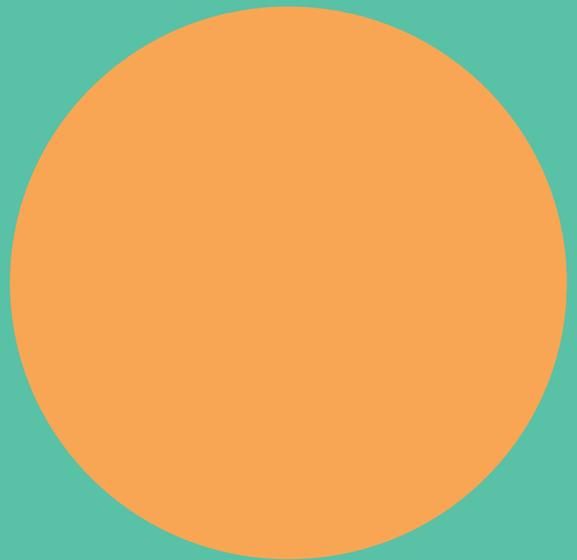
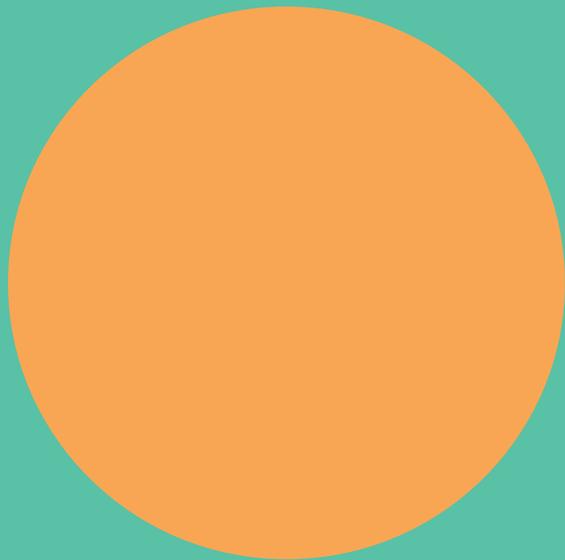
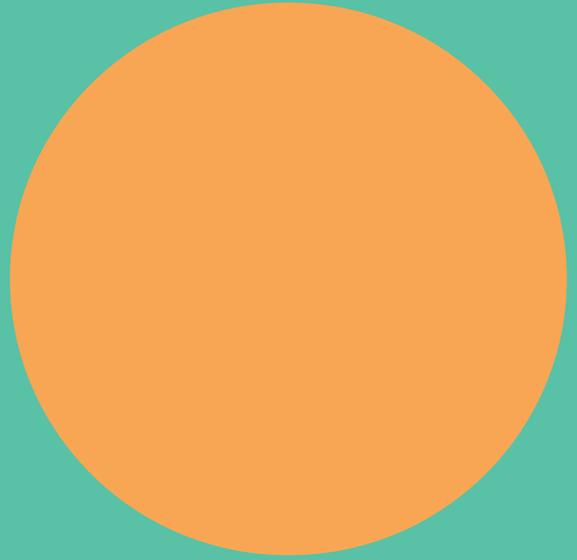
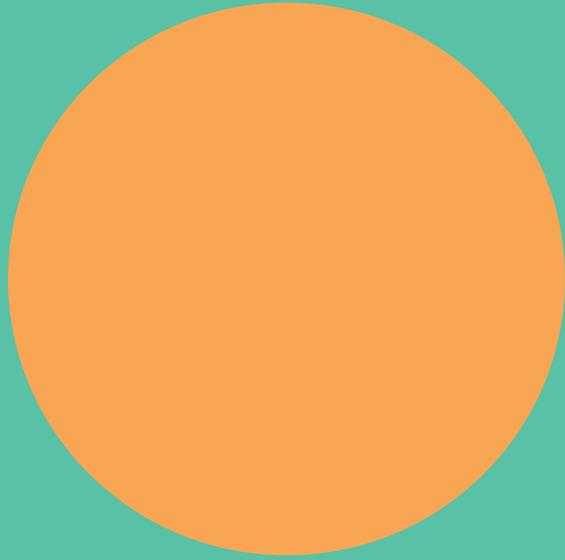


Kit 1: Getting Started

# Learning Module – UNICEF’s Gender-Based Violence in Emergencies Programming





# Learning Module – UNICEF’s Gender-Based Violence in Emergencies Programming

This learning module aims to build knowledge about UNICEF’s gender-based violence in emergencies (GBViE) programming. It provides participants with an overview of UNICEF’s mandate and approach to GBViE programming, as well as information about UNICEF’s **Minimum GBViE Response Package** and resources available to help implement it. It covers the following topics:

**Topic 1:** Foundations for UNICEF’s GBViE programming (1 hour)

**Topic 2:** UNICEF’s responsibilities and approach to GBViE programming (1 hour)

**Topic 3:** UNICEF’s Minimum GBViE Response Package (45 minutes)

## Learning objectives

At the end of this module, participants will be able to:

1. Describe the key foundations of UNICEF’s GBViE programming;
2. Recognize UNICEF’s mandate and responsibilities for GBViE programming; and
3. List the key elements of UNICEF’s Minimum GBViE Response Package.

## Participant handouts

- ▶ **Handout 1: UNICEF’s Mandate and Commitments on GBViE**
- ▶ **Handout 2: GBV and International Law**
- ▶ **Handout 3: GBV and Humanitarian Standards**
- ▶ **Handout 4: UNICEF Policy Framework**
- ▶ **Handout 5: UNICEF’s Responsibilities and Approach to GBViE Programming**
- ▶ **Handout 6: UNICEF’s GBViE Programme Framework**
- ▶ **Handout 7: The Minimum GBViE Response Package**

## Timetable

Time	Content	Slides	Handouts
8:30–8:45	<ul style="list-style-type: none"> <li>• <b>Welcome and introductions</b></li> <li>• <b>Content and objectives</b></li> <li>• <b>Group norms</b></li> </ul>	1–4	
8:45–9:45	<b>Topic 1:</b> Foundations for UNICEF's GBViE programming	5–13	<p><b>Handout 1: UNICEF's Mandate and Commitments on GBViE</b></p> <p><b>Handout 2: GBV and International Law</b></p> <p><b>Handout 3: GBV and Humanitarian Standards</b></p> <p><b>Handout 4: UNICEF Policy Framework</b></p>
9:45–10:45	<b>Topic 2:</b> UNICEF's responsibilities and approach to GBViE programming	14–17	<p><b>Handout 5: UNICEF's Responsibilities and Approach to GBViE Programming</b></p> <p><b>Handout 6: UNICEF's GBViE Programme Framework</b></p>
<b>10:45–11:00 Break</b>			
11:00–11:45	<b>Topic 3:</b> UNICEF's Minimum GBViE Response Package	18–21	<b>Handout 7: The Minimum GBViE Response Package</b>
11:45–12:00	<b>Summary and closing</b>		

### Note to facilitator

This module contains information about key aspects of UNICEF's GBViE programming. It may be delivered in one morning or afternoon, or, alternatively, each of the three topics may be delivered as a stand-alone session (for example, during a meeting, workshop, etc.).

Facilitators must have in-depth knowledge about gender-based violence (GBV) programming and about UNICEF's approach and practice in the field. You will need to use examples from your experience and from across UNICEF country offices globally to illustrate GBV programming in practice to participants. You are also encouraged to engage participants as much as possible during the training, drawing on their experience and expertise. For example, at the beginning of the topic on UNICEF's approach to programming, you may choose to ask participants to reflect on their experiences of GBV programming, sharing together in small groups or with the large group. As this training is linked with **UNICEF's GBViE Programme Resource Pack**, you will need to be familiar with the Resource Pack contents. Wherever possible, have **Kit M: Minimum GBViE Response Package** of the Resource Pack available to use at the training.

You should also read the *Case Studies Booklet* in **Kit 1: Getting Started**. It contains information about GBV and UNICEF's programming response in a variety of different emergency contexts. As well as being familiar with the case studies yourself, you are encouraged to use some or all of the case studies when you deliver this training. For example, case studies can be used for the following:

- To illustrate examples of different types of GBV occurring in emergency settings and different programmatic responses.
- As the basis for individual or small group training exercises during the day. To do this, you will need to provide participants with copies of one or more case studies, along with a set of relevant questions related to an aspect of session objectives and content, to enable participants to explore and discuss real life examples on a particular topic.
- As independent reading before the training session, or as 'homework' if you are facilitating a multi-day training. To do this, you will need to provide participants with information about what you would like them to consider as they read the material. This could include a set of questions on a specific aspect of the case studies.

## Audience

The audience for this training includes UNICEF country office staff and management, as well as partner staff.

## To prepare to facilitate this module

Before delivering the training, you will need to review the content and adapt it as necessary to your audience. For example, if you are delivering the training to UNICEF partner staff and if there is time, you might wish to introduce the topic of UNICEF's GBViE Minimum Response Package with an interactive activity. Such an activity could involve putting participants in teams; handing out pieces of paper (with a different component of GBV programming listed on each piece) to each team; and instructing participants to work in teams to identify and group together the activities that form the Minimum Response Package. The first team to get the right activities wins a prize. If your audience is UNICEF sectoral staff from WASH, Education, Nutrition and Health, you may wish to spend more time introducing the sectoral responsibilities within the *IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*.

## Ice-breakers and energizers

Ice-breakers are used when a group first meets to help members get to know each other. Energizers are used in meetings when people know each other, but you want to reinvigorate them and connect them as a group. Facilitators are responsible for monitoring energy levels and using energizers as appropriate throughout the training. Feel free to use your own ice-breakers and energizers; however, there are some suggested below that you might like to use. Of course, consider the nature of the group when choosing activities – for example, activities that involve physical contact may not be appropriate for some groups and settings.

### Ice-breakers

**Paired introductions:** Ask participants to pair up, spend a few minutes learning about their partner, and introduce their partner to the rest of the group. Depending on how much time is available and how much sharing you want to encourage, you can ask participants to find out different pieces of information, such as information about their family, their own life, their work, their hopes and expectations, their fears and worries, and/or their reasons for joining the group or programme.

A variation of this activity is to create pairs by giving participants 'half' of something before beginning; for example, pictures of common

objects that go together or names of well-known couples. They have to find their 'other half', get to know each other and introduce each other to the group.

**Graffiti names:** Ask participants to come forward in turn and tell everyone their name. At the same time, instruct them to draw something on the flip chart that has special meaning for them and explain why this is. If everyone is literate, they can write their names on the flip chart next to the drawing.

**Ball-throwing name game:** Start by telling everyone your name and then throw a ball to a participant. The participant will then tell everyone his or her name and then throw the ball to someone else. Continue until everyone has taken part. Repeat the game, but this time, people must say the name of the person they throw the ball to instead of their own names.

### Energizers

**Counting and clapping:** Stand in a large circle. Explain that you are going to count round the circle, starting at one and counting upward. Every time the number is three or a multiple of three, that person should clap instead of saying the number. A person who makes a mistake drops out of the game. Continue until only a few people are left.

**Alphabetical "I went to market":** One participant begins by saying "I went to market and I bought ..." and adds an item beginning with 'a'. The next person has to say what the first person bought and add an item beginning with 'b'. The third person has to say what has already been bought and add item beginning with 'c'. The activity continues until 'z' is reached. If people forget what has been bought already, they drop out.

**Simon says:** The whole group has to do whatever the leader says – but only if the leader begins with 'Simon says' before describing the action. If the leader has not said 'Simon says' and someone does the action, that person who does the action drops out. (Instead of 'Simon', use an appropriate name for the culture and group.)

**"Everyone move who...":** Everyone sits in a large circle. The facilitator stands in the middle and says, "Everyone move who is wearing blue." Everyone who is wearing blue has to move to another chair. As everyone is moving, the facilitator sits on one of the chairs. The person who does not find a chair replaces the facilitator in the middle of the group and says, "Everyone move who got up before 6 a.m." Everyone moves again and the person from the middle sits in one of the empty chairs. Repeat for several turns.

You can use a variety of “Everyone who . . .” statements, such as “Everyone who”:

...can speak more than two languages

...can do a headstand.

...likes pancakes for breakfast.

...lives more than ten miles away.

**Singing:** Ask participants for some of their favourite songs, and then sing one or two loudly and joyfully together.

**Points of contact:** Divide participants into groups of three or four. Explain that you are going to call out a number. Each group has to find a way to have only that many points of contact with the ground between them all. For example, if you say “three”, a group of three people may each stand on one leg; if you say “23”, a group of three people may bend down to touch the floor with 17 fingers and 6 legs between them. To encourage people to be creative and work together, call out a range of numbers, including some quite small and others quite large. This activity requires a certain amount of physical contact, especially to achieve the smaller numbers.

**Forming shapes:** Divide participants into groups of five or six. Explain that they have to create different items with their bodies. You will tell them the item they must make. Begin with simpler items, like a box or a horse; then make the items

more challenging, like a car or an elephant or a snake. This activity requires a certain amount of physical contact.

**Quick numbers:** Everyone should be standing up with plenty of space to move around. Explain that you are going to call out different numbers, and participants should move as quickly as they can to get into groups with that many members. Each time you call, they have to form a new group. Start by calling “two” or “three” to let them get the hang of it, then speed up and call more challenging numbers. The game will get very chaotic quite quickly!

**Knots:** Divide participants into groups of five or six. Ask each group to stand in a small circle, facing inwards and with their eyes closed. Ask participants to stretch out their hands into the middle of the circle. Keeping their eyes closed, instruct them to each find one hand to hold with each of their own hands. (You’ll need to go round the groups and make sure that everyone is holding just two other hands and that there are no free hands left over.)

Instruct them to open their eyes but to keep hold of each other’s hands. The group now has to try and untangle the ‘knot’ they have created without letting go at all. This often requires climbing through and over each other in quite acrobatic ways, so is only suitable if everyone is comfortable with physical contact.

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## Session Plan

### Welcome and introductions (15 minutes)

#### Welcome and housekeeping

(5 minutes)

► **Show slides 1–4**

Welcome all participants and provide information about:

- The facilities and logistics; and
- The timetable and objectives.

#### Introductions and ice-breaker

(10 minutes)

Facilitate an introductory activity so everyone is familiar with each other and ready to get started.

**What is UNICEF's mandate?**

*Large group discussion and debate*

**(15 minutes)**

► **Show slide 5**

1. Read the following statements to participants one by one. After reading each, ask participants if they agree, disagree or are not sure about the statement. You may use other statements relevant to your audience that address specific misperceptions about UNICEF's mandate in your setting. Where there are differing opinions, ask participants with opposing views to explain their perspectives to the group, and facilitate a discussion between participants to elicit the rationale for different perspectives.

Statements:

- Addressing women's issues is not UNICEF's mandate.
- Children's rights and women's rights are separate issues.
- Addressing GBV is the responsibility of UNFPA.
- UNICEF's Core Commitments for Children (CCCs) only focus on children.
- Child survival and development are directly related to their mother's health and social/economic status.
- Gender programming happens after emergencies.

► **Refer participants to:**

► **Handout 1: UNICEF's Mandate and Commitments on GBViE**

2. Explain that there are many misperceptions regarding UNICEF's mandate to address GBV in emergencies; it is important that these are addressed and that UNICEF staff understand that UNICEF has a clear mandate to address GBV in emergency contexts.

**Foundations for GBViE programming**

*Interactive presentation and discussion*

**(45 minutes)**

1. Ask if anyone knows what the foundations for UNICEF's GBV programming are. When participants have finished offering responses, overview the foundations.

► **Show slide 6**

The foundations include:

- **International, inter-agency and internal norms, standards and policies**, including international law;
- **Capacity development of national actors and systems** to strengthen local and national commitment to GBV prevention and response; and
- **Good practice principles** applied to all aspects of GBV coordination, risk mitigation across clusters and sectors, and specialized GBV programming.

► **Show slide 7**

2. Tell participants to work in groups of three with the people sitting around them and brainstorm the norms, standards and policies pertaining to GBViE prevention, mitigation and response.
3. After 5 minutes, invite participants to share their results with the large group, and list them on flipchart.

► **Show slide 8**

► **Refer participants to:**

► **Handout 2: GBV and International Law**

► **Handout 3: GBV and Humanitarian Standards**

► **Handout 4: UNICEF Policy Framework**

## Foundations for GBViE programming

(continued)

*Interactive presentation and discussion*

4. Provide an overview of the different sets of norms, standards and policies that underpin GBViE programming, using the handouts listed above. Ensure participants have the opportunity to ask questions, seek clarification and discuss aspects of the information.
5. Ask participants to share examples of UNICEF's capacity-building work in different settings and to elaborate on why UNICEF does this work.  
**► Show slide 9**
6. Explain the importance of capacity-building in all UNICEF programming, including in humanitarian response. Highlight the following:
  - Strengthening formal and informal systems and actors – from the national to the community level – is an essential element of UNICEF's mandate to build the commitment and ability of duty bearers to enhance children's and women's dignity, safety, protection and empowerment before, during and after emergencies. It is also more efficient as the world faces a greater number of disasters and emergency-affected people are left with fewer resources.
  - Capacity-building aims to strengthen local and national systems – both formal and informal – every step of the way, from preparedness through initial response and recovery efforts (following a 'development-relief-development' approach), to promote national ownership, capacity and long-term change at structural, systems and service levels.
  - Highlight the importance of building capacity of civil society as well as the State.
  - Capacity needs must be assessed in different contexts; for example, there will be differences between the capacity needs of a middle-income country faced with recurring natural disasters and the capacity needs of a fragile, conflict-affected State.
  - Humanitarian settings present an entry point for improvements in national frameworks and systems that promote children's and women's rights.
- Show slides 10–13**
7. Provide an overview of GBV principles, the survivor-centred approach, and core values underpinning GBV work. Highlight that:
  - The guiding principles are based on evidence and lessons generated over many years, as well as the need to address the underlying causes of GBV.
  - The survivor-centred approach applies to all those who come into contact with survivors or even have access to information pertaining to cases (for example, as part of information collection for the MRM).

## Topic 2: UNICEF's responsibilities and approach to GBViE programming (1 hour)

### Responsibilities for addressing GBV

*Large group discussion*

(15 minutes)

1. Ask participants if they consider GBV to be an essential component of humanitarian action. Ask them to explain why or why not.
2. Review the evolution of GBV prevention and response as a core component of humanitarian action, including:
  - The shift to viewing women's rights as human rights in 1990s;
  - The host of international meetings and declarations (e.g., Beijing and DEVAW);
  - Conflicts in former Yugoslavia and Rwanda;
  - Increase in awareness, knowledge and research;
  - The focus on protection obligations of humanitarian action – not just assistance, but also protection as a fundamental aspect of humanitarian action as set out in SPHERE;
  - The development of hard and soft law, policies and guidance; and
  - The commitment of human rights, women's rights and child rights advocates and practitioners.

## Responsibilities for addressing GBV

(continued)

Large group discussion

3. Explain that GBV has gone from being invisible to being a life-saving humanitarian obligation and responsibility of every humanitarian actor. Explain that in 20 years, we have gone from having no guidance or standards to having key technical guidance with very clear responsibilities and the obligations set out for different actors.
4. Ask if anyone knows what responsibilities UNICEF has for GBV programming, and elicit information from the group until there are no more suggestions.
5. Make the point that UNICEF has specific responsibilities for GBV programming and that we will look at these in more detail.

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## UNICEF's approach to GBV programming

Presentation and discussion

(45 minutes)

1. Put up a piece of flipchart with three headings: 'Coordination', 'GBV Risk Mitigation' and 'Specialized Programming'. Ask participants to share examples of UNICEF's GBViE programming from different settings, and write each suggestion under the appropriate heading; for example, place 'rape kits' under specialized programming, 'lead working groups' under coordination, etc.
  - ▶ **Show slide 14**
2. Explain that there are three pillars of UNICEF's GBV programming, with different responsibilities under each.
  - ▶ **Refer participants to:**
    - ▶ **Handout 5: UNICEF's Responsibilities and Approach to GBViE Programming**
  - ▶ **Show slides 15–17**
3. Explain each area of programming, making sure to elaborate the details of what is involved and who is responsible. Give examples from your own experience and from other UNICEF programming, and encourage participants to share their GBV programming experience as well.
4. If it is available, refer participants to the *Case Studies Booklet Kit 1: Getting Started* of the GBViE Programme Resource Pack. This booklet overviews various aspects of GBV programming undertaken by UNICEF in different humanitarian contexts.
5. Make the point that UNICEF GBViE programming varies across contexts based on factors such as:
  - The type of emergency and the phase of humanitarian response;
  - The level of preparedness and the role and capacity of other actors, including government, sister UN agencies, and national and international humanitarian agencies;
  - Humanitarian needs, priorities and resources on the ground;
  - Complementarity with other humanitarian protection and assistance efforts; and
  - Linkages with a country office's regular programming, such as social protection programming.
  - ▶ **Refer participants to:**
    - ▶ **Handout 6: UNICEF GBViE Programme Framework**
6. Conclude by affirming that regardless of the different contextual factors, programming should be designed and implemented in line with UNICEF's GBViE Programme Framework and the GBViE Programme Resource Pack, as these provide guidance, information and tools to deliver consistent and coherent programming.

### Topic 3: UNICEF's Minimum GBViE Response Package (45 minutes)

#### Minimum GBViE Response Package

Presentation

(45 minutes)

► Shows slides 18–20

1. Overview UNICEF's Minimum GBViE Response Package, providing detail on what each element involves and who is responsible for it. Make sure to cover the following information:
  - UNICEF's Minimum GBViE Response Package includes essential humanitarian interventions to:
    - Put in place coordinated life-saving response services for sexual violence survivors immediately following a crisis;
    - Build girls' and women's safety and reduce their vulnerability to GBV; and
    - Mitigate GBV risks across humanitarian sectors immediately following an emergency.
  - In line with the IASC GBV Guidelines, UNICEF's Minimum GBViE Response Package focuses on putting health, psychosocial and safety services in place for sexual violence survivors as an *initial* priority in emergency settings. This initial focus on sexual violence is due to the immediate and potentially life-threatening health consequences of such violence, coupled with the feasibility of managing these consequences through medical care. At the same time, there is a growing recognition that affected populations can experience various forms of GBV during conflict and natural disasters, during displacement, and during and following return. Therefore, establishing response for other forms of GBV should occur as soon as clinical management of rape (CMR) services are in place.
  - Working with partners, including government and civil society, to deliver the **Minimum GBViE Response Package** implements UNICEF's commitments to GBV as outlined in the Core Commitments for Children (CCCs) and other responsibilities, including those set out in the IASC GBV Guidelines.

► Refer participants to:

► [Handout 7: The Minimum GBViE Response Package](#)

2. Review the resources available to implement the Minimum GBViE Response Package. If you have copies of the GBViE Programme Resource Pack, hand it around so participants can see the relevant sections.

► Show slide 21

3. Conclude by telling participants that a number of factors have been found to underpin successful implementation of GBV programming in emergency contexts. These include:
  - A strong commitment at all levels of the country office, especially senior management, to address GBViE;
  - Dedicated GBViE technical capacity within the country office;
  - Dedicated resources for GBViE;
  - Investment in sustained capacity-building;
  - Positive and trusting relationships;
  - Innovation and flexibility; and
  - A 'development-relief-development' approach.

### Summary and closing (15 minutes)

#### Questions and summary

- Allow time for questions that have not yet been addressed.
- Provide a summary of the topics covered during the training.



# UNICEF's Mandate and Commitments on GBViE

- **UNICEF has a mandate and duty to protect and assist emergency-affected girls and women.** The mandate for promoting gender equality and the empowerment of girls and women is grounded in both the Convention on the Rights of the Child (CRC)<sup>1</sup> and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),<sup>2</sup> which are mutually reinforcing in the realization of the rights of children.
- **Addressing gender-based violence in emergencies (GBViE) is at the heart of UNICEF's mission to protect the rights, health and well-being of children.** UNICEF's mission statement, informed by the CRC and CEDAW, commits the agency to special protection of children in crisis and the promotion of equal rights for girls and women.
- **UNICEF's work to address GBViE focuses on the rights and needs of girls and women,** recognizing their systematic exposure to and risk of gender-based violence (GBV). Girls, in particular, face heightened vulnerability to many forms of GBV due to both gender- and age-based power relations. While focusing on interventions addressing GBViE against girls and women, UNICEF recognizes the needs of *all* survivors of sexual violence. As such, UNICEF's GBV response programming also aims to ensure that care, support and protection-related services are in place to meet the needs of boys who have experienced sexual violence in emergency settings.<sup>3</sup>
- **UNICEF's work in support of girls' and women's rights is also anchored in the landmark Beijing Declaration and Platform for Action.** It is guided by the requirement of all UN entities to mainstream gender as mandated by the Beijing Platform for Action,<sup>4</sup> defined by ECOSOC 1997 and reinforced by the quadrennial comprehensive policy review 2012 (General Assembly resolution 67/226<sup>5</sup>). UNICEF adheres to the standards set in the UN System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP).
- **UNICEF's Strategic Plan emphasizes the empowerment of girls and women, as well as addressing the gender-related needs and actions of girls, boys, fathers, mothers and communities.** Within the Strategic Plan, interventions concentrate on increasing girls' and women's access to services and opportunities, as well as their inclusion and participation in all facets of life. This is complemented by advocacy and technical support on gender-equitable policies, budgeting and resource allocations.
- **UNICEF's Core Commitments for Children (CCCs)<sup>6</sup> put children and women at the centre of humanitarian action; humanitarian action for girls, boys and women, including action against GBV, is called for throughout the CCCs.** In fact, women are explicitly noted in all of the sector-specific strategic results areas, commitments and benchmarks for Child Protection, Nutrition, Health, WASH, HIV/AIDS, and Supply and Logistics.
- **Within its Gender Action Plan (GAP) 2018–2021, addressing GBViE is one of UNICEF's corporate priorities.** The GAP provides an internal foundation for ensuring GBV is addressed as a life-saving priority across all UNICEF humanitarian assistance efforts.
- **Under the Call to Action for Protection from Gender-Based Violence in Emergencies,<sup>7</sup> UNICEF has publicly embraced a set of agency commitments** to significantly improve staff capacity, advocacy, programming, research, and the development of tools and guidance.
- **The lives of women and children are tightly knit, as are their rights.** Women and children also both share the experience of being subjected to discrimination. Protecting children's rights and safety is impossible without protecting the rights and safety of their mothers. Protecting mothers

1 See <[www.unicef.org/crc/](http://www.unicef.org/crc/)>.

2 See <[www.un.org/womenwatch/daw/cedaw/](http://www.un.org/womenwatch/daw/cedaw/)>.

3 Other dimensions of programming to address violence experienced by children are addressed through Child Protection in Emergencies (CPIE) and other violence against children (VAC) programming.

4 See <[www.un.org/womenwatch/daw/beijing/platform/](http://www.un.org/womenwatch/daw/beijing/platform/)>.

5 See <[www.un.org/esa/coordination/pdf/ga\\_resolution\\_a-res-67-226.pdf](http://www.un.org/esa/coordination/pdf/ga_resolution_a-res-67-226.pdf)>.

6 See <[www.unicef.org/publications/files/CCC\\_042010.pdf](http://www.unicef.org/publications/files/CCC_042010.pdf)>.

7 This and the following two bullet points are adapted from United Nations Population Fund and United Nations Children's Fund, *Women and Children's Rights: Making the connection*, UNFPA and UNICEF, 2011.

and women of child-bearing age from GBV is essential to enhancing child development, protection, health and education.

- **Addressing GBViE helps UNICEF to achieve outcomes for children in other areas.** Discrimination against women is an issue that goes to the heart of UNICEF's mission to protect the rights of all children. GBV intersects with and exacerbates other human rights issues and problems that UNICEF is dedicated to, including HIV/AIDS, child survival, and universal access to and participation in education.
- **Even before a child is born, their prospects for survival and development are directly related to their mother's health and social/economic status.** Women around the world are often the primary caregivers of children, and resources put in their hands are more likely to be used to benefit children than those given to men. Discrimination against women is thus detrimental not only to women themselves, but also to the next generation. Protecting women's rights is important as its own goal, and it also reaps benefits for children.
- **Protecting the rights of children – particularly girls – is the first step in promoting gender equality.** If the rights of women and children are considered together, they can reinforce each other and make mutually supportive demands on society.



## Human rights law

- A human rights-based perspective recognizes that living free of violence is an entitlement of every human being.
- Gender-based violence (GBV) violates a number of fundamental human rights, including:
  - The right to life, liberty and security of the person;
  - The right to the highest attainable standard of physical and mental health;
  - The right to freedom from torture and cruel, inhumane and degrading treatment or punishment;
  - The right to freedom of opinion and expression;
  - The right to education and personal development; and
  - The right to protection against all forms of neglect, cruelty and exploitation.

### A human rights-based approach to GBV

A human rights-based approach identifies rights holders as active participants in realizing their rights to live free from GBV. It aims to strengthen the capacities of rights holders to make their claims to have their human rights fulfilled; it also aims to strengthen the capacities of duty bearers to meet their obligations. It recognizes that duty bearers have a particular responsibility to respect and fulfil the human rights of women and girls to care, support and protection from sexual violence.

As duty bearers, governments have an obligation to translate human rights into legal rights; to ensure laws are implemented; and to ensure policies, resources and programmes are in place to prevent and respond to GBV. However, it is not only State actors that are duty bearers; parents, institutions, organizations and non-State actors, including armed groups, can also be duty bearers under international law.

A human rights-based approach in humanitarian situations recognizes violence against children and women as a violation of their human rights, and it takes into account the role of humanitarian agencies as duty bearers as prescribed by international law.

- The right of girls and women to live free from violence is reflected in many international human rights instruments, including the Universal Declaration of Human Rights (UDHR),<sup>1</sup> the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).<sup>2</sup> The CRC and the Declaration on the Elimination of Violence against Women (DEVAW) specify responsibilities for protecting children and women from GBV.

### The Convention on the Rights of the Child (1989)<sup>3</sup>

- The CRC highlights the following specific responsibilities of governments to protect children from violence and exploitation:
  - States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (Article 19).
  - States Parties shall undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

<sup>1</sup> See <[www.un.org/en/universal-declaration-human-rights/index.html](http://www.un.org/en/universal-declaration-human-rights/index.html)>.

<sup>2</sup> See <[www.un.org/womenwatch/daw/cedaw/](http://www.un.org/womenwatch/daw/cedaw/)>.

<sup>3</sup> See <[www.unicef.org/crc/](http://www.unicef.org/crc/)>.

- a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- b) The exploitative use of children in prostitution or other unlawful sexual practices; and
- c) The exploitative use of children in pornographic performances and materials (Article 34).

## The Declaration on the Elimination of Violence against Women (1993)<sup>4</sup>

- DEVAW was adopted by the United Nations General Assembly in 1993 in recognition that violence against women and girls presents a major obstacle to equality, development and peace. DEVAW emphasizes that violence against women and girls is not only a grievous human rights abuse in itself; it is also a serious impediment to the realization of many other rights for women and girls.
- DEVAW adopts a broad definition of violence against women that includes physical, sexual and psychological violence occurring in the private sphere of the family and in the general community. It calls on States to condemn and eliminate violence against women in all its forms, and it urges them not to invoke any custom, tradition or religious consideration to avoid their obligations.
- The importance of addressing violence against women as set out in DEVAW was reaffirmed at the 57<sup>th</sup> session of the Commission on the Status of Women in March 2013.<sup>5</sup>

## International humanitarian and criminal law

- International Humanitarian Law (IHL), made up of the four **Geneva Conventions** and their additional protocols, provides for protection of combatants and civilians in situations of armed conflict, including specific protections from sexual assault.
- The **Rome Statute** provides the broadest statutory recognition of GBV as a crime under international criminal law to date. In article 7(1)(g), the Rome Statute classifies “rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity” committed “as part of a widespread or systematic attack directed against any civilian population” as crimes against humanity. These same offenses are classified in article 8(2)(b)(xxii) as serious violations of the laws and customs applicable to international armed conflict, and thereby classifiable as war crimes.<sup>6</sup>
- Under the principle of complementarity established by the Statute, States hold primary responsibility for bringing to justice those who have committed genocide, crimes against humanity and war crimes. The preamble of the Rome Statute recalls that “it is the duty of every State to exercise its criminal jurisdiction over those responsible for international crimes”.
- Rape and other forms of conflict-related sexual violence can now be prosecuted in the International Criminal Court as crimes against humanity, as war crimes and as acts constituent of genocide.

## Security Council Resolutions

- In recognition of the special vulnerabilities of girls and women during periods of armed conflict, in 2000, the United Nations Security Council adopted the historic **Resolution 1325**, which “calls upon all parties to armed conflict to take specific measures to protect women and girls from gender-based violence, particularly rape and sexual violence”.<sup>7</sup>
- Numerous other Security Council Resolutions (SCRs) affirm the rights of children and women in conflict to be protected from GBV, especially sexual violence, and spell out responsibilities for upholding these rights. These Resolutions are overviewed in the following box.

<sup>4</sup> See <[www.un.org/documents/ga/res/48/a48r104.htm](http://www.un.org/documents/ga/res/48/a48r104.htm)>.

<sup>5</sup> See the Commission on the Status of Women ‘Agreed conclusions’ in the Elimination and prevention of all forms of violence against women and girls, E/CN.6/2013/11, 2013.

<sup>6</sup> United Nations Division for the Advancement of Women, *Handbook for Legislation on Violence against Women*, Department of Economic and Social Affairs, New York, 2010, p.7.

<sup>7</sup> UN DAW, *Handbook for Legislation on Violence against Women*, p.7.

## Security Council Resolutions

**SCR 1325** (2000) recognizes the urgent need to protect women during conflict and to engage them in peacebuilding efforts. SCR 1325 builds on resolutions that address protection of civilians and children during armed conflict, and it highlights the impact of conflict on women and girls and their role in peacebuilding.

**SCR 1612** (2005) establishes the monitoring and reporting mechanism on six grave violations against children in armed conflict, including sexual violence.

**SCR 1820** (2008) recognizes sexual violence as a tactic of war and links it to international peace and security. SCR 1820 is a milestone because it recognizes that sexual violence can constitute a war crime or a crime against humanity – or that it can contribute to genocide – while stressing the need to increase women’s role in decision-making in conflict prevention and resolution.

**SCR 1882** (2009) calls for the listing of parties engaged in sexual violence, as well as the integration of initiatives to address sexual violence, into Action Plans

**SCR 1888** (2009) strengthens the efforts of the international community to combat sexual violence in armed conflict.

**SCR 1889** (2010) focuses on women’s participation and ensuring that women’s protection and empowerment are taken into account during post-conflict needs assessment and planning.

**SCR 1960** (2010) requests the UN Secretary-General to establish monitoring, analysis and reporting arrangements on conflict-related sexual violence. SCR 1960 mandates the Secretary-General to list those parties suspected of committing or being responsible for patterns of sexual violence.

**SCR 2106** (2013) recognizes the need for more consistent and rigorous investigation and prosecution of sexual violence crimes in conflict and calls on Member States to continue the fight against impunity. SCR 2106 also reaffirms the importance of including women in all aspects of mediation and peacebuilding.



# GBV and Humanitarian Standards

UNICEF is accountable to agreed international humanitarian standards. These include the following humanitarian principles, which are applicable in all humanitarian action.

## Humanitarian principles

**Humanity:** Upholding the principle that all girls, boys, women and men of every age shall be treated humanely in all circumstances by saving lives and alleviating suffering, while ensuring respect for the individual.

**Impartiality:** Ensuring that assistance is delivered to all those who are suffering based only on their needs and rights, equally and without any form of discrimination.

**Neutrality:** A commitment not to take sides in hostilities and to refrain from engaging in controversies of a political, racial, religious or ideological nature.

**Independence:** Humanitarian action must be autonomous from political, economic, military or other objectives.

- Existing global humanitarian standards, including the Humanitarian Charter and Minimum Standards in Disaster Response (the Sphere Standards),<sup>1</sup> set minimum guidelines in core areas of humanitarian assistance and protection to improve the quality of assistance provided to people affected by disasters and to enhance the accountability of humanitarian response.
- The basic standards specific to responding to, mitigating and preventing gender-based violence (GBV) in emergencies are set out in the following documents:

### Child protection

- *Minimum standards for child protection in humanitarian action*<sup>2</sup>  
Child Protection Working Group (2012)

### Clinical and psychosocial response

- *Clinical Management of Survivors of Rape: Developing protocols for use with refugees and internally displaced persons*<sup>3</sup>  
WHO/UNHCR (2004)
- *Caring for Child Survivors*<sup>4</sup>  
IRC and UNICEF (2012)
- *Health Care for Women Subjected to Intimate Partner Violence or Sexual Assault*<sup>5</sup>  
WHO/RHR (2014)
- *Guidelines on Mental Health and Psychosocial Support in Emergency Settings*<sup>6</sup>  
Inter-Agency Standing Committee (2007)
- *Interagency Gender-based Violence Case Management Guidelines*<sup>7</sup>  
GBV Information Management Steering Committee (2017)

1 See <[www.sphereproject.org/](http://www.sphereproject.org/)>.

2 See <<http://cpwg.net/minimum-standards/>>.

3 See <[www.who.int/reproductivehealth/publications/emergencies/924159263X/en](http://www.who.int/reproductivehealth/publications/emergencies/924159263X/en)>.

4 See <[www.humanitarianresponse.info/en/operations/somalia/document/irc-caring-child-survivors-guidelines](http://www.humanitarianresponse.info/en/operations/somalia/document/irc-caring-child-survivors-guidelines)>.

5 See <[www.who.int/reproductivehealth/publications/violence/vaw-clinical-handbook/en/](http://www.who.int/reproductivehealth/publications/violence/vaw-clinical-handbook/en/)>.

6 See <[www.who.int/mental\\_health/emergencies/9781424334445/en/](http://www.who.int/mental_health/emergencies/9781424334445/en/)>.

7 See <<https://gbvresponders.org/response/gbv-case-management/>>.

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**Mainstreaming  
GBV risk  
mitigation  
across sectors**

- *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery*<sup>8</sup>  
Inter-Agency Standing Committee (2015)

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**Coordination**

- *Handbook for Coordinating GBV Interventions in Humanitarian Settings*  
GBV Area of Responsibility (2010)

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**Researching  
and monitoring  
sexual violence**

- *Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies*<sup>9</sup>  
WHO (2007)
- *Reporting and Interpreting Data on Sexual Violence from Conflict-Affected Countries: Dos and don'ts*<sup>10</sup>  
UN Action (2008)

<sup>8</sup> See <<http://gbvguidelines.org/>>.

<sup>9</sup> See <[www.who.int/gender/documents/violence/9789241595681/en](http://www.who.int/gender/documents/violence/9789241595681/en)>.

<sup>10</sup> See <[www.stoprapenow.org/uploads/advocacyresources/1282164733.pdf](http://www.stoprapenow.org/uploads/advocacyresources/1282164733.pdf)>.



# UNICEF Policy Framework

## Core Commitments for Children<sup>1</sup>

- **UNICEF's Core Commitments for Children in Humanitarian Action (CCCs) are UNICEF's global framework for humanitarian response.** The CCCs set out the minimum standards for UNICEF's humanitarian response and promote predictable, effective and timely collective action for children in humanitarian settings.
- The commitments directly related to preventing and responding to GBV are shown in the box below.

### CCCs related to GBV

**Health Commitment 2:** Children and women access life-saving interventions through population- and community-based activities.

**Health Commitment 3:** Key health education and behaviour change communication (BCC) messages are disseminated.

**WASH Commitment:** Toilets in learning environments are equipped with soap and are child-friendly, private, secure and appropriately segregated by gender.

**Child Protection Commitment 1:** Effective leadership is established for both the Child Protection and GBV areas of responsibility, with links to other cluster/sector coordination mechanisms on critical inter-sectoral issues

**Child Protection Commitment 5:** Violence, exploitation and abuse of children and women, including GBV, are prevented and addressed.

**Education Commitment 3:** Safe and secure learning environments that promote the protection and well-being of students are established.

**HIV and AIDS Commitment 2:** Children, young people and women access HIV and AIDS prevention, care and treatment during crisis.

**Human Resources Commitment 3:** Sexual exploitation and abuse by humanitarian workers is prevented.

## UNICEF Policy on Gender Equality and the Empowerment of Girls and Women

- **UNICEF works for women's rights** – not only as an inherent benefit for societies as a whole and in recognition of women as agents of human development, but also specifically because the empowerment of women facilitates the very environment in which gender-equal results can best be achieved for children.<sup>2</sup>
- **UNICEF's policy on gender equality and the empowerment of girls and women recognizes GBV as an outcome of gender inequality and discrimination.** The policy highlights UNICEF's advocacy role in drawing attention to GBV in humanitarian contexts and ensuring international commitments, including UN Security Council Resolutions 1325, 1820, 1882, 1888 and 1889 on women, peace and security, and sexual violence.

<sup>1</sup> United Nations Children's Fund, 'Core Commitments for Children in Humanitarian Action', UNICEF, 2010, available at: <[www.unicef.org/publications/index\\_21835.html](http://www.unicef.org/publications/index_21835.html)>.

<sup>2</sup> United Nations Children's Fund, *Gender Action Plan 2014-2017*, UNICEF, New York, p. 2.

## UNICEF Gender Action Plan

- **Within the Gender Action Plan (GAP) 2018 - 2021, addressing GBViE is one of UNICEF's corporate priorities.** The GAP provides an internal foundation for ensuring GBV is addressed as a life-saving priority across all UNICEF humanitarian assistance efforts.
- All of the targeted GAP priorities contribute toward addressing/mitigating GBV, including:
  - Promoting gender-responsive adolescent health;
  - Advancing girls' secondary education; and
  - Ending child marriage.

## UNICEF's Strategic Plan

- **UNICEF's Strategic Plan emphasizes the empowerment of girls and women, as well as the addressing gender-related needs and actions of children, parents and communities.** Within the Strategic Plan, interventions concentrate on increasing women's and girls' access to services and opportunities and supporting their inclusion and participation in all facets of life. This is complemented by advocacy and technical support on gender-equitable policies, budgeting and resource allocations.

## Handout 5



# UNICEF's Responsibilities and Approach to GBViE Programming

- **Addressing GBV in emergencies (GBViE) is at the heart of UNICEF's mission to protect the rights, health and well-being of children.** UNICEF's mission statement, informed by the Convention on the Rights of the Child (CRC)<sup>1</sup> and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW),<sup>2</sup> commits the agency to special protection of children in crises and the promotion of equal rights for girls and women.
- **UNICEF's GBViE responsibilities are spelled out in numerous organizational documents approved by the Executive Board.** These include the Core Commitments for Children in Humanitarian Action (CCCs),<sup>3</sup> the Strategic Plan (2018–2021) and the Gender Action Plan (2018–2021).
- **UNICEF leads/co-leads three humanitarian clusters and one sub-cluster:** Water, Sanitation and Hygiene (WASH); Nutrition; Education (co-led with Save the Children); and the Child Protection sub-cluster of the Protection cluster. As specified in UNICEF cluster guidance, UNICEF is obliged as a cluster lead agency to make sure these clusters integrate GBV mitigation into each phase of humanitarian response.
- **UNICEF's work to address GBViE focuses on the rights and needs of girls and women, recognizing their systematic exposure to and risk of GBV.** Girls, in particular, face heightened vulnerability to many forms of GBV due to both gender- and age-based power relations.
- **While focusing on interventions addressing GBV against girls and women in emergencies, UNICEF recognizes the needs of all survivors of sexual violence.** As such, UNICEF's GBV response programming also aims to ensure that care, support and protection-related services are in place to meet the needs of boys who have experienced sexual violence in emergency settings. Other dimensions of programming to address violence experienced by children are addressed through Child Protection in Emergencies (CPiE) and other violence against children (VAC) programming.

## What does UNICEF do to prevent, mitigate and respond to GBViE?

- UNICEF's action to prevent, mitigate and respond to GBViE has three pillars: 1) coordination; 2) mitigating GBV risks across humanitarian sectors and clusters; and 3) specialized GBV programming.



### **GBV coordination**

UNICEF plays a vital role in ensuring a well-coordinated, strategic, adequate, coherent and effective humanitarian response to GBV. UNICEF supports GBV coordination efforts at sub-national levels and ensures that age-based considerations are at the forefront of GBV sub-cluster strategy, planning and response efforts.

In addition to supporting coordination of GBV actors, UNICEF plays a critical role in facilitating effective collaboration and linkages between GBV and other coordination mechanisms. Such collaboration is essential for the integration of GBV risk mitigation across all humanitarian sectors in line with the

★ **IASC GBV Guidelines**<sup>4</sup> (see following page).

See the  
IASC GBV  
Guidelines

1 See <[www.unicef.org/crc/](http://www.unicef.org/crc/)>.

2 See <[www.un.org/womenwatch/daw/cedaw/](http://www.un.org/womenwatch/daw/cedaw/)>.

3 See <[www.unicef.org/publications/files/CCC\\_042010.pdf](http://www.unicef.org/publications/files/CCC_042010.pdf)>.

4 See <[www.gbvguidelines.org](http://www.gbvguidelines.org)>.

UNICEF is also responsible for ensuring GBV is addressed appropriately within other relevant coordination mechanisms, such as the Monitoring and Reporting Mechanism on grave violations of children's rights (MRM);<sup>5</sup> the Monitoring, Analysis and Reporting Arrangements on Conflict-Related Sexual Violence (MARA);<sup>6</sup> and other United Nations humanitarian, peace- and security-related fora in country that UNICEF leads or participates in.

### ***Mitigating GBV risks across UNICEF sectors and clusters***

★ See the IASC GBV Guidelines

As stated in the **IASC GBV Guidelines**: "All humanitarian actors must be aware of the risks of GBV and – acting collectively to ensure a comprehensive response – prevent and mitigate these risks as quickly as possible within their areas of operation. Failure to take action against GBV represents a failure by humanitarian actors to meet their most basic responsibilities for promoting and protecting the rights of affected populations."<sup>7</sup>

The **IASC GBV Guidelines** clearly spell out the essential actions each cluster/sector must take to integrate GBV mitigation into the humanitarian programme cycle. All humanitarian actors, including UNICEF, must now implement the essential actions for GBV mitigation and prevention set out in these Guidelines into each sector.

As a cluster lead agency for WASH, Nutrition, Education and Child Protection, UNICEF has additional responsibilities for making sure these clusters appropriately incorporate GBV into their needs assessments, analyses, strategic response planning, implementation, monitoring, evaluation and learning. UNICEF also plays an important role in encouraging other clusters of which it is a member, such as the Health cluster, to integrate GBV prevention and mitigation actions into their strategies and plans in line with the **IASC GBV Guidelines**.

### ***Specialized GBV programming***

Within Child Protection, UNICEF implements specialized GBViE programming. This programming spans from immediate and life-saving response in a rapid-onset emergency through protracted and post-conflict settings. In each phase of response, UNICEF's specialized GBViE programming emphasizes local and national ownership, as well as a systems-strengthening approach, working with both formal and informal systems for GBV prevention and response.

Specialized GBViE programming may include any or all of the components below, depending on the context.

- **GBV response:** Assisting and supporting survivors by ensuring good quality, coordinated and age-appropriate health, psychosocial and safety services are available and systems are developed.
- **Building girls' and women's safety:** Delivering targeted interventions to make girls and women safer and more resilient against GBV. Examples include supporting community-based safety planning and action; distributing dignity kits to promote girls' and women's health, mobility and protection; and establishing safe spaces for women and girls in displaced settings.
- **Prevention:** Addressing the underlying causes and drivers of different forms of GBV to prevent this violence in the longer-term. Examples include initiatives to support States to strengthen and enforce legal protections and systems; and transforming harmful social norms that condone GBV.
- **Building accountability of duty bearers:** This includes supporting the monitoring of and response to conflict-related sexual violence (CRSV).

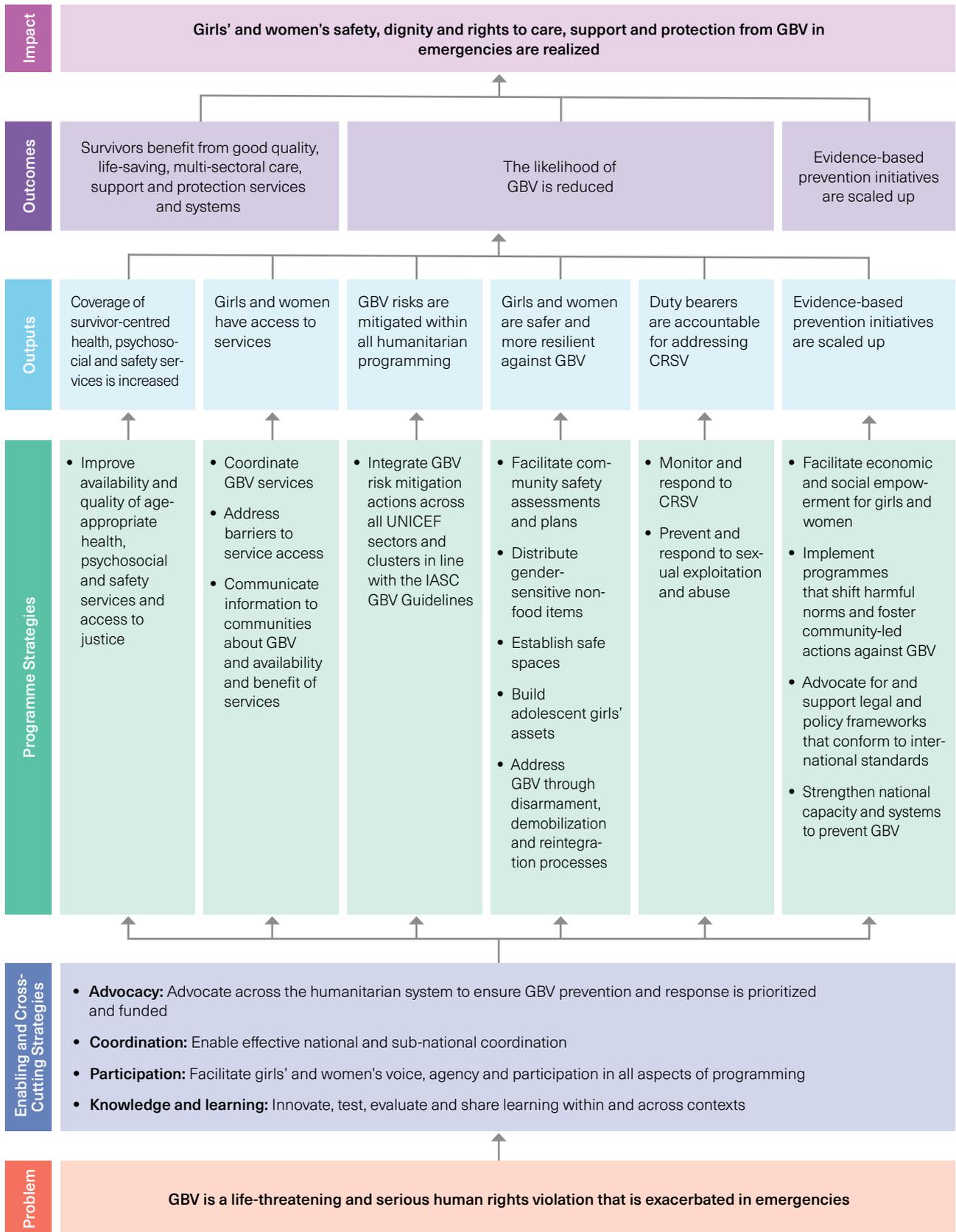
<sup>5</sup> Sexual violence is one of the grave violations against children monitored by the MRM.

<sup>6</sup> The purpose of the MARA is to provide systematic, timely, reliable and objective information on conflict-related sexual violence to the Security Council that will help reduce the risk of sexual violence and improve assistance to survivors. For more information, see: <[www.refworld.org/pdfid/4e23ed5d2.pdf](http://www.refworld.org/pdfid/4e23ed5d2.pdf),provisional>.

<sup>7</sup> Inter-Agency Standing Committee, *Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery*, IASC, 2015, p.14.



# UNICEF's GBViE Programme Framework





# The Minimum GBViE Response Package

To ensure a consistent and coherent response to GBV in all emergencies, UNICEF is committed to implementing a minimum set of actions during the initial response to a humanitarian crisis.

UNICEF's **Minimum GBViE Response Package** includes essential humanitarian interventions to: put in place coordinated life-saving response services for sexual violence survivors following a crisis; build girls' and women's safety and reduce their vulnerability to GBV; and mitigate GBV-related risks across humanitarian assistance and programming.

The specific actions required to deliver the **Minimum GBViE Response Package** are based on the context and needs assessed in consultation with key stakeholders, including communities and governments.

### UNICEF's Minimum GBViE Response Package

<b>1. Effective Coordination to address GBV between:</b> <ul style="list-style-type: none"><li>• GBV actors</li><li>• All humanitarian sectors/clusters</li><li>• Other actors</li></ul>	<b>1. Providing Assistance and Support to GBV Survivors through age-appropriate:</b> <ul style="list-style-type: none"><li>• Healthcare</li><li>• Psychosocial support</li><li>• Safety services</li></ul>	<b>1. Building Safety and Resilience</b> <ul style="list-style-type: none"><li>• Community safety planning</li><li>• Dignity kit programming</li><li>• Safe space programming</li></ul>	<b>1. Mitigating GBV Risks</b> <p>Integrating essential GBV risk mitigation actions across UNICEF sectors and clusters</p>
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## Resources for supporting implementation of the Minimum GBViE Response Package

UNICEF's **GBViE Programme Resource Pack** contains resources, tools and information to support the implementation of the **Minimum GBViE Response Package**. The relevant sections of **Kit 2: Assessment** and **Kits 3.1–3.7: Programming** within the Resource Pack, highlighted below, have been brought together for easy reference into a separate component of the Resource Pack called **Kit M: Minimum GBViE Response Package**. However, it is recommended to consult other components of the Resource Pack for more detailed information on different aspects of GBViE programming, especially when implementing expanded programming beyond the minimum emergency response.

**GBV coordination:** Within UNICEF's GBViE Programme Resource Pack, **Kit 3.5: Programming – GBV Coordination in Emergencies** contains helpful information about effectively coordinating GBV programming in humanitarian settings. It should be read in conjunction with the GBV Area of Responsibility *Coordination Handbook*<sup>2</sup> – the core technical guidance document on GBV coordination in emergencies – and UNICEF's *Cluster Coordination Guidance for Country Offices*.<sup>3</sup>

**Rapid assessment:** The *Assessment Tools Booklet* in **Kit 2: Assessment** contains tools to support country offices in collecting and analysing basic information about the GBV situation, which can then inform immediate humanitarian response to GBV in line with the **Minimum GBViE Response Package**.

1 See <<http://gbvguidelines.org>>.

**Assisting and supporting survivors:** Making priority health, psychosocial and safety services universally available for child, adolescent and adult survivors of sexual violence is a humanitarian priority. **Kit 3.1: Programming – Responding to GBV Survivors in Emergencies** contains information, resources and tools to support the provision of age-appropriate health, psychosocial and safety services for sexual violence survivors as an immediate priority, and as part of **Kit M: Minimum GBViE Response Package**.

**Building girls' and women's safety and resilience:** **Kit 3.2: Programming – Building Girls' and Women's Safety and Resilience** contains sections on the three minimum essential strategies for increasing safety and resilience to GBV. These include:

- Community-based safety planning and action;
- Dignity Kit programming; and
- Safe space programming;

**Integrating GBV risk mitigation actions across UNICEF sectors and clusters:** Significant progress has been made by the humanitarian community in defining responsibilities and actions for every humanitarian sector to mitigate GBV-related risks and vulnerabilities in emergency settings. These actions and responsibilities are clearly set out in the *Inter-Agency Standing Committee's Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery*<sup>2</sup> (the '**IASC GBV Guidelines**'). **Kit 3.6: Programming – Integrating GBV Risk Mitigation Across UNICEF Sectors and Clusters** contains information to help country offices mitigate GBV across all humanitarian sectors in line with the **IASC GBV Guidelines**.

★  
See the  
IASC GBV  
Guidelines

<sup>2</sup> See <<http://gbvguidelines.org/>>.



