information process.
- Arrange the information meetings at a time and place which does not clash with people's daily work so that as many people as possible can attend.
- There should always be women and men on mine risk education teams in order to enable contact with both women and men on site.
- Make sure that there are both women and men in the clearance teams. This increases contact with the female population, which promotes the gathering of information from women and girls.
- Make sure that there is access to both female and male medical professionals in order to ensure that women and men injured by mines or unexploded ordnance will be able to receive care.

Have you thought about this?

- On the basis of which information do you prioritise areas and methods to be used? Might there be further important information to take into consideration in your work, for example, regarding the different habits of women and men?
- Do you have enough information on how different groups, on how women, men, girls and boys move around in the area?

Worth knowing!

- Women who have been injured by mines often experience an increased risk of being abandoned by their husbands. The chances for young girls to get married are reduced dramatically. Without care and with limited resources the risk of these women ending up in poverty increases.

Example: Female deminers in Lebanon

The Swedish agency has run a mine clearance project in Lebanon since the war in South Lebanon ended in the summer of 2006. Almost one million cluster bombs were estimated to have been dropped in southern Lebanon. At the beginning of 2007 the agency recruited and trained six local female deminers who from then on worked as part of a team of only female deminers.

The female deminers received great attention in the international media. CNN had an item entitled, "Ground Breaking Women in Lebanon". And in many ways the women were groundbreaking since the female demining team was the first of its kind in the Middle East.

Apart from the media attention the recruitment of the female deminers was a learning process for the agency as an organisation. The deminers were interviewed on why they chose to look for work as deminers and how they looked upon the chances for women to work as deminers themselves. This led to the agency realising that it was not necessary as previously felt to have separate female teams but that the women could work with men in integrated teams.



The female demining team was the first of its kind in the world.



On completion of a project the project personnel hold a debriefing. It is a good opportunity to discuss how the work of integrating a gender perspective has worked. All experiences are important and need to be fed back into the organisation in order to make future projects as effective and successful as possible.

7. Debriefing and final report

To ensure that the MSB's projects are as effective as possible requires that all experiences are drawn upon to further develop and improve future projects. This is done through different types of evaluations where everyone involved (for example project managers, field staff, instructors) share their experiences and points of view. At these times the work on gender is also evaluated, that is, how the work towards integrating a gender perspective during the different stages of the project has been carried out.

Debriefing after a project

The MSB calls field staff to a meeting following the completion of a project. Meetings are a good opportunity to discuss how the work of integrating a gender perspective has worked. The purpose of this is to continually help the MSB to develop and improve its projects. That is why these experiences need to be fed back into the organisation to enable improvement of the routines for and courses on gender.

PROJECT MANAGER

This is what you do!

- Make sure that the debriefing always contain the following points:
 - Information on why the MSB works with gender issues and why this work is important.
 - A discussion on specific gender related issues which emerged during or following the project. Bring up concrete problems which have arisen in the work of integrating a gender perspective into the project as well as suggestions for possible solutions to these problems.
 - Highlight examples of how gender aspects were put to good use and which effects they have had. Discuss how these examples may contribute to an improvement in other projects.
 - If necessary hold a general discussion on gender issues and gender equality.

Have you considered the following?

- Debriefing meetings offer a platform for airing situations and matters perhaps not included in the final report. That is why you should certainly ask introductory questions such as:
 - How has working together as a team functioned? Do you think it has anything to do with the number of women and men on the team? Can it be linked to attitudes and assumptions about one another?
 - How has working as a seconded expert with other teams functioned? Has the number of women and men respectively had an effect? Or perhaps attitudes and assumptions about one another on the basis of gender?
 - Has it been difficult or easy to apply a gender perspective?
 - What kind of attitudes has the field staff encountered among the affected population when they have worked with gender issues?
 - Did the project take the different needs of women and men into consideration?

FIELD STAFF

This is what you do!

- During the debriefing meetings you can bring up and discuss situations, events and other thoughts concerning the efforts to integrate a gender perspective in the completed project. Perhaps there are things that you have not reported on, situations where you have been uncomfortable about others but were unsure about how you should or could have acted.

Provide good examples of where a gender perspective has contributed to an improvement in the project. Also talk about situations which have been educational within this area.
- Think about how your application of a gender perspective has worked out:
 - Was it difficult or easy to apply a gender perspective?
 - Which attitudes did you encounter among other field staff and among the local population when you brought up for discussion issues concerning women's and men's different circumstances and needs?
 - Do you feel that the project took women's and men's different needs into consideration?
 - Did the project succeed in reaching all concerned?
- Inform the project manager and recruiters at the MSB's Coordination and Operations Department about which merits you think field staff need or do not need in order to do a good job. Perhaps the knowledge and skill profiles may be changed in such a way as to encourage female applicants to apply for professions and positions traditionally considered for men.
- Report on situations where it was an asset to have female personnel. Also report on when there were no female field staff and you found yourself in a situation where a woman would have been an advantage.

Final Report

In the final report you must present the ways in which women and men benefited from the project, that is, it must contain a gender perspective in order to be approved. If the field staff have not reported on their work with gender issues during the project it will be very difficult for a project manager to be able to draw any conclusions from this final report. That is why it is important for reports to be produced during the implementation of a project. These should show how the project is reaching women and men and if specific efforts were made as a result of a gender analysis and if a sudden improvement can be seen thanks to these special efforts.

PROJECT MANAGER

This is what you do!

- If there is not sufficient information in the weekly reports from the project, ask the field staff questions about this in your regular correspondence with them or when they arrive home:
 - What is your experience of how women and men have been affected by the situation in the country and by the project?
 - Was it difficult or easy to bring in a gender perspective to your assignments? How did they work in order to find out women's and men's different circumstances and needs and to bring the project in line with them?
 - How did cooperation partners relate to gender issues? Did they employ local women and men and in which positions?
 - Did the cooperation partners in the field have a gender policy which they applied and made their staff aware of?
 - Is there anything in particular concerning applying a gender perspective that you would like to bring up?
- Please contact the MSB's gender adviser if you need to discuss how you should report on all the work on applying a gender perspective.
- Find out whether the situation in the country has changed politically, economically, or socially on national, regional or local levels. Do the changes fall in line with the goals of the MSB for the project and can an assessment be made of the project's impact on this change?

Worth knowing!

- As project manager you are responsible for the project's final report containing a gender perspective. Think about including a gender perspective as early as the beginning of the planning process, from reconnaissance reports and throughout the entire project.
- All final reports should be sent to the MSB gender adviser for an analysis of the sections on gender. The purpose of this is not to judge whether the report is good or bad but to confirm that working with gender issues has provided knowledge and experience which can be fed back into the organisation.

- No information or insufficient information is still valuable information! The absence of statistics or information about women's and men's situations is important to report on, for example, that local women are not employed. The point is to highlight the difficulty of recruiting female staff within certain categories, in order to see how the work of establishing a more equal gender balance may be continued.

FIELD STAFF

Worth knowing!

- The project manager is responsible for the project's final report which must contain a gender perspective in order to be approved. If gender issues have not been reported on during the project it will be very difficult for the project manager to be able to draw any conclusions on this in the final report. That is why it is important that you and your colleagues continually report on the application of a gender perspective during your time on mission.



Applying a gender perspective to projects is obvious to many but not to everyone. By dealing with resistance in the right way you can get others to listen and to take your opinions seriously.

8. If you encounter resistance when working with gender issues

The need to work towards integrating a gender perspective into projects is obvious to many but not to everyone. Perhaps the concrete benefits of working with gender issues and putting them into practice are not understood. Perhaps there are already integrated and well functioning routines which no one sees any reason to change. In such cases working with a gender perspective may be perceived as complicated and unnecessary.

Resistance can express itself in different ways, for example in the form of open questioning, sneers, jokes or statements such as, “during an emergency it is not about gender equality but a question of life and death,” or, “coming from Sweden we don’t have any problems with gender equality”.

In certain cases this resistance can be aimed directly at those trying to apply a gender perspective to their work. This can apply to both women and men who work with or talk about gender issues. As a man you can be questioned because it is not expected of you and you go against the norm. As a woman you can be perceived as provocative when you bring gender issues up for discussion or you may be questioned just because you are a woman. This can be expressed as follows, “on the whole women are more sensitive than men and therefore not as active on duty,” and, “give her a shovel and she’ll find out what gender equality is”.

Women, and in particular female managers, can sometimes be questioned about their ability to make decisions or lead the work. This can result in them being treated differently to their male colleagues and to the questioning of their authority, for example, through others not listening to them and instead turning to their male colleagues on the project team.

Research shows that there are five typical techniques used in order to get the better of somebody else, these are: to make them invisible, to ridicule them, to keep information from them, to punish them regardless of what they do and how they do it and lastly to make them feel guilty or ashamed.

By dealing with resistance in the right way you can get others to listen to you and take your opinions seriously. Here are some suggestions for what you can do if and when you encounter resistance.

When you are made to feel invisible. . .

Somebody “forgets” to introduce you or mention your name in a context where you should be mentioned. Someone talks about what you had done as if it were unimportant or not good.

Someone does not listen to you when you are talking but instead starts reading a report or talking to somebody else. You can also be made invisible through no one responding to something you have said.

. . . make yourself visible!

Stay calm and make it known that you do not accept this behaviour. For example, you can say, “Oops! You forgot to introduce me!” If you notice that no one is listening, interrupt and point out that it is important that you have everyone’s attention and ask for comments and for what the others think about what you have said. Also tell the others what you think and provide constructive criticism. In that way you are taking yourself seriously and demonstrating to others that you are somebody to reckon with.

When you are made to look ridiculous. . .

Someone makes fun of you. This often happens when there are more people listening, resulting in more people laughing at you. For example, someone might comment on what you have said or done or perhaps on something you are wearing. Someone might also call you something that you do not like.

. . .question!

Question and comment on what has been said. It might be good to contradict through a question, “What do you mean by that?” Repeat what has been said and ask the person to explain. Make it very clear that you do not accept or appreciate the so-called joke. If someone else is exposed to this or if the language becomes vulgar it is good to consciously try to create a more respectful atmosphere. Show everyone respect whether you like them or not. Say what you think in a serious manner and avoid personal attacks and jokes about others.

When you are not informed. . .

You do not receive the necessary information for carrying out your work in the best possible way, which makes you appear stupid when others are talking and you find it difficult to join in the conversation. In the long run this can also lead to you making incorrect decisions, which in turn means losing credibility. This might also lead you to begin doubting your understanding of matters.

...demand a straight answer!

Question why you have not received information or were not present when decisions were made. Sometimes it might be good to demand the postponement of an issue or that you hold back on a decision, so that everyone has the opportunity to acquaint themselves with the necessary information. If you are not informed about important matters more than once it might be good to talk to your boss. Tell him/her that there is a structural problem which is preventing you from receiving the information you need and have a right to. It is good if you make sure that you include and inform all parties concerned. When you have been part of a decision-making process yourself, be sure to present the discussion which formed the basis of the decision.

When whatever you do is wrong. . .

You are accused of doing things wrong no matter what you do. It can either be the same person accusing you of doing things wrong or different people.

You experience your hands being tied and being unable to get out of the situation. No matter what you do, everyone thinks you are doing it wrong!

...decide on a strategy!

Make very clear to yourself what you consider to be right and correct. Seek support from someone who is well aware of the tight situation you find yourself in - preferably your boss if possible - and who will support you in how you choose to deal with it. Try to find out how other people have dealt with similar situations.

When you are made to feel guilty. . .

Someone makes fun of you or unfairly blames you for doing something wrong. This might be in the form of someone saying that it is your own fault that something unfortunate happened to you, despite the fact that you really could not do anything about it from the beginning.

Someone blames you for something that someone else is responsible for.

...reflect!

Ask yourself, "Is it my responsibility? Have I done anything wrong that I can rectify? Have I consciously hurt anyone, broken an agreement or done something illegal?"

It might be good to seek support from someone you trust in order to see what is and is not your responsibility, whether it is in the organisation, the situation or about some other person. If possible it might also be good to tell your boss about your experiences.

9. The MSB's code of conduct

Code of conduct for international operations

1. I am aware that I have a position of authority in relation to the local population, and I don't take advantage of that position in an inappropriate manner. I don't use my position to benefit individuals that otherwise wouldn't have benefited; and I don't act in a way that could give the impression that I expect anything whatsoever in return. I understand that the local population can be or feel that they are dependent upon me. I also understand that it is the people in question that have the right to that opinion and not me.

2. I don't use offensive language about anyone or any group of people I have come to the country in question to help or work with. I don't discriminate against anyone, regardless of gender, skin colour, ethnic origin, religion, age, political views, sexual preferences or disabilities.

3. I don't buy or mediate for any sexual services. I don't begin a relationship or have sexual relations with any member of the local population or any other person dependent upon me. I understand that this could risk putting him/her in a situation that could have negative consequences during and after the relationship.

4. I am aware that organised crime can be present in many different types of activities. I avoid contact with it in all situations, for example, when exchanging currency I use a restaurant or my hotel or other place of accommodation. I understand that dealings with organised crime can lead to me indirectly supporting human trafficking.

5. I don't involve myself with the trade of goods or services for personal gain and I don't accept bribes.

6. I don't use computers or other technical equipment to look at, save or spread pornographic material.

7. I don't discriminate against or harass anybody on grounds of gender. I understand that this includes unwelcome behaviour of a sexual nature as well as discrimination due to a person's gender.

8. I don't drink alcohol on duty. During the time that the team leader designates as

“leisure time” I am very restrictive as regards the consumption of alcohol.
I never drink and drive.

9. I don't involve myself with classified narcotics, unless it is part of my job as a qualified doctor, nurse or paramedic.

10. In my duty I will actively contribute to sustainable development and minimizing environmental impact.

I have read and understood the above and agree to observe the MSB's code of conduct. I am aware that any breach of the code can result in the termination of my services and removal from the field staff roster. I will not knowingly conceal any other person's breaching of the code.

10. United Nations Security Council Resolution 1325 (Women, Peace and Security)

Resolution 1325 (2000) adopted by the Security Council at its 4213th meeting, on 31 October 2000

The Security Council

Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 September 1999, 1296 (2000) of 19 April 2000 and 1314 (2000) of 11 August 2000, as well as relevant statements by its President, and recalling also the statement of its President to the press on the occasion of the United Nations Day for Women's Rights and International Peace (International Women's Day) of 8 March 2000 (SC/6816)

Recalling also the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled "Women 2000: Gender Equality, Development and Peace for the Twenty-First Century" (A/S-23/10/Rev.1), in particular those concerning women and armed conflict,

Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

Expressing concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognizing the consequent impact this has on durable peace and reconciliation,

Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

Reaffirming also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls,

Recognizing the urgent need to mainstream a gender perspective into peacekeeping operations, and in this regard noting the Windhoek Declaration and the Namibia Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (S/2000/693),

Recognizing also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

Recognizing that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

Noting the need to consolidate data on the impact of armed conflict on women and girls.

The Security Council

1. Urges Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;
2. Encourages the Secretary-General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision-making levels in conflict resolution and peace processes;
3. Urges the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf, and in this regard calls on Member States to provide candidates to the Secretary-General, for inclusion in a regularly updated centralized roster
4. Further urges the Secretary-General to seek to expand the role and contri-

bution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;

5. Expresses its willingness to incorporate a gender perspective into peacekeeping operations, and urges the Secretary-General to ensure that, where appropriate, field operations include a gender component;
6. Requests the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace building measures, invites Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment, and further requests the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training;
7. Urges Member States to increase their voluntary financial, technical and logistical support for gender-sensitive training efforts, including those undertaken by relevant funds and programmes, inter alia, the United Nations Fund for Women and United Nations Children's Fund, and by the Office of the United Nations High Commissioner for Refugees and other relevant bodies;
8. Calls on all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia:
 - (a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;
 - (b) Measures that support local women's peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements;
 - (c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary;
9. Calls upon all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls, especially as civilians, in particular the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977, the Refugee Con-

vention of 1951 and the Protocol thereto of 1967, the Convention on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol thereto of 1999 and the United Nations Convention on the Rights of the Child of 1989 and the two Optional Protocols thereto of 25 May 2000, and to bear in mind the relevant provisions of the Rome Statute of the International Criminal Court;

10. Calls on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;
11. Emphasizes the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, and war crimes including those relating to sexual and other violence against women and girls, and in this regard stresses the need to exclude these crimes, where feasible from amnesty provisions;
12. Calls upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, especially in designing the camps and settlements, and recalls its resolutions 1208 (1998) of 19 November 1998 and 1296 (2000) of 19 April 2000;
13. Encourages all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants;
14. Reaffirms its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;
15. Expresses its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women's groups;
16. Invites the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution, and further

invites him to submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;

17. Requests the Secretary-General, where appropriate, to include in his reporting to the Security Council progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;
18. Decides to remain actively seized of the matter.

United Nations Security Council Resolution 1820 (Sexual violence against civilians in conflict)

Resolution 1820 (2008) adopted by the Security Council at its 5916th meeting, on 19 June 2008

The Security Council

Reaffirming its commitment to the continuing and full implementation of resolution 1325 (2000), 1612 (2005) and 1674 (2006) and recalling the Statements of its president of 31 October 2001 (Security Council/PRST/2001/31), 31 October 2002 (Security Council/PRST/2002/32), 28 October 2004 (Security Council/PRST/2004/40), 27 October 2005 (Security Council/PRST/2005/52), 8 November 2006 (Security Council/PRST/2006/42), 7 March 2007 (Security Council/PRST/2007/5), and 24 October 2007 (Security Council/PRST/2007/40); Guided by the purposes and principles of the Charter of the United Nations,

Reaffirming also the resolve expressed in the 2005 World Summit Outcome Document to eliminate all forms of violence against women and girls, including by ending impunity and by ensuring the protection of civilians, in particular women and girls, during and after armed conflicts, in accordance with the obligations States have undertaken under international humanitarian law and international human rights law;

Recalling the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled “Women 2000: Gender Equality, Development and Peace for the Twenty-first Century” (A/S-23/10/Rev.1), in particular those concerning sexual violence and women in situations of armed conflict;

Reaffirming also the obligations of States Parties to the Convention on the Elimination of All Forms of Discrimination against Women, the Optional Protocol thereto, the Convention on the Rights of the Child and the Optional Protocols thereto, and urging states that have not yet done so to consider ratifying or acceding to them,

Nothing that civilians account for the vast majority of those adversely affected by armed conflict; that women and girls are particularly targeted by the use of sexual violence, including as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group; and that sexual violence perpetrated in this manner may in some instances persist after the cessation of hostilities;

Recalling its condemnation in the strongest terms of all sexual and other forms of violence committed against civilians in armed conflict, in particular women and children;

Reiterating deep concern that, despite its repeated condemnation of violence against women and children in situations of armed conflict, including sexual violence in situations of armed conflict, and despite its calls addressed to all parties to armed conflict for the cessation of such acts with immediate effect, such acts continue to occur, and in some situations have become systematic and widespread, reaching appalling levels of brutality,

Recalling the inclusion of a range of sexual violence offences in the Rome Statute of the International Criminal Court and the statutes of the ad hoc international criminal tribunals,

Reaffirming the important role of women in the prevention and resolution of conflicts and in peacebuilding, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

Deeply concerned also about the persistent obstacles and challenges to women's participation and full involvement in the prevention and resolution of conflicts as a result of violence, intimidation and discrimination, which erode women's capacity and legitimacy to participate in post-conflict public life, and acknowledging the negative impact this has on durable peace, security and reconciliation, including post-conflict peacebuilding,

Recognizing that States bear primary responsibility to respect and ensure the human rights of their citizens, as well as all individuals within their territory as provided for by relevant international law,

Reaffirming that parties to armed conflict bear the primary responsibility to

take all feasible steps to ensure the protection of affected civilians, Welcoming the ongoing coordination of efforts within the United Nations system, marked by the inter-agency initiative “United Nations Action against Sexual Violence in Conflict,” to create awareness about sexual violence in armed conflicts and post-conflict situations and, ultimately, to put an end to it,

1. Stresses that sexual violence, when used or commissioned as a tactic of war in order to deliberately target civilians or as a part of a widespread or systematic attack against civilian populations, can significantly exacerbate situations of armed conflict and may impede the restoration of international peace and security, affirms in this regard that effective steps to prevent and respond to such acts of sexual violence can significantly contribute to the maintenance of international peace and security, and expresses its readiness, when considering situations on the agenda of the Council, to, where necessary, adopt appropriate steps to address widespread or systematic sexual violence;
2. Demands the immediate and complete cessation by all parties to armed conflict of all acts of sexual violence against civilians with immediate effect;
3. Demands that all parties to armed conflict immediately take appropriate measures to protect civilians, including women and girls, from all forms of sexual violence, which could include, inter alia, enforcing appropriate military disciplinary measures and upholding the principle of command responsibility, training troops on the categorical prohibition of all forms of sexual violence against civilians, debunking myths that fuel sexual violence, vetting armed and security forces to take into account past actions of rape and other forms of sexual violence, and evacuation of women and children under imminent threat of sexual violence to safety; and requests the Secretary-General, where appropriate, to encourage dialogue to address this issue in the context of broader discussions of conflict resolution between appropriate UN officials and the parties to the conflict, taking into account, inter alia, the views expressed by women of affected local communities;
4. Notes that rape and other forms of sexual violence can constitute a war crime, a crime against humanity, or a constitutive act with respect to genocide, stresses the need for the exclusion of sexual violence crimes from amnesty provisions in the context of conflict resolution processes, and calls upon Member States to comply with their obligations for prosecuting persons responsible for such acts, to ensure that all victims of sexual violence, particularly women and girls, have equal protection under the law and equal access to justice, and

stresses the importance of ending impunity for such acts as part of a comprehensive approach to seeking sustainable peace, justice, truth, and national reconciliation;”

5. Affirms its intention, when establishing and renewing state-specific sanctions regimes, to take into consideration the appropriateness of targeted and graduated measures against parties to situations of armed conflict who commit rape and other forms of sexual violence against women and girls in situations of armed conflict;
6. Requests the Secretary-General, in consultation with the Security Council, the Special Committee on Peacekeeping Operations and its Working Group and relevant States, as appropriate, to develop and implement appropriate training programs for all peacekeeping and humanitarian personnel deployed by the United Nations in the context of missions as mandated by the Council to help them better prevent, recognize and respond to sexual violence and other forms of violence against civilians;
7. Requests the Secretary-General to continue and strengthen efforts to implement the policy of zero tolerance of sexual exploitation and abuse in United Nations peacekeeping operations; and urges troop and police contributing countries to take appropriate preventative action, including pre-deployment and in-theater awareness training, and other action to ensure full accountability in cases of such conduct involving their personnel;
8. Encourages troop and police contributing countries, in consultation with the Secretary-General, to consider steps they could take to heighten awareness and the responsiveness of their personnel participating in UN peacekeeping operations to protect civilians, including women and children, and prevent sexual violence against women and girls in conflict and post-conflict situations, including wherever possible the deployment of a higher percentage of women peacekeepers or police;
9. Requests the Secretary-General to develop effective guidelines and strategies to enhance the ability of relevant UN peacekeeping operations, consistent with their mandates, to protect civilians, including women and girls, from all forms of sexual violence and to systematically include in his written reports to the Council on conflict situations his observations concerning the protection of women and girls and recommendations in this regard;

10. Requests the Secretary-General and relevant United Nations agencies, inter alia, through consultation with women and women-led organizations as appropriate, to develop effective mechanisms for providing protection from violence, including in particular sexual violence, to women and girls in and around UN managed refugee and internally displaced persons camps, as well as in all disarmament, demobilization, and reintegration processes, and in justice and security sector reform efforts assisted by the United Nations;
11. Stresses the important role the Peacebuilding Commission can play by including in its advice and recommendations for post-conflict peacebuilding strategies, where appropriate, ways to address sexual violence committed during and in the aftermath of armed conflict, and in ensuring consultation and effective representation of women's civil society in its country-specific configurations, as part of its wider approach to gender issues;
12. Urges the Secretary-General and his Special Envoys to invite women to participate in discussions pertinent to the prevention and resolution of conflict, the maintenance of peace and security, and post-conflict peacebuilding, and encourages all parties to such talks to facilitate the equal and full participation of women at decision-making levels;
13. Urges all parties concerned, including Member States, United Nations entities and financial institutions, to support the development and strengthening of the capacities of national institutions, in particular of judicial and health systems, and of local civil society networks in order to provide sustainable assistance to victims of sexual violence in armed conflict and post-conflict situations;
14. Urges appropriate regional and sub-regional bodies in particular to consider developing and implementing policies, activities, and advocacy for the benefit of women and girls affected by sexual violence in armed conflict;
15. Also requests the Secretary-General to submit a report to the Council by 30 June 2009 on the implementation of this resolution in the context of situations which are on the agenda of the Council, utilizing information from available United Nations sources, including country teams, peacekeeping operations, and other United Nations personnel, which would include, inter alia, information on situations of armed conflict in which sexual violence has been widely or systematically employed against civilians; analysis of the prevalence and trends of sexual violence in situations of armed conflict; pro-

posals for strategies to minimize the susceptibility of women and girls to such violence; benchmarks for measuring progress in preventing and addressing sexual violence; appropriate input from United Nations implementing partners in the field; information on his plans for facilitating the collection of timely, objective, accurate, and reliable information on the use of sexual violence in situations of armed conflict, including through improved coordination of UN activities on the ground and at Headquarters; and information on actions taken by parties to armed conflict to implement their responsibilities as described in this resolution, in particular by immediately and completely ceasing all acts of sexual violence and in taking appropriate measures to protect women and girls from all forms of sexual violence;

16. Decides to remain actively seized of the matter.

11. References and study material

Published sources

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www.un.org/events/res_1325e.pdf

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www.genderforce.se/dokument/From_words_to_action.pdf

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www.genderforce.se/dokument/Good_and_bad_examples_English_A4.pdf

Gender Guidelines for Mine Action Programmes,

www.mineaction.org/downloads/Gender_guidelines_mine%20action.pdf

UNDAC Field Handbook,

www.reliefweb.int/undac/documents/UNDACHandbook.pdf

Security on whose terms? If men and women were equal, Kvinna till Kvinna

www.iktk.se/publikationer/rapporter/pdf/Security.pdf

Voices from the Field – About Prosecution of Sexualised Violence in an International Context, Kvinna till Kvinna

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War is not over with the last bullet – Overcoming Obstacles in the Healing Process for Women in Bosnia-Herzegovina

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www.iktk.se/publikationer/rapporter/pdf/Bosnien.pdf

Getting it Right – A Gender Approach to UNMIK Administration in Kosovo

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Engendering the Peace Process. A Gender Approach to Dayton – and Beyond

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www.iktk.se/publikationer/rapporter/pdf/Healingmodell.pdf

IASC Handbook

<http://www.humanitarianinfo.org/IASCWeb2/pageloader.aspx>

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<http://www.sphereproject.org/index.php>

Pushing the Limits - Young Women's Voices About War, Peace and Power, Kvinna till Kvinna

www.iktk.se/publikationer/rapporter/pdf/pushing_the_limits.pdf

PeaceWomen – Women's International League for Peace and Freedom

www.peacewomen.org/wpsindex.html

Internet sources

Swedish Civil Contingencies Agency (MSB)

http://www.msbmyndigheten.se/default____138.aspx?epslanguage=EN

English pages for Kvinna till Kvinna

<http://www.kvinnatillkvinna.se/article/2001>

UNIFEM (United Nations Development Fund for Women)

www.unifem.org/

UNIFEM's framework for action on Women, Peace and Security

www.womenwarpeace.org/

Operation 1325

<http://www.operation1325.se/content/view/31/54/>

Peace Women

www.peacewomen.org

Division for the Advancement of Women

www.un.org/womenwatch/daw/cedaw/

Reliefweb, Gender (articles and publications on gender and conflict)

www.reliefweb.int/rw/lib.nsf/doc207?OpenForm&query=3&cat=Gender

United Nations Inter-Agency Network on Women and Gender Equality - Women Watch

www.un.org/womenwatch/

The Swedish Government's Human Rights Website

http://www.manskligarattigheter.gov.se/extra/pod/?module_instance=2

During the 1991 floods in Bangladesh, five times as many women as men died. Two thirds of the fatalities during the tsunami in 2004 were women. During the 2005 earthquakes in Pakistan more women than men died. The causes are many, but are often linked to the fact that women and men in different cultures and religions have different areas of responsibility, tasks, freedom of movement, dress codes, and education. To be able to work effectively throughout all the stages of disaster management requires understanding and knowledge on these issues.

Applying a gender perspective to international assistance requires bringing the work into line with prevailing local conditions to ensure that the project reaches as many people as possible as quickly as possible.

This handbook is aimed at MSB project managers and personnel who work within international assistance. This handbook contains concrete and concise advice for immediate use in the practical planning, implementation, reporting and evaluation of a project.

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