

UNHCR Film Series for the **Protection** of **Women and Girls**

Companion Guide



UNHCR
The UN
Refugee Agency

L'Agence de l'ONU pour les réfugiés



Acknowledgments

This guide is the product of collaborative efforts, resulting from consultations and contributions from UNHCR staff and partners. UNHCR would like to thank all those who contributed to the development of this tool.

Any part of the Companion Guide may be reproduced, translated into other languages or adapted to meet local needs without the prior permission of UNHCR provided that:

- all parts are distributed free of charge and
- UNHCR is acknowledged.

Please send copies of any adaptation or translation into other languages to DIP.
Division of International Protection
Office of the United Nations High Commissioner for Refugees
94, Rue de Montbrillant, 1202 Geneva, Switzerland
Website: www.unhcr.org

First edition, June 2010

Photo Credits

Front Cover clockwise from top left:

A Pashtun returnee woman during a meeting with UNHCR staff, having returned to northern Afghanistan from Pakistan's Jalozei village. © UNHCR/R.Arnold

A 27-year old woman with her only surviving son in the Kibati camp, North Kivu, Democratic Republic of Congo. Her other two children were murdered in a massacre. © Christian Als

Young hopeful Sierra Leonean refugee women, in a Guinea camp.
© UNHCR/L.Taylor

Back Cover clockwise from top left:

Burmese refugees in Cox's Bazaar region in Bangladesh. Despite many improvements in the camp, the future of the Rohingya is still uncertain.
© UNHCR/G.M.B.Akash

Sudanese women weaving baskets for their own household use in Abu Srong village, West Darfur. These women were chased from their villages by the Janjaweed militias. ©/UNHCR/K. McKinsey

UNHCR funds cattle-raising projects for vulnerable Afghan returnees, mostly women headed households. © UNHCR/V. Tan

A Sudanese refugee girl from Darfur on her way to attend classes in Djabal camp in Eastern Chad. © UNHCR/H. Caux

Table of Contents

Acronyms and Abbreviations	3
Introduction	4
The Films	5
How to Use This Guide	5
Facilitator Tips	6
1. Economic Empowerment	8
Film: <i>Our hands will forge the future</i>	8
Synopsis	9
UNHCR’s Approach	10
Women Leading for Livelihoods Initiative	11
Field Practice 1	12
Field Practice 2	13
Field Practice 3	14
International Legal Standards and Guidelines	15
2. Education	16
Film: <i>The right to learn, the right to be a girl</i>	16
Synopsis	17
UNHCR’s Approach	18
UNHCR Education Strategy 2010-2012.....	19
Field Practice 4	20
Field Practice 5	21
International Legal Standards and Guidelines	22
3. Gender Equality	23
Film: <i>Two halves make a whole</i>	23
Synopsis	24
UNHCR’s Approach	25
UNHCR Tool for Participatory Assessment in Operations	26
UNHCR Manual on a Community-based Approach in UNHCR Operations.....	27
Field Practice 6	28
Field Practice 7	29
International Legal Standards and Guidelines	30
4. Sexual and Gender-Based Violence (SGBV)	31
Film: <i>Breaking the cycle of violence</i>	31
Synopsis	32
UNHCR’s Approach	33
Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response.....	34
Field Practice 8	35
Field Practice 9	36
Field Practice 10	37
International Legal Standards and Guidelines	38

Acronyms and Abbreviations

1951 Refugee Convention	1951 Convention Relating to the Status of Refugees
AGDM	Age, Gender, and Diversity Mainstreaming
ARC	American Refugee Committee
CEDAW	1979 Convention on the Elimination of All Forms of Discrimination against Women
CERD	1965 International Convention on the Elimination of Racial Discrimination
CRC	1989 Convention on the Rights of the Child
DEVAW	1993 Declaration on the Elimination of Violence against Women
ECOSOC	Economic and Social Council (United Nations)
ExCom	Executive Committee of the High Commissioner's Programme
FGM	Female Genital Mutilation
IASC	Inter-Agency Standing Committee
ICCPR	1966 International Covenant on Civil and Political Rights
ICESCR	1996 International Covenant on Economic, Social, and Cultural Rights
IDP	Internally displaced person
INEE	Inter-agency Network for Education in Emergencies
IRC	International Rescue Committee
IRIN	Integrated Regional Information Networks
JRS	Jesuit Refugee Service
MDGs	Millennium Development Goals
MFTs	Multi-functional teams
NGO	Non-governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs
OSAGI	Office of the Special Adviser on Gender Issues and Advancement of Women, UN Department of Economic and Social Affairs
RSD	Refugee Status Determination
SGBV	Sexual and Gender-based Violence
SIA	Soroptimist International of the Americas
UDHR	1948 Universal Declaration of Human Rights
UN	United Nations

INTRODUCTION

The protection of women and girls is a core activity and organizational priority for UNHCR. As part of the organization's ongoing initiatives in this regard, UNHCR has developed the *Film Series for the Protection of Women and Girls*. The Film Series consists of a set of educational videos on the following four protection themes regarding women and girls of concern:¹

- economic empowerment;
- education;
- gender equality; and
- sexual and gender-based violence (SGBV).

The films and the Companion Guide are intended to be used in conjunction with the *UNHCR Handbook for the Protection of Women and Girls*.

The aim of this Guide is to accompany the films in order to provide viewers with background information to better understand each film. The Guide also serves as a workbook linking the films to **the *UNHCR Handbook for the Protection of Women and Girls***.

The Companion Guide covers:

- sections of the ***UNHCR Handbook for the Protection of Women and Girls*** which are relevant to these films;
- field practice examples;
- focus questions; and
- the legal framework pertaining to the protection of women and girls.

The Companion Guide is **not** an exhaustive resource. The reader will need to use the Handbook for Protection of Women and Girls as a comprehensive resource together with the guide.

¹ 'Women and girls of concern' to UNHCR include asylum-seekers, refugees, internally displaced persons, returnees, stateless persons, and those who have reintegrated into new communities. For more detail on these categories, see UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, January 2008, p 1, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



The Films

UNHCR's Film Series for the Protection of Women and Girls has been developed by UNHCR in collaboration with FilmAid International.² The Film Series consists of four themed films.

Theme	Film
Economic Empowerment	<i>Our Hands Will Forge the Future</i>
Education	<i>The Right to Learn, the Right to be a Girl</i>
Gender Equality	<i>Two Halves Make a Whole</i>
SGBV	<i>Breaking the Cycle of Violence</i>

Each video was filmed entirely on location either in Kakuma or in Dadaab, Kenya. The films detail various aspects of the above themes in the context of the two camp settlements. Contributors include the Kakuma and Dadaab refugee communities, UNHCR staff as well as staff and representatives from NGOs and other UNHCR partners. The films provide viewers with a unique opportunity to reflect on the protection of women and girls and to acquire new knowledge in this regard.

How to Use This Guide

It is recommended that users familiarize themselves with the Companion Guide before viewing the Film Series. The aim of the Companion Guide is to provide viewers with basic background information in order to help them better understand the films.

Each chapter in this Guide elaborates on one of the four themes identified above, and each chapter also includes:

- promoted themes and rights of the film;
- a film synopsis;
- what to look for when watching the film;
- field practices and discussion questions;
- references to appropriate sections of the UNHCR Handbook for the Protection of Women and Girls; and
- UNHCR's Approach & International Legal Standards and Guidelines.

² FilmAid International is an organization specializing in film and video for vulnerable communities worldwide. FilmAid International currently holds offices in New York, the United Kingdom, and Kenya. The organization is a global partner of UNHCR and various other organizations including the International Rescue Committee, UNICEF, WFP, and CARE. For further information, please see: <http://filmaid.org>.

The films can be used for group viewings or as a part of a larger workshop. Tips are provided in order to facilitate group viewings.

Facilitator Tips

If the film is viewed by a group, the discussion can take place in small groups followed by a plenary discussion.

Instructions for small group discussions:

- Form groups of 3-4 people and assign one Field Practice to each group.
- Have each group read the assigned Field Practice and formulate a response to each of the Focus Questions.
- Allow each group to present their responses during the plenary session.
- Each presentation should be followed by Question & Answer session, and other groups should have the opportunity to provide appropriate feedback and suggestions.
- Provide a wrap-up discussion and highlight the ways in which the legal framework ties into the issues discussed.

Icons will help guide you through the Companion Guide



Film

This icon will appear in sections that contain information about the film.



UNHCR Handbook for the Protection of Women and Girls

This icon will appear when a specific section of the Handbook is referenced.



Discussion Topics and Questions

This icon will appear for discussion topics and questions.



Instructions

This icon will appear for guidance on the steps to take after watching each film.



Field Practices

This icon will appear when field practices are discussed.



1. ECONOMIC EMPOWERMENT

Film: *Our hands will forge the future*

Duration: 8 min 51 sec

Languages available: English, French subtitles

Promoted themes

- **Livelihoods** as the combination of the resources used and activities undertaken in order to survive.
- **Economic empowerment** as the empowerment of persons to generate income and to obtain resources in order to enhance their own lives and the lives of their families and communities.



Promoted rights

- The right to work;
- the right to an adequate standard of living; and
- the equal right of women and men to enjoyment of economic, social and cultural rights.



3

UNHCR Handbook for the Protection of Women and Girls

For more information on women's and girls' livelihoods, including food security, please see Chapter 5.7 *Livelihoods and food security*.

³ UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, January 2008, pp 306-319, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



Synopsis *Our hands will forge the future*

This film examines the economic situation of women refugees in the Kakuma refugee camp, Kenya. It documents the intertwined relationship between the lack of economic power of women and the approaches they have to use, as a consequence, to survive. The effects of cultural practices and norms deeply embedded in everyday life are exposed, allowing the audience to see how the economic marginalization of women is perpetuated through time.

Using field practice in Kakuma, the film demonstrates the benefits of economically empowered women on their families and the wider communities. For example, as a joint initiative, UNHCR and the Lutheran World Federation (LWF) have initiated income-generating activities for refugee women in Kakuma.



What to look for when watching the film

1. The difficulties faced by women and girls as displayed in the film.
2. The challenges highlighted in the film that may negatively impact the possibility for women and girls to achieve economic empowerment.
3. Programmes and activities promoted to improve the economic empowerment of women and girls of concern.



Instructions

After viewing the film, please:

- read the **UNHCR Approach** (page 10 of this **Companion Guide**);
- read about the **Women Leading for Livelihoods** initiative and respond to the **focus question**; and
- study each of the 3 **Field Practices** and respond to the **focus questions**.

UNHCR's Approach

UNHCR regularly undertakes programmes to enhance the livelihoods of and to economically empower women and all persons of concern more broadly. Improving the self-reliance and livelihoods of persons of concern to UNHCR is specifically included in the Organization's Global Strategic Priorities 2010-2011.⁴

The kind of livelihoods support required in a particular situation will depend heavily on the context (e.g. encampment, repatriation, integration, resettlement). UNHCR's activities in this domain include:

- facilitating access to savings and loan mechanisms to stabilize household cash-flows and to kick-start investments;
- training packages to strengthen life skills, entrepreneurship, workmanship, or skills for in-camp and off-camp service delivery;
- vocational training and technical education including Information Technology and Communications (ITC), through formal institutes or non-formal courses;
- sustainable use of natural resources (home-based gardening, agriculture, livestock, fish-farming, bee-keeping, timber or forest-product harvesting, brick-making, stone or sand harvesting);
- labour-based activities (e.g. cash- or food-for work, construction);
- grant assistance (in cash or in-kind) in emergency situations, to help secure household assets; and
- career guidance and employment support services.

In 2008, UNHCR boosted its capacity to deliver quality support for livelihoods interventions by acquiring dedicated expertise in Headquarters and in two Regional Centres. A **livelihoods expert roster**, centred at HQ, ensures rapid deployment of qualified consultants for periods of 4-12 weeks.

Of particular relevance to women and girls, field support is provided through the Livelihoods Units available in some Field Offices as well as initiatives, such as **Women Leading for Livelihoods**.



UNHCR / B. HEGER / COL•2003

⁴ See UNHCR, *Global Strategic Priorities 2010-2011*, 21 August 2009, 5.2 Self-Reliance and Livelihoods.



Women Leading for Livelihoods Initiative

Women Leading for Livelihoods (WLL)⁵ is a UNHCR initiative aimed at promoting the economic independence and the empowerment of refugee and displaced women and girls around the world.

The projects of WLL cover a range of activities, including computer literacy, language and vocational training, innovative farming and market access, microcredit, small business centres, and childcare. WLL's approach is based on a strong partnership with implementing partners, donors, and other relevant actors in the development of projects. WLL draws its resources from private donations and corporate funding. The funds received are placed in projects wherever UNHCR has a mandate to protect refugees and the internally displaced. Project activities are implemented through selected partners, usually national or international NGOs. UNHCR has developed a competent process for screening and ensuring quality in the design of project proposals, including in-house expertise on livelihoods and gender equality. This includes the involvement of refugee women in the planning and implementation of all projects.

UNHCR staff and partners can use WLL projects as good practice examples⁶ of economic empowerment and livelihoods activities for women and girls of concern.



Focus Question

How could WLL be engaged in your existing operations for the development of livelihoods programmes for women?

⁵ For more information on WLL, see: <http://www.unhcr.org/pages/49c3646c1dc.html>.

⁶ For information on specific WLL projects, see the WLL main website, indicated above n5.

Field Practice 1

Belgrade, Serbia – The Micro-Fins Bakery

In Serbia, the internally displaced Roma people form a highly vulnerable minority group of 200,000 members. They are often marginalized, subject to prejudice, and socially disadvantaged. This is particularly so for women and girls of Roma ethnicity.

In 2008, WLL in partnership with MicroFins, established vocational training programmes for baking targeting Roma women. The objective was to provide IDP and local Roma women with vocational training in baking (including bakery equipment, appliances, raw materials, recipes, safety and protection) as well as basic business knowledge. The 12-month programme provided for training for 10 women and the employment of 5 women.

The aim of the project is to provide the beneficiaries of this project with the skills necessary to assume joint ownership of the bakery, along with MicroFins, within three years. It is expected that once the employees and Microfins assume ownership of the bakery, it will function as a normal business, without any need for additional donor support, thereby providing sustainable revenues and employment for its owners and staff.



Focus Question

Reflect on the film:

- 1) How can projects, like vocational training on baking, benefit women?**
- 2) Think of a particular group of women in your operation, and consider how you might implement a similar project.**

Field Practice 2

Guinea and Sierra Leone – Income Generation and Micro-Enterprise Development Programme

The American Refugee Committee (ARC), in partnership with the International Rescue Committee (IRC) and UNHCR, provided business training, grants and loans to refugee and returnee women in Guinea and Sierra Leone. The programme aimed to reduce exploitation of refugee and returnee women due to economic insecurity by promoting self-sufficiency. ARC's objectives was to provide business management training, small grants and loans to entrepreneurs (of which 75 per cent are women) and also to help expand income-generating activities, link successful participants with enterprise development services, and provide specialized business and training grants to survivors of violence.

Trained income-generation staff members conducted periodic visits to the camps to examine the market, discuss business prospects with entrepreneurs, and look into vulnerability/protection issues with UNHCR and other NGOs active in the camps. Grants and business training were provided to women with specific needs to help them begin small income-generating activities. Women who had already initiated businesses were provided with loans from the ARC Income Generation Programme. All participants also received a credit rating that could be used in their home country to access microcredit and other enterprise development services provided by ARC and other NGOs.

From 1997 to 2006, ARC served over 200,000 clients in Guinea, helping them build assets and income, and helped over 1,000 clients in camps in Sierra Leone to launch or expand businesses.



Focus Question

Reflect on how participatory assessments can be used to assess the potential for income-generating project:

- 1) Which particular groups would you want to meet?**
- 2) Provide a list of relevant questions to ask such focus groups.**



UNHCR Handbook for the Protection of Women and Girls

Please see the section entitled *How to Respond* in Chapter 5.7.1 *Livelihoods and food security*, p. 311-313.

Field Practice 3

South Kivu, Democratic Republic of Congo (DRC) – Economic Reintegration of Returnee Women and Girls

Since October 2005, more than 40,000 Congolese refugees have returned from Tanzania and Burundi to the eastern region of the DRC, without any source of sustainable income and facing extreme poverty and food insecurity. Ongoing civil strife in the DRC over the past decade has devastated the livelihoods of many Congolese. WLL, in partnership with Women for Women International, has in recent years introduced training and support for returnee women in eastern DRC. The training primarily concerns the cultivation and sale of short-cycle vegetable crops in order to increase household income.

The training activities provided by WLL include training in the cultivation and transformation of agricultural products, training in the establishment and management of agricultural cooperatives, small grants for women to establish small businesses, and numeracy and literacy courses. This project has resulted in increased agricultural productivity and increased revenues for 100 women (55 returnees; 20 victims of SGBV; 10 IDPs; and 15 vulnerable women and girls) in the village of Kazimya. The initiative is a three-year programme, funded by Soroptimist International of the Americas (SIA).



Focus Question

Reflect on the importance of livelihoods in return areas:

What factors should be considered when developing and implementing income-generating activities for women?



UNHCR Handbook for the Protection of Women and Girls

Please see the section entitled *Voluntary return and reintegration*, on page 151 and the section on *Housing land and property* on page 330.

International Legal Standards and Guidelines⁷

The following are key provisions of international conventions protecting the right of women to employment as well as to ancillary rights, including fair wages, training, freedom of association, etc. The provisions either apply directly to women and girls of concern or apply to all individuals, thereby including women and girls.⁸ The reality, however, shows us that displaced people are facing additional challenges to access the job market, linked mostly to their legal status, language and to the level of tolerance, or intolerance, present in the host community.

1951 Refugee Convention

- Article 17.1 (the right of refugees to wage-earning employment);
- Article 17.3 (obliges States to assimilate the wage-earning rights of refugees with those of nationals); and
- Article 24 (entitles refugees to the same treatment as nationals with regard to regulations and social security, including the access of refugee women to industrial and commercial activities as well as to agriculture and handicrafts).

CEDAW

- Article 11 (non-discrimination against women in employment; and the right to work, the same employment opportunities, choice of profession, job security, training, equal remuneration, social security, protection of health and safety);
- Article 13 (non-discrimination against women in economic and social life; and the right to family benefits, bank loans, mortgages, and other forms of financial credit); and
- Article 14 (the right of rural women to social security, training, education, agricultural credit and loans).

ICESCR

- Article 6 (the right to work and ancillary rights);
- Article 7 (the right to just and favorable working conditions);
- Article 8 (the right to form trade unions);
- Article 9 (the right to social security); and
- Article 11 (the right of everyone to an adequate standard of living).

UDHR

- Article 23 (the right to work and ancillary rights).

ILO Conventions

- 1958 Convention No. 111 (discrimination in employment);
- 1951 Convention No. 100 (equal remuneration);
- 1981 Convention No. 156 (workers with family responsibilities); and
- 2000 Convention No. 183 (maternity protection).

⁷ For an explanation of abbreviations, see p 3 of this Companion Guide.

⁸ For a more detailed analysis of such provisions, see UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, pp 310, available at <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



2. EDUCATION

Film: *The right to learn, the right to be a girl*

Duration: 10 min 53 sec

Languages available: English, French subtitles

Promoted themes

- Education as a **basic human right** for girls and women.
- Education as the key tool to **empower** women and girls.



Promoted rights

- The right of everyone to education;
- The right to safe schooling, free of all forms of physical or mental violence; and
- The equal right of women and men in the field of education.



UNHCR Handbook for the Protection of Women and Girls

For more information on the access of women and girls to safe and quality education, please see Chapter 5.6 entitled *Access to safe and quality education*.

⁹ UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, January 2008, pp 295-305, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



Synopsis *The right to learn, the right to be a girl*

This film examines the benefits of educating girls as well as the various programmes and initiatives in place to facilitate the education of women and girls in the Kakuma refugee camp, Kenya. The film highlights how well-designed education programmes can educate and empower girls to seek their rights and to exercise them. Such well-designed programmes can also facilitate their access to employment and provide them with the means to ensure their own economic security and to support their families.

UNHCR, in partnership with Lutheran World Federation (LWF), has engaged in educational initiatives in Kakuma. LWF maintains a policy of giving refugee women and girls access to education, and the LWF initiatives engage the local community to better address the factors which stop girls from pursuing their education.



What to look for when watching the film

1. The challenges highlighted in the film that may negatively impact the education of women and girls.
2. Programmes and activities promoted to improve the education of women and girls of concern.



Instructions

After viewing the film, please:

- read the UNHCR Approach (page 18 of this Companion Guide);
- read about UNHCR's Education Strategy 2010-2012 (page 19 of this Companion Guide), and respond to the related focus question; and
- study the two Field Practices and respond to the related focus questions.

UNHCR's Approach

In all locations where UNHCR is mandated to protect persons of concern, UNHCR implements education programmes.

Toward this end, UNHCR and the international community are committed, through the "Education for All" strategy and The Millennium Development Goals,¹⁰ to eliminate gender disparities in primary and secondary education and to ensure that the learning needs of adults, particularly women, are met.¹¹ UNHCR has also committed itself to the provision of quality education and safe learning environments, particularly for girls.

Along with a range of inter-agency documents, UNHCR currently adheres to the following operational and policy guidelines for ensuring access to safe and quality education for all persons of concern:

- Education Strategy 2010-2012;
- Education Field Guidelines 2003;
- Inter-Agency Network for Education in Emergencies (INEE), Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction 2004; and
- UNHCR Education Standards and Indicators Handbook 2006.

UNHCR has developed guidelines, specifically targeting women and girls, in relation to the following matters of education:

- the right to education and to gender-sensitive, quality education programmes;¹² and
- equal access to safe schooling and safe learning environments.¹³

The following tools may also be used by UNHCR staff and partners in understanding and responding to education matters pertinent to women and girls of concern. Some of the tools are not specific to women and girls, but their application unquestionably extends to them:

- UNHCR Education Standards and Indicators Handbook 2006;¹⁴
- UNHCR Safe Schools and Learning Environment, How to Prevent and Respond to Violence in Refugee Schools: A Guide, June 2007;¹⁵
- "Gender and Education in Emergencies", Inter-Agency Standing Committee, *Women, Girls, Boys and Men: Different Needs – Equal Opportunities: Gender Handbook in Humanitarian Action*, December 2006, p49-56;¹⁶ and
- INEE Good Practice Guides.¹⁷

¹⁰ See Goal 3, available at: <http://www.un.org/millenniumgoals/gender.shtml>.

¹¹ Education and training of women and girls is also a critical area of concern in the Beijing Platform for Action, available at: <http://www.un.org/womenwatch/daw/beijing/platform/plat1.htm>.

¹² See UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, January 2008, pp 299-301, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.

¹³ Ibid, pp 301-303.

¹⁴ The Handbook is available at: <http://www.unhcr.org/467797452.html>.

¹⁵ The Guide is available at: <http://www.unhcr.org/4677981a2.html>.

¹⁶ The Handbook is available at: <http://www.unhcr.org/refworld/docid/46978c842.html>.

¹⁷ The Guides are available at: <http://www.ineesite.org/page.asp?pid=1238>.

UNHCR Education Strategy 2010-2012

UNHCR's Education Strategy 2010-2012,¹⁸ provides strategic directions, support, and guidance to address education needs in UNHCR's operations and aims to strengthen the organization's professional capacity in supporting education programmes. The Education Strategy takes into account age, gender and diversity mainstreaming (AGDM), comprehensive needs assessments, and new programming tools. The targets for 2012 are concerned predominantly with decreasing the percentage of children in both refugee camps and urban areas not enrolled in primary and secondary education, with special attention to gender parity.

The Education Strategy provides both programme and policy objectives. In preparation for the Strategy, a Priority Action Plan was developed in 2009, aimed at addressing the immediate educational challenges in eleven priority countries.¹⁹

The Priority Action Plan can be used by UNHCR staff and partners in understanding how women and girls of concern are being incorporated into UNHCR's Education Strategy now and in the coming years. The Strategy aims to promote education as a protection tool and a durable solution.

Examples of the Strategy's consideration of women and girls are indicated below:

- The programme objective of *increased access and enrolment* specifically provides for the enhancement of girls education via mobilizing increased funding for primary and post-primary education.
- The programme objective of *enhanced protection* specifically aims to establish and expand safe learning environments in priority countries with a particular focus on girls' attendance.
- The Strategy recognizes the gender-related challenges in achieving enhanced protection, including the early marriage of girls, SGBV, insufficient safe learning environments, and abuse by teachers and fellow students.



Focus Question

How can the Strategy and related programmes be implemented in your operation to give direction to planning and objective setting in relation to the education of women and girls?

¹⁸ The full text of the Education Strategy is available at: <http://www.unhcr.org/4af7e71d9.html>.

¹⁹ The priority countries are: Algeria, Bangladesh, Eastern Chad, Eastern Sudan, Jordan, Kenya, Malaysia, Mauritania, Syria, Turkey, and Yemen.

Field Practice 4

Uganda – Affirmative Action Programme (AAP) for Girls’ Education

The Jesuit Refugee Service (JRS), in partnership with local government officials, UNHCR, school authorities, NGOs, and community organizations implemented strategies to promote girls’ education in Northern Uganda in 2004. The goal of the programme, known as the Affirmative Action Programme, was to reduce the vulnerability of girls via education.

JRS has been implementing education programmes for Sudanese refugees in Adjumani since 1993. In 2004, JRS supported 49 nursery schools, 46 primary schools, and 5 secondary schools either financially or via the provision of staff and also supervised a tertiary training programme for 218 full- and part-time teachers. The objectives of the programme were to establish and maintain a database to track the attendance of girls at school, to sensitize communities about the importance of educating girls, to identify obstacles to girls’ attendance, and to design and implement strategies to overcome these obstacles.

The results of the programme showed:

- an increased number of female students, especially in secondary schools where their enrolment increased from 748 to 942 between 2003-2004;
- a reduction in the drop-out rate of female students in 2004, with only one drop-out in secondary school due to pregnancy and with a mere 0.5 per cent drop-out rate amongst all primary students as a result of displacement;
- an improvement in the performance of female students in math and English; and
- greater commitment of female teachers to their roles and responsibilities, as their interaction with female students increased.



Focus Questions

**What are the benefits of educated girls and women?
What are some ways to increase the enrolment and retention rates of girls?**



UNHCR Handbook for the Protection of Women and Girls

Please see the section *Right to education/Actions*, on pages 299-301.

Field Practice 5

West Africa – Training Women Classroom Assistants

“Following reports of sexual abuse and exploitation of refugee girls in West Africa, the International Rescue Committee (IRC) implemented programmes to train women classroom assistants for upper-primary classes. Working alongside male teachers, they serve as role models, monitor risks of exploitation of students by teachers and document cases of abuse. Boys and girls in these refugee schools said that their classrooms were more calm, organized and conducive to learning as a result of the initiative. Relations between teachers and students were more respectful, and because the classroom assistants collected examination results directly from the teachers, there were fewer opportunities for exploitation related to grading. The girls especially appreciated having a ‘mother’ or ‘big sister’ figure in the classroom.”²⁰



Focus Question

What can you do in your operation to ensure access to safe schooling and to safe learning environments for women and girls?



UNHCR Handbook for the Protection of Women and Girls

Please see the section entitled, *Equal and safe access to education/Actions*, on pages 301-303.

²⁰ OCHA/IRIN, Broken Bodies: Broken Dreams: Violence Against Women Exposed, 2005, p 81, available at: <http://www.irinnews.org/InDepthMain.aspx?InDepthId=59&ReportId=72831>
<http://www.irinnews.org/InDepthMain.aspx?InDepthId=59&ReportId=72831>.

International Legal Standards and Guidelines²¹

Below, key provisions of international legal instruments and UNHCR Executive Committee (ExCom) Conclusions protecting the right to education are indicated. The right to education entails the right to receive and choose one's education in conformity with one's own convictions. These provisions either apply directly to women and girls of concern or apply to all individuals, thereby including women and girls.²²

1951 Refugee Convention

- Article 22 (obliges States to provide elementary education to refugees on the same basis as other nationals).

CRC

- Article 28 (the right to education on the basis of equal opportunity); and
- Article 29 (defines the purpose of the education of the child as including the development of the child's personality, talents and abilities to the fullest potential and the preparation of the child for responsible life in a spirit of equality of the sexes).

ICESCR

- Article 13 and Article 14 (the right of everyone to education, including to free primary education for all, to secondary and to higher education).

CEDAW

- Article 10 (the equal enjoyment of rights in the field of education for women and men).

UDHR

- Article 26 (the right of everyone to free compulsory elementary education).

CERD

- Article 5(e) (the right to education and training of everyone without distinction on the basis of race, colour, or national or ethnic origin).

ExCom Conclusions:

- ExCom Conclusion No 59 (XL) 1989;
- ExCom Conclusion No 64 (XLI) 1990;
- ExCom Conclusion No 80 (XLVII) 1996;
- ExCom Conclusion No 101 (LV) 2004; and
- ExCom Conclusion No 105 (LVII) 2006.

²¹ For an explanation of abbreviations, see p 3 of this Companion Guide.

²² For a more detailed analysis of such provisions, see UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, pp 297-298, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



3. GENDER EQUALITY

Film: *Two halves make a whole*

Duration: 10 min 16 sec

Languages available: English, French subtitles

Promoted themes

- **Gender equality** as “the equal rights, responsibilities, and opportunities of women and men and girls and boys.”
- **AGDM** as the strategy of age, gender, and diversity mainstreaming (AGDM) to ensure that girls, boys, women, and men of concern to UNHCR of all ages and backgrounds participate in the design, implementation, monitoring and evaluation of all UNHCR policies and operations to ensure that they serve all persons of concern equitably.



Promoted rights

- The right of women and girls to access and enjoy, equally with men and boys, their civil, political, economic, social, and cultural rights; and
- The right to full participation of women in all decisions affecting their lives.



23

UNHCR Handbook for the Protection of Women and Girls

For more information on Gender Equality, see Chapter 2, entitled *Principles and Practices for Gender Equality*, on pages 21-64.

²³ UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, January 2008, pp 21-64, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



Synopsis *Two halves make a whole*

Set in the Kakuma refugee camp, Kenya, this film explores the various dimensions of gender equality. The film details what gender equality entails both conceptually and practically. Gender equality is fundamental to all, as all human beings are born free and equal in dignity and rights. Gender equality is needed to safeguard the interests of all and, when well implemented, ensures harmony.

UNHCR, in partnership with LWF, has engaged in various gender equality initiatives in Kakuma. Women and girls are strongly encouraged to participate, for example in technical committees dealing with the provision of water services, food distribution, and the distribution of sanitary materials.



What to look for when watching the film

1. The specific vulnerabilities of women and girls of concern to UNHCR.
2. The various manifestations of gender inequality in camp situations.
3. Examples of targeted actions adopted by UNHCR and partners to promote gender equality.



Instructions

After viewing the film, please:

- read the **UNHCR Approach** (page 25 of this Handbook);
- read about the **Tool for Participatory Assessment in Operations** and respond to the related focus question;
- read about the **Community-based Approach in UNHCR Operations** and respond to the related focus question; and
- study the two **Field Practices**, and respond to the related focus questions.

UNHCR's Approach

For many years, UNHCR has implemented a range of activities and programmes aimed at increasing gender equality, including:

- creating a space for women and girls to enable them to participate meaningfully in societal decision-making processes, including camp management and peace processes;
- enhancing equal access to education, health and other services as well as the economic empowerment of women and girls; and
- working to achieve a shift in power relations between women, men, girls and boys towards equality, including as they pertain to traditional roles inside the home.

Membership and participation of women and girls in decision-making is also one of UNHCR's "Five Commitments to Refugee Women".²⁴

UNHCR's approach to age, gender, and diversity mainstreaming involves various activities, including:

- promoting a **multi-functional team (MFT) approach** to guide the implementation of UNHCR's AGDM strategy into policies and programmes;
- undertaking regular **participatory assessments**;
- applying a **rights- and community-based approach**;
- targeting persons of concern in all operational planning;
- developing **targeted actions** – specific actions to address inequalities and to support the empowerment and protection of discriminated groups, in particular women and girls at risk;²⁵
- **building the capacity** of women and girls in addition to all persons of concern; and
- holding staff accountable for mainstreaming and targeted action through an **AGDM accountability framework**.

Gender equality is dependent on working closely with the communities of concern. Promoting participation through regular structured dialogue and feedback builds partnerships with persons of concern of all ages and backgrounds. *The UNHCR Tool for Participatory Assessment in Operations* helps staff understand how the participation of persons of concern can be promoted and ensured. The community-based approach is further developed in the publication *A Community-Based Approach to UNHCR Operations*. (See below for more details on both documents.)

²⁴ See "Report on the Dialogue for Refugee Women", UNHCR and Women's Commission for Refugee Women and Children, Geneva, 20-22 June 2001; UNHCR, "Report on the High Commissioner's Five Commitments to Refugee Women", EC/55/SC/CRP.17, 13 June 2005.

²⁵ A framework for targeted action and empowerment is provided by UNHCR's Five Commitments to Refugee Women, as outlined in chapter 1, section 3, and by UNHCR's Five Priorities for Girls and Girls of Concern to UNHCR, available at: <http://www.unhcr.org/protect/PROTECTION/4398146f2.pdf>.



UNHCR Tool for Participatory Assessment in Operations

The *UNHCR Tool for Participatory Assessment in Operations*²⁶ outlines ten steps needed to conduct **participatory assessments** (PAs) with refugees and other persons of concern. PAs allow all persons of concern to identify and voice their own protection risks, priorities, and solutions. Participatory assessments are part of the annual programming cycle.

Systematic application of participatory assessments in the field will ensure equal participation of women, men, boys, and girls. Participatory assessments provide traditionally marginalized persons, such as many women and girls, the opportunity to express their own thoughts and opinions in an environment where they are more apt to feel comfortable doing so. It further ensures their participation in the design, planning, implementation, monitoring and evaluation of services, minimizes the risk of their exclusion, recognizes their power relations and imbalance, and promotes greater respect for their rights and gender equality.

Example: Yemen

As documented in Yemen's Country Operations Plan 2008, participatory assessments revealed that:

- refugee women and girls are overburdened by the care of numerous siblings and children; and
- budgetary constraints relating to prescription drugs and medical referrals have a more direct impact on women, due to their primary responsibility for children and their need to access medical support more frequently.

To address these circumstances, UNHCR included them in its objectives for Yemen in 2008.²⁷ This is an example of how PAs have allowed refugee women and girls in Yemen to voice their concerns on specific matters. Participation of women and girls in this manner helps advance the ultimate objective of gender equality.



Focus Questions

How did you incorporate the results of PAs in your operation and programmes?

How did you address the barriers highlighted by participants in PAs to help them change their behaviour and address gender inequalities?

²⁶ This Tool is available at: <http://www.unhcr.org/refworld/docid/462df4232.html>.

²⁷ UNHCR created a target of 100 per cent access to primary and reproductive healthcare for refugee women and 100 per cent child vaccination coverage. UNHCR, *Yemen Country Operations Plan 2008*, p 25, available at: <http://www.unhcr.org/refworld/docid/471624983.html>.



UNHCR Manual on a *Community-based Approach in UNHCR Operations*

The manual on implementing a *Community-based Approach in UNHCR Operations*²⁸ was developed to assist staff to work in partnership with persons of concern during all stages of the programming cycle. The manual assists staff with the implementation of a community-based approach, including on conducting situation analyses, participatory assessments, community mobilization and mapping, community capacity building, and monitoring and evaluation.

A community-based approach to operations requires the active inclusion of women and girls and thereby contributes to gender equality. Mapping exercises can reveal women and girls of specific backgrounds as excluded persons in refugee communities. Working with partners and community members can help define strategies and gain the support of leaders to introduce change. Working with communities is essential to ensure gender equality in UNHCR policies and operations.

Example: Nepal

In 2005, refugee women in the Damak camp in Nepal expressed concern about the election procedures at the camp, given that camp residents were asked to form a line behind their preferred candidate in public.

Consequently, a secret ballot system was introduced for the election of committees (sub-sector level to the executive level), making the election procedures more democratic. In an effort to increase representation in the camp committees, caste and age were added to the selection criteria. A code of conduct was also introduced in the Camp Management Committee (CMC) to increase accountability.

In 2006, as part of the annual elections for the Camp Management Committees (CMC) of seven Bhutanese refugee camps in Nepal, UNHCR developed initiatives to encourage more women to be involved in the process and to foster greater diversity among candidates. This resulted in more than 50 per cent of the candidates being women, in the election of a female camp secretary in one camp, and in 61 per cent of all executive posts across the seven camps being held by women.



Focus Question

What are three things you can do to encourage your community of concern to support the empowerment of women and girls?

²⁸ This manual is available at: <http://www.unhcr.org/refworld/docid/47da54722.html>.



Field Practice 6

Ankara, Turkey – Gender Mainstreaming in the Ankara Branch Office

UNHCR, in partnership with other UN agencies, Governmental, and non-Governmental partners established a Gender and Children Team (GCT) in the Ankara Branch Office in Turkey in 2001. The ultimate goal of the initiative was to mainstream gender and child considerations into all activities of UNHCR and implementing partners to ensure gender- and age-sensitive operations and programmes.

The GCT focused on promoting and monitoring age and gender mainstreaming, developing policies adapted to the Turkish context (including RSD and resettlement), gathering gender-sensitive information on persons of concern, and ensuring that all UNHCR reporting (Country Operations Plans, Annual Protection Reports, and internal branch office reports) incorporated gender and age issues, and engaging NGO implementing partners to facilitate age, gender, and diversity mainstreaming in their activities and programmes.

By 2006, the initiative had improved efficiency and access to UNHCR assistance for women and girls who, otherwise, may not have obtained the necessary attention or help. A 'Refugee Women's Legal Manual' was created to assist social and legal counselors to inform refugee women on their rights in the country of asylum. As a result, gender- and child-sensitive RSD procedures were developed, and Issues pertaining to gender and children were incorporated into Government training. Within the UNHCR Branch Office, moreover, the initiative had a particularly positive effect, generating open discussion on gender issues and fostering positive attitudes in this regard.



Focus Question

In your operation, what could you do to make the RSD procedures more sensitive from an age, gender and diversity perspective?



UNHCR Handbook for the Protection of Women and Girls

Please see Chapter 2.3 regarding UNHCR's age, gender and diversity mainstreaming strategy (AGDM).



Field Practice 7

Damascus, Syria – Outreach Volunteers programme

Since 2007, UNHCR in Syria has been coordinating the Outreach Volunteers programme to support Iraqi refugee women in voicing their needs and concerns. The programme requires volunteer refugee women to seek out other women in their communities and organize focus group discussions. UNHCR selects volunteer women from its ProGres database to organize the focus groups, either randomly or according to their backgrounds, in order to ensure diversity in the group discussions. Participants discuss all issues of concern to them, typically in a home setting in groups of 5-10. This information is later relayed to UNHCR in order to determine if further action is needed. In 2009, as documented in UNHCR's Syria Update (Autumn 2009), a network of 80 Iraqi and non-Iraqi Outreach Volunteers and 12 Support Group Volunteers operated across Greater Damascus, helping UNHCR gain access to vulnerable cases of women and girls.

The Outreach Volunteers Programme is a quintessential example of a community-based and participatory approach to engaging and addressing the needs of women and girls of concern. Creating a forum where women and girls can be heard is an active step towards improving gender equality.



Focus Question

What are some concrete ways to strengthen the participation and empowerment of women and girls of concern in your operation?



UNHCR Handbook for the Protection of Women and Girls

Please see Chapter 2.4 entitled *Strengthening participation and empowerment of women* and Chapter 2.5 entitled *Strengthening participation and empowerment of girls*.

International Legal Standards and Guidelines²⁹

There are a range of international agreements, declarations, resolutions, and conclusions that provide for gender equality, either directly or by implication. Some are indicated below.³⁰

International Conventions and Declarations:

- **CEDAW** (all provisions);
- **CRC**
 - Article 2 (non-discrimination);
- **ICCPR**
 - Article 2 (non-distinction);
 - Article 3 (equal right of men and women to all civil and political rights set forth in the Covenant);
- **ICESCR**
 - Article 3 (equal right of men and women to all economic, social, and cultural rights set forth in the Covenant); and
- **UDHR**
 - Article 2 (non-distinction).

ECOSOC Conclusions and Resolutions:

- Resolution 1997/2 (Agreed Conclusions on Gender Mainstreaming); and
- Resolution 2005/31 (calls to develop action plans for Gender Mainstreaming).

UN Security Council Resolutions:

- Resolution 1325 on women, peace, and security (increasing the right of women to participate at all levels of decision-making in conflict prevention, management, and resolution).

UNHCR Policies and Guidelines:

- Agenda for Protection; and
- Executive Committee Conclusions No. 105 (LVII) (women at risk) and 107 (LVIII) (children at risk).

Miscellaneous:

- 1995 Beijing Declaration and Platform for Action; and
- 2000 Millennium Declaration and UN Millennium Development Goals (goal 3 calls for the promotion of gender equality and women's empowerment).

²⁹ For an explanation of abbreviations, see p 3 of this Companion Guide.

³⁰ For a more detailed analysis of some of these provisions, see UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, pp 22-25, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



4. Sexual and Gender-based Violence

Film: *Breaking the cycle of violence*

Duration: 11 min 40 sec

Languages available: English, French subtitles

Promoted themes

- **Sexual and Gender-based Violence** as the violence that is directed against a person on the basis of her/his gender or sex.
- **Domestic violence and gender-based violence in the private life** as significant forms of SGBV, especially in protracted camp situations.



Promoted rights

- The right to life, liberty and security of the person;
- the right to freedom from torture, or cruel, inhuman or degrading treatment or punishment;
- the right to human dignity and physical integrity; and
- the right to the highest attainable standard of physical and mental health.



31

UNHCR Handbook for the Protection of Women and Girls

For more information on Gender Equality, see Chapter 5.3.1 entitled *Sexual and gender-based violence (SGBV)*, pages 200-217.

³¹ UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, January 2008, pp 21-64 available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



Synopsis *Breaking the cycle of violence*

Set in the Dadaab refugee camp, Kenya, this film focuses on SGBV including its causes and ways to prevent and respond to it. The film highlights a combination of factors, including displacement, economic insecurity, and lack of systemic support that contribute to the commission of SGBV.

Interviews with representatives from CARE Kenya and the German Technical Cooperation (GTZ) provide insight into SGBV in Dadaab. The film examines Dadaab's AGDM strategy, advocacy measures and legal structures established to combat SGBV as well as structured support groups and leadership initiatives that can be applied in the same vein.



What to look for when watching the film

1. The causes and the factors contributing to SGBV.
2. The effects of SGBV on women and girls.
3. Initiatives of UNHCR and partners to prevent and respond to SGBV.



Instructions

After viewing the film, please:

- read the **UNHCR Approach (next page)**;
- read about the **Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response**, and respond to the related focus question; and
- study the three **Field Practices**, and respond to the related focus questions.

UNHCR's Approach

Prevention and response to SGBV constitutes one of UNHCR's Five Commitments to Refugee Women.³² UNHCR's role and responsibilities regarding SGBV are situated within the wider framework of gender equality mainstreaming and empowerment.

Prevention tools are regularly utilized by UNHCR in Field operations. UNHCR's prevention initiatives have included awareness-raising, advocacy, campaigning, and training. UNHCR responses to SGBV are typically seen in the areas of security, health care, psychosocial support/counselling, and legal support.

UNHCR regularly adheres to the following guidelines for prevention and response to SGBV in field operations:

- Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response;
- Standard Operating Procedures for Prevention and Response to SGBV, 2006; and
- IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergencies.

UNHCR staff and partners should also consult the following additional tools in addressing and responding to SGBV, including sexual exploitation and abuse (SEA):

- UNHCR Policy on Harmful Traditional Practices, 1997;
- IASC Plan of Action on Protection from Sexual Exploitation and Abuse in Humanitarian Crises, 2002;
- Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse, 2003;
- IASC Statement of Commitment on Action to Address Gender-based Violence in Emergencies, 2004; and
- Building Safer Organizations and International Council of Voluntary Agencies, Guidelines and Handbook on receiving and investigating allegations of abuse and exploitation by humanitarian workers.³³

³² See "Report on the Dialogue for Refugee Women", UNHCR and Women's Commission for Refugee Women and Children, Geneva, 20-22 June 2001; UNHCR, "Report on the High Commissioner's Five Commitments to Refugee Women", EC/55/SC/CRP.17, 13 June 2005.

³³ For both the Guidelines and Handbook containing training materials, see <http://www.icva.ch/doc00001412.html>.



Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response

The Guidelines for Prevention and Response to SGBV³⁴ were prepared by UNHCR in 2003 and are among UNHCR's principal documents concerning SGBV and the ways to tackle it. The Guidelines contain guidance on prevention, response, and monitoring and evaluation as well as a framework for action. The Guidelines also cover gender-related persecution in the context of the 1951 Convention and the 1967 Protocol Relating to the Status of Refugees.

UNHCR staff and partners can use these guidelines to inform their analysis and responses to SGBV in the field.



Focus Question

How can you utilize the Guidelines to develop comprehensive monitoring and evaluation mechanisms in your operation in order to better address SGBV?

³⁴ The full text of these Guidelines is available at:
<http://www.unhcr.org/refworld/docid/3edcd0661.html>.

Field Practice 8

Sierra Leone – The Sexual Assault Referral Centre (The Rainbow Centre)

The International Rescue Committee (IRC) in Sierra Leone provides free and comprehensive counselling, medical and legal services to refugee, returnee, and host community survivors of SGBV. The IRC runs the Rainbow Centre for this purpose. The work is carried out in conjunction with Ministries of Health and of Social Welfare, Gender and Children's Affairs, as well as with police and local courts and NGOs.

SGBV remains a pervasive problem in Sierra Leone, and the costs of medical treatment and follow-up are beyond the scope of most survivors. IRC, through its Sexual Assault Referral Centre, developed case management, referral, and advocacy mechanisms, and also provides counselling and support services, medical examination (including follow-up), forensic examination, and documentation. Ancillary to this, IRC has organized fundraising with donors, engaged key stakeholders, designed and implemented awareness-raising mechanisms, and advocated for a legal framework to address SGBV in Sierra Leone.

Between 2003-2004, the Centre provided services to 536 survivors of sexual assault. Of all clients, 99 per cent was female. 1,056 appointments were provided to clients for follow-up services.



Focus Question

In such a referral/case management system, how would you ensure that the principle of confidentiality is respected?



UNHCR Handbook for the Protection of Women and Girls

For suggestions on actions for responding to and preventing SGBV, please see Chapter 5.3.1.2 entitled *Responding to and preventing SGBV*.



Field Practice 9

Tanzania – Comprehensive prevention and response to SGBV

UNHCR in Tanzania, along with a consortium of actors, has organized strategies for SGBV prevention and response in camps. The strategies include preventive and community education as well as security, legal, health, psychosocial, and coordination initiatives. The objectives of the initiative have included the identification of stakeholders in refugee camps for SGBV prevention and response activities, development of education and awareness-raising activities, implementation of a Code of Conduct for UNHCR and NGO staff, a range of response services for victims/survivors, and the development of coordination and reporting mechanisms regarding SGBV.

Between 2002 and 2003, UNHCR Tanzania experienced a 20 per cent drop in reported SGBV cases as a result of the initiatives.

Partners involved: Christian Outreach Relief and Development (CORD), Tanzania Red Cross Society (TRCS), World Vision, AFRICARE, Norwegian People's Aid (NPA), The Samaritan Enterprises Keepers Organization (SEKO), International Rescue Committee (IRC), Chama Cha Uzazi na Malezi Bora Tanzania (UMATI), as well as local police and health clinics.



Focus Question

How can the community be involved in establishing a community-based complaints mechanism on sexual exploitation and abuse?



UNHCR Handbook for the Protection of Women and Girls

For suggestions on actions for responding to and preventing SGBV, please see Chapter 5.3.1.2 entitled *Responding to and preventing SGBV*.

Field Practice 10

Uganda – Prevention and response to SGBV through girls’ education

The Jesuit Refugee Service (JRS) in Uganda implemented an education programme in camp settlements in Arua for the purpose of preventing and responding to SGBV. One of the aims of the programme was to reduce incidences of exploitation by increasing the enrolment and attendance of girls in school. The following activities were implemented as part of the programme:

- establishment of Crises Intervention Teams (CIT) to address SGBV cases;
- training of trainers on SGBV and ARC (Action for the Rights of Children);
- grass roots awareness campaigns on the right of children and SGBV;
- training of female teachers on counselling and life skills training;
- promotion of leadership of girls in primary schools;
- provision of sanitary materials; and
- formation of women associations to carry out sensitization activities in schools and the wider community.

As a result of these initiatives, JRS in Uganda recorded, *inter alia*, an increase in girls enrolment and attendance at schools in camp settlements in Arua, a rise in the reporting and referral of SGBV cases, a decrease in forced and early marriage of girls, and a rise in awareness of the communities on SGBV.

Partners involved: DED (German Development Agency), District Education Office, District Community Services (DCDS).



Focus Question

Consider the bullet points above and how you could involve men and boys in such a project. How might their inclusion benefit the programme and the larger community?



UNHCR Handbook for the Protection of Women and Girls

For suggestions on actions for responding to and preventing SGBV, please see Chapter 5.3.1.2 entitled *Responding to and preventing SGBV*.

International Legal Standards and Guidelines³⁵

The following international instruments and United Nations Security Council resolutions explicitly condemn sexual violence against women and call for increased measures for security of person and liberty.³⁶

International Conventions and Declarations

- DEVAW

UN Security Council Resolutions

- Resolution 1325 (2000) (on women, peace, and security)
- Resolution 1820 (2008) (against sexual violence in armed conflict)
- Resolution 1888 (2009) (mandates peacekeeping missions to protect women and girls from sexual violence in armed conflict)
- Resolution 1889 (2009) (condemns continuing sexual violence in conflict and post-conflict situations; urges all Member States, UN bodies, donors, and civil society to ensure that women's protection and empowerment is taken into account during post-conflict needs assessment and planning and factored into subsequent funding and programming).

³⁵ For an explanation of abbreviations, see p 3 of this Companion Guide.

³⁶ For a more detailed analysis of some of these provisions, see UNHCR, *UNHCR Handbook for the Protection of Women and Girls*, pp 22-25, available at: <http://www.unhcr.org/refworld/docid/47cfc2962.html>.



UNHCR

United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

