

act:onaid



Safety with Dignity toolkit

A practical guide to support a women-led community-based protection approach in humanitarian and protracted crises

Acknowledgments

The toolkit was written by Emma Pearce (External Consultant), Martina Lecci and Niki Ignatiou (ActionAid UK), with technical advice, inputs and support from Francisco Yermo, Grace Ileri, Carol Angir, Michelle Higelin, Anna Parke, Sara Almer, and Anusanthee Pillay.

A big thank you is extended to the following people for their invaluable contributions and support to the toolkit pilot process: Sandra Bissereth, Angeline Annesteus, Lucy Ntongai, Eric Achola, Christina Nayef Shawaqfeh, Tala Mashaqbeh, and Manon LeFlour.

The toolkit was produced with funding from Danida (Danish International Development Agency) “Strengthened rights and resilience in protracted crises and disasters 2018-21” programme and the players of People’s Postcode Lottery.

Copy Edit by Hannah Williams
Design by Katy Abbott

This toolkit is an updated and expanded version of the toolkit, “Safety with Dignity: A field manual for integrating community-based protection across humanitarian programmes”, produced by ActionAid in 2010¹. Our objective in updating this field manual is to incorporate the priority (from ActionAid’s 2028 Strategy) of driving transformative women-led emergency preparedness, response and prevention. ActionAid has tested and used these tools in humanitarian and resilience building situations for a number of years. Some of these tools, can also be found online at: https://www.reflectionaction.org/tools_and_methods/

¹ ActionAid (2019) Safety with Dignity: Women-Led Community Based Protection Manual, Available at: <https://actionaid.org/publications/2010/safety-dignity>

Contents

Preface	6
Who is this toolkit for?	6
Why is this toolkit needed?	6
What is the aim of this toolkit?	6
ActionAid’s women-led community-based protection approach	6
The Reflection-Action participatory methodology	6
Overview of the steps involved in implementing the WLCBP approach	8
1 Setting up your team and engaging with the community	
Establishing a Women’s Protection Committee	12
Organising an inception workshop	16
Deciding where, and with whom, to work	18
2 Carrying out a women-led community-based protection risk analysis	
Starting your women-led community based protection risk analysis	21
Identifying protection problems	23
Analysing protection problems	26
What protection strategies are employed by women and girls?	28
What protection services are available?	31
What actors and institutions are involved in protection?	34
Developing an action plan	37
3 Protection solutions: community-based protection mechanisms	
Safe spaces	39
Psychosocial support (PSS)	43
Changing gender norms	46
Promoting formal representation of women	48
Do no harm and safeguarding	50
Information, accountability and communications	53

Referral pathways	56
Cash	58
Livelihoods	62
Alliance building	65
Policy influencing and advocacy	67
Monitoring, Evaluation and Learning (MEL)	69

Annexes

Annex 1	71
Protection Risk Analysis and Sexual Harassment, Exploitation & Abuse and Safeguarding Considerations	71
Annex 2: Tools	75
Access and control matrix	76
Action Plan Matrix	78
Balloons and Stones	79
Body map	81
Chapatti diagram	82
Daily activity chart, clock, or calendar	84
Documenting Reflection-Action discussions	86
Force field analysis	87
Gatekeeper tool	88
Helping relationships spiderweb	89
Maps	91
Protection Onion/ Circles of influence tool	93
Pairwise ranking matrix	95
Protection problem tree	96
Risk assessment matrix	97
River tool	99
Safety Audit (or Safety Walk): Women's Protection Risk Checklist	101
Seasonal calendar	104
Wellbeing Flower Tool	105
Ideal School & Ideal Safe Space tool	106
Prioritisation Tool (Safe Space)	107

Suggestion box	108
Community scorecard	109
Flow Chart: Referral Pathways	111
Social Audit	112
Annex 3: Glossary	114
Annex 4: Psychological First Aid (PFA)	117
Annex 5: Acronyms and abbreviations	121

Preface

Who is this toolkit for?

The primary audience for this toolkit is local women’s organisations and women leaders in communities affected by disaster or conflict, for application with women and girls from their own communities. It can also be used to aid field staff, practitioners and local partner organisations to integrate a community-based protection approach into their programme work in order to help women to create open, democratic environments in which everyone is able to contribute.

Why is this toolkit needed?

It has been produced as a result of the recognition that manuals are often not accessible or user-friendly for local community-level actors. This toolkit is process-oriented and can be applied across the development-humanitarian nexus. Most protection initiatives do not include opportunities to address power imbalances; there is a need to actively empower both in programme activities and in the process itself.

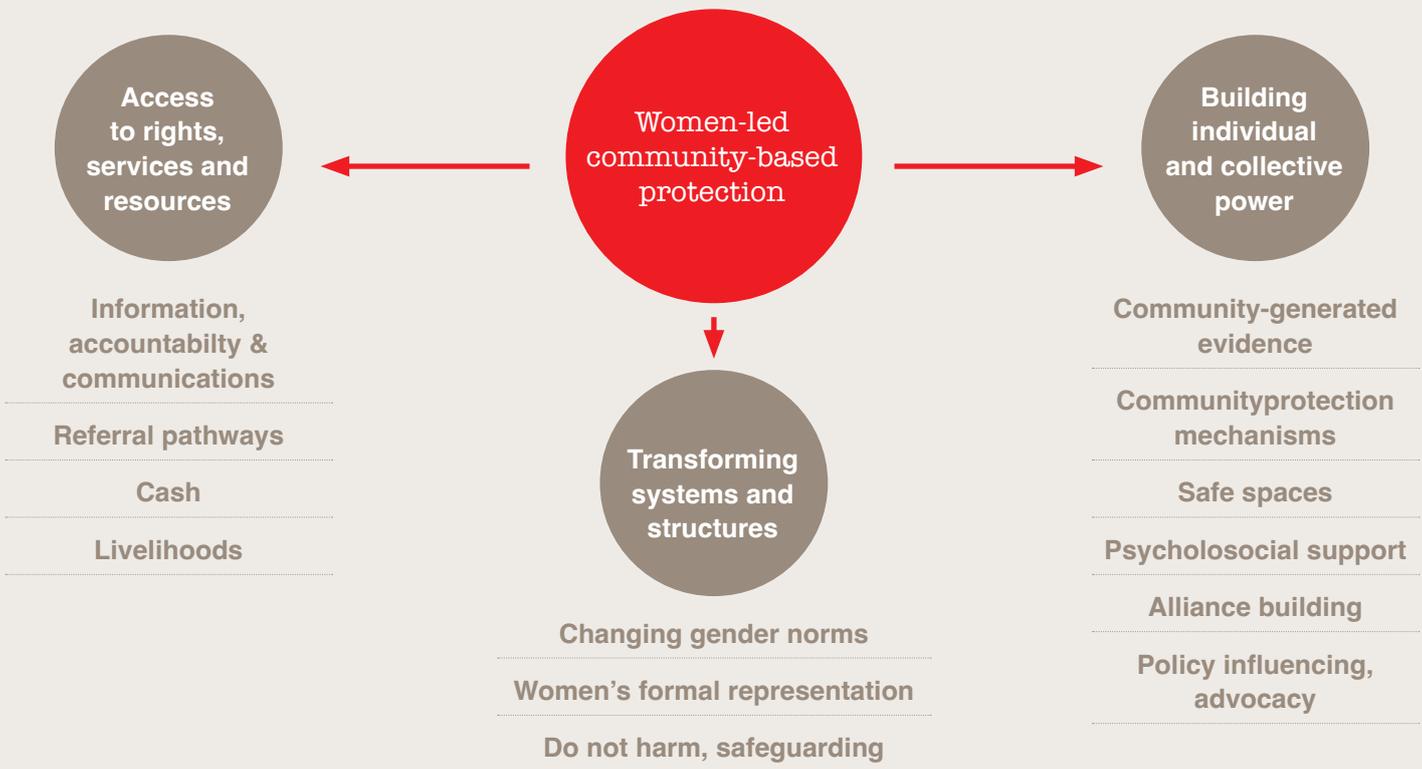
What is the aim of this toolkit?

The toolkit is a resource material, aligned with ActionAid’s (AA) women-led community-based protection

(WLCBP) approach. It aims to facilitate the agency of local women in emergencies, supporting local women and their organisations to work together to ensure the safety, security, dignity and rights of women and girls in humanitarian crises, as well as supporting their communities’ resilience.

The toolkit provides practical guidance and tools for how to integrate a community-based protection approach into humanitarian programmes. It provides a practical accompaniment to the theoretical overview of ActionAid’s women-led community-based protection approach and steps, outlined in AA’s *Safety with Dignity Manual* (2019).² It provides steps to address unrelenting gendered discrimination and barriers faced by women and girls within both communities and the humanitarian system. The toolkit draws on varied and in-depth experience and expertise of women as first responders and expands on their experiences of applying and learning from the approach. It draws together key protection concepts, methods and tools into one practical and user-friendly toolkit. It is not prescriptive, but instead, offers tips on process, exercises and tools which may be applied and adapted according to need and preference.

ActionAid’s women-led community-based protection approach



² ActionAid (2019) Safety with Dignity: Women-Led Community Based Protection Manual, Available at: <https://actionaid.org/publications/2010/safety-dignity>

Protection is about ensuring people's safety, security, dignity and rights in a humanitarian crisis. It includes activities to ensure respect for the rights of the individual in accordance with the letter and the spirit of relevant bodies of law, including human rights, humanitarian and refugee law. The Sphere Handbook³ for quality humanitarian response outlines four Protection Principles that apply to all humanitarian action and actors:

1. Enhance the safety, dignity and rights of people, and avoid exposing them to harm.
2. Ensure people's access to assistance, according to need and without discrimination.
3. Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation.
4. Help people claim their rights.

Our approach is **women-led** because it aims to support women to take a leadership role in preparing for and responding to humanitarian crises. Women are the worst affected in emergencies and are also often the first responders. Traditionally, the humanitarian system has been dominated by men and by large international organisations. However, a crisis can represent an opportunity for change. Women's experience, as well as their strength, knowledge and capacity, means they are best placed to lead their own recovery and the recovery of their community.

Our approach is **community-based** because it recognises the importance of everyone in the community working together to bring about change. It focuses on the leadership of local women and women's organisations but also recognises the role of men and boys in supporting changes needed for an equal society and the importance of connecting local women with national women's organisations and others for a more effective response.

Our approach is **intersectional** because it recognises that some groups of women and girls are more at risk than others due to their race, class, age, disability, sexuality or education level, among others. Different factors intersect, leading to increased vulnerability, disadvantage and oppression. It is essential that we take this into account when thinking about how we work and who we work with.

The Reflection-Action participatory methodology

This toolkit uses the Reflection-Action participatory methodology⁴ to incorporate empowerment into humanitarian action, from the preparedness stage to the response, while building on women and girls' resilience. The methodology uses a range of participatory tools to

help women create an open, democratic environment in which everyone can contribute. The Reflection-Action process outlined in this toolkit begins with women's analysis of their own context and needs and builds in a cumulative way, looking at the connections between local, national and international levels. Participants follow a cycle of reflection and action, which involves:

- Understanding the context
- Identifying and prioritising an issue
- Planning and action
- Participatory monitoring and evaluation

At each stage, a variety of participatory tools are used to help women to analyse protection needs, rights and power and to better understand and plan action on issues that affect them. The tools provide structure for the process and encourage discussion, enabling women to base their analysis on the systematisation of their own knowledge. This respect for women's knowledge and experience is a powerful foundation for learning; it builds on what they know, rather than focusing on what they do not know.

There is a wide range of tools available, including visual tools (like maps, trees and rivers), creative tools (like drama and song) and digital ones (using mobile phones, tablets and video, for example). For the visual tools, graphics are often constructed by groups working on the ground and using moveable objects. This makes the process more participatory and flexible to accommodate agreed changes and helps empower those who are not literate. Visual techniques provide scope for creativity and encourage a frank exchange of views. They also allow consultation on and validation of information with other people. The graphic can then be transferred to a flipchart or notebook, providing the participants with a valuable record of their discussion.

Asking good questions is crucial; tools or methods can act as a substitute. Indeed, all participatory tools can be distorted, manipulated or used in exploitative ways if they are not sensitive to power relationships. Open-ended questions can stimulate critical thinking and dialogue. It is important to dig deeper, beyond the obvious responses, asking why, and why, and why again to find the root causes of problems. It is also important to ask 'uncomfortable' questions which explore power relations around gender, class, caste, race, physical or intellectual ability, hierarchy, status, language or appearance. Good questions are timely, appropriate, look beneath the surface, and explore structural issues. The application of various tools will be informed by how women are organised, their pre-existing work and if there are complexities to be considered, such as conflict or limited space for humanitarian engagement.

³ Sphere (2018) *The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response (Fourth Edition)* (spherestandards.org)

⁴ ActionAid (2021) *About Reflection Action*. <https://www.reflectionaction.org/pages/about-reflection-action/>

Overview of the steps involved in implementing the WLCBP approach

The following table gives an overview of the WLCBP model and proposes processes to support women to lead protection analysis and defining community-led actions. Parts 1 and 2 are essential building blocks and they build on each other in a step-by-step methodology. Part 3 is a menu of options which do not have to be

sequential; instead, parts can be pulled out according to the needs and stages of the protection programme. It is important to consider how to manage literacy and time constraints, how to create an inclusive process for groups of women and girls living with disabilities or those that would typically remain marginalised if not included from the outset.

Stage / topic	Key questions	Suggested tools
Part 1: Setting up your team and engaging with the community		
Establishing a women's protection committee, by engaging with an existing women's group or establishing a new group.	What capacities/qualities are needed in the women's protection committee? Who needs to be represented to ensure a diverse group of women? Are there any existing women's groups in the community that could be engaged and added to?	<ul style="list-style-type: none"> • <i>Chapatti diagram</i> • <i>Body map</i> • <i>Action plan matrix</i>
Organising an inception workshop	What should be included in a training workshop for a women's protection committee?	<ul style="list-style-type: none"> • <i>A river or timeline</i> • <i>Action plan matrix</i> • <i>Training on key tools to be used in the process</i> • <i>Checklist</i>
Deciding where to work and with whom	Who and where are the women and girls who have been affected?	<ul style="list-style-type: none"> • <i>Community map</i> • <i>Household map</i> • <i>Matrix</i> • <i>Protection onion / Circles of Influence tool</i>
Part 2: Carrying out a women-led community-based protection analysis		
Identifying protection problems	What are the key protection problems faced by women and girls?	<ul style="list-style-type: none"> • <i>Community map</i> • <i>Body map</i> • <i>Safety walk</i> • <i>A daily activity chart or calendar</i> • <i>A river or timeline</i>
	Which protection problems are the most urgent?	<ul style="list-style-type: none"> • <i>Pairwise ranking matrix</i>
Analysing protection problems	What are the causes and consequences of protection problems?	<ul style="list-style-type: none"> • <i>Problem tree</i> • <i>Maps</i> • <i>Daily activity chart or calendar</i> • <i>Protection onion/ Circles of influence tool</i>

What protection strategies do women and girls employ?	What capacities do women and girls have to respond to the protection problems identified?	<ul style="list-style-type: none"> • <i>Role play</i> • <i>Coping mechanisms matrix</i>
	What protection strategies do women and girls currently employ?	<ul style="list-style-type: none"> • Add column to the <i>protection problem matrix</i> listing strategies linked to each of the identified problems.
What protection services are available?	What are the available protection services? Who has control/access?	<ul style="list-style-type: none"> • <i>Community/protection services map</i> • <i>Access and control matrix</i> • <i>Community scorecard</i>
What actors and institutions are involved in protection?	What actors and institutions are involved in protection at different levels? What protection responsibilities do they have?	<ul style="list-style-type: none"> • Link to <i>community /protection service map</i> from previous section • <i>Chapatti diagram</i> or <i>circles of influence tool</i> • <i>Actors and institutions matrix</i>
Developing an action plan	What are the desired protection changes?	<ul style="list-style-type: none"> • Link to <i>protection analysis</i> built throughout previous sections
	What are the solutions (e.g., protection mechanisms, safe spaces, psychosocial support, challenging harmful norms)? Which should we prioritise?	<ul style="list-style-type: none"> • <i>Risk assessment matrix</i> • <i>Action plan matrix</i>

Part 3: Community-based protection mechanisms: Menu of Options

Safe spaces	Where should the safe space be located?	<ul style="list-style-type: none"> • <i>Community map</i>
	When should the safe space be open?	<ul style="list-style-type: none"> • <i>Daily activity chart</i>
	What should the safe space include?	<ul style="list-style-type: none"> • <i>Ideal school tool</i> • <i>Safe space checklist</i> • <i>Prioritisation tool</i> • <i>Suggestion box or community scorecard</i>
	What roles are needed in the safe space?	<ul style="list-style-type: none"> • <i>Matrix</i> • <i>Link to previous session on actors, institutions and protection services</i>

Psychosocial support	What does well-being mean to women and girls?	<ul style="list-style-type: none"> • Body map or role play • Wellbeing flower
	What terminology is used to describe distress and mental health?	<ul style="list-style-type: none"> • Body map
	What psychosocial support is available?	<ul style="list-style-type: none"> • Review community map and access and control matrix from your protection services session, and the chapatti diagram from the actors and institutions session. • Psychosocial support pyramid
	What capacities/skills/resources already exist?	<ul style="list-style-type: none"> • Link to previous analysis of capacities.
	Is there a place where women and girls can go to discuss problems?	<ul style="list-style-type: none"> • Refer to safe space
Changing gender norms	What harmful gender norms do we wish to change?	<ul style="list-style-type: none"> • Body map • Circles of influence model • Community map • Safety walk • Daily activities chart • Daily clock
	What action can we take to challenge harmful gender norms?	<ul style="list-style-type: none"> • Action plan matrix
Women's formal representation	What barriers and opportunities are there to formal participation?	<ul style="list-style-type: none"> • Balloons and stones/ forcefield diagram • Chapatti diagram • Access and control matrix
	What participatory solutions / alternatives can we propose?	<ul style="list-style-type: none"> • Action plan
Do no harm	What sexual exploitation / safeguarding risks exist within our programme?	<ul style="list-style-type: none"> • Matrix • Balloons and stones
	What safeguarding mechanisms are needed?	<ul style="list-style-type: none"> • Matrix • Suggestion box • Community scorecard
Information, accountability and communications	How do women currently access information? How would they like to access / share information related to protection?	<ul style="list-style-type: none"> • Communications map • Matrix • Daily activity chart • Ranking matrix
Referral pathways	What actors and institutions are involved in referral?	<ul style="list-style-type: none"> • Refer to chapatti diagram from context analysis
	What referral pathways exist? How can they be improved?	<ul style="list-style-type: none"> • Flow chart of referral pathways • Prioritisation tool

Cash	Has an assessment identified cash assistance as an option to meet people's needs? Has it also identified which individuals/groups within the community should be the recipients of cash?	<ul style="list-style-type: none"> • Review previous action Plan • Map • Access and control matrix • Balloons and stones
	Has a market assessment been conducted?	• Market assessment - link to toolbox
	What modalities and mechanisms are most appropriate?	<ul style="list-style-type: none"> • Matrix • Risk assessment matrix • Ranking matrix • Action plan
	What are the levels of mobile phone access and what skills are needed for digital inclusion and protection? What training is required?	• Training
Livelihoods	How do livelihood patterns impact protection? How has this changed since the crisis?	<ul style="list-style-type: none"> • Review action plan from previous sessions • Matrix • Map • Risk assessment matrix
	Where is power held within households and communities?	<ul style="list-style-type: none"> • Chapatti diagram • Seasonal calendar
	What further issues (including unpaid care work, skills and capacities) need to be considered?	<ul style="list-style-type: none"> • Access and control matrix • Balloons and stones • Ranking matrix • Daily activity chart/clock
Alliance building	What other groups and organisations are working on protection?	• Refer to chapatti diagram from context analysis
	What are the existing and required skills, and how do we map them?	• Gatekeeper
	What is the relative cost/benefit of an alliance?	<ul style="list-style-type: none"> • Balloons and stones • Forcefield diagram
Policy influencing and advocacy	What is the legal framework for protection? Do adequate laws exist? Are they adequately implemented? What is the change you want to achieve?	<ul style="list-style-type: none"> • Balloons and stones • Problem tree • Pairwise ranking matrix
	Who are your targets and actors? What is your advocacy message? What are your tools, tactics and opportunities? What financial and human resources do you need?	<ul style="list-style-type: none"> • Chapatti diagram • Gatekeeper tool • A river or timeline • Action plan matrix
Monitoring, Evaluation and Learning (MEL)	What changes have been witnessed in the communities? What is the perspective of and impact on women and girls? How can these changes, perspectives and impacts be measured?	<ul style="list-style-type: none"> • Community scorecard • Action plan matrix • Risk assessment matrix • Suggestion box • Social audit

1 Setting up your team and engaging with the community

This section is a step-by-step guide and suggestion of how to go about setting up your team and engaging with the community. This is inclusive of what should be included in a training workshop for women's protection, deciding where and who to involve in this process, as well as other considerations that should be taken forward when establishing a women's protection committee.

Establishing a Women's Protection Committee

Brief description

This section is about setting up and training your Women's Protection Committee. This is a generic name for a group of local women who are willing and able to work together to identify, mitigate and respond to protection risks in their community. It may be based on an existing community group or could be a new group set up specifically to work on community protection activities. In either case, it will need training and support to learn best practice around planning and delivery of protection activities. It is important to emphasise to the team the implications of their participation; although every measure should be taken to minimise risks, there may be some resistance from family, friends and community. It is likely that that some individuals will choose to drop out of the process in the first few months; this needs to be included in the process and women need to know they are free to leave if they need to. Other names for such groups of women include: Women's Protection Action Group, GBV (gender-based violence) Watch Committees, Women's Disaster Management Committees.



Water point committee meeting in Chipinge, Zimbabwe

Steps

1. Discuss the role and responsibilities of the Women's Protection Committee and develop a checklist of key skills and characteristics needed (see the checklist example, below).
2. Find out which community groups exist already. Is it appropriate to set up a new group to lead the WLCBP process, or is there an existing women's group that is representative of the community and well-placed to take this on?
3. Based on your analysis, identify the members of your Women's Protection Committee. The criteria should be shared widely, using various means of communication. Processes for application and decision-making should be transparent.
4. Organise a capacity development and planning workshop for team members and other stakeholders (see next section: Organising an Inception Workshop). This will help to ensure that everyone is familiar with the WLCBP concepts, processes and tools.
5. Agree a Terms of Reference and a name for the Women's Protection Committee. This could be done in the workshop, if preferred.

Possible tools

- A **chapatti diagram** could be used to identify and analyse existing community groups. There may be a group that is already well-placed to lead the WLCBP process, to provide advice or support the team.
- You might use a **body map** to help you define some of the skills and qualities needed by group members.
- An **action plan matrix** can be used to plan the team's activities.

Women's Protection Committee checklists

The team should be representative of the community and should include diverse women with the relevant skills and qualities needed to carry out the planned work. The selection process should be inclusive and use a range of options to share information; accessibility should be considered before selection to ensure that age and ability are not deemed to be disqualifying factors. It might be helpful to put together a checklist like the one below to make sure that a group includes the right balance of people, such as: young women (15-35 years), women living with/without disabilities, older women, single mothers, widows, women with different literacy levels, etc.

Checklist for existing groups	Y/N
<i>The following questions can help to determine whether an existing group can appropriately function as a Women's Protection Committee.</i>	
• Is the group representative of and considered legitimate by the wider community?	
• Is the group potentially contributing to reducing harmful power dynamics within the community?	
• Is the group addressing any general protection issues, or ones specifically related to the social groups it represents?	
• Is the group contributing to positive coping strategies?	
• Is the purpose/aim of the group compatible with the aims of the WLCBP approach?	
• Would it be possible to strengthen and/or build the group's capacities to take on agreed roles and responsibilities?	
• Would adding responsibilities be feasible without causing harm to the group or over-burdening it, or individual members?	

Qualities and skills checklist for team members	Covered (Y/N)
Important qualities	
Does the team include people with the following qualities?	
• Good local knowledge	
• Representative of the community, including the most marginalised groups	
• Representative of local women's organisations (as appropriate)	
• Understanding of women's rights (this can be built during the process)	
• Able to work in an objective and neutral way	
• Able to dedicate time to the WLCBP process	
Useful skills	
Is there at least one person with each of the following skills/experience?	
• Relevant language, literacy and numeracy skills	
• Experience of participatory research methods	
• Good facilitation skills	
• Understanding of protection issues	
• Understanding of other sectors, as needed (e.g., education, food security, health, shelter, etc.)	
• Other technical skills, as needed (e.g., campaigning, fundraising, logistics, administrative, etc.)	

Draft terms of reference for the Women's Protection Committee⁵

The terms of reference (TOR) guide how the group will operate. Various approaches should be used to discuss and agree them. Engagement should not be determined exclusively by literacy skills.

The following list shows the minimum basic requirements for a TOR, although groups should be able to develop/adapt these for their own contexts.

- Definition of the group
- Group objectives and goals
- Technical roles and responsibilities of the group
- Governance of the group (leadership/membership roles, geographic coverage, types/timing of meetings, code of conduct, safeguarding process, penalties for code violations, etc.).
- Way of working: types of documentation to be used and when (referral forms, reporting formats, minutes), ways of communicating and sharing

information between members, with the rest of the community, with community leaders and with AA/ Partner staff

- List of current members.

Additional TOR topics could include:

- Member selection criteria: gender equality, age and disability inclusion standards
- Accountability mechanisms: how group or other community members can give/receive feedback about the functioning of the group
- Dispute resolution mechanisms: how the Women's Protection Committee will manage differences of opinion within the committee

⁵ Adapted from International Rescue Committee (2019) "Community Based Protection Guidance", p 56 <https://childprotectionpractitioners.org/child-protection-areas-of-intervention/community-level-interventions/community-based-protection/>

Women's Protection Action Groups in Jordan

In Jordan, Women's Protection Action Groups (WPAGs) are helping increase levels of safety, resilience and active involvement in decision-making for women in their communities. WPAGs comprising diverse women representatives from the host and Syrian community have been established, trained and mentored to lead the WLCBP programme in safe spaces in Zarqa and Mafrq. The women involved state that the WPAGs are a way to "...break the culture of shame..." that permeates their communities. They say that, "We have found ourselves as women...this is a safe space to voice our ideas."

The process to recruit the WPAGs members had overwhelming attendance, with 260 women applicants for 29 applicant places. The women who were ultimately chosen were those who were most enthusiastic about changing social norms, wanted to do something outside of the usual day-to-day routine for women in the community, and wanted to learn from and engage with other women in the safe spaces. These women also agreed that they were willing to speak about sensitive topics which might be contentious and difficult to discuss openly with their peers.

Ala, the Protection Advisor involved in the organisation of the WPAGs explains, "*The first step in engaging with the community was to form women's circles. Inviting women to a safe space, to attend an activity or an awareness raising session is easy in the context of Jordan. However, having women lead discussions around sensitive issues related to women's safety and wellbeing is trickier. We were transparent and honest with WPAGs in telling them that we're tackling sensitive issues such as early marriage and changing gender norms, and that it needs courage to take on this role.*"

To ensure that women discussing these topics feel supported, they are reminded that they have freedom to step out of the programme at any time if they are feeling pressured or do not wish to take part anymore. Ala comments, "*We should be thinking about their personal safety and how this will affect them in their lives. [...] In our attempt to further give voice to the women in*

these circles, they elected one representative from each circle to attend the monthly planning meeting between ActionAid and its local partner, to decide on the themes of awareness raising sessions and tailored activities in the safe spaces."

Hilda from the WPAG spoke about the activities and how they are encouraging others to attend the safe spaces, "*I want to thank AA for providing this safe zone for us. It is good to have a place to pray and a place for our children. Most other agencies don't offer these services. We are applying what we learn with other women and groups in our communities. We are even inviting others to come along to take the sessions. [...] Most sessions have been on women's empowerment, sexual assault, child protection. We would like more sessions on personal hygiene, unemployment, women's empowerment and the concept of freedom and discrimination between females and males.*"

Barriers do exist when trying to reach the most marginalised groups in a society, such as women who cannot easily leave their homes, or who need their husbands' permission to do so. Further feedback included: "*Some sessions were scheduled for midday and some [women] turned up at five o'clock, because their husbands prevented them from going out. Also, there are women who are living far away from the centre.*"

When thinking about women with disabilities, issues of mobility have been addressed and continue to be considered: "*This centre has a lift, so there were no problems with mobility. [...] Disabled people find it hard to face their communities. We should work with them individually to empower them and then find a way to integrate them, to help them feel as though they are part of the community. [...] We also targeted those who have been abused, and widows as well.*" The WPAGs in Zarqa enthusiastically described the day event which they arranged for women living with disabilities, earlier in the year. It was well received but now, needs to be integrated in a more systematic way into the syllabus and day-to-day activities.

Useful links

- A sample TOR for a community-based protection structure can be found via the UNHCR operational data portal. (<https://data2.unhcr.org/en/search>)
-

Organising an inception workshop

Brief description

Once you have set up your Women's Protection Committee, you should organise a workshop to plan your WLCBP programme, build the capacity of group members and other stakeholders, and ensure there is a common understanding of the key concepts and tools.



Final project picture of the Women-Led Community Based Approach inception toolkit pilot in Tangelbei, Kenya

Facilitator's Note

Involving community leaders

It is important to make sure you have the buy-in of traditional community leaders and local authorities from the outset, so that they support, rather than obstruct, the WLCBP process. Strong external community leadership can support the WLCBP process by helping to mobilise resources or advocate for change.

However, community leaders should not be part of the Women's Protection Committee for three main reasons:

- Leaders should remain focused on their leadership roles, serving as a resource for the Women's Protection Committee's members to mobilise resources or advocate with local authorities.

- Women's Protection Committee's members should feel free to identify ALL problems that community members face, even when leaders are part of the problem.
- Leaders can skew power dynamics in a team in a way that may prevent free thought and open communication.

Adapted from: International Rescue Committee (2019). **Community Based Protection Guidance**,⁶ page 17.

⁶ Link: <https://childprotectionpractitioners.org/child-protection-areas-of-intervention/community-level-interventions/community-based-protection/>

Steps

1. Set up a small team to plan and facilitate the workshop. You may wish to invite one or two outside experts to facilitate certain sessions. You should prioritise any local organisations or local experts, in order to promote south-south learning and knowledge sharing.
2. Analyse the gender implications of women's participation. You may develop a checklist of issues to be considered for women's safety and wellbeing during the workshop. Consider:
 - Do local women attending the workshop need to be given invitation letters to show to their families, to avoid tensions at home?
 - How to factor Child Protection into the planning. For example, establish a child-friendly corner for women who attend with children.
3. Agree on the desired objectives and outcomes of your workshop. What do you want to achieve? What outcomes do you want?
4. Based on these, draw up your participant list. In addition to the members of your Women's Protection Committee, you may wish to invite other stakeholders, including representatives of local NGOs and CBOs, representatives of local government, community leaders, etc.
5. Identify a venue in the community that is easy to access for all the participants and has plenty of space (outside or inside) for group work and practising the tools. Identify and remove/mitigate possible barriers. This may have budgetary implications, such as needing to provide transport, meet certain dietary requirements, etc.
6. Draw up your workshop budget. What money do you have and what do you need to pay for? Expenditure might include: venue hire, use of a photocopier or projector, stationery, transport and food for participants, etc. Develop a planning checklist in collaboration with the country programme teams.
7. Draw up a detailed session plan for your workshop.

Checklist of workshop topics

- Overview of **key concepts and terminology** linked to protection. It is important to make sure that everyone has a common understanding of the concepts involved.
- Basic understanding of the participatory **Reflection-Action** approach, including the key tools that will be used in the WLCBP action research process.
- Key skills: how to host **Focus Group Discussions** (FGDs) and capture learning, to ensure inclusiveness. Members may benefit from capacity building on Psychological First Aid, to better support individuals who have experienced harm.
- Development of an **action plan** for the rollout of the WLCBP process. Who will do what, when, and with what resources?
- Identification of **protection risks**, and responses linked to the implementation of the WLCBP approach.
- Clear identification of each participant's **roles and responsibilities** in the WLCBP process.
- Development of **Terms of Reference** for the Women's Protection Committee.
- A workshop **evaluation**.
- Review the Safeguarding and SHEA checklist (described in Annex 1)

Possible tools

- A **river** could be used to help you plan and share the flow of your workshop. It could also be used to help visualise your future Safety with Dignity process.
- An **action plan matrix** can be used to capture your next steps, with detailed timings and responsibilities.
- Review this toolkit and identify the key tools that you would like to use in your Safety with Dignity process. Make sure that you practise these tools in your workshop so that group members are already familiar with them when they come to use them in the community. You may find that there are tools that the group find particularly helpful and others that they don't like. Be flexible and allow for changes.

Useful links

- Chapter 3 of the *Safety with Dignity manual* (2019) describes the international legal framework and institutional systems within which humanitarian action takes place. It includes sections on understanding rights and on the protection responsibilities of different institutions (e.g., states, armed groups, humanitarian actors, communities, families and individuals).
- The International Rescue Committee (2019) *Community Based Protection Guidance*, (p. 60) gives an outline for a three-day workshop focusing on community-based protection, including basic principles definitions and approaches.

Deciding where, and with whom, to work

Brief description

The Women's Protection Committee will work with women and adolescent girls across the community to identify protection problems and solutions. This section describes how to decide where, and with whom, to work in the community. It is important to reach the most marginalised women and girls, and to ensure that women and girls from different groups are included in the participatory research process at every stage.

If, for example, the Women's Protection Committee is made up of a relatively large and inclusive group of women from an existing Reflection-Action circle, then most of the participatory research can be carried out within the group (or series of groups who come together at key moments to share findings and plan together). If it is a small steering group, then it will need to bring together groups of women and girls from the community (perhaps Reflection-Action circles) to carry out participatory research. This might look different in different locations.



Photo: Niki Ignatiou / ActionAid

Women Leaders learning the circle of influence tool as part of the ActionAid Arab Region and ActionAid UK training on the Women-Led Community Based Protection Approach.

Steps

Preparation

Investigate what information is already available on who was impacted by the crisis and who and where are the most marginalised women and girls. Reflection-Action circles and other groups may have information on the pre-crisis situation. If a humanitarian needs assessment or rapid gender analysis has taken place or is underway, it is likely to include useful information on those most affected by the crisis.

Participatory research

1. If additional information is needed, work together to create a **community map** to identify which parts of the community are most affected by the crisis and where the most marginalised women and girls are living. Discuss what it means to be marginalised. What criteria should the group use to identify the poorest and most marginalised women and girls? What factors (poverty, disability, ethnicity, religion, sexuality, etc.) are particularly significant in your area?
2. Once you have identified the area/s you wish to focus on, you could develop the map in more detail to create a **household map**, showing individual households that have been impacted and including key data, such as the number of women and girls in each household.
3. Based on your map, develop a matrix showing the number of women and girls impacted by the crisis (see example below). Your data should be disaggregated by sex, age and other key criteria (see note below).

4. Agree how you will involve women and girls from the most affected areas in your participatory research process.
5. Ask the Women's Protection Committee to agree on the number of indicators that they will review regularly with their community to measure the impact and change brought about by the WLCBP process. How can women measure change in their community? What kind of questions and techniques do they want to use to do this at the end of the process? Be flexible and adapt these indicators throughout the process if necessary; discuss ways for the community to bring suggestions to the WLCBP process and ensure participative evaluation sessions take place at the end (see MEL section on page 69).

Documenting your findings

6. Keep a record of the graphics produced by the group by copying them onto a flip chart or into your notebooks.
7. Once you have agreed how you will disaggregate data, make sure that everyone is aware of the categories to be used and they all have a copy of the table.
8. If the group has access to digital phones, there may be the option to collect data digitally using a secure application. This would form part of the initial training, to ensure that women feel comfortable with the process and know how to handle data confidentially.

Possible tools

- A **community map** could be used to identify which areas of the community have been most affected by the crisis.
- For the most affected areas, a **household map** could be used to show how individual households have been impacted and to identify those living in each household (age, sex, disability, etc.)
- A **matrix** could be used to show those affected by the crisis, disaggregated by age, sex and other important criteria (ethnicity, disability, race, sexuality, etc.) This would show who has been severely affected / slightly affected / not affected, etc. See the example on the page below.
- The **protection onion** helps the women to think deeply on their own and conduct community mapping and protection actor mapping in their contexts.

Facilitator's Note

Disaggregating data

- It is important to agree at an early stage how you will disaggregate data throughout the WLCBP process.
- At the very least, data should be disaggregated by sex and age. However, disability is also an important factor and, depending on the location, other factors such as ethnicity, religion and sexuality may be considered. It is important to find a balance. If too many criteria are introduced, then the process will become very cumbersome, but if data is not properly disaggregated, you may miss important information.
- The table below shows suggested categories for disaggregation. These can be adapted, depending on your local context.
- During the WLCBP process, there is a need for group work. Sometimes, it will be useful to work in mixed groups with diverse views on a particular issue. At other times, you might decide to organise groups according to the disaggregated categories you have chosen. Working in identity groups (e.g., older women / adult women / girls / girls living with disabilities / girls living without disabilities) will help make your analysis more specific.

EXAMPLE

	Disability status (or other criteria)	Infants and young children	Children	Adolescents	Youth	Adults	Elderly	Total
		0-5 years	6-12 years	13-17 years	18-35	36-49 years	50 +	
Female	Without disabilities							
	With disabilities							
Male	Without disabilities							
	With disabilities							

Age criteria from: *ActionAid Detailed Needs Assessment Handbook. Internal Document (2019).*

Useful links

- See p. 29-31 of the *Safety with Dignity manual*.

2 Carrying out a women-led community-based protection risk analysis

This section is a step-by-step guide on how to carry out a women-led community-based protection analysis. It looks at options and ways of identifying protection problems, analysing their causes and consequences, as well as providing steps in to understanding what protection strategies can be employed, and the services and actors and institutions available to do so.

Starting your women-led community based protection risk analysis

What is a protection risk analysis for?

The women-led community-based protection risk analysis will:

- Identify protection risks, including the underlying issues of discrimination and exclusion, pre-existing gender and protection issues and those brought about by the humanitarian crisis.
- Identify any community groups already engaged in positive self-protection and those who may lack these skills.
- Ensure that protection risk analysis findings are validated with community members, and agreement is reached on which issues to prioritise.
- Enable informed decision-making by the Women's Protection Committee on the best ways to address protection risks.
- Support a concrete women-led community-based Action Plan to start implementing those decisions.
- Inform advocacy work.

Who carries out a protection risk analysis and who is involved?

The members of the Women's Protection Committee carry out the protection risk analysis in a participatory process with women and girls from across their community, including the most marginalised. The protection analysis matrix (explained in the following paragraphs) should be applied before drafting an action plan. It is important that the protection analysis be done by women only, to remain authentic, women-centred and women-led. Outcomes can be communicated to other stakeholders afterwards.

Planning for safe and effective engagement

- Organise Women's Protection Committee members into pairs to facilitate group work, focus group discussions and individual interviews, with one member acting as facilitator and the other, as note-taker. They must be able to communicate with their target groups/ individuals and should be culturally and socially acceptable.
- Decide methodology for protection risk analysis, i.e., key informant interviews, focus group discussions.
- Review the *Do no harm* section of this toolkit on page 50 and Annex 1: Sexual Harassment, Exploitation & Abuse and Safeguarding Considerations checklist (on page 71)
- Organise meetings, interviews and focus group discussions in safe and trusted locations for participants and for Women's Protection Committee members. If a safe space, either formal or informal, already exists, you may use it for this and other meetings throughout the protection risk analysis (There is more information on Safe Spaces starting on page 39).
- Ensure that meetings, interviews and focus groups are facilitated by Women's Protection Committee members who do not hold disproportionate power compared to those being engaged. If ethnic/religious tensions are an issue in your context, ensure that someone from the same ethnic/ religious group is available to facilitate that group.
- Only involve girls and boys under 18 after liaising with the AA Safeguarding team and when there are specialised skills in child protection held by members of the external agency team.

- Do not ask questions that are likely to prompt people to identify personal stories of harm. This can affect confidentiality and result in re-traumatisation.
- Ensure that Women's Protection Committee members are able to complete a safe referral if necessary. This means that key, up to date information on services/ focal points should be provided to them. Members may benefit from capacity building in Psychological First Aid⁷, to better support individuals who have experienced harm.
- Organise focus group discussions in small groups, disaggregated by age, gender and disability, so that people have opportunities to speak freely and honestly.
- Ensure community validation of findings: after conducting an analysis of the gathered information, coordinate a meeting to share findings with community members and other key stakeholders, to verify conclusions and prioritisation and ensure a cohesive response. It needs to be safe and appropriate to do so, and participant needs to give consent.
- If any member of the Women's Protection Committee lacks skills or confidence in writing, it is crucial that someone partners with them to take notes. To maintain confidentiality, group members should not make audio recordings of Focus Group Discussions (FGDs) or interviews, in case of any personal disclosures by participants.
- If any participant mentions having experienced violence or abuse, gently dissuade him/her from sharing details during a group discussion. Instead, follow up separately and discretely at the end of the session, and let them know of support services that might be available to them if they wish. Refer them to services only if they express a desire to seek help and if there is a safe service to refer them to.
- This risk assessment needs to be revisited on a regular basis, as the protection environment may change, especially in emergency contexts.

⁷ See: WHO (2011). *Psychological First Aid: Guide for Field Workers*.

Identifying protection problems

Brief description

This section describes how to identify the protection problems affecting women and girls in the community. The Women's Protection Committee members may use tools to determine problems from a range of women and girls in the community, including the Reflection-Action circles.



ActionAid has opened two Women Friendly Space, in the village of Pakuli (Sigi) and Panau in Sulawesi, Indonesia, to support more than 400 women affected by the tsunami of September 2018.

Facilitator's Note

What are protection problems?

Protection problems are the risk, threat and occurrence of:

- Violence: the act or threat of physical, sexual or psychological abuse.
- Coercion and exploitation: forcing a woman or girl to do something against her will.
- Deprivation and neglect: preventing women and girls from accessing goods and services they need to survive and thrive. This can be deliberate or unintended, direct or indirect. It includes discrimination.

Steps

Preparation

Find out what information is already available on protection problems in the community. Reflection-Action circles and other groups may have information on pre-crisis protection issues. If a humanitarian needs assessment has taken place or is underway, there may be some information on the situation that has emerged as a result of the crisis. There may also be some gaps in information on how the crisis has affected different groups within the community. For example, the assessment could have been carried out primarily with community leaders or representatives of community groups, or with women within a specific age range, which might result in a lack of information on the needs of girls, or the most marginalised people. In the aftermath of a crisis, it is also important to analyse changes in gender dynamics and relations which impact needs and capacities, to inform an adequate humanitarian response. For example, women may need to take up more work outside the home and men may help more with childcare; women's priorities could be putting food on the table and men's priorities could be installing latrines; these are often related to the roles that they play in their families and communities. Your analysis will need to complement the information that is already available.

Participatory research

1. Facilitate a group discussion to explore what the group members understand by protection problems. Share local examples for each of the categories (violence, coercion and exploitation, deprivation and neglect). Address any misconceptions.
2. Choose one or two participatory tools (**map, safety walk, body map, daily activity chart or calendar**, etc.) to explore what protection problems are experienced by women and girls in the community. This work could be done in your identity groups or in mixed groups.
3. In plenary, share key points from your discussion with the rest of the group. Are there problems that are experienced by everyone / only by one group (e.g., young girls or older women)?
4. Write or draw each protection problem on a separate card and arrange them on the wall or ground.
5. Use a **pairwise ranking matrix** to identify the most urgent protection problems for different groups and for the group as a whole.
6. Agree which of the problems you are going to focus on. Make sure that the most important problem identified by each group is included in your list.

Documenting your findings

7. Make a copy of your graphic (map, body map, etc.) on a flipchart and/or in your notebooks for future reference
8. Based on your work so far, start to fill out your protection analysis matrix (see the 5 steps, below).

This table will be filled progressively as you conduct your protection analysis in a series of steps, following the guidelines described in the next five sections.

Constructing a protection analysis matrix: Step 1

Protection problem	Vulnerable groups						

Possible tools

A range of different tools are suggested here. Each one can help complete the picture of protection problems in the community. Depending on the time available, you could choose two or three to improve your analysis.

- A **community map** could be used to identify the key protection problems in different areas of the community.
- A **safety walk** could be used to identify the location of key protection problems in the community. It might be used to understand the protection problems linked to a specific journey. For example, a walk from a residential area to the nearest school, water point or health centre.
- A **body map** could be used to explore protection problems experienced by individuals or by different groups of girls and women.
- A daily **activity chart** or **calendar** could be used to identify activities or moments in the day/year that bring heightened protection risks.
- A **river** or **timeline** could be used to show the changing protection problems over time.
- A **pairwise ranking matrix** could be used to identify the most urgent protection problems for different groups of women and girls.
-

Case Study

Using the river tool to identify protection problems in Central Sulawesi, Indonesia

ActionAid Yappika and ActionAid Australia held a joint workshop in Palu, Central Sulawesi, Indonesia in July-August 2019. The meeting was attended by the Indonesian partner organisations involved in the 2018-2019 earthquake and tsunami response and recovery: Fatayat Nu, Walhi and Sikola Mombine. The aim was to establish clarity and understanding of women-led community-based protection programming for all members of the protection team, both from ActionAid and partners.

To identify the protection threats, the river tool was used. In small groups, the participants reflected on the

protection threats linked to disaster faced by women in the community. They looked at pre-existing threats that had increased due to the disaster; threats caused by the earthquake & tsunami; and threats caused by humanitarian actors. These threats were written onto cards by participants, and placed in the image of the river, using the River Tool. The partners found that this tool could help encourage local women to speak out about protection challenges.

More details on the river tool can be found on page 99

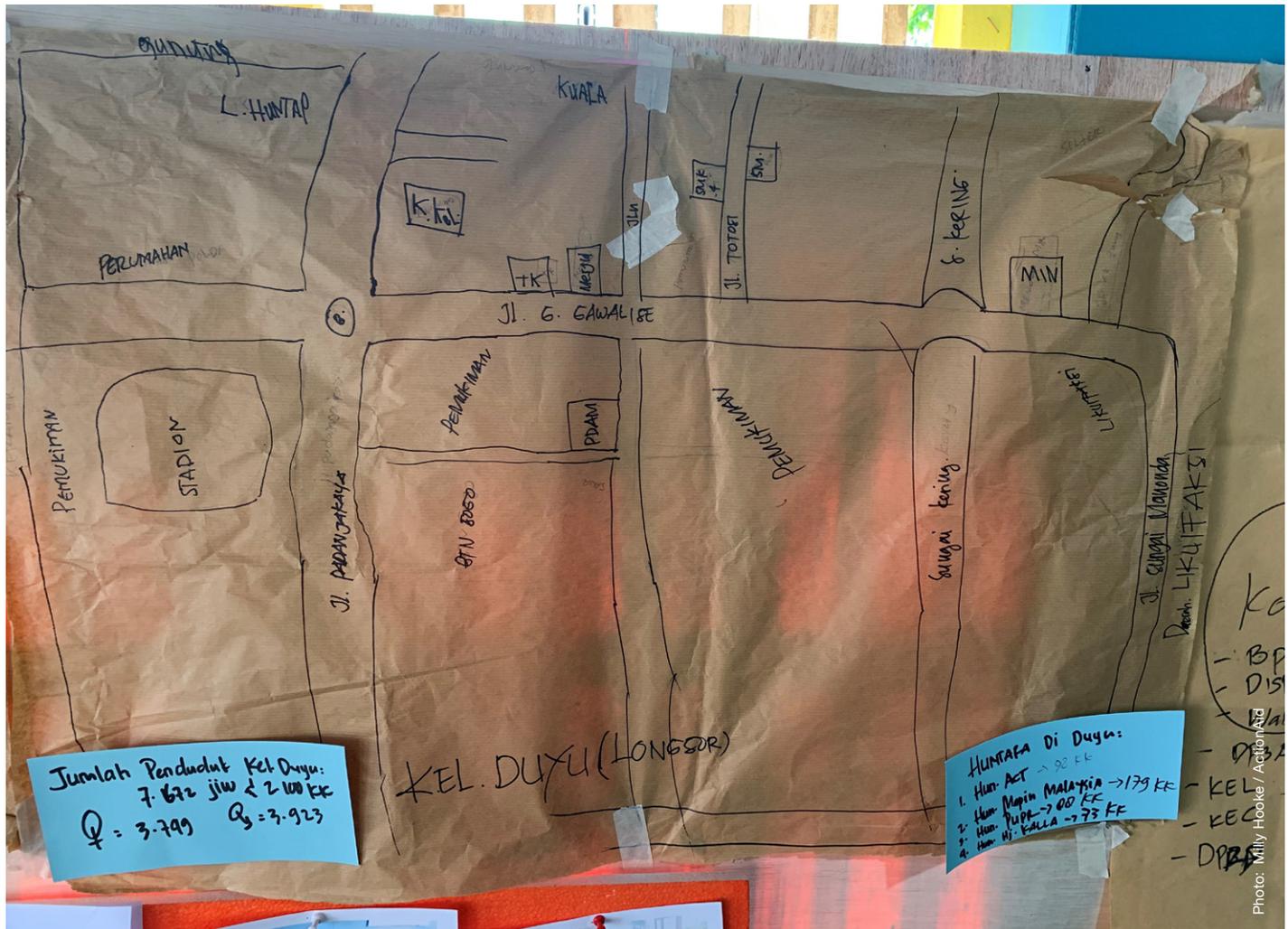
Useful links

- See p. 29-31 of the *Safety with Dignity manual*.
-

Analysing protection problems

Brief description

This section looks at how to analyse causes and consequences of the key protection problems affecting women and girls in the community.



Duyu, Central Sulawesi, Indonesia, Women's Friendly Space, Disaster Resilience Plans

Facilitator's Note

Mixed or identity groups?

When moving participants into groups, think carefully about whether it is best to work in identity groups (based on age or other categories agreed earlier) or in mixed groups. There are advantages and disadvantages to both:

- Identity groups: participants are likely to have many issues in common and share similar problems and perspectives. They may feel comfortable working together and more able to share personal and private issues.
- Mixed groups: participants will bring different perspectives to the analysis, those with more experience or confidence may be able to support the others.

Steps

Preparation

Make sure you have a list of key protection problems identified by the group in the previous session.

Participatory research

1. Working in small groups, (mixed or identity) choose one problem to analyse. Each group can choose a different problem if wished.
2. Use a **problem tree** to explore the causes and consequences of this problem.
3. Share and discuss your analysis with the other groups.
4. Depending on what has emerged so far, you may wish to carry out further analysis to understand who is most affected, where (**map**) and when (**daily activity chart** or **calendar**) the problems are occurring, and which actors have influenced the problem (**protection onion**). You can use some guiding questions as below:
 - What causes the problem or harm?

- Who contributes to it?
- Why do they do it?
- Who is likely to experience or suffer from the problem?
- Why are they vulnerable?
- When are they most at risk? (What time of the day/certain times of the year)
- Where are they most vulnerable? (In their homes/on their way to school/at work/near the market?)
- What consequences do these protection problems have?

Documenting your findings

5. Make a copy of your problem tree on a flipchart and/or in your notebooks for future reference.
6. Based on your analysis, add information to your protection analysis matrix (in the columns shown in green, below).

Constructing a protection analysis matrix: Step 2

Protection problem	Vulnerable groups	Causes	Consequences				

Case Study

Problem Tree used in Indonesia

At the ActionAid workshop in Palu, Central Sulawesi, Indonesia (mentioned in the previous case study), the organisers used the **problem tree** to analyse protection threats. The tool was implemented in three simple steps.

To start the process, participants were divided into groups, and chose one protection issue that they agreed to focus on. After that, they created a problem tree by drawing a line in the middle of a large blank page. Above the line, they drew a tree with branches and below the line, its roots. Finally, they wrote the main

protection problem on the tree trunk, and on each of the branches they stated the consequences of the problem and on the roots, the causes of the problem.

This exercise created an engaging discussion and good protection analysis among partners. It helped them to make progress in following days, to conduct successful community mapping and safe space checklist sessions that could be operationalised.

More information on how to implement the problem tree can be found on page 96

Useful links

- See p. 28 of the *Safety with Dignity manual*.

What protection strategies are employed by women and girls?

Brief description

This section looks at how to analyse causes and consequences of the key protection problems affecting women and girls in the community.



Households have Access to Safe Drinking Water in Bangladesh.

Photo: Md. Arifur Islam/ActonAid

Steps

Preparation

Find out what information is already available on the protection strategies employed by women and girls in the community. Reflection-Action circles and other groups may have information on the pre-crisis situation. If a humanitarian needs assessment has taken place, or is underway, there may be some information on the situation since the crisis.

Participatory research

- Work in small groups (identity or mixed). Each group takes one of the protection problems identified in the previous session and prepares a **role play** to demonstrate how women and girls currently cope with this problem. How do they respond? What capacities can they draw on? What resources, services and people are available to support them?
- Each group performs their role play in front of the larger group.
- Discuss the role play in plenary. The following questions might help guide discussion: What protection strategies were shown in the role play? What other strategies are used by women and girls in response to this problem? Are different strategies adopted by different groups (young girls, older

women, etc.)? Why? How effective are the different strategies? What capacities or resources are required? Are there any strategies which the group feels should be adopted more widely? Are there any strategies which are harmful, and which should be abandoned?

- OPTIONAL: Participants could rework/perform their role play taking into account the suggestions put forward by the group.
- Agree on your key conclusions and action points.

Documenting your findings

- Write a list of the different coping strategies (existing and new) that have emerged for each protection problem. These can then be used to create a **coping mechanisms matrix** (see the following matrix).
- Use your list of coping strategies to develop an **analysis of the coping mechanisms matrix** to help you document your analysis of each coping strategy.
- Add to your protection analysis matrix (columns in green below).
- Make sure this information is copied on flipcharts and/or into your notebooks for future reference.

Coping mechanisms matrix

	How do women and girls respond to this protection problem?
Protection problem 1	<ul style="list-style-type: none"> • Coping mechanism 1: What is it? Which groups uses this coping mechanism? What are the pros and cons of this coping mechanism? What are the capacities and resources required? Is this a positive coping mechanism? Are there further recommendations? • Coping mechanism 2 • Proposed coping mechanism (suggested by group)
Protection problem 2	<ul style="list-style-type: none"> • Coping mechanism 3 • Coping mechanism 1 <p>(N.B. One coping mechanism might be used to respond to different problems)</p>

Constructing a protection analysis matrix: Step 3

Protection problem	Vulnerable groups	Causes	Consequences	Coping mechanisms	Capacities or resources		

Facilitator's Note

Harmful protection strategies

Some coping strategies can be negative or can undermine human rights or cause direct harm to certain individuals or groups. To understand if this is happening, the following approach might be helpful:

- Arrange a meeting to discuss negative protection strategies. Ask questions such as:
 - How is this working for you as a protection strategy? What is working/not working? Are there any resulting negative outcomes?
 - How are these measures impacting different members of the community?
 - In what ways are the current measures making some/all people in the community feel less safe/ respected?
 - Can we think of ways of achieving the same goals without harming or excluding certain community members?

- Analyse answers together to support participants to consider each other points of view and best interests.
- Agree on an action plan to move towards the social norms and/ or behavioural change needed to change those measures from negative to positive.
- Behaviour change is difficult and takes time. You will probably need several meetings to achieve an agreement; do not be discouraged. It is important to keep working on changing negative measures as a crucial outcome of the Safety with Dignity process.

Adapted from: International Rescue Committee (2019), "*Community Based Protection Guidance*", p 72.

Possible tools

- As outlined above, a **role play** could be used to explore the different coping strategies used by women and girls.

Useful links

- See p. 32-34 of the *Safety with Dignity manual*.
 - For information on harmful protection strategies, see International Rescue Committee (2019), "*Community Based Protection Guidance*", p 72
-

What protection services are available?

Brief description

This section looks at how to identify and assess the protection services available in a community.



The womens led police station in Bhopal, India

Facilitator's Note

Examples of protection services

Protection services might include childcare, education, finances, health care, mental health, psychosocial support, socio-economic support, legal assistance and security services.

Steps

Preparation

Find out what information is already available about the protection services in the community. Reflection-Action circles and other groups may have information on the pre-crisis situation. If a humanitarian needs assessment has taken place or is underway, there may be some information on the situation since the crisis.

Participatory research

- Either build on the community map you have already developed or create a new map to show the location

of protection services in the community. Write a list of the services. What protection problems is each service able to respond to? If a protection cluster exists, it will be worthwhile to ask for a service mapping.

- Using your list of protection services, create an access and control matrix on the ground (see below) to help analyse the levels of access and control to each service available to different groups in the community. Discuss what you mean by access (the opportunity to make use of something)

and control (the ability to make decisions about its use) to ensure that group members have a common understanding of the terms. Think about how each service could be improved and make recommendations.

- If more information is needed, you could invite a member of staff to talk to the group about a particular service or group of services. Alternatively, you could arrange for the group to visit a service. It is worth phoning any numbers/visiting services to verify that they are active and providing safe and dignified services. It would be harmful to provide inaccurate or useless information.
- For a detailed analysis of a particular service, group members might decide to use a community scorecard to evaluate the service against a range of criteria such as reliability, cost, quality, levels of corruption, and capacity to respond following the crisis.
- Agree your key conclusions and action points.

Documenting your analysis

- Add to your protection analysis matrix (columns in green below).
- Make sure that your graphics (map, etc.) are copied on to flipcharts and/or in your notebooks for future reference.

- For each key service you might wish to record the following information:
 - Name and type of provider.
 - Type of service(s) available.
 - Number of professionals in the staff (disaggregated by sex): how many male and female staff are available and what specific roles do they play?
 - Location and operating hours.
 - How to access the service, what documentation is required and what process is required to access the service.
 - Geographical coverage.
 - Target audience: For example, age, gender, specific protection categories (e.g., only sexual violence or all GBV survivors, IDPs (internally displaced persons)/refugees, people living with HIV, people living with physical and/or mental disabilities, unaccompanied children, etc.)
 - Potential barriers to access (e.g., is it accessible for people with disabilities? Is it accessible to people who are illiterate? Is there childcare available? Are there specialised services available for women/ children? Are there security concerns? etc.)

Access and control matrix

	Access			Control			Comments or recommendations
	Score 0-3, depending on the level of access group members have to this service.			Score 0-3, depending on the level of control group members have over this service.			
[Groups as agreed in disaggregation discussion]	Girls	Young women	Older women	Girls	Young women	Older women	
Protection service 1							
Protection service 2							
Protection service 3							

Constructing a protection analysis matrix: Step 4

Protection problem	Vulnerable groups	Causes	Consequences	Coping mechanisms	Capacities or resources	Protection services available	

Suggested tools

- A **community/protection services** map could be used to identify the location of different protection services in the community.
- An **access and control matrix** could be used to explore the extent to which different groups of women and girls are able to access and exert control in relation to each service.
- A **community scorecard** could be used to evaluate the performance of each service.

Case Study

Strengthening women's leadership for comprehensive protection programming in Vanuatu

In June 2021, ActionAid Vanuatu held a training of trainers for 50 Women leaders from the 5 forums of the islands of Erromango, Eton, Malekula, Malo and Tanna. The overall objective of the training was to build knowledge and skills of the women leaders to conduct protection assessment and develop a practical action plan to promote women's safety, security, and dignity during humanitarian action.

This workshop also provided an opportunity to share tools from the ActionAid women-led community protection toolkit that can be applied in their communities. The participants all drew a community

map to identify the protection risks and community capacity for offering protection services. This process allowed them to review their referral pathways. Using the **protection onion tool** or **circle of influence tool** they were able to map out the actors in protection and discuss their roles and how to engage them.

The 50 alumni from this workshop will roll out this training in their 5 locations and will also serve as a pool of resource people for Women I Toktok Tugeta (WITTT), the local women forums and protection responses during emergencies.

What actors and institutions are involved in protection?

Brief description

This section looks at how to identify and assess the different actors and institutions involved in protection in the community and beyond.

If the Global Protection Cluster (a global network set up to engage in protection work in humanitarian crisis) is already activated within your context, it is likely that this will generate a range of sub-clusters focused on issues such as GBV and Child Protection in-country. These clusters are made up of a group of humanitarian organisations, both UN and non-UN, designated by the Inter-Agency Standing Committee (IASC) and have clear coordination responsibilities.⁸ Engagement in the clusters can be linked to other global policy moments or commitments, such as the humanitarian Grand Bargain⁹ agreement which sets out a range of commitments to reform the humanitarian system by reducing the humanitarian funding gap and improving the efficiency and delivery of aid. Signatories (Humanitarian Agencies and donors) to these commitments agree to make principled humanitarian action, founded on the of four principles of humanity, impartiality, neutrality, and independence, as local as possible and as international as necessary. They are tasked to engage with local and national responders in a spirit of partnership and aim to reinforce, rather than replace, local and national capacities.



Sharmin Akhter Rina who is Psycho Social Support officer in women friendly space run by ActionAid. Cox's Bazar, Bangladesh

⁸ In 2021, the IASC launched a guidance document on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms. <https://interagencystandingcommittee.org/operational-response/iasc-guidance-strengthening-participation-representation-and-leadership-local-and-national-actors>

⁹ The Grand Bargain, launched during the World Humanitarian Summit in Istanbul in May 2016, is a unique agreement between some of the largest donors and humanitarian organisations who have committed to shift more power into the hands of people in need and to improve the effectiveness and efficiency of humanitarian action. Currently, 61 signatories (24 Member States, 21 NGOs, 12 UN agencies, two Red Cross movements, and two inter-governmental organisations) are working across nine workstreams to implement the commitments.

Facilitator's Note

Building on previous research

You may already have done some research on actors and institutions in the previous section on protection services. Make sure that you are building on and deepening the information and analysis you already have, not repeating it.

Steps

Preparation

Find out what information is already available about actors and institutions working on protection in your community and beyond. In addition to information from Reflection-Action circles, from the humanitarian needs assessment process and from Protection Cluster and Sub-Clusters, you may find that local organisations are able to share information about other actors and institutions working in your region or country.

Participatory research process

1. In plenary, hold a brainstorming session to define a list of the actors and institutions involved in providing protection services in the community and beyond. As a starting point, you could refer to the **protection services map** you drew up in the previous section.
2. Decide which of the actors and institutions you would like to review in this activity. You may be able to include them all, but if there are a large number, you could select just a few. For example, you might include those that are most influential in your community, offer the most important services,

or have the potential to fill a gap in provision, but do not currently work in your community.

3. Use a **chapatti diagram** to explore the relationships between your group and the different actors and institutions. Are there actors / institutions that you already have a strong working relationship with? Are there certain actors that do particularly important work or who are influential and who you would like to work more closely with? Could one of the actors or organisations you already have a good relationship with help you get in touch with them? Is there a disconnect or even conflict between certain actors and organisations that makes it difficult for them to work together effectively?

Documenting your analysis

4. Use an **actors and institutions matrix** (see below) to record useful information about each actor and institution. You can also refer to the information gathered in your protection services session to help you complete the matrix.
5. Complete your protection analysis matrix (column in green below).

Actors and institution matrix

	What services does this actor / institution offer?	Which protection problems can they help address?	Where is this actor / institution based?	Who has access to the services offered by this actor / institution?	Recommendations / other comments
Actor / institution 1					
Actor / institution 2					
Actor / institution 3					

Constructing a protection analysis matrix: Step 5

Protection problem	Vulnerable groups	Causes	Consequences	Coping mechanisms	Capacities or resources	Protection services available	Key actors and institutions

Suggested tools

- An **actors and institutions matrix** (see above) could be used to record key information about each actor and institution.
- A **chapatti diagram** or **circles of influence** could be used to explore the relationships between your group and the different actors and institutions.

Case Study

Using the onion model in Vanuatu

In the same training of trainers' workshop in Vanuatu, mentioned in the previous case study, the **onion model** was introduced to the participants and used to define community-led actions to reduce the threats and vulnerabilities. The tools for using the onion model were introduced to the participants. These enabled them to look at responsive and remedial actions that the women and the communities could employ to reduce the harm being experienced by the individual at the centre of the protection problem. The tool also enabled them to examine the policy environment as well as the role of government and other humanitarian actors, to ensure there is protection.

Developing an action plan

Brief description

This section focuses on developing an action plan for the key protection problems facing women and girls in the community. Initially, the focus might be on mitigation of women and girls' immediate protection concerns resulting from practical issues. Examples might include: putting lighting in place, organising women to walk in groups, the creation of dignified spaces in shelters, WATCH committees¹⁰, communications networks, etc. However, action plans should also include local and ultimately, national-level advocacy, lobbying and influencing efforts.



Women leaders developing an Action Plan following the ActionAid Kenya and ActionAid UK Pilot on the WLCBP approach.

Do No Harm

It is essential to ensure that the activities identified in the action plan are achievable and safe, and that the community does not have unreasonable expectations of what can be achieved. Use the *risk assessment matrix* to support this analysis.

Also, it is essential that the findings on which the action plan will be based are validated by the relevant community. It is therefore important to be transparent, agree on how to share findings appropriately (i.e., removing sensitive information), with which key actors, and for what purposes (for example, to inform decision making, coordination, advocacy, accountability etc.).

Do not forget to review the Safeguarding and SHEA Checklist (Annex 1).

¹⁰ This is the name given to ActionAid facilitated community active groups, formed mainly of women from the Rohingya refugee community, that are monitoring gender-based violence in refugee camps in Cox's Bazar, Bangladesh.

Steps

1. Ask women to select one of the 3-5 prioritised protection problems.
2. For the problem selected, women write the planned or current protection strategies on cards – with one action per card. Ensure that planned actions strengthen existing prevention and response strategies, or propose new positive women’s community-based ones, to address protection threats, reduce women and girls’ vulnerabilities and increase protection capacity.

The following questions can help guide the discussion:

- Which activities can women carry out themselves, and what do they need from other community members or other humanitarian actors, government etc.? (This includes accessing the resources needed to implement the activity.)
- What capacity support is required? What can be provided by local women’s organisation partners or by ActionAid? This capacity support could encompass: training, developing or strengthening

linkages with humanitarian processes, coordinating with partners and other actors, supporting advocacy work, media engagement.

- What community protection ‘infrastructure’/social capital exists? What support is needed to engage with the wider community/leadership to reduce risk? (For example: working with religious leaders or identifying male champions.)
- It may be useful to write down initiatives or programmes that other actors are planning or currently engaged in. Use the matrix to develop or link with other actors in short, medium and long-term actions that reduce threats and vulnerabilities and increase capacities. The matrix can then be used to identify gaps, duplication, areas of complementarity and follow up needs.

Documenting your work

- Make sure that your action plan matrix is copied onto a flipchart and/or in your notebooks for future reference.

Case Study

Safe Spaces in Haiti



ActionAid Haiti (AAH) and ActionAid UK undertook a pilot of the toolkit in Haiti, focused on safe spaces. Women leaders from COSADH, a national organisation that works with local women groups, engaged

women in the community to discuss issues related to women’s protection before starting to design their ideal safe space. As a result of those conversations, women reported a greater awareness of gender-based violence and decided that the whole community needed to understand and be sensitised on such issues, so they put this in their action plan.

Benise Plaisir was one of the women leaders who actively participated in the pilot. She is a social animator and the gender focal point at COSADH, one of AAH’s local partners. She was trained by ActionAid and helped to define the action plan. By speaking to many women in her community, she understood that GBV has increased

because of COVID-19 and therefore, alongside testing the tools, awareness should be raised on GBV, given that there is no consistent data and no concrete action is taken at national and local level. Benise proposed the production of broadcasts and prepared radio shows together with other women leaders.

Regarding ActionAid’s approach to protection, Benise appreciated the women’s leadership angle of it because she passionately believes that women are key to guarantee community-based protection. She thinks that the training and the consequent pilot of the toolkit helped women to understand and plan protection activities, as well as understand the context and identify women’s needs through a participatory process. She recognized that there are cultural barriers to women’s leadership and protection, as Haiti is a patriarchal society. However, she feels that there are some changes; whereas before, men used to be in the frontline of emergency response, recently, more women have taken on this role and have actively led humanitarian and protection activities.

Photo caption: Bénise Plaisir was one of the women leaders who participated actively in the pilot.

Suggested tools

- Use an **action plan matrix** to develop a detailed action plan.
- Use a **risk assessment matrix** to assess potential risks associated with each of the actions.

3 Protection solutions: community-based protection mechanisms

This section looks in more detail at a selection of community-based protection mechanisms which might be used by the Women's Protection Committee to help prevent, mitigate and respond to violence, exploitation and abuse of women and girls in times of crisis. The solutions are presented as a menu of options from which Women's Protection Committees, together with women and girls from the affected communities, can select one or more options to be implemented, depending on the context, needs and available resources. In-depth theory on each of these mechanisms can be found in the WLCBP manual¹¹ and references to specific pages can be found in the 'Useful links' box in each section of this toolkit.

Safe spaces

Brief description

A safe space is a physical space where women and girls can meet to take forward the WLCBP process. Here, they can work together to build rights awareness and define and respond to their own protection needs. The safe space should be accessible to women and girls from all parts of the affected community, including the most marginalised. It is a place where they can access services and support, including psychosocial support, recreational activities, information and awareness raising, distribution of relief items, referrals to specialised services, vocational training and livelihood recovery programmes.



ActionAid Zimbabwe, in partnership with Jekesa Pfungwa Vuliqondo, constructed safe spaces for women to provide psychosocial support to those displaced and affected by Cyclone Idai.

Facilitator's Note

The Reflection-Action circle as a safe space

Is there a Reflection-Action circle (or other women's group) operating in your community? If so, the group's meeting place could provide an existing safe space for women to gather. It is likely that the members of the Reflection-Action circle are already fully engaged with the Safety with Dignity process. Equally, their meeting place is likely to meet many of the criteria outlined in the Safe Space checklist below, as these are similar to the Reflection-Action meeting place criteria. However, do not take this for granted. It is still important to go through the checklist and questions below to make sure that the existing space you have identified meets all criteria and is suitable for all the women you wish to reach.

¹¹ https://actionaid.org/Safety_With_Dignity_2019#downloads

Steps

Preparation

Look back at the research you have already done on protection mechanisms in the community. You may already have some analysis of the different safe spaces available.

Participatory research process

When planning the safe space, you need to consider the following questions:

- 1. What is the safe space for and what is needed?** Use the *ideal school tool* (but replace ‘ideal school’ with ‘ideal safe space’) to visualise your safe space. What does the safe space look like? What activities are taking place there? What services are available? How safe and secure is it? Put the drawings up on the wall and refer to them as you work through the questions below.
- 2. Where should the safe space be located?** You could use a *community map* to help decide where your safe space should be. You might refer to a map from a previous session or create a new one. Things to take into account include: proximity to the homes of the women in the group, accessibility and safety of the area, proximity to possible partner organisations, protection services, schools or childcare facilities, etc.
- 3. When should the safe space be open?** You could use a *daily activity chart* to help identify the most suitable days and times to open the safe space and run activities. When are the majority of the women most likely to be free? When might a creche or childcare facilities be needed?
- 4. What roles are needed in the safe space?** You could use a *matrix* like the one below to decide on the leadership, facilitation and specialist roles needed in the safe space. Write a list of the activities and services that are needed (refer to your ideal safe space drawings for inspiration). In the next column, list the roles needed to support these activities and services.

Activity / Service	Roles needed	Already in place? (y/n)	Name (if already in place)

- 5. What partnerships do we need?** You may already have identified key women’s organisations and services for collaboration in your previous sessions on actors and institutions and on protection services. Based on your analysis of the necessary activities, services and roles, think about what partnerships are needed for your safe space. Are there activities, services or roles that cannot be provided by the actors and organisations already identified?
- 6. What complaints and feedback mechanisms are needed?** In your safe space, discuss which complaints and feedback mechanisms should be in place and widely shared.¹² Additional tools, such as a *suggestion box* or *community scorecard* might be used to ensure that users of the safe space are able to share their ideas and experience of using the safe space.
- 7. Safe space checklist:** The checklist below could be used to help decide whether the space you have identified will meet your needs. Review the list together with the women and add to it if needed. You could also use the *card sort prioritisation tool* to identify the most important issues, especially if it is going to be difficult to find a location that meets all the criteria.

Documenting your findings

- Make sure that your graphics (matrix, etc.) are copied on flipcharts and/or in your notebooks for future reference.

¹² See pages 18-20 of ActionAid’s *Accountability in Emergencies Resource Book*.

Possible tools

The following menu of tools is available for different approaches:

- **Ideal school tool:** To help women and girls to visualise and plan their safe space.
- **Community map:** To help identify the best location for the safe space.
- **Daily activity chart:** To help decide when the centre should be open and when activities should be held, based on the women and girl's daily work schedules.
- **Matrix:** To identify the roles needed (see point 4, above).
- **Community scorecard:** To enable users to evaluate the services provided by the safe space once it is up and running.
- **Suggestion box:** To enable women and girls to make complaints or suggestions anonymously, to improve safe space management.

Safe space checklist

Make sure that the safe space is:

- A supportive space for the **leadership and empowerment** of local women.
- **Safe and secure** with appropriate lighting, privacy and security.
- **Centrally located**, to support easy access and close proximity to hygiene facilities.
- **Accessible to all women**, and not presenting physical or other barriers to access.
- **Accessible to adolescent girls and youth** to discuss their issues, socialise and have access to mentors.
- **Inclusive** of all women, as well as the most marginalised and excluded groups. **A women-only space** that is child friendly or offers a separate child-friendly space with supervised care.
- **Appropriate** and tailored to the context.
- A place that **facilitates non-judgmental and factual** information, support, and access to services
- **Coordinated with other actors** and host communities to ensure streamlined support.

Safe spaces/daily activity chart in Haiti



Photo: Anderson Pierre

Emmanuela Pierre is one of the women leaders who attended the focal group discussions and training on the safe space tools.

ActionAid Haiti (AAH) and ActionAid UK undertook a pilot in Haiti focussed on safe spaces. Through this pilot, women leaders were trained by ActionAid on the **ideal safe space** and the **daily activity chart** tools.

Women leaders from Organisation des Femmes Solidaires (OFASO) – a women-led organisation – trained and supported by ActionAid, proposed these tools to other women in the community. They thought about and discussed what an ideal safe space should look like, what types of activities and services they should have and what time of day or week they should take place. The tools were introduced in an awareness raising session on GBV and women’s safety, to ensure that all participants were on the same page before diving into concepts of women’s protection and safe spaces.

Emmanuela Pierre runs a small business and was interested in joining the awareness raising session and focus group discussion led by OFASO. She reported that she had learnt a lot about protection and she now has a better understanding of community-based protection and GBV. Before the toolkit pilot, she had never heard about safe spaces for women, but now that she has also heard other women’s perspectives and reflected on the topic, she knows that they are very important, especially during emergencies. According to Emmanuela, the ideal safe space tool is most useful because it helps you visualise what a safe space could look like, where it should be placed, and what roles are needed. In discussion with other women, she agreed that a safe space should include a learning space. Since then, Emmanuela has committed to participating more actively as a woman leader to promote community-based protection during emergencies.

Useful links

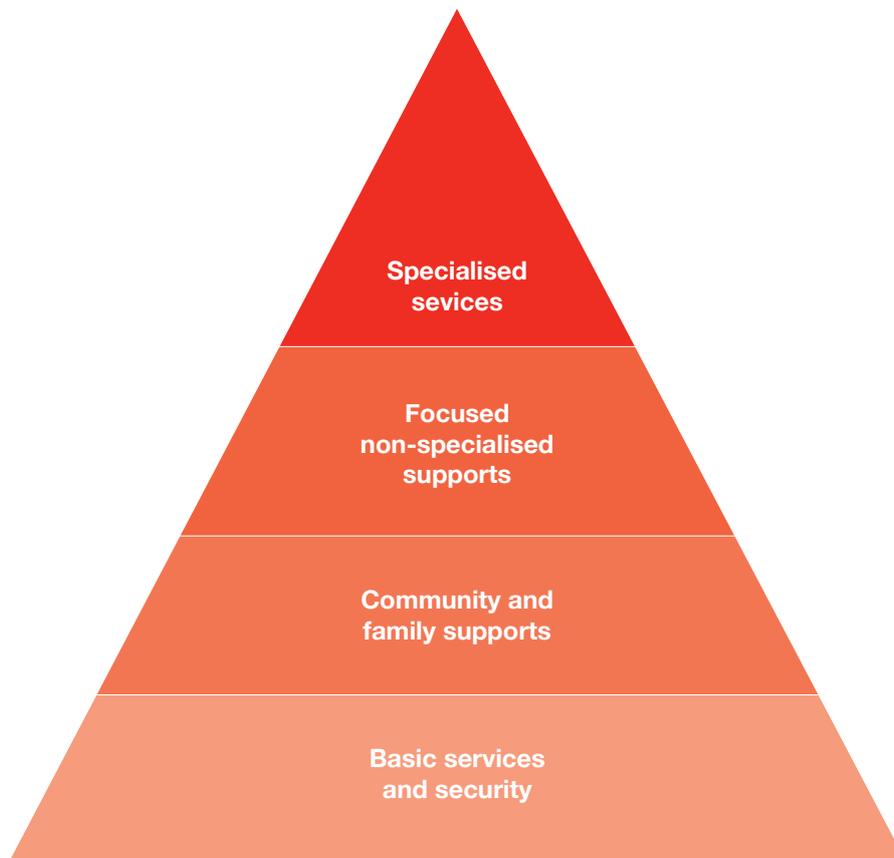
- See p. 34-36 of the *Safety with Dignity manual*.
- See ActionAid’s think piece: *A feminist approach to Safe Spaces for Women and Girls in Humanitarian Response*.
- See UNFPA’s: *Women and Girls Safe Spaces* guidance note, in particular Annex I (*Dos and Don’ts: a checklist for establishing women and girls’ safe spaces*).

Psychosocial support (PSS)

Brief description

Crisis and disasters cause significant distress at multiple levels, making it challenging for women and girls to cope and function as mothers, daughters, sisters and colleagues. Psychosocial support seeks to strengthen the protection, networks and relationships that are crucial in providing a safe environment for women and girls in families, the community and wider society.

The Inter-Agency Standing Committee (IASC) Mental Health and Psychosocial Support (MHPSS) Intervention Pyramid



Facilitator's Note

Discussing sensitive issues

When discussing personal issues, it is important to bear in mind the need for confidentiality and sensitivity. It is usually best to work in small groups (according to age and other relevant factors) to discuss issues with others who are likely to share similar experiences. It is important to allow participants to share as much or as little as they are comfortable with. Afterwards, the groups can decide what and how they wish to share with the wider group. Individual stories can be anonymised rather than being told as one individual's experience.

It is essential to take special care when dealing with highly specialised or sensitive topics that risk causing harm or generating stigma for those affected. This includes: gender-based violence (GBV), child abuse and other forms of targeted violence or discrimination. Work on these issues requires the support of a person specially trained in handling such matters safely, such as a Children's Protection or GBV Specialist. Please take care when designing your intervention and reach out to someone from a specialised service provider in your area.

Steps

Preparation

Look back at the participatory research carried out in previous sessions on protection services and actors and institutions in your community. This includes the **community map** and the **access and control matrix** from your **protection services session**, as well as the **chapatti diagram** from the actors and institutions session. These will be useful in your discussion of protection services (see below).

Participatory research process

1. Map what wellbeing means to women and girls.

- Discuss the term ‘wellbeing’ (find a local translation that is easily understood by everyone if possible). Give a brief definition if needed.
- Divide into small groups of 3-5 people, according to age or other relevant factors (ethnicity, disability, sexuality, etc.) Use a **body map** or **role play** to explore the following questions: How has women and girls’ wellbeing been impacted by the crisis? How would you know if a woman or girl was in distress? What do women and girls do to reduce stress/ cope with grief? What kind of reactions have you had since the crisis happened? Has this changed your ability to cope with daily life?
- An alternative could be the use of a **wellbeing flower**, with which small groups brainstorm all of the individual needs for someone to be well. Needs can then be mapped on the flower and reviewed to explore the linkages.
- Once the group work is finished, each group can decide what and how to share with the wider group. Some groups may feel happy to share their role play or body map. Others may not and can instead share a summary of the key points that emerged from the discussion.

2. Identify appropriate terminology to describe distress and mental health. Following the group presentations, discuss the language used by each of the groups. What terms were used to describe distress and mental health? Does the group feel comfortable to talk about these issues and have a wide vocabulary to do so?

- 3. Identify what psychosocial support is currently available.** Review and revise the participatory research carried out in previous sessions on protection services and actors (see the ‘Preparation’ step, above). What psychosocial support services did you identify? Who has access to and control of these services? Are there any formal or informal psychosocial support services missing from your map? Are there any women’s networks or focal points where women may seek support, advice or assistance? Is there a place, or places, where women and girls can go to discuss problems together? If not, what could be done to create a safe and dignified environment for women and girls? (See **safe space session**.) What kind of skills and resources do women and girls have that could be drawn upon to help other women, their families and the wider community cope with distress (see **protection strategies session**)? Are there any social support structures that have a negative effect on women’s safety or empowerment? If so, why?
- 4. Organising psychosocial support.** Based on your analysis so far, discuss what key psychosocial support services are missing. How can the most vulnerable girls and women be supported? What support can be provided by women at community level? What additional support is needed from specialised services?
- 5. Risks and mitigation.** Providing psychosocial support as part of protection work may expose women to increased levels of distress themselves. Training in **psychological first aid** (PFA) is advised for everyone, to strengthen capacities to respond to those affected by crisis events (See Annex 3). Women undertaking assessments should always be equipped with up-to-date information on relevant services and referral pathways, in order to connect the respondent if they are visibly distressed, in danger, or need specific support.

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Possible tools

From previous sessions:

- **Community map**
- **Access and control matrix**
- **Chapatti diagram**

For PSS:

- **Body map:** This could be used to explore the impact of crisis on women and girls' wellbeing.

- **Role play:** A role play could be used to explore the impact of the crisis on the wellbeing of women and girls.
- **Wellbeing flower:** A diagram could be used to explore and map the breadth of different needs required to achieve wellbeing; seeking a balance between emotional, social, biological, material and mental needs.
- Training in **psychological first aid (PFA)** is advised for everyone to strengthen capacities in responding to those affected by crisis events.

Case Study

Safe spaces in Bangladesh

Samium Jahan attends psychosocial and awareness-raising sessions in women's safe spaces as part of ActionAid's Rohingya Response programme in Bangladesh. She reflects on her distressing experiences and the difference the programmes have made to her wellbeing:

"My mother-in-law and brother-in-law were both shot in crossfire when we fled the violence in Myanmar. Our time in Myanmar was really insecure; we never knew what was about to happen. It was unsafe for any girls in the house; the army would rape and sexually harass women. We were really scared about that. There was firing, bombs, missiles, it was a war. We felt so unsafe.

In Myanmar, we were so silent. We couldn't talk. But here I have involvement, I can talk to staff, and to other girls in the women's safe space. We are doing drama and talking about issues of child marriage. Before, we couldn't move. We had no freedom. Here, we can go outside; I am enjoying the freedom that I have only just found. And it's up to me to help other girls keep that freedom, because it is so important. When we talk to the men about this kind of information, they learn, they understand I am very happy here. I have my own space. It has changed me in my heart".

[Rohingya response case study. P.41 Safety with Dignity manual]

Useful links

- See p. 37-41 of the *Safety with Dignity* manual.
 - IFRC Psychosocial Resource Centre
-

Changing gender norms

Brief description

Gender norms are ideas about what is expected, allowed, and valued in a woman or a man in a given context. They determine gender roles, responsibilities, opportunities, privileges and limitations. Gender norms shape the unequal power relationships between men and women which are the fundamental causes of violence and violations of women and girls' rights. Deeply rooted gender norms and unequal power relationships are considered the root causes of GBV. Lesbian, gay, bisexual, transgender and/or intersex (LGBTI) individuals, who are regarded as not conforming to traditional gender norms and roles, often face a wide range of challenges and threats in their everyday lives and these can worsen in humanitarian crisis settings. Gender norms change over time and across cultures. As gender norms are not fixed, these norms can also be changed by a society, a community, a family or an individual. Whilst the imperative to address immediate protection needs of women and girls is vital in a humanitarian setting, work is also necessary to mitigate harmful impacts of violence and prevent future violence, discrimination and human rights violations against women and girls.

To be most effective, WLCBP approaches must treat both causes and symptoms through tackling and transforming systems and structures which perpetuate gender and power inequalities and which underpin women and girl's protection issues.



Women Leaders learning the Daily Activity Chart tool under the Changing Norms component as part of the ActionAid Arab Region and ActionAid UK training on the Women Led Community Based Protection Approach

Facilitator's Note

Inclusive engagement

At this stage in particular, you will need to work with men and boys as well as women and girls, so that you can understand how gender norms impact them differently.

Steps

Preparation

Look back at the research you have already done; it is very likely that you already have a lot of information on gender norms in the community. The **community map**, **safety walk**, **body map**, **access and control matrix** and **chapatti diagram**, amongst other tools, will all give a good insight into how harmful gender norms are manifested and impact on women's lives.

Participatory research process

You may already have carried out some of this research in previous sessions. If that is the case, look back at your findings and discuss your observations, based on the four areas of focus covered in points 1-4 below.

- 1. Roles and responsibilities:** Use a **daily activity chart** or **clock** to explore the way in which gender norms influence the roles and responsibilities of women/girls and men/boys in the community. This can be done in two ways:
 - Group activity: Participants split up into groups (girls, boys, women, men) and in their separate groups, work together to develop a **daily activity chart** on the ground or wall showing their typical daily routine.
 - Individual activity: Working individually, women, men, girls and boys complete a **daily clock**. These are then placed on the ground or wall and participants are asked to share their observations.
 - In what ways has the emergency/conflict had an impact on daily activities/roles and responsibilities?
- 2. Access and control:** Use an **access and control**

matrix to explore the gendered use and control of resources within households and the wider community. Explore men and women's differential access to/control over certain community resources (e.g., education and health facilities, agricultural extension services, water and sanitation, public spaces, etc.)

- 3. Safety:** Use a **community map** or **safety walk** to look at women and men's mobility and access to different places in the community. Are there areas in the community that women are unable to access or where they feel unsafe?
- 4. Focal points to influence:** Use the circles of influence model to map and determine who has influence in the community and how to engage with actors in each of those layers.
- 5. Review the findings from your work on roles and responsibilities, access and control and safety:**
 - What harmful gender norms have you identified?
 - Which positive gender would you like to maintain or strengthen?
 - What harmful gender norms do you wish to change as a priority?
 - What action can we take to challenge harmful gender norms?
- 6. Discuss your conclusions and action points.** Use an **action plan matrix** to document these.

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Possible tools

- *Circles of Influence Model*
- *Community Map*
- *Safety Walk*
- *Daily Activities Chart*
- *Daily Clock*
- *Body Map*
- *Access and Control Matrix*
- *Action plan matrix*

Useful links

- See p. 45-50 of the *Safety with Dignity* manual.
- International Rescue Committee (2019). "*Community Based Protection Guidance*", p. 41-43.

Promoting formal representation of women

Brief description

Promoting and supporting women's leadership in emergencies is a central component of ActionAid's human rights-based approach. A core element of our WLCBP approach is a concerted strategy to shift power to women community leaders and local women's organisations. This requires significant reform in a male-dominated humanitarian system, so that new structures are created and they open central roles for women in humanitarian decision-making, including on priorities for resource allocations.



Joyce Daniel, President of Women I Tok Tok Tugeta, Vanuatu

Facilitator's Note

Women's workload

Supporting women's leadership can also increase women's workload in times of crisis, as they balance these roles with their existing and often increased, unpaid workload. It is crucial that humanitarian actors work with women to ensure appropriate support and resourcing to reduce this burden.

Steps

Preparation

Look back at the research you have already done on actors and institutions in the community. Another tool which will be useful to review here is the access and control matrix.

Participatory research process

1. Use a **forcefield diagram** or the **balloons and stones** tool to explore some of the factors that might help or hinder women in accessing formal leadership roles in relation to humanitarian response, particularly protection.
2. Once you've identified some of the key barriers, work together to propose solutions / alternatives.

3. Identify what some of the capacity gaps and the risks might be in taking on prominent leadership positions and design an **action plan** of support to address future concerns and gaps. (e.g., public speaking or writing advocacy briefs)

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Possible tools

- Use a **chapatti diagram** to explore the gendered power relations within organisations and propose alternatives.
- Use a **forcefield diagram** or the **balloons and stones** tool to explore some of the factors that might help or hinder women.
- Use an **access and control matrix** to look at the degree to which women are able to access, and exercise control over, different organisations and community spaces.
- Use the **action plan matrix** to address some of the capacity issues and risks related to taking leadership roles.

Useful links

- See p. 50-52 of the *Safety with Dignity* manual.
-

Do no harm and safeguarding

Brief description

It is essential to ensure that any actions undertaken by the Women's Protection Committee are designed to support communities and not expose them to further violence and rights violations. At each step, the team must take care to ensure that no harm is caused as a result of the team members' conduct, decisions or actions.

Risks of abuse and exploitation rise significantly in a humanitarian crisis context. To avoid taking power away from those already at risk, it is critical to consider the security, rights, protection, and distress of survivors and those most vulnerable to harm before conducting any activity related to the WLCBP process.



ActionAid Zimbabwe partners conduct a safeguarding training to ensure child safeguarding guidelines and protocols are in place and understood.

Facilitator's Note

Safeguarding

Ensure you go through the checklist on safeguarding and SHEA considerations in Annex 1.

Risks

Below are some examples of risks that might impact the community-based protection work:

- Lack of cohesion within the Women's Protection Committee.
- Lack of support from community leaders.
- Lack of trust between community members.
- High rates of human rights abuses originating from within the community.
- Risk of backlash against women and girls, or minority and marginalised groups, if protection work goes forward.
- Risk of harm to minority and marginalised groups 'identified' through the work of the team.
- High likelihood that team members will be co-opted or manipulated to control access to resources and information.
- Risk that harm comes to the community or an individual because of a failure to respect confidentiality and the safe management of personal information.

Accountability

It is important that community members feel that the Women's Protection Committee is trustworthy, legitimate, accountable, open to community concerns and willing to act upon them. For this to happen, women, men, girls and boys need to be able to hold the team to account. This requires them to be able to meet safely to express their opinions about the work of the team, and to participate voluntarily and safely in community actions promoted by the team. Key actions to contribute towards this include:

- Develop a comprehensive assessment of the community, using existing data and participatory research.
- Ensure that engagement actions with community members are inclusive (e.g., disability, age, and gender-sensitive).
- Involve community members in decisions about how the Women's Protection Committee should operate.
- Ensure that the roles and responsibilities of the Women's Protection Committee are agreed and understood by the women, men, girls and boys involved.
- Ensure activities identified in the action plan are achievable and safe. It is important that the Women's Protection Committee members feel capable of delivering them, and that the community does not have unreasonable expectations.

Data protection standards

The **Do No Harm** approach includes respecting confidentiality and safe management of personal data. The following standards should be followed by the team:

- Information on a community members identity, household, location, or other details should not be explicitly (actively) or implicitly (due to neglect) disclosed to a third party.
- Information may only be shared with relevant staff in specialist agencies with the informed consent of the person to whom it relates, and with their explicit permission.
- Information should be shared on a need-to-know basis and limited to information necessary to enable better protection of the individual and their family members. This should only happen with informed consent of the person.
- All written information must be maintained securely in locked or password-protected files, and only non-identifying information may be written on the exterior surface of hardcopy files.
- Team members must never discuss the details of an individual case with family or friends, in public spaces, or with team members who do not need to have knowledge of the person.

Working on gender-based violence (GBV)

Community-based protection activities should be inclusive of the needs and risks for women and adolescent girls but should avoid focusing exclusively on the needs and risks facing GBV survivors.

The following are some key considerations:

- Do not, under any circumstances, identify individual GBV survivors for consultation or develop any specific WLCBP activities for GBV survivors only, as this could place them at great risk of reprisal or further harm. WLCBP consultations or activities should be focused on vulnerable women and girls in general within a community and not be GBV specific.
- Identify male allies in target communities who will champion and support the inclusion of women in community-decision making pertinent to the intervention.
- All interventions should have pre-identified a qualified and readily available GBV response provider in the target community to whom they can directly refer survivors as soon as a disclosure occurs.
- Likewise, all team members should be trained in how to safely and ethically refer a GBV survivor if a disclosure occurs.
- No individual survivor-level data should be collected or kept by the Women's Protection Committee as part of the community-based protection mechanisms put in place. This is highly confidential information that should only be kept by GBV teams trained in information management protocols.

Possible tools

- The **balloons and stones** tool could be used to identify factors that might help or hinder different stages of the Safety with Dignity work. This tool will also help to identify risks that may impact community-based work, such as lack of cohesion within the Women's Protection Committee or lack of support from community leaders.
- A **matrix** could be used to identify potential risks within the Safety with Dignity work and outline the vulnerabilities and capacities linked to each risk.
- A complaint or **suggestions box** could be used to enable community members to make anonymous suggestions or report concerns with the work of the Women's Protection Committee.
- A **community scorecard** could be used to evaluate the work of the Women's Protection Committee by setting clear indicators, indicating reasons for that score and giving suggestions for improvement.

Useful links

- See pages 52-55 of the *Safety with Dignity* manual.
 - See ActionAid's Safeguarding policy.
-

Information, accountability and communications

Brief description

Ensuring that women and girls have access to information about the emergency response and determine how this information is distributed is critical in the WLCBP approach. It is equally important that women are regularly providing information about their needs, and that this informs the response on an ongoing basis.

This section looks at how women access and share that information, ways to improve that process and to empower them to communicate, using a variety of channels.



Photo: Rumanatu Jibrila / ActonAid

Mobilising women for social change, Ghana.

Steps

Preparation

Find out what information is already available on communications practices in the community (information sources, languages used, literacy level, ownership of phones/radios/social network usage, etc.) In addition to information from Reflection-Action circles and from the humanitarian needs assessment process, you may find that local organisations are able to share information on this topic.

Participatory research

1. In groups, discuss how you usually access and / or share information about the emergency situation and response. If there is time, you could use a **communications map** to carry out this analysis.
2. Draw up a list of the main identified information channels and rank them based on how many women use each one.
3. Create a **matrix** like the one below, focusing on the following questions:
 - a. Who has access to information using this channel: e.g., number of women, from which groups, etc.?
 - b. Do different groups trust different sources of information? (i.e. women, men, young women/ men, older people, people with disabilities, minority groups, etc.)
 - c. Who can share information using this channel? (e.g., women, community leaders, NGO staff, local government, etc.)
 - d. What kind of information is shared using this channel?
 - e. How is the information shared? (Is it written or spoken, in what language, etc.)
- f. How can information-sharing through this channel be improved? Are there groups within the community who have more difficulty accessing information? If so, who and why? Have there been any adjustments to make information more accessible?
4. Are women and girls within the affected community aware of the processes to provide feedback on the humanitarian response, and do they feel safe using those channels?
5. How would women and girls prefer to communicate with aid agencies? (e.g., to ask a question, complain or make a suggestion). Are these chosen systems currently available?
6. Based on your discussion, what can be done to improve women and girls' access to information?
7. Based on your discussion, what can be done to improve women and girls' capacity to communicate? What channels could you use to share your stories? What support or skills do you need to help you to do this? What information would you like to share? What do you want the international community to know about your experience in this emergency? What have you learnt from this emergency that you want people to know? What messages do you want people around the world to hear from you?
8. What action points would you like to take forward?

Documenting your research

Copy the communications map (if used) and matrix onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Information channels identified and ranked	Who has access to information using this channel?	Who shares information using this channel?	What kind of information is shared using this channel?	How is the information shared (e.g., spoken, written, language, etc.)	How can information sharing be improved?
Information centre					
Forum in safe space					
Community volunteer					
Community radio					
Text message					
Other channels, if applicable					

Possible tools

- A communications **map** can be used to analyse where in the community women access information. How is that information available? (Notice board, newspaper, word of mouth, radio, etc.) Does everybody in the community have equal access to that information?
- A **daily activity chart** can be used to analyse communication practices on an individual basis. At what points in the day are different communications skills required? (e.g., mother tongue at home, official language in school, numeracy skills in market, etc.)
- A **ranking matrix** can be used to assess people's preferences in relation to information channels. (Phone, radio, television, newspaper, noticeboard, etc.)

Useful links

- See pages 55-57 of the *Safety with Dignity* manual.
-

Referral pathways

Brief description

This section looks at how women can be supported to access the services and resources they need to address their protection problems, such as legal, medical, rehabilitation and shelter.



ActionAid Vanuatu training of trainers.

Note

At this stage, you may wish to engage an external resource person to discuss referral pathways with the group. If there is an operational protection cluster, ask the coordinator to provide you with an up-to-date mapping of referral services and any referral protocol that may be in use. Please note that the cluster system sometimes leaves out local referral pathways, so you may have to add to what is already there.

Steps

Preparation

Look back at the research you did on protection services and on the actors and institutions involved in protection work. Update this if needed.

Participatory research

1. In small groups, ask participants to share examples of situations when a woman or girl might need to be referred to a protection service or resource to address their protection problems. What is the issue? What protection services or resources might the woman or girl need to be referred to? Try not to focus on specific individuals or cases.
2. Share some examples in plenary. (Again, take care not to refer to specific cases.)
3. With the guidance of the facilitator, each group then chooses one example and develops a **flow chart** to show the particular referral pathway that might be taken by a woman or girl. Depending on the level

of expertise of participants and on the example chosen, the group may need to ask for help from the facilitator or from an external resource person to develop the referral pathway.

4. Discuss your conclusions and agree any action points.
5. Take some time to debate a challenging incident in terms of what to do and not to do (make sure the facilitators have an understanding of do no harm¹³ and safeguarding principles, which are explained in annex 1, as well as how to handle the disclosure of a protection incident that has safety repercussions).

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Possible tools

- A **flow chart** could be used to illustrate a number of different referral pathways.
- A **prioritisation tool** could be used to reflect on the priority of actions when referring a specific case.

Useful links

- See pages 57-59 of the *Safety with Dignity* manual.
 - See page 56 of the *Protection Mainstreaming Resource* from the Global Protection Cluster, 2014.
-

¹³ See background and definition of the “Do No Harm” principle on page 5 of this Humanity and Inclusion 2018 review: https://www.alnap.org/system/files/content/resource/files/main/donoharm_pe07_synthesis.pdf

Cash

Brief description

In an emergency response context, cash transfers can play a significant role in women's protection, facilitating choice and contributing to dignity at times of crisis. Cash transfer always has economic and protection outcomes. It can provide purchasing power and help to meet basic consumption needs of households, such as increasing food insecurity. It can also mitigate and prevent harmful coping strategies, including transactional and survival sex, exploitative/ hazardous labour, child labour, etc., that are sometimes adopted or exacerbated by crises. Cash provides women with access to resources to reduce their vulnerability to protection risks and to increase their resilience. As highlighted by the CALP Network, while the evidence on the use of cash assistance in protection programmes is growing, there are still gaps that remains in determining the best way to reach longer term protection outcomes.¹⁴

ActionAid identifies 3 potential protection related outcomes as a result of assistance provided through cash¹⁵:

1. Prevention or mitigation of protection risks and harmful coping strategies in a humanitarian crisis;
2. Further enhancement of women's leverage in decision-making, as purchasing power and livelihoods resilience are increased.
3. Complement stand-alone protection response activities, using cash to avert life threatening protection risk or to pursuit justice.



ActionAid Haiti flooding response project.

¹⁴ Please refer to the CaLP Network on <https://www.calpnetwork.org/themes/sector-specific-cva/protection-and-cash-and-voucher-assistance/> for further information.

¹⁵ See section "Cash Transfer Programmes and Women-Led Community-Based Protection" of ActionAid think piece on "A Feminist Approach to Cash Transfer Programmes" on page 9: https://www.actionaid.org.uk/sites/default/files/publications/actionaid_a_feminist_approach_to_cash_transfer_programming.pdf

Steps

Preparation

Find out what information is already available concerning cash in the community. Is this a context where cash assistance has been provided previously? Be sure to understand the potential value of cash and other types of assistance, as well as what protection risks are posed by each of them. Consult the Cash for basic needs Working Groups, Livelihood Working Groups, GBV or Protection Working Groups Lead by UN agencies or INGOs and the Cash Learning Network (CALP Network)¹⁶ regional advisor. In addition to information from Reflection-Action circles and from the humanitarian needs assessment process, you may find that local organisations are able to share information on this topic. You should also review any action plans you have produced on reducing women's vulnerability to protection threats (see below). What resource needs did you identify?

Women should be central to the selection of the most appropriate cash mechanism. Cost-efficiency is only one consideration when choosing a cash transfer mechanism. Choosing the most appropriate mechanism is dependent on proximity to services, markets and transport which can differ greatly between urban and rural settings. They should be locally appropriate and should take into consideration unpaid care and school attendance. The chosen mechanisms for delivering cash need to be appropriate for people with specific needs and vulnerabilities, considering digital inclusion, literacy, and physical ability to access markets. Evidence has demonstrated the effectiveness of integrating Cash Transfers and GBV programming in the design of the project and staff capacity; the integrated approaches provide long term results (such as enrolment of girls in schools), especially when linked to PSS and gender discussion activities¹⁷.

Participatory research process

1. Review any **action plans** that you have produced so far. What actions did you identify to reduce women's vulnerability to protection threats and to address basic and recovery needs? What resource needs did you identify and what options are there to provide those resources through the local market¹⁸?

Was the use of cash identified from the outset as a default possible response or component of a comprehensive response with protection outcomes?

2. For each of the cases where you have identified a possible cash response through the case management process, put together a **cash response matrix** (see table below), identifying the protection issue to be addressed, the proposed response and recipients, how the cash transfer will be made, and the intended impact of the response.
3. It is important to consider the feasibility of carrying out a cash transfer and the different mechanisms available¹⁹. (In some rare cases, it might be more practical and safer to provide in-kind support; however, cash is always the first consideration because of the dignity and choice it provides. ActionAid's cash feasibility checklist can be used to help you to explore the feasibility of using cash in your context).
4. A number of participatory tools could also be used to support your analysis (see Annex 2 for tools). In particular, a **map** could be used to identify the physical infrastructure and services available in the community and to look at the extent to which women have physical access to markets and money transfer mechanisms, and if there are specific barriers, how these could be addressed (i.e use of mobile money/cash).²⁰
5. Use a **risk assessment matrix** to decide whether the risks associated with setting up and implementing a cash transfer programme are acceptable and possible to mitigate similar to any other type of programming or response.²¹ At a minimum, response interventions using cash should always mainstream protection to understand the needs of women and girls and mitigate negative effects of programming more clearly²²

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

¹⁶ CaLP is a global network of over 90 organisations engaged in the critical areas of policy, practice and research in humanitarian cash and voucher assistance (CVA) and financial assistance more broadly.

¹⁷ Integrating Cash Transfers into Gender-based Violence Programs in Jordan: Benefits, Risks and Challenges, IRC, November 2015

¹⁸ CaLP network – Market Tools

¹⁹ ActionAid think piece “*A feminist approach to cash transfer programming*” refers to a study in which women showed greatest satisfaction for mobile money or voucher transfers, where the amount of cash and time of collection were not advertised, and the recipients could collect the funds at a time that was convenient for them. Here, the women reported an increased sense of safety.

²⁰ Navigating the Shift to Digital Humanitarian Assistance: Lessons from the International Rescue Committee's Experience December 2019

²¹ Safety with Dignity A women-led community-based protection approach in humanitarian and protracted crises, ActionAid - 2019

²² CaLP protection risk assessment tools

To be completed after needs and priority mapping is done. Outcome: Key needs are determined

Cash response matrix

Protection issue	Cash response	Cash recipients	How cash transfer will be made	Intended impact of cash response
Intra-household tensions	Cash provided to host family of IDPs	Host families and IDPs	Local money vendor Bank and/or microfinance institutions (options) Mobile Money	Provide income for host family and some costs for IDP family Reduced tensions in the household
Risk of early child marriage due to crisis	Provide cash transfer to low income HH with adolescent girls	IDP households, adolescent girls, if not put at risk	Mobile money to adolescent girls or mothers Bank and/or microfinance institutions (options)	Reduce the probability of early child marriage.
Risk of exposure to transactional or survival sex	Cash provided to at risk women and girls	Women and girls	Mobile money Training on alternative livelihoods Bank and/or microfinance institutions (options)	Meet immediate needs Reduced probability of uptake of transactional and survival sex

Cash and protection risk matrix:

For reference, and for use with examples on page 20 of: <http://www.cashlearning.org/downloads/erc-guide-for-protection-in-cash-based-interventions-web.pdf>

Risks	Community-based prevention or mitigation measures	Humanitarian agency prevention or mitigation measures	Benefits	Decision: Cash Based Intervention (CBI), Mixed Modalities, In-Kind, or No Response?	Decision: Delivery Mechanism(s)

Action plan matrix: For reference

Action	Timeline	Responsible/ Focal person	Stakeholders involved	Resources required (CASH/Mixed Modalities, in kind, etc.)

Possible tools

- A **access and control matrix** could be used to look at the extent to which women in the community are able to receive and benefit from cash as a preferred response modality, considering short as well as longer term benefits.
- The **balloons and stones** tool could be used to consider the potential barriers and how to best address these in a fully or partly cash/cash and voucher-based response.
- A **market access map** could be used to identify the physical infrastructure and services available in the community. To what extent do women / different identity groups of women have physical access to markets and money transfer mechanisms? How frequently do they access these? What are the barriers for different types of identity groups and how can these be addressed?
- A **ranking matrix** could be used to support women to identify their preferred interventions and any support required for different options and preferences.
- A **risk assessment matrix** could be used to identify the risks associated with using cash transfers, and to think about how these can be mitigated. Risks might include: market price increases, security risks for staff and cash recipients, corruption and tensions around resource control, etc. Like other programs, mainstreaming protection is key in cash transfer being a tool. Cash intervention has greater benefit in comprehensive programming. The risk assessment matrix should entail covering the overall programming.

Useful links

- See pages 59-63 of the *Safety with Dignity* manual.
 - See ActionAid's think piece: *A feminist approach to cash transfer programming*
 - See CALP Network Themes: Coordination, CVA and COVID-19, Digital Payments, Gender and Inclusion, Markets, Monitoring and Evaluation, Multipurpose Cash Assistance, Operational Models, Risks, Sector-Specific CVA and Social Protection.
-

Livelihoods

Brief description

Women's access to productive resources and support to identify economic alternatives are essential components of WLCB; they can facilitate women's leadership, resilience and survival in the crisis.

- **Engaging women in leadership of cash-based humanitarian responses is an opportunity to empower.** Women and girls are disproportionately affected by crises, yet existing power structures do not allow women's voices to be heard adequately when it comes to planning and delivering of relief and recovery interventions. Humanitarian responses provide an opportunity to address barriers to women's leadership and to ensure equal participation of women and girls in shaping the response.
- **Evidence suggests that well-designed, gender-responsive programmes delivered through cash and vouchers can improve outcomes for women and girls,** while also improving sector outcomes related to food security, health, and education and generating local economic activity. The result brings greater benefits to women and girls and their host communities and leads to more sustainable outcomes. Yet, it remains unclear what combination of cash and vouchers (e.g., targeting, payment size, frequency, and duration, modality, complementary programming, etc.) , in which contexts will yield the greatest impacts across the humanitarian-development-peace continuum.²³



Jackline Murekatete, 38, a mother of three and facilitator and member of Hugukirwa Muko Cooperative in Rwanda.

²³ For more information, please refer to CALP Network Themes.

Steps

Preparation

Find out what information is already available on livelihoods in the community. Consult the Cash for Basic Needs Working Groups, Livelihood Working Groups, GBV or Protection Working Groups led by UN agencies or INGOs and the CALP Network²⁴ regional advisor. In addition to information from Reflection-Action circles and from the humanitarian needs assessment process, you may find that local organisations are able to share information on this topic. You should also review any action plans you have produced on reducing women's vulnerability to protection threats (see below). What resource needs did you identify?

Participatory research process

1. Review any **action plans** that you have produced to date. What actions did you identify to reduce women's vulnerability to protection threats and address recovery needs? What resource needs did you identify? Was the creation of livelihood activities identified as an appropriate response or component of a response?
2. For each of the cases where you have identified a possible livelihood response through a case management process or livelihoods approach, you can put together a **livelihoods response matrix**, identifying the protection issue to be addressed, the proposed response and rights holders, and the intended impact of the response. It is important to consider the feasibility of implementing a livelihoods programme targeting women (see "**risk assessment matrix**" tool case study on Lebanon).
3. A number of participatory tools could also be used to support your analysis of livelihoods options and other factors related to unpaid care work, skills and capacities. Here are some questions that can help you facilitate this analysis:
 - Who participated in unpaid care work (such as: cooking, cleaning, caring for family members, washing clothes etc.) pre-crisis and what roles and responsibilities did they have? Have these roles changed since the crisis? Do women or men shoulder more responsibility for this work than they did previously? Are these roles barriers to accessing livelihoods opportunities?
 - Who makes decisions about how resources are allocated in the household and on household expenditure?
4. It is recommended to use a gender-sensitive market assessment or observation tool to support the process of choosing the cash mechanism and mapping market stakeholders that employed women or women business owners can work with. Existing market observation or assessment tools can be contextualized, using the questions listed above.

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

²⁴ The CALP Network is a global network of over 90 organisations engaged in the critical areas of policy, practice and research in humanitarian cash and voucher assistance (CVA) and financial assistance more broadly.

Possible tools

- **An access and control matrix** could be used to look at the extent to which women in the community are able to access livelihood opportunities and control their proceeds.
- **Balloons and stones** could be used to explore potential barriers and support involved with engaging in livelihoods activities.
- A **ranking matrix** could be used to support women to identify their preferred interventions.
- A **risk assessment matrix** can help identify potential harm due to women's participation in economic recovery interventions, and to decide whether the risks are acceptable and possible to mitigate. This should assess the physical safety of livelihoods as well as identify the associated risks of GBV (e.g., safety travelling to and from work, childcare during the workday, exploitation by employers, workers or suppliers, work hours and locations, backlash from family or community members when women start earning money, safe strategies for storing earned money, etc.)
- A **chapatti diagram** could support a household and community power analysis.
- A **map** could be used to brainstorm how livelihood patterns impact protection and how this has changed since the crisis.
- A **seasonal calendar** can be used to help participants analyse the distribution of agricultural work and crops, illnesses, etc. over the year.
- A **daily activity chart or clock** can help explore the different activities that women and girls carry out each day and how these contribute to the local economy.

Case Study

Piloting for livelihoods activities the access and control matrix and risk assessment matrix in Lebanon

In Lebanon, the Women's Protection Action Groups (WPAGs) in both Jub-Janeen and Baalbek participated in a two-day inception workshop and training in July 2021. A total of 37 Lebanese and Syrian women, 19 of whom came from Baalbek and 18 from Jub-Janeen, participated in rolling out the protection toolkit pilot in their communities. The Lebanese team chose to focus on livelihoods activities, looking at both men and women's access and control of livelihood opportunities and processes at individual and community levels. They piloted the livelihood component with the following tools: **Access and control matrix and risk assessment matrix**.

Using the Access and control matrix, women participants concluded that men have more access to jobs and services, which has an impact on access to jobs for women. Because of discrimination, women's jobs conform to expected gender roles, such as teaching, selling cosmetics, sewing, farming, and working as housemaids, dancers, hairdressers, secretaries, saleswomen, etc. The traditions and customs, social norms, and male-oriented culture forces women to choose those limited careers. So, barriers and

stereotypes should be broken down. Moreover, women should receive support to know their rights; this can be done through awareness-raising sessions. The women's groups also suggested participating in vocational training, economic empowerment courses, capacity building workshops and advocacy campaigns.

Overall, the toolkit was found to be valuable by the participants and the conversations were considered to be effectively facilitated. They understood the livelihoods component, and the linkages between livelihoods, protection, resilience, and a women-led and community-based approach. Sarah, a 22-year-old Lebanese woman living in the Baalbek region, realised that: *"...the topic of protection and livelihoods is new for women, especially regarding the ways of protecting themselves when they face danger, and who they can turn to for support. Protection, and information about it, is crucial, and women who face violence should find support and be able to have accessible tools. Moreover, awareness about unsafe work environments is required for women to be able to act if they face violence or harassment at work"*.

Useful links

- See pages 64-66 of the *Safety with Dignity* manual.

Alliance building

Brief description

Strengthening women's community-based groups/organisations, and building alliances of women's organisations, movements and networks, including at the international level, is central to strengthening women's collective power to increase participation in decision-making processes that affect them, at different levels, and to have greater influence and capacity to make change happen.



Women's march against insecurity in Haiti

Steps

Preparation

Look back at the research you have already carried out on actors and institutions in the community and beyond.

Participatory research process

1. Discuss in small groups the specific protection issue/s you are working on or want to focus on. What changes do you want to make? What actions have you identified? Is this something you can achieve alone, or would you achieve more by working in alliance with others? Is this something that can be resolved at community level, or do you need to work in alliance with regional or national actors?
2. Refer to the **chapatti diagram** of protection actors and institutions that you have already developed. This should give you a good idea of the power relations and connections between the key protection organisations working in your community. If you feel that you need to work beyond your community, at regional or even national level, you may wish to also develop a chapatti diagram of protection agencies working at those levels.
3. Based on the issues that you have identified, use a **forcefield analysis diagram** or **balloons and stones** tool to identify the people or organisations that might help or hinder your work on this issue. Which people or organisations have you identified as potential allies? Do you already have a good relationship with these organisations? Would there be benefit in working more closely together? Do you have different skills, knowledge and connections? Would your voice be more powerful if you speak together?
4. Use the **gatekeeper tool** to help identify individuals who you already have a connection with and who could help you access decision makers in the identified organisations.

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Possible tools

- A **chapatti diagram** can be used to map actors and institutions that you might wish to work with or influence.
- A **forcefield analysis diagram** or **balloons and stones** tool can identify the people or organisations that might help or hinder your work on this issue.
- The **gatekeeper tool** can be used to identify people and organisations who might help you access the decision makers you want to influence.

Useful links

- See pages 42-43 of the *Safety with Dignity* manual.
-

Policy influencing and advocacy

Brief description

Women's increased capacities are developed and mobilised around strategies and tactics to claim and advocate for the protection of their rights.



Women Leaders in Tangelbei Kenya, piloted the Policy Influencing and Advocacy component, and developed an action plan to take steps in engage with local and national actors during an AA Kenya and ActionAid UK WLCBP pilot training.

Facilitator's Note

Questions to ask about laws and policies in your context

What laws and policies exist?

- Is there a law or policy that contributes to the protection problem by protecting the interests of some people over others?
- Is there a law or policy that helps address the particular issue you have chosen?
- What new laws, provisions or compensation packages has the authorities in place announced in response to the crisis? To what extent are women's needs and structural gender discrimination addressed within these? Are any groups likely to have been excluded and discriminated against as a result of their status and vulnerability prior to the crisis? What are the gaps in services or legislations? Why do the people think the crisis happened?

How effectively and fairly are existing laws and policies implemented?

- Is adequate government money budgeted to implement the solution described in the policy or law?

- Is the law fairly implemented?
- To what extent do the courts support women and men to find a solution?
- To what extent are those affected by the crisis able to engage with and influence decisions around the recovery process and policies? Are local and national NGOs able to deliver assistance to communities in need? Are they being listened to, engaged in coordination mechanisms and funded? Are women's organisations being engaged and funded?
- Is the legal system affordable, fair and accessible?
- Are there support services where people can get help to access the system fairly?
- Does a government or non-governmental agency exist to ensure the law is implemented?

Do you want to advocate for existing laws to be better implemented?

Do you want to advocate for a change of legislation or policy?

Steps

Preparation

Find out what information is already available on policies that impact protection issues in your community. In addition to information from Reflection-Action circles and from the humanitarian needs assessment process, you may find that local organisations are able to share information on this topic.

Participatory research process

- 1. Define your goals:** What needs to change? Based on your answers to the questions above, decide what your policy influencing / advocacy goal is.
- 2. Outline your approach:** Develop a timeline and use a **balloons and stones** tool to identify the people, organisations and events that might support or hinder your advocacy efforts. What is your timescale? Is immediate action needed, or are you building awareness of an issue with the goal of longer-term, environment-building change?

- 3. Define the targets and actors:** Use a **chapatti diagram** and/or **gatekeeper tool** to map the key actors who are directly or indirectly involved or who have influence over the problem and can make change happen.
- 4. Articulate the advocacy message:** Work together to develop a message that will influence or persuade your target(s) to take action to create the change you are seeking.
- 5. Define tools, tactics and opportunities:** Use a **river** or **timeline** to map out the key moments in the calendar when you have the most chance of influencing change.
- 6. Identify human and financial resources:** Develop an advocacy **action plan** based on your decisions.

Documenting your research

Copy the graphics onto a flip chart and/or into your notebooks for future reference. Make sure you have a record of the key recommendations and action points emerging from this session.

Possible tools

- A **problem tree** can be used to look at the causes and effects of a particular rights violation and to identify related policies. The roots would be the causes of the rights violation and the branches would show the effects.
- A **pairwise ranking matrix** can be used to help community members prioritise key rights for community action. The list of different rights violations would be written (or marked using a symbol), along both the horizontal and vertical axes of the matrix. Working their way across each box of the matrix, participants would then prioritise one of each pair of rights violations to know which is most in need of action.

Useful links

- See pages 43-45 of the *Safety with Dignity* manual.
-

Monitoring, Evaluation and Learning (MEL)

Brief description

This section documents WLCBP in practice, to validate the efficacy of the approach and to provide evidence that a WLCBP approach provides a solid alternative to enhance women and girls' protection and to drive transformative change.

The indicators and the methods used in monitoring and evaluating WLCBP programming will be generated by Women's Protection Committees, together with other women and girls involved.



Lebanon storms, ActionAid team and volunteers in collaboration with working youth groups conducted a rapid needs assessment, in which fuel for heating was the biggest need for the community.

Facilitator's Note

Remember to introduce the purpose of this exercise, to ensure the evaluation reflects reality as far as possible.

Steps

Looking back at the WLCBP process you have carried out with the Women's Protection Committee and their communities, facilitate a brainstorming session with the women and girls involved to measure any change the community has witnessed. Use the document (matrix, table, etc.) that you drafted at the beginning of the process (see "Deciding where, and with whom, to work" section, page 18).

Discuss any suggestions that you have collected during the process or in this session, and use an **action plan matrix** to define which actions need to be taken to improve the WLCBP process, who is responsible, etc. A **risk assessment matrix** may be useful to assess new risks that may emerge from the changes that you are going to implement in the WLCBP programme.

Possible tools

- **Community scorecard**
- **Action plan matrix**
- **Risk assessment matrix**
- **Suggestion box**
- **Social audit.** The Social audit process uses participatory methods to investigate whether projects have been implemented as planned. Social audits look at whether there are differences between the plan and what was actually delivered, who was involved in implementing a project, how resources were used, etc. This can be discussed in Focus Group Discussions with the community. Finally, all stakeholders work together to develop a joint plan to improve the service/project in the future.

Useful links

- See pages 66-70 of the *Safety with Dignity* manual.
-

Annex 1

Sexual Harassment, Exploitation & Abuse and Safeguarding Considerations

Our sector is increasingly aware of the risk of staff, partners and other actors carrying out sexual exploitation and abuse towards the people we are working with. The risk of sexual abuse and exploitation taking place rises significantly in the context of a humanitarian crisis. To avoid taking power away from those already at risk, it is critical to consider the security, rights, protection, and potential trauma of survivors and those most vulnerable to harm before conducting any assessment.

Before conducting an assessment, all members of the assessment team (including ActionAid staff, partner staff, community representatives) must read, understand and sign the safeguarding checklist

ActionAid's SHEA and Safeguarding approach is about preventing and responding to:

- *Sexual harassment, exploitation, and abuse (SHEA)*
- *Other safeguarding concerns – child and adult at-risk* abuse and exploitation* (*adult at-risk is someone aged over 18 who, for physical, social, economic, environmental or other factors is more vulnerable to harm) carried out by ActionAid staff and other representatives working on our behalf (e.g. partner staff, contractors), or resulting from our programmes or projects that are unsafe and put people at risk.

Survivors can include anyone we come into contact with through our work (e.g. rights holders, partner staff, AA staff). We have a commitment to protect anyone who comes into contact with ActionAid from sexual harassment, exploitation and abuse as these are gross violations of human rights.

Every aspect of our work must be carried out in a way that ensures the rights and dignity of everyone we come into contact with through our work.

Examples of child and at-risk adult abuse

Physical: e.g. hitting, pushing

Sexual: e.g. online exploitation, grooming

Psychological: e.g. humiliation, blaming

Neglect: e.g. preventing access to education or food

Domestic: e.g. intimate partner violence, 'honour'- based violence

Financial/Material: e.g. theft or coercion (more likely to affect adults)

Modern Slavery and Human Trafficking (there is a specific ActionAid policy on modern slavery and human trafficking, separate from safeguarding and SHEA policies) e.g. coercion and recruitment under false pretences, unsafe or exploitative working conditions, sexual abuse.

Sexual abuse: definition

“The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions” (Secretary General’s Bulletin, 2003) e.g. rape, attempted rape, inappropriate touching

Sexual exploitation:

“any actual or attempted abuse of power or trust for sexual purposes, including, but not limited to, profiting commercially, monetarily, socially or politically from the sexual exploitation of another” (Secretary General’s Bulletin, 2003) e.g making a job conditional on having sex with an AA staff member; asking a community member to exchange sex for aid, e.g being put on a distribution list.

Sexual harassment

- Unwanted conduct of a sexual nature
- Anyone can experience it
- It can be persistent behaviour or a ‘one off’
- It typically takes three forms:
- Physical (e.g., touching)
- Verbal (e.g., offensive phone-calls, jokes)
- Non-verbal (e.g., display of sexual materials, staring)

Do ✓

- ✓ Assume that you will come into contact with survivors of abuse or sexual harassment, exploitation, or abuse in your work, even if you have never been told about it directly.
- ✓ Work in ways that empowers survivors, by listening and respecting what they have to say and ensuring they know they have the right to raise concerns about ActionAid. Be prepared to offer options for getting support and follow up with them if needed.

During interviews/focus group discussions:

- ✓ Ensure informed consent by introducing yourself and the activity properly. Write an introduction in advance to present verbally including:
 - Provide the name, role and organisation of the interviewer
 - Give a brief explanation of the exercise and how the shared information will be used
 - Inform participants that participation is voluntary
 - Assure people that confidentiality will be maintained UNLESS AA staff or representatives become concerned that a person’s safety is at risk or that a child (under 18) is at risk of harm or has been harmed. If information is shared under these conditions, it will be for protection or security purposes, and on a need-to-know basis.
 - Provide details of complaint and feedback mechanisms, including routes independent of ActionAid.
 - Ask if anyone has any questions before you start and remind them that they can ask questions throughout and take breaks or stop if they want to.
- ✓ Ask permission to take notes.
- ✓ Use active listening skills. Where possible, ask open questions instead of closed questions or those with yes/no answers, avoid leading questions, and try not to give examples. (Only use an example as a last resort.). Be careful of your non-verbal responses, facial expression, and body language, as well as what you say. Listen openly and briefly paraphrase what you have been told.
- ✓ Wrap up and summarize what the interviewee has disclosed and make sure they confirm that your notes are accurate.
- ✓ Prior to any interaction, ensure you are aware of safe referral services that you can access/support the person to access if needed after your interaction.

Don't ✘

- ✘ Do further harm to survivors: before any interaction plan to mitigate distress, don't make assumptions about participants' experiences, avoid forcing people to answer upsetting or retraumatizing questions, and try not to make judgements or force advice on people. See the Feminist Research Guidelines for more advice on this.
- ✘ Expose participants to unnecessary risk in your activity. Has the location for discussions been chosen for privacy and safety? What are risks for participants, especially women, when out in the community or at home? What can you do to mitigate these?
- ✘ Assume participants have read your introduction; talk to them to confirm they understand it and offer them a copy to keep.
- ✘ Take down names, personal information, or information that might identify individuals unless absolutely necessary.
- ✘ Get distracted. Avoid looking at your phone and put it in silent mode.
- ✘ Keep any concerns you have to yourself or try to investigate/take action without support. This can accidentally lead to higher risks for the person experiencing the harm and limit their choices.
- ✘ Ignore the consequences that disclosing abuse can have for a survivor, ranging from personal distress to threat to life.

Further information and support

ActionAid Policies:

- SHEA and Safeguarding Overarching Policy
- Child Safeguarding Policy
- Protection from Sexual Exploitation and Abuse (PSEA) Policy
- Sexual Harassment, Exploitation, and Abuse (SHEA) at Work Policy
- ActionAid International Code of Conduct

Pocket Guide: How to support survivors of gender-based violence when a GBV actor is not available in your area
-WHO, UNFPA, UNICEF

Report a concern/find out more:

Your SHEA and Safeguarding Focal Point

Global SHEA and Safeguarding Team:

Safeguarding@actionaid.org

AAI Whistleblowing service:

whistleblowing@actionaid.org

Follow up if needed

Contact your country SHEA and Safeguarding Focal Point or the Global SHEA and Safeguarding Team (safeguarding@actionaid.org) if you see or hear anything that worries you, or have any questions. They can help find specialist support for any concern while protecting confidentiality.

If there is a chance that the activity may have caused distress or risk to individuals, plan to check in with participants and offer additional support. Even if a disclosure of sexual violence does not cause explicit harm to the survivor, it is important to acknowledge that it is a significant step to take.

If any participant mentions having experienced any type of violence or abuse, offer to talk with them separately. Acknowledge that they have been heard and provide a space to share detail away from the group. At the end of the session, follow up with

them discretely, away from others hearing. Let them know of services that might be available if they want support. Only make referrals to services if the services are accessible and safe AND the participant expresses a desire to seek help in this way. Discuss this with your Safeguarding Focal Point/lead so that safe referrals are made quickly.

If the person is under the age of 18 AND/OR at risk of immediate harm, you should escalate immediately. You must report this, even if they ask you not to.

If the person is an adult who has capacity to make their own choices about their safety and they ask you not to escalate, you should still tell the Focal Point and SHEA and Safeguarding Team, who can advise you on how to respond and offer support in a way which preserves confidentiality and choice.

Checklist: SHEA and safeguarding considerations before conducting an assessment

Preparedness Checklist - before you conduct an assessment:

- Have you read ActionAid's Code of Conduct, SHEA and Safeguarding Overarching Policy, Child Safeguarding Policy, Protection from Sexual Exploitation and Abuse (PSEA) Policy, Sexual Harassment, Exploitation, and Abuse (SHEA) at Work Policy?
- Do you know how to report a safeguarding concern?
- Do you know who your country's SHEA and Safeguarding Focal Point is and how to access support with SHEA and Safeguarding questions?
- Do you know how to access the Global SHEA and Safeguarding Team and/or the Global Whistleblowing Service if needed?
- Do you have an up to date list of relevant services in your area, in case a referral is needed? These should include services which focus on children, youth, psychosocial support and/or mental health, medical services, sexual and reproductive health, legal support, people with disabilities, and sexual and gender minorities.
- Are there feedback and complaint mechanisms available to community members, both within and independent of ActionAid?
- Are you in touch with, and taking advice from, local women's protection committees?
- Do your relationships with local partners and other actors include knowledge sharing about SHEA and Safeguarding?
- Do you have strong information management processes in place to keep information confidential and protected?

Annex 2 Tools

The below section showcases a wide-range of participatory tools that can support to help women to analyse protection needs, rights and power and to better understand and plan action on issues that affect them. There are a wide range of tools available below, which can provide structure for the process and encourage discussion, enabling women to base their analysis on the systematisation of their own knowledge and can be adapted and used as fits best in each situation. The application of various tools will be informed by women's own experiences, how they are organised, their pre-existing work and if there are complexities to be considered, such as conflict or limited space for humanitarian engagement. This respect for women's knowledge and experience is a powerful foundation for learning; it builds on what they know, rather than focusing on what they do not know. In the below sections, there are also examples and case-studies of real life examples when these tools have been tested to analyse protection needs and undertake a women-led community-based approach.



The tools are shown here are adapted from https://www.reflectionaction.org/tools_and_methods/

Facilitator's note: These tools are designed to be adapted to different contexts. We have not, therefore, prescribed the optimum number of participants for each exercise, but it is left to the facilitator to assess the most appropriate application, according to each context.

Women's Rights Funding Fellowship Workshop in London

Access and control matrix

An access and control matrix can be used to help participants analyse who has access to and control over different resources, and who is denied this.

	الوصول		التحكم	
	بامرأة	رجل	افراد	مجتمع
تربية المواشى	3 stars	3 stars		3 X's
تدريب	3 stars	3 stars	3 circles	3 circles
مطبخ انتاجي	3 houses	3 houses	29/3	
صياغة	3 bottles	3 bottles	3 houses	3 houses
تجميل	3 dots	3 dots	3 dots	3 dots
مرفق بيوت	3 X's	3 X's	3 X's	
رياضة	3 people	3 people	3 people	
water	3 stars	3 stars	3 stars	3 stars
صيانة		3 stars		3 stars
مرفق مياه	3 stars	3 stars	3 stars	3 stars

Steps

1. Introduce the theme and aim of the session.
2. Ask participants to collect materials to construct the matrix.
3. Ask the participants to identify the different resources used in the community. You may choose to focus on one resource or type of resource, such as different types of land.
4. Ask the participants to choose a symbol for each of the identified resources.
5. Check that all the participants agree with the symbols identified. If not, let them debate or vote.
6. Ask for volunteers to place the symbols in a line vertically and separate them using straight lines made with chalk, ash, sticks, etc.
7. Discuss the meaning of the terms 'access to' and 'control over' (if needed, in a local language). Ask participants to choose a symbol to represent these two terms.
8. Add two more columns to the matrix and place the symbols for 'access to' and 'control over' at the top of each.
9. Ask participants to select counters (e.g., stones or beans) for scoring. If men and women are working together, they should choose separate materials to act as counters, so that it is possible to differentiate between the two, (or you can have separate columns for men and women).
10. Ask a volunteer to explain or 'read' the matrix to make sure that everyone understands it.
11. Each participant then votes by putting a counter in the appropriate box if they feel they do have access to / control over that type of land (or score 1-3 counters, depending on the degree of access / control).
12. Listen to the discussion that takes place as the participants add their scores and take note of any points that should be explored further.
13. Ask a volunteer to explain the graphic.

An example of the Access and Control Matrix, which was tested by the ActionAid Arab Region and piloted in Lebanon. In this instance, the access and control matrix examined the access and control over livelihood opportunities, in particular looking at both men and women for access and at individual and community levels for control over the livelihood opportunities and their proceeds.

Questions for analysis

The following questions might help to deepen the discussion:

- Do women and men have equal access to the resource? Why?
- Do women and men have equal control over the resource? Why?
- Is the situation the same for all women? Why?
- What does this mean for women? How does it impact on their lives?
- Does the type of resource affect the degree of access and control that women have? Why?
- Who makes the decisions about what access and control women have? Why?
- What can we do to change the situation? What are women's rights in this context? How can we work together to claim those rights?

If you are using this tool to deepen analysis of **youth rights**, consider the following questions:

- Do young women and men have the same access to the resource as older groups of people? Why?
- Do young women and men have the same control over the resource as older groups? Why?
- Which particular groups of young people have least access to/control over the resource? Why?
- What does this mean for young women and men? How does it impact upon their lives?
- Who makes the decisions about what access and control young women and men have? Why?
- What can we do to change the situation? What are the rights of young women and men in this context?

Power issues to consider

Questions of access to and control over resources are concerned with power; this is likely to emerge in discussions during the construction of the graphic. Participants can use other tools to explore these questions in more detail. For example, a **chapatti diagram** could help to look at who in the household or community has control over a particular resource and who makes decisions about its use and disposal.

References

- ActionAid (2003). *Communication & Power*,

Action Plan Matrix



Photo: ActionAid

Women leaders discussing a protection action plan as part of ActionAid Kenya and ActionAid UK training on the WLCBP Approach.

The matrix below could be used to document your action plan by outlining the action that needs to be taken, the timeline in which this should happen, the resources required for the action to take place, the stakeholders that need to be involved, and to assign a responsible person to lead on that particular action. You can fill this matrix with as many actions as needed, but try to be realistic about your ambitions.

Action	Timeline	Resources required	Stakeholders involved	Responsible/Focal person

Balloons and Stones

This tool is used to help identify factors (people, organisations, events, etc.) that might help or hinder you in your work. The stones represent the things that pull you down and might prevent you from achieving your goal. The balloons lift you up and help you on your way.

The tool is essentially a kind of forcefield analysis. However, the imagery of balloons and stones is easy for people to grasp and this makes it more accessible than the very technical sounding 'forcefield analysis'.



Women Leaders learning the balloon and stones tool from ActionAid's WLCBP Toolkit (Tangulbei, Kenya).

Steps

1. Start by collecting the materials you will need to construct the tool. If using pens and paper, it would be good to have some coloured card from which to cut out the balloons and stones. Using card rather than drawing directly on paper means the pieces can easily be moved around, and different sizes can be cut to indicate the importance of each force. If working on the ground, you can draw the line in the earth and use objects such as leaves, flowers and pebbles to represent the balloons and stones.
2. Draw or mark a horizontal line to represent your progress towards the change you want to achieve. Mark your starting point at the beginning of the line and your goal at the end. You may also choose to mark some of the steps you need to take along the way (see *timeline tool*).
3. Above the line, place balloons to represent the different forces that will help you achieve your objective. Think about what imagery is appropriate in the place where you are working. If people are not familiar with balloons, you might choose a different image to represent the positive force.
4. The bigger the balloon, the more help you can expect to get from that force. If you place the force close to the line, it means that it is a force near you; a local force. If it is further away, it is at the district, regional or even national level.
5. Below the line, place the stones. These are all the forces (people, organisations or events) that may stop you from achieving your objective. The bigger the stone, the bigger the threat from that force. If you place the stone close to the line, it means that it is a force near you; a local force. If it is further away, it is at the district, regional or even, national level.
6. When you have done this, consider which forces you can influence; either strengthening the positive forces or weakening the negative ones.
7. Based on your analysis, you might want to change your plan of action to take account of the positive and negative forces.

Using the tool as part of a process

This tool is very useful to assess **risks** to a project or campaign. Remember that it is important not to rush the participatory process. Allow plenty of time to construct each tool, ensuring that all the participants have a chance to get involved and that there is space for discussion and analysis.

- Before using this tool, you may wish to develop a detailed **timeline** for your project or campaign, indicating each of the steps you need to take to achieve your goal. Once this is complete (and probably on a later day) you can then add the **balloons and stones** to identify the forces that will help and/or hinder you. This may lead you to revise your timeline. Once this is finalised you can draw up a detailed **action plan** for your project/campaign.

References

- ActionAid (2012). HRBA Governance Resources, *Power – Elite capture and hidden influence*, p. 50-51.
- Networked Toolbox website

Case Study

Balloons and stones tool in Baringo County, Tangelbei, Kenya:



Photo: Lucy Njongai/ActionAid

Susan Limakamar, a business lady from Tangelbei village narrates her experience with the tool.

The Balloons and Stones tool was piloted and tested over a six month period, within the livelihoods component of ActionAid's Tangelbei Local Rights Programme (For more information on the wider livelihoods component, see description on page 62). Women leaders used the tool to examine the factors and livelihood activities that could enhance women's protection and empowerment, where the balloons represented the opportunities and positive influences around livelihood activities, and the stones represented the challenges and obstacles women and girls faced in undertaking such livelihood opportunities.

Susan Limakamar, one of the women leaders involved in the pilot, feels that the balloon and stone tools are directly related to each other: a smaller balloon represents a woman who currently holds a small space and has minimum opportunities in society, and the stone represents some of her burdens and challenges. Understanding the tool can support women and girls to delve deeper into these difference challenges, and work towards decreasing the burdens of the stones and creating a bigger balloon; this reflects growth of opportunities. For Susan, her burden is enlarged by lack of a proper nearby school for her children and the lengthy distances she must walk each day to fetch water. However, this is balanced with her 'balloon,' as she runs a small grocery business, which generates enough income to support her family. The exercise allowed her to recognise some of the burdens the community faced. The tool supported her in understanding what needs to change, such as access to water, increased health facilities and increased opportunities for schooling for girls. This has allowed Susann and the community to more actively reach out for opportunities within the community to address some of these burdens and 'decrease' the size of the stones.

This is a specific example of how the **balloons and stones** tool was used for a rural livelihoods component. However, this tool can be adapted and illustrated for a range of different components. Each component can be approached as a 'protection issue' whereby the stones and balloons are indicative of the opportunities and barriers in each scenario.

Body map

A body map can be used to help participants to explore issues around health and sexuality, women's rights and violence against women, as well as to explore different skills of women involved in the WLCBP process.



Photo: Reflection-Action / ActionAid

Steps

1. Draw the outline of a woman on the ground or on a large sheet of paper. A quick way to do this is to ask one of the participants to volunteer to lie down on the floor and draw their outline. However, this may not be appropriate in some contexts; the body can also be drawn freehand.
2. Start the exercise with quite a general question such as: "How does life in this community impact on your body and your health?" Participants then indicate on the body map the positive and negative impacts that they have experienced. For example, headaches as a result of carrying heavy water containers for long distances or not getting enough sleep, rest food or water due to unpaid care work, food and water availability and accessibility, including gender-related food consumption.

3. The body map can also be used to discuss abstract notions such as qualities, skills or emotions. The participants will need to discuss how to place the cards, as there will not necessarily be a correct position. For example, some may feel that a card representing fear would be best placed on the head while others might choose to place it on the stomach or heart.

Suggestions for use

- Body maps can be used to explore the ways in which a conflict or disasters have impacted upon the lives of women and girls, as well as highlight the ways in which children and young people demonstrate resilience. They are also useful for describing common rights violations faced by women and girls in their daily lives.
- A body map could be used to look at the various health problems associated with the different parts of the body. Participants may go on to discuss issues of prevention and cure as well as possible sources of information and help. A specific health issue may be chosen as the focus of more detailed discussion.
- Focusing on a woman's body, the group could discuss issues surrounding pregnancy. What can the woman do /not do? What should she eat? What kind of support and advice is available?
- A body map could be used to explore the different qualities that participants perceive as necessary for finding employment and draw attention to the skills and experience that they already possess.
- The group could use a body map to analyse the qualities they feel are needed to be an ideal citizen, parent, teacher or student. They may then go on to contrast this with a body map representing the reality of the situation. How different are the two body maps? How easy is it to live up to an ideal model? Is it even desirable? What help is available in each situation?

References

- ActionAid (2003). *Communication & Power*, Images Section.
- ActionAid (1996). *Reflect Mother Manual*, p. 176.

Chapatti diagram

A chapatti diagram can be used to explore relationships between different things, such as: relative importance, influence or power of people, organisations or groups.



Women Leaders learning the Chapatti diagram tool from ActionAid's WLBP Toolkit (Tangulbei, Kenya).

Steps

1. Prepare different cards of different size circles. Place a card with the name of the person, group or organisation that is the focus of discussion on the ground.
2. Make a list of all the people, groups or organisations that exist and have an influence on the person, group, organisation or community being discussed.
3. Decide if the people, groups or organisations in the list have little, medium or strong influence/power over the person, group, organisation or community under discussion.
4. Choose an appropriately sized circle (small = little influence, medium = medium influence and big = strong influence) and write the names of the people, groups or organisations onto the relevant size circle.
5. Participants then discuss their perception of the relative importance or influence of the people, groups or organisations on themselves, their community, family or organisation. The circles are then placed at different distances from each other to show the nature of relations between them.
6. The group discusses the diagram that has been constructed, the relationships, the effects on the community etc.
7. Once the diagram is finished, each circle is classified as 'ally', 'neutral' or 'threat' (using visual symbols placed or drawn on the circles).
8. Strategies and actions are discussed and designed to transform and improve the situation. The visualisation can be extended by developing 'ideal' versions and exploring how to get there.

Suggestions for use

- The chapatti diagram can be used to analyse power relations within the family. One powerful exercise involves participants creating a chapatti diagram of their family when they were children. Once this has been completed and the power relationships discussed, they go on to create a chapatti diagram of their current family situation, through analysing their own power as an adult.
- A chapatti diagram can be constructed as part of a workshop evaluation process to show the inter-personal power relations among participants and facilitators. These can be constructed individually and then shared/ analysed, or a single diagram may seek to capture the consensus of the whole group. However, the process should allow for, and incorporate, conflicting perspectives.
- Chapatti diagrams can also be used to analyse institutional power relations or the use of power at national or international levels. The process of constructing these diagrams is often a useful way for participants with different perspectives to exchange views and achieve some form of understanding.

References

- ActionAid (2003). *Communication & Power*
- ActionAid (1996). *Reflect Mother Manual*, p. 176.

The Chapatti diagram in Baringo County, Tangelbei, Kenya:



Photo: Lucy Ntongai/ ActionAid

“I was clueless about my burdens and who to hold to account before interacting with the tools” - Akeno Cheptoyo

The **Chapatti diagram** was tested with women leaders in Kenya, under the **Policy Influencing and Advocacy component (described on page 67)**. It facilitated women leaders to brainstorm around the different actors and stakeholders that could support women’s policy influencing and bring about change related to the issues identified as protection risks within their communities.

The process mapped out the role of different stakeholders that the community engaged with, as well as the different stakeholders that could influence policies both locally and nationally. Women leaders discussed and agreed who had the most power and these people were represented by a larger circle. Their relationships were then mapped

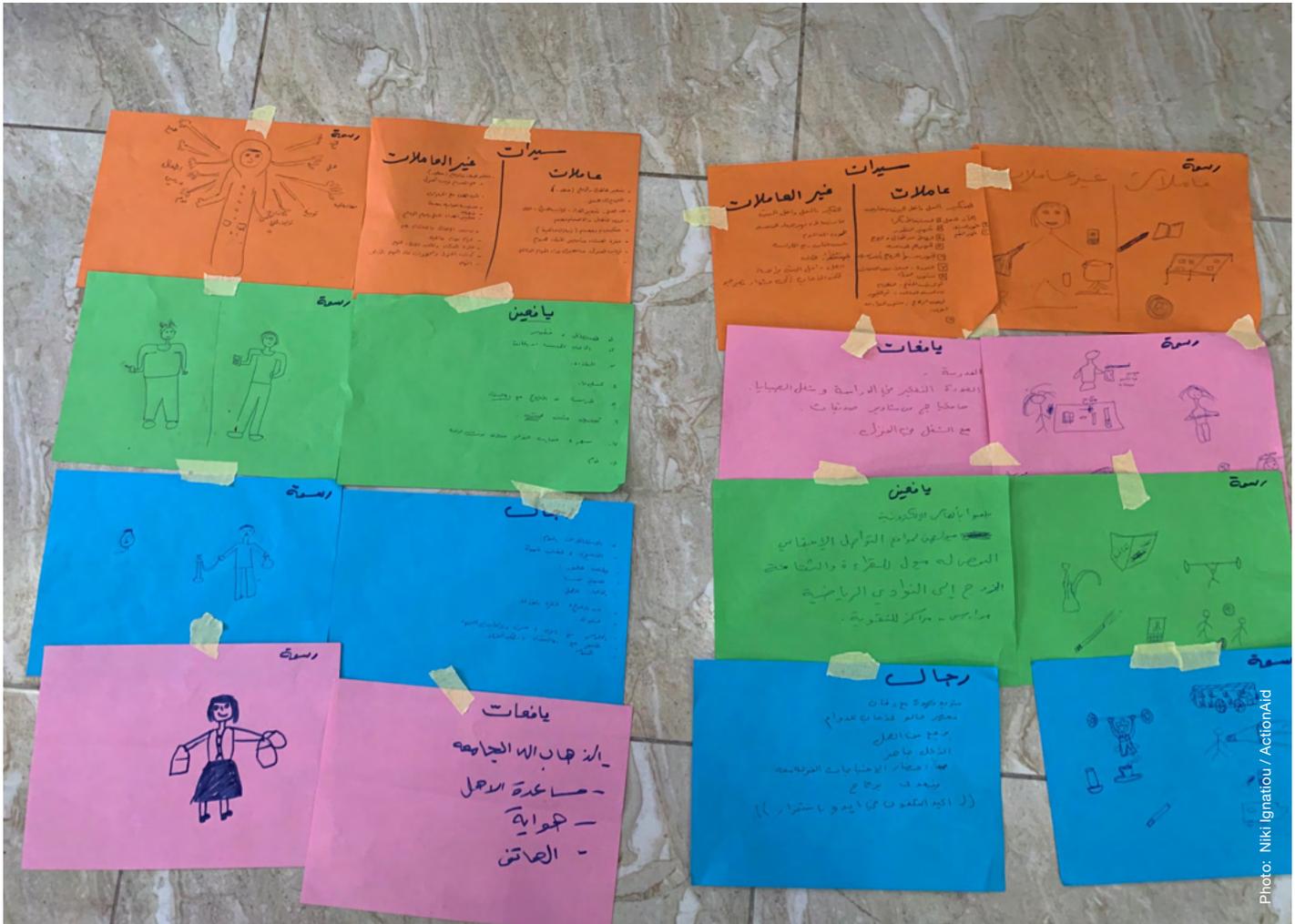
to all the stakeholders they had identified. This supported women leaders to detect and understand potential avenues and links they have within their own community connected to the specific protection concern, which they may not have previously been aware of.

One of the women leaders who undertook training on the tools is Cheptoyo Akeno from Napeikore Village. She mentioned that the tool supported her to develop a greater understanding of: ‘...who to hold to account and who could be allies in creating change’. The women leaders participating in the training alongside Cheptoyo, recognised the importance of collective action, and the strength of their own voices and connections to support the community as a whole. They could see where collective power would expand their circle of influence and support greater opportunities for change. This allowed the group to prepare an action plan to advocate for their greater participation in planning processes amongst the local government entities, as well as to call for additional services to benefit the community at whole, such as: easier access to water and tarmacked roads, increased health facilities and opportunities for schooling for girls. These provisions had not been previously available to the community.

In this instance, the **chapatti diagram** was used to support policy and advocacy activities for local women’s groups in Kenya. It can be used as a stakeholder mapping tool to identify key individuals and organisations involved in any certain protection issue, together with their relationships to, and influence over, other stakeholders.

Daily activity chart, clock, or calendar

A daily activity chart can be used to help participants to analyse how their time is used each day, as well as how protection issues are related to a particular daily or seasonal activity.



An example of the Daily Activity Chart tool under the Changing Norms component as part of the ActionAid Arab Region and ActionAid UK training on the Women Led Community Based Protection Approach.

Steps

1. Draw a daily timetable from sunrise to sunset.
2. Ask participants to fill in their daily routine using single words or pictures, showing: when they sleep, engage in housework or farm work, relax, collect water, collect wood, go to school, etc.
3. This can be done by different groups in the community (men/women, old/young) to compare the different ways in which they spend their time.
4. It can also be interesting to ask each group to prepare a chart for the other group (as well as for themselves) so that the group's self-perception of what they do can be compared to how others perceive their workload.

Time	Women's daily activities	Men's daily activities
4 AM		
5 AM		
6 AM		
7 AM		
8 AM		
9 AM		
10 AM		
And so on until the end of the day	(until around 11pm)	

Questions for analysis (if you are discussing work related to gender norms)

- What do you regard as work?
- Which of these brings in income, or is paid for?
- What work do men do that women do not do? Why?
- What work do women do that men do not do? Why?
- Who does the most work? Is it men, women, young people, old people? Why do you think this?
- Is there a fair division of labour? If not, why not?
- Is there some work which could be more equally shared? If yes, how?
- Can anyone work harder than they are doing at the moment?
- What income generating work could men and women do if they had more time as result of a fairer division of labour?

Suggestions for use

This tool could be used to:

- Track the need for language or literacy during a day; identifying when people need to have literacy skills or speak in the official language.
- Look at income and expenditure over the course of a day, to identify when money is spent and when it is earned.
- Explore which daily or regular activities throughout the year may expose women to higher protection risks than others.

References

- ActionAid (2003). *Communication & Power*.
- ActionAid (1996). *Reflect Mother Manual*, p.216-7.

Case Study

Using the daily activity chart, Jordan



Women Leaders learning the daily activity chart as part of the ActionAid Arab Region and ActionAid UK training on the Women-Led Community Based Protection Approach.

The **daily activity chart** was used in Jordan, to explore the way in which gender norms influence the roles and responsibilities of women, men, girls, and boys in the community. This was tested through the component of Changing Gender Norms (page 46).

Women leaders in Jordan developed a daily activity chart to specifically analyse and identify attitudes towards gender norms within their society. The daily chart supported them to hold conversations around how a woman's day differs substantially to that of a man, whether there was a fair division of labour, and whether there were

some jobs which were more socially acceptable or a better fit for one gender versus the other.

Awareness raising sessions were held with men and boys from the community. Women leaders piloted and showcased the daily chart to raise awareness of the disproportionate responsibilities and workload held by women and men in their society. In this instance, the tool supported men and boys to become critical allies of women, with the long-term objective of changing gender norms:

A male Syrian participant from Mafraq, Jordan (age 60), reported that: *"The Daily Chart really opened my eyes; I had never really paid attention to the daily chores my wife was doing. I now understand that women are the people most exposed to stress because of this. Now I try to help my wife; I do some of the chores in the house, whereas before I never did anything. I wish to participate in more sessions and continue to learn. The tool was easy to access and understand, which made it easier to better understand complex topics such as discrimination around gender."*

This is an example of how the Daily Activity chart was used in Jordan to examine the socially constructed roles and attributes for men and women in their society. The tool can be used for a range of components, to map a diversity of protection issues through a greater understanding of daily roles in a community.

Documenting Reflection-Action discussions

A critical part of the research process is to document the conversations from the Reflection-Action (R-A) circles. Ideally, R-A facilitators should write a few paragraphs after each R-A circle meeting.

It is important to capture how participants feel about a particular issue as they express it in their own words. How does this impact on them physically, emotionally, and economically?

Much of the change that we will want to see for participants themselves will be reflected in their discussions in the circles, so it is also important to capture their comments for monitoring and evaluation purposes.

Below is a template that R-A facilitators could fill out at the end of each circle discussion. It can be recorded in a notebook for later reference, when needed. It should be filled out immediately after the R-A circle meeting.

<p>Date:</p> <p>Reflection-Action Group:</p> <p>Location:</p> <p>Activity:</p> <hr/> <hr/> <hr/> <p>Discussion:</p> <hr/> <hr/> <hr/> <p>Memorable quote:</p> <hr/> <hr/> <hr/>
--

NB. If a memorable quote is used, ensure that the participant's name is included (if they agree).

References

- ActionAid (2013). *Unpaid Care Work Resource Guide* http://netbox-production.s3.eu-central-1.amazonaws.com/filer_public/c1/9b/c19b20e7-1777-445c-bb4a-86a0d960f743/ucw_resource_guide_-_2013.pdf

Force field analysis

A force field analysis can be used to identify 'helpers' and 'spoilers' (people or organisations who can either help or hinder your work).



Steps

1. Draw a vertical line to represent the change you want to achieve.
2. On the left side of the line, list all the forces that will help you achieve your objective. Draw an arrow to show that these forces are pushing forwards. The thicker the arrow, the bigger the help you can expect to get from that force. If you draw the arrow close to the line, it means that it is a force near you; a local force. If it is further away, it is at the district, regional or even, national level.
3. On the right side show all the forces (people, organisations or events) that may stop you from achieving your objective. Draw an arrow that is pushing you backwards. The thicker the arrow, the bigger the threat from that force. If you make the force arrow close to the line, it means that it is a force near you; a local force. If it is further away, it is at the district, regional or even, national level.
4. When you have done this, consider which forces you can influence and where you can either strengthen the positive forces or weaken the negative ones.
5. In the light of your analysis, you may want to review your plan of action and modify your strategy.

Suggestions for use

- Force field analysis is very useful to assess risks to a project.
- The force field could also be drawn horizontally as a timeline, showing the driving and restraining forces that might help you or stop you from reaching your goal at different stages.

References

- ActionAid (2012). HRBA Governance Resources, *Power – Elite capture and hidden influence*, p. 50-51.

Gatekeeper tool

The Gatekeeper tool can be used to identify people who can help facilitate access to powerful people that you want to contact/negotiate with in your advocacy or campaigning work.

Key Stakeholders	Gatekeepers	Relationships/who knows them?
Minister of Health	Formal Gatekeepers	
	Informal Gatekeepers	

Steps

1. Draw a table like the one above. On the left, list all the stakeholders you need to influence, but cannot access. This could include people from whom you need information or permission to do something. It could also include the decision-makers you hope to convince to take action in your favour.
2. In the next columns, list all the people you believe act as formal and informal gatekeepers to the stakeholders in your first list. This will probably require some networking and research on your part.
3. Underline or highlight those gatekeepers on these lists whom you already know, or could quite easily gain access to.
4. In the right-hand column, list the people who act as gatekeepers to the gatekeepers. Again, underline any of these with whom you have an existing relationship. You might be able to ask them to introduce you to the gatekeepers.
5. The challenge is to identify who, amongst your possible partners, may know or be gatekeepers to powerful stakeholders. In many instances, it may also be necessary to forge new relationships to 'get your foot in the door' of particular spaces you are trying to access.

Power issues to consider

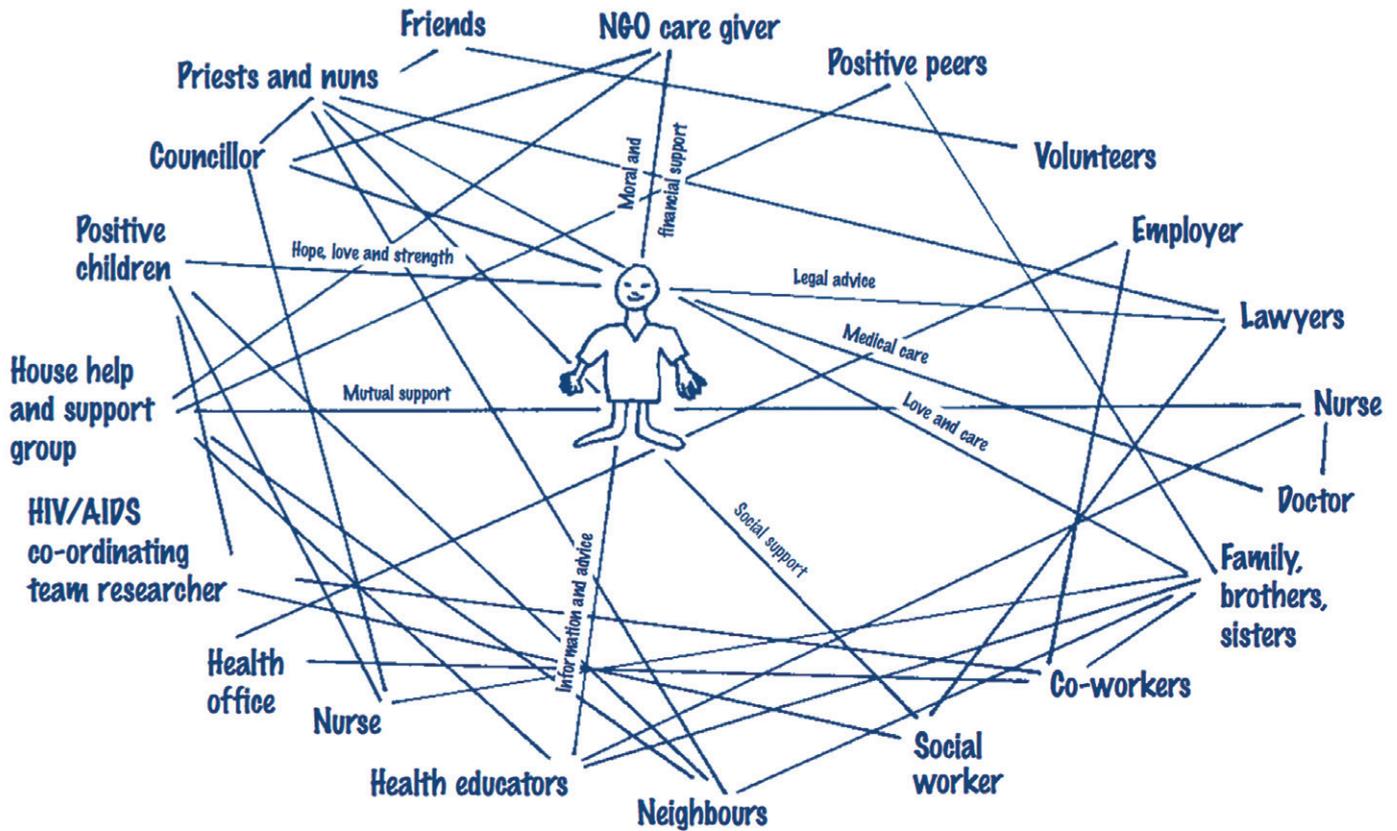
Stakeholders can be approached in more than one accountability space. For example, imagine you have identified a particular government official as a stakeholder you need to influence. You have already established that the key decisions relating to your desired change are made behind closed doors. So, you could try to open up this space for civil society participation. However, it may also be feasible (and possibly, more strategic) to engage with them in a forum not related to your issue. Perhaps you can build a relationship with this stakeholder in another space that is easier to access.

References

- ActionAid (2012). HRBA Governance Resources, *Accountability – Quality and equity in public service provision*.
- ActionAid (2012). HRBA Governance Resources, *Power – Elite capture and hidden influence*.

Helping relationships spiderweb

This will help participants to draw the spiderweb of people and organisations that can provide support to a person in situations of distress and identify what makes a helping relationship.



Steps

1. Explain the purpose of the tool and ask participants to select a type of person to focus on. Examples might include 'a young woman living with an alcoholic husband and facing violence every day' or a 'child labourer who is not attending school'.
2. Ask the participants to draw a picture of the person at the centre of the spiderweb.
3. Encourage the participants to think of all of the different types of people and organisations that could provide support to the person. Ask them to note them down in a circle around the outside of the image of the person.
4. Encourage the participants to identify which of the people and organisations have links to each other. Draw lines to show those links.
5. On the lines, write what kind of care and support is given and received. When the activity is complete, encourage the participants to discuss the results. For example, how many different types of people and organisations can provide support? How are the relationships between the person and the different types of people and organisations? What type of relationships exist amongst the different types of people and organisations? How can relationships empower people rather than make them dependent?

In summary:

- Using a helping relationships spiderweb helps to explore the best type of help and support for people in distress and where it can be found. It can identify the type of relationships that exist between people involved in care, support, education and rehabilitation, as well as explore what makes good, supportive and empowering relationships.
- A helping relationships spiderweb is particularly useful for identifying the network of support that is, or could be, available to community members who are in distress. This could include: orphans, women facing domestic violence and people living with HIV and AIDS.
- Emphasise that helping relationships are a two-way process. They are about the person and the different people and organisations treating each other with respect and providing each other with support.
- Encourage the participants to think about different types of links. For example, there might be a formal, professional link between a school headmaster and a community worker. However, there might also be an informal, personal link between that community worker and family members of the child.
- An alternative way to build a relationships spiderweb is to use a ball and string and pass the string around everyone who is connected. Relationship tools can be used to explore levels of social exclusion/access to helping relationships and services among marginalised groups, including children and young people. Youth can use the tool to map relationships with people they trust and with whom they interact on a regular basis. You can adapt the tool to measure accessibility by asking youth to draw three lines to the people/stakeholders they trust or interact with the most, two lines to people/stakeholders who are of average accessibility to young people, and one line to those people/stakeholders who are hard to reach. If using these tools with vulnerable children and young people to analyse their personal relationships, be sensitive to those children and youth who have few helping relationships.

References:

- ActionAid (2012) *STAR (Societies Tackling Aids through Rights) Facilitators Guide*.

Maps

Maps are an effective way of presenting local information, problems and opportunities in a clear, visual way. A basic map of a local area can be overlaid with information on available services (e.g., number, location and quality of medical and psychosocial care options), challenges faced in accessing services (e.g., privacy, distance, safety), and women's perception of areas that present high risks (e.g., public or remote areas where sexual assaults or harassment are likely to take place). Maps could be used to show how individual households have been impacted and to identify those living in each household.



Photo: ActionAid / Reflection-Action

What is needed?

Maps can be created on paper with coloured pens, or in the dirt/sand, using natural materials such as sticks and pebbles. Have the materials ready.

Steps

1. The group may wish to begin the exercise by taking a walk around the area, to note which key features they wish to represent and analyse.
2. Initially, a map should be created on a large scale, on the floor or any large surface, so that all participants can actively contribute and clearly see what is going on.
3. The first things to be included should create a basic framework for the space. For example, the community centre or college where the group meets could be used as a starting point. Important features, such as main roads and public buildings, help people to orient themselves and thus, participate more actively.
4. Many different materials can be used to represent the various elements on the map. Anything that is easily available and easy to move, such as sticks, stones, etc., can be used. The meanings of the symbols should be selected and agreed upon by the whole group. Movable objects are crucial, as everyone needs to be able to go back, change and add elements as the map develops. Less assertive participants find this particularly helpful.

5. Once all the physical objects relevant to the purpose of the map are in place, more qualitative judgements can be considered. This could include, for example, indicating positive or negative perceptions of what is represented. Participants may choose to highlight their favourite places on a map or to indicate problem areas.
6. After this, the group can reflect on the map as a whole, drawing out insights or conclusions to stimulate discussion. The completed map often enables people to see issues or phenomena in a new light, because it helps remove them from the daily reality, whilst simultaneously gaining new perspectives on it.
7. In some cases, the 'real' map may then be used as a starting point for developing an 'ideal' or 'visioning' map, showing future changes, whether they are practical and achievable, or idealistic and visionary. In some cases, such maps can become practical planning tools.
8. For the map to be recorded on paper or card, participants need to identify pictures, symbols or words with which to label key elements on the map. Once it is recorded on paper, participants may wish to make their own, smaller copies.

Questions for analysis

If you are using a **community map** to assess women's safety and their access to services, the following questions can facilitate discussion about the risk factors and available services. After each question, give women time to consider and indicate their responses on the map.

1. Where do women in the community go if they need medical treatment?
2. Where do women in the community go if they want to express a concern about safety?
3. Is there a place where women can go to discuss problems together?
4. Is there a place where girls can go to discuss problems together?
5. Are there places on the map that are not safe for women and girls during the day?
6. Are there places on the map that are not safe for women and girls during the night?
7. Where might a woman go for help if she is the survivor of violence?
8. Where might a girl go for help if she is the survivor of violence?

If you are using a **household map**, you could draw a neighbourhood and the composition of each household, to identify the number of women in each household, age, disability, etc., and how they are affected. Try to stick to the information you know, and make notes of the gaps in information for further assessments, if needed.

What to do with the information

Record any visual output from this process, whether it is drawn on the ground or on paper. Be accurate and include identifying information (place names and the date the map was created).

Further reading / sources

- ActionAid (2003), *Communication & Power*
- ActionAid (1996), *Reflect Mother Manual*

Circles of influence tool, Jordan



Women Leaders learning the circle of influence tool as part of the ActionAid Arab Region and ActionAid UK training on the Women-Led Community Based Protection Approach.

The **Circles of influence tool** was used in Jordan under the ‘Changing Gender Norms’ component (page 46) which was piloted with Women’s Protection Action Groups (WPAGs) from Mafrq and Zarqa. Initial stages to undertake this component involved safe conversations on socially constructed roles and attributes between men and women in their society. Through these conversations, the WPAGs examined the negative impact of gender norms on women and girls’ wellbeing, with discussions on women’s vulnerabilities, and the implications of gender norms shaping the unequal power relations between men and women.

Following these conversations, the circles of influence tool was used to map who has influence, positive or negative over those specific negative gender norms, to target them accordingly. Examining and identifying those actors who have sway in the community (either directly or indirectly) supported the women’s groups in their discussions around how to engage with the different layers of influence and who the main stakeholder and influencer would be, when applying and creating an action plan.

A female participant from Zarqa, Jordan (age 36) reported that: *“The sessions were open minded and enriching. I had never really heard about gender equality but now I have learnt that the society is, in fact, using gender to impose roles on women and men. The tools were very clear, so even if it was a topic I had never learnt before, I found it easy to grasp the concepts.”*

The Circles of Influence tool supported my understanding around what services women could go to in case of gender-based violence. Before, I thought that a woman could only go to her family to settle issues with her husband, without recognising what other means of support exist within the community. I think more women should be educated on such topics and use these tools. It is very important that they learn that gender does not define who you are, and the roles in the society are not static; they can change, and they should not be defined by society in such a negative way.”

Pairwise ranking matrix

A pairwise or preference ranking matrix can be used to compare a set of issues and find out which is the most important to participants.

Problems	Lack of education	Lack of health facilities	Lack of rights awareness	Safe drinking water crisis	Landlessness	Unfair wages
Lack of education		↘	↘	↘	↘	↘
Lack of health facilities			☹	☹	+	☹
Lack of rights awareness				☹	☹	☹
Safe drinking water crisis					☹	☹
Landlessness						☹
Unfair wages						

Steps

1. Ask participants to select five or six issues/concerns/ desired changes etc., from those that emerge from the mapping exercise and/or discussions. Ask participants to write the same issues/concerns onto cards two times.
2. Ask participants to construct a matrix from string, or draw a matrix on large paper.
3. Ask participants to give the matrix headings, using the cards with their selected issues/concerns/ desired changes etc., written on them. They then place cards with the same headings and in the same order down the left-hand side of the matrix.
4. Ask participants to discuss, through comparison, which problems are more important and why. First ask, e.g., “Can we compare lack of education with lack of education?” We cannot compare two things that are the same, so ask participants to put a line through the box, using a stick or piece of string or marking a big cross.
5. Now, ask participants to compare two different things, e.g., lack of education and lack of rights awareness. Encourage them to discuss the two issues (or desired changes etc.) and give reasons for why one is more of a problem/priority than the other.
6. Once participants have finished discussing the two issues and have agreed that one is more of a problem/priority than the other, ask them to write which problem they have agreed is worse/ a higher priority on a piece of card and place it in the matrix.
7. Continue in this way until participants have compared all the different issues/concerns/ desired changes, etc.
8. When the matrix is complete, ask participants to count how many times each issue/ concern appears in the matrix (not including the matrix headings). The issue/ concern that appears the most times is the highest priority, the one with the 2nd highest score is the next level of priority, and so on.

References

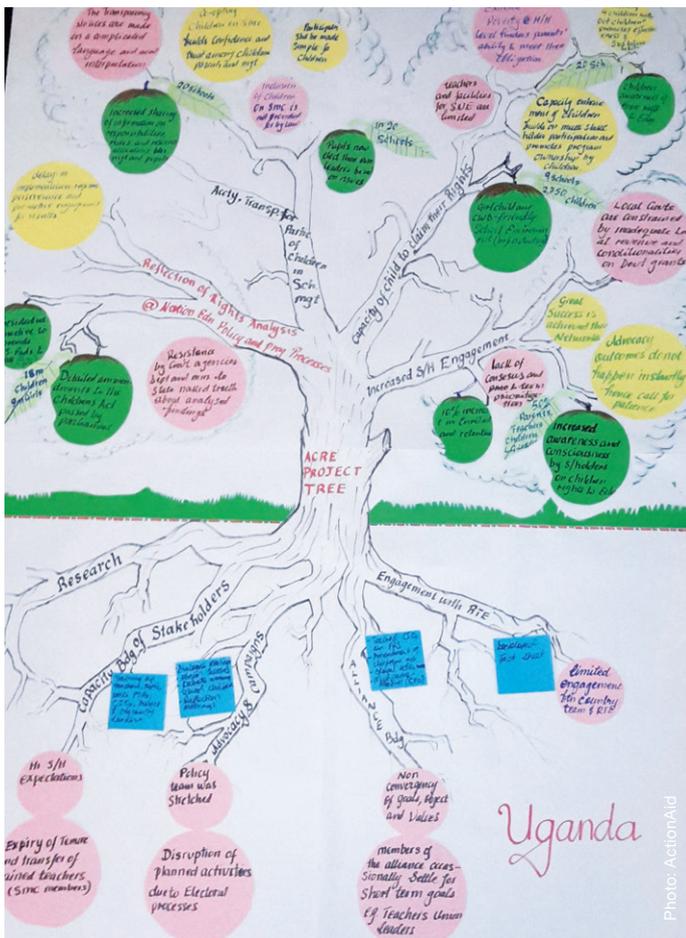
- ActionAid (2003), *Communication & Power*
- ActionAid (1996), *Reflect Mother Manual*, p.141.

Protection problem tree

A problem tree can be used to explore cause and effect. The various elements of a tree work together as a simple metaphor: the trunk represents the situation to be studied, the roots show the causes of that situation, and the branches are the results or consequences. Fruits may be added to represent possible solutions or actions.

Purpose

The problem tree will help the group to explore the underlying factors that cause protection problems to occur, and their consequences. Protection problems are a result of a complex combination of factors but are fundamentally about abuse of power. It is easier to identify surface-level problems rather than underlying causes. This tool will help ensure that community-based protection actions are designed to address the underlying causes and consequences of the protection problem.



Steps

1. Using local materials (e.g., fallen twigs/tree branches), begin to construct a tree. (A tree can also be drawn on large paper if twigs etc. are not feasible.)
2. The trunk symbolises the protection problem being discussed. A card is placed on the trunk with the problem written on it. (This helps to keep the discussion focussed.)

3. The roots represent the root causes. Challenge the group to identify the core root causes. Move beyond surface level; for example, domestic violence is not merely caused by men drinking alcohol. Examine why men drink, why communities might accept family violence. Draw out themes such as poverty, power imbalances, gender, conflict, and other drivers. As each cause is raised; a symbol is chosen to represent it, or it is written on card (once agreed by the whole group) and placed amongst the roots.
4. The branches represent the effects. As each effect is discussed and agreed, it is written on a card and placed in the branches. (The thickness of the branch can be used to show the level of importance.)
5. Fruits may be added to represent possible solutions.

Discussion points

- Discuss how power imbalances are often a root cause of protection problems. Power means the degree of control over resources; the power to make decisions and exercise choice.
- The root cause of violence against women is ALWAYS gender discrimination, abuse of power and lack of respect for human rights.

What to do with the information

- Keep copies of the problem tree on a flipchart and/or in your notebooks.
- The tool is very useful in helping to assess whether the proposed community-based protection actions address the root causes and consequences of women's protection problems.
- This analysis can also help inform baseline data for developing indicators to assess the impact of the programme on root causes.

References

- ActionAid (2003), *Communication & Power*, See Images Section.
- ActionAid (1996), *Reflect Mother Manual*, p.176

Risk assessment matrix

The risk assessment matrix can be used to help analyse the potential risks that could occur in the course of implementing the WLCBP programme and the consequences that could impact on individual women, women's groups, other stakeholders and the programme itself.



Example of Risk Assessment Matrix, when piloting the WLCBP approach in Jordan.

Purpose

A risk assessment aims to avoid placing individuals, NGO or partner staff in greater danger. It asks what might go wrong and anticipates future problems. Risk analysis is needed to minimise or mitigate identified risks and to plan for emergencies and contingencies. Questions and activities to evaluate risks could be integrated as part of the initial identification and analysis of protection problems, as well as part of the action-planning process. New assessments should be completed when the security, political or disaster situation changes.

Risks can be:

- External (e.g., armed conflict, insecurity, natural disaster, government or partner inaction).
- Internal (e.g., organisation mismanagement or fraud).
- A result of your programme or approach (e.g., not respecting confidentiality, not getting consent of community leaders).

Risk	Likelihood (1 – very unlikely; 5 – highly likely)	Consequences and rating (1 – insignificant; 5– very serious)	Women's suggestions on how to minimise or mitigate the risk	Action

Considerations

Risks can be greater in conflict situations, due to the proximity of armed conflict, breakdown of law and order, disruption of social services and weakening of family and community coping strategies. When adopting a community-based protection approach, everyone needs to be conscious of risks that may result from or impact on the programme. The programmes, presence and actions of NGOs and humanitarian agencies should not expose women and girls to harm.

Who is involved?

A risk assessment is carried out with women leaders and women's groups, staff from ActionAid and partners, and if appropriate, with authority/government actors and other agencies. It is essential that affected women and their community groups are involved in identifying and evaluating those risks as part of the programme design, development and implementation process.

What is needed?

- Action plan
- Lessons learnt from your organisation, or others
- Recommendations or reports Using the risk matrix:

1. Identify and list the key risks that could impact on, or result from, implementation of particular strategies/ activities identified in the community-based protection action plan.
2. For each of the risks, discuss why they might take place and when they might occur.
3. For each risk identified, consider the likelihood of this risk occurring. Use a simple rating scale e.g., unlikely (1) to highly likely (5).
4. Identify the main 5-6 consequences of this risk and assess how serious the consequences would be, using the rating scale (1) insignificant to (5) very serious. Include consequences relating to the safety of individuals and staff, as well as impact on assets, livelihoods, and environment.
5. If risks are identified that are considered highly likely to occur, and the consequences are considered to be very serious, then women should not proceed with this activity or strategy. Facilitate a group discussion to explore and develop an alternative strategy that reduces risk. For example, could women work collaboratively with community leaders on a problem, instead of alone?
6. For each risk that is considered likely to happen and its consequences are anticipated to produce a medium to strong impact, conduct contingency planning. This means defining ways to minimise or mitigate the risk. These may include limiting certain activities.
7. Repeat steps 3-6 for each of the key risks identified.

What to do with the information?

Develop a risk assessment report. This report identifies each risk, its likelihood and consequences, as well as what action could be taken to minimise or mitigate the risks. This allows women leaders and organisations, as well as ActionAid and partners, to monitor risks throughout the programme cycle.

Case Study

Piloting for livelihoods activities the risk assessment matrix in Lebanon

In Lebanon, the Women's Protection Action Groups (WPAGs) in both Jub-Janeen and Baalbek participated in a two-day inception workshop and training in July 2021.

Based on the **risk assessment matrix**, women explored and identified risks for a number of professions. The list of risks included: harassment, kidnapping, late working hours, physical harm, sexual assault, physical assault, rape, exploitation, and bullying. The exercise allowed them to be aware of those potential risks when participating

in any livelihood and economic activities. Women also analysed and identified prevention and mitigation strategies, such as: how to balance working and caring for their children, how to avoid travelling long distances to reach work or working late hours and how to confront exploitation by employers and violent reactions from family or community members, resulting from women starting to earn money. Also, they mentioned the importance of having strategies to safely keep their money and wages.

River tool

A river is a powerful symbol for many people and visualising any process in the form of a river can produce creative insights. The characteristics of a river: its changing width, current and direction as well as features such as whirlpools, islands, rapids, waterfalls and forks, can represent changes and events in our own histories. In richly illustrated rivers, the surrounding landscape can represent the environment that forms us. A common usage of this tool is for people to draw rivers representing the course of their own life, but rivers can also be used to represent the history of a community or organisation. Rivers can even be used to plan a future process, such as a campaign.



Photo: ActionAid / Reflection-Action

Steps: Personal river

1. It is important to clarify that each person need only include in their river those events or situations which they feel comfortable to share with the group. A useful way for people to focus is to sit quietly together with eyes closed while the facilitator prompts them to think about different moments from the course of their lives, from birth to the present moment, with suggestions or open questions.
2. Then, each person draws the journey of his or her life in the form of a river, sometimes on a large sheet of paper and sometimes on the ground with locally available materials.
3. When everyone has completed their river, they can discuss them in small groups with a facilitator. Each person chooses the level of detail they wish to relate; they may wish to focus on a particular time or current, or take people briefly through the whole journey.
4. At the end of each person's story, other participants can ask questions if they wish, always respecting the privacy of the person.
5. The aim is not just to hear stories, but to find a link between our personal experiences and attitudes and the ways in which we are influenced by the environment in which we have grown up and live. The facilitator may wish to direct discussion and analysis to consider issues of power and control, cause and effect, to draw out patterns or major influences. Comparisons might be drawn between people of different social classes, cultural contexts, sexes or ages in order to uncover influences and analyse the environmental forces that shape us all.

Steps: Group rivers

Where a river is used to map the turning points and key events in the history of an organisation or community, or to plan and share the flow of a workshop or process, participants will work together, negotiating the points to be represented and the symbols to be used. Therefore, the process of constructing the image will, in itself, be the cause of much discussion and debate, as different perceptions of the significance of situations and events become apparent.

Suggestions for use

- The river can be used at the beginning of a workshop as a way of bringing the group together and exploring personal journeys.
- A river can be used to explore the history of a school, organisation or community or to show events in a chronological way.
- A river can be used to plan an activity such as, e.g., a campaign, thinking through the possible challenges and opportunities.

References

- ActionAid (2003). *Communication & Power*
- ActionAid (1996). *Reflect Mother Manual*

Safety Audit (or Safety Walk): Women's Protection Risk Checklist

This tool supports women to identify protection concerns for women and girls in the camp/neighbourhood/village.

Considerations, and who can be involved.

This tool can be used with local women from partner organisations and/or local community women leaders. Depending on the context and safety considerations, either (a) the women's group, in safe space, draw the location/camp or (b) arrange a walk through the crisis-affected community/location with women and adolescent girls. Both (a) and (b) utilise the checklist of questions below. The purpose is for women to observe and consider actual or potential risks to women and girls' safety and security. In areas of insecurity, the questionnaire should not be filled in while walking around the site or community. Instead, suggest to the participants that they make a mental note of questions and observations and fill in the form later.

It is recommended that when using the tool in a returnee, refugee or displaced community, a safety audit should also be carried out on the border with and/or within the host community itself.

What is needed?

- Copies of the checklist below, adapted as necessary and translated into local languages.
- Pens and flipchart to draw a map of the area if security risks do not allow women to physically walk through the location.

Steps

1. If there is insecurity and risk, women draw a map of the location/camp and locate the latrines, showers, distribution points, schools and other key sites where women and girls must go.
2. With reference to the map, or in walking through the camp/location, women complete the Safety Audit: women's protection risk checklist.
3. On completion of the mapping or the walk through the area, women and girls complete the checklist and review the protection risks. Include in this review the information from the protection map.

What to do with the information?

- The data contributes to the rapid protection assessment and, when updated, to the detailed protection assessment.
- This information informs the next steps in the WLCBP analysis and planning.

Team: _____

Geographic area: _____

1. Lighting:

Night lighting in public areas Does it exist? Is it turned off at a particular time? Are there dark areas? etc.

Problem? YES NO

Comments: _____

Night lighting at household level: Does it exist? In all households? If electric, is electricity turned off at a particular time? Is it solar? etc.

Problem? YES NO

Comments: _____

2. Shelter:

Overcrowding: Is there space for shelters? Space for fires/kitchens? Sufficient walkways/movement? etc.

Problem? YES NO

Comments: _____

Household-level privacy: Is there individual sleeping space for household members? etc.

Problem? YES NO

Comments: _____

3. Access to Distributions:

Distribution points: Does the route have safe access? Is it well-connected to the site? Presence of armed actors in vicinity? etc.

Problem? YES NO

Comments: _____

4. Water, Sanitation and Hygiene:

Water points: Distance? Secure location? Time to wait? etc.

Problem? YES NO

Comments: _____

Latrines: Distance? Separated for gender? Locks/no locks? Distance of women's latrines from men's? Shared by host community? etc.

Problem? YES NO

Comments: _____

Showers: Distance? Separated for gender? Locks/no locks? Distance of women's showers from men's? Are they shared by host community? etc.

Problem? YES NO

Comments: _____

5. Community

Schools /informal learning spaces: Distance? Safety of access route? Presence of armed actors in vicinity? etc.

Problem? YES NO

Comments: _____

Latrines available in school vicinity: Distance? Safety of access route? Presence of armed actors in vicinity? etc.

Problem? YES NO

Comments: _____

Health facilities: Distance? Safety of access route? Presence of armed actors in vicinity? etc.

Problem? YES NO

Comments: _____

Markets: Distance? Safety of access route? Presence of armed actors in vicinity? etc.

Problem? YES NO

Comments: _____

6. Movements outside the Site/Camp

Routes used by women/girls for firewood, water, agriculture, etc: Are they isolated? Are armed actors present?

Problem? YES NO

Comments: _____

7. Presence of Security or Other Armed Actors

Police: Does a police post exist? Is it staffed? Shared with host community? etc.

Problem? YES NO

Comments: _____

State military: Presence in/around civilian areas? etc.

Problem? YES NO

Comments: _____

Other armed actors: Presence in/around civilian areas? Etc.

Problem? YES NO

Comments: _____

Barriers/checkpoints: Do they exist? Blocking key routes to health centres, schools, etc.?

Problem? YES NO

Comments: _____

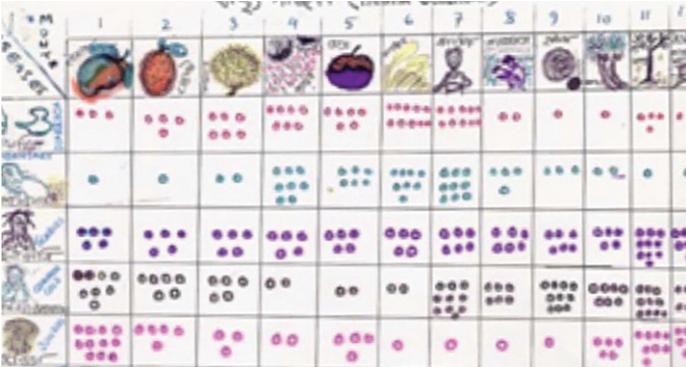
8. Other Comments

Please include any other observations, including those related to movement of women and girls outside the camp/community for water, firewood, etc. (See social and mobility map.)

Seasonal calendar

A seasonal calendar can be used to help participants to analyse how their time is used each day.

Photo: ActionAid / Reflection-Action



Steps

1. The participants decide and agree on the situation(s) to be analysed and define the time units, which are represented using symbols or written on cards.
2. A calendar is drawn up according to the agreed time units, using local materials such as string or sticks, or written on cards.
3. Events are discussed, agreed and written or drawn onto card, or represented using other symbols. The events are placed into the relevant space(s) on the calendar.
4. Participants reflect on, discuss and analyse what the graphic reveals to them.
5. Strategies and actions are discussed and drawn up.

Suggestions for use

- The calendar allows us to visualise problem situations and see when and how they have come about and to look at tendencies/trends and relationships as well as ecological, social, political and legal aspects.
- Calendars can also be used to plan future actions.
- This tool allows us to visualise the dynamic of time in an individual or community's reality. Seasonal or annual calendars allow us to clearly see the rotation of crops over various years, the annual cycle of rainfall and of different agricultural activities, patterns of illness and health at different times of the year, patterns of migration, price fluctuations, etc.
- Calendars can bring out powerful associations between cause and effect, and can be used to improve planning and preparedness, looking ahead and determining steps towards desired change.

References

- ActionAid (2003) *Communication & Power*, See Images Section.
- ActionAid (1996) *Reflect Mother Manual*

Wellbeing Flower Tool

Wellbeing is the state of feeling good and being able to function adequately in daily life. It depends on the fulfilment of many diverse human needs which may have different emphasis between women and men, boys and girls. The following model, however, captures the main domains which are common to human experience:

Mapping individual needs according to these domains can support a more holistic perspective on wellbeing, highlighting the interdependence of all of these needs at every phase of the emergency. Traditional humanitarian response has tended to prioritise biological and material needs, using a one-size-fits-all approach and omitting psychosocial components of wellbeing. By enabling women and girls to undertake this mapping exercise, they can explore the complexity of their specific needs as well as identify knowledge and skills to meet them. The exercise can be used to apply a more nuanced rationale to activity planning and to prioritise key gaps and priorities, as defined by women and girls.

Steps

1. Ask women to organise themselves into groups of two to five people, depending on the size of the overall group. Ask them to brainstorm what they might need to achieve a sense of wellbeing. Each individual need should be written on a post-it note (e.g., food, love, education, etc.) When the groups have completed the task, reveal a flipchart with the wellbeing flower and ask them to stick each need according to where they think it would fit on the petals one at a time, alternating between the groups.
2. Explain the meaning of each of the domains of wellbeing and review the post-it notes to see if any should be moved around. Examples of the categories include:
 - **Biological:** What the body needs to stay alive, e.g., water and sanitation, food and nutrition, medicine.
 - **Material:** Structures required to support daily activities, e.g., shelter, transport, access to markets, clothes, cash.
 - **Spiritual:** Freedom to practice religious practices and spiritual beliefs, including bereavement practices.
 - **Cultural:** Learned patterns of belief, thought and behaviour and social norms, e.g., cultural activities, rites of passage, music, dance, festival periods, etc.
 - **Social:** Membership or participation in a social or cultural group, e.g., social activities and gatherings.
3. Consider where the majority of post-it notes have been placed, and ask why this has happened. Are there any areas with no post-it notes? Why is this? Are there any responses that do not fit easily under the categories provided?
4. Explain that the components of participation, safety and development are overarching factors necessary for the fulfilment of all other needs. Components such as involvement in decision making (participation), building of skills and knowledge (development) and risk reduction (safety) are all fundamental components that women and girls require as a starting point in any psychosocial intervention. If these needs have been outlined on post-it notes, move them out of the petals to correspond with participation, safety and development.

Women and girls may want to consider what has been disrupted due to the emergency, particularly relating to their wellbeing and where they could seek to influence change. For which aspects of the flower are they able to offer skills, knowledge and capacity and how might they go about doing so?

- Ask the participants to write their name on a post-it note and place it on the flower, according to where their input might predominately lie.
- Use the findings of this mapping to inform subsequent activity planning.

Ideal School & Ideal Safe Space tool



Photo: Anderson Pierre

An example of a safe space, designed by women leader, Tchessie Louise, who was trained by ActionAid Haiti.

Suggestions for use

An ideal Safe Space map could be developed to support women and girls to imagine how they would like their school to look in the future. This tool gives space for imagination and wishes, but the facilitator needs to be aware of managing expectations when funds are limited. A prioritisation tool could be used to prioritise some ideas around what the safe space should look like.

Steps in the process

1. The starting questions may be: How would you like your safe space to look in 10 years' time? What would there be in the community/village that is not currently there?
2. Let the participants come up with ideas. They may include, for example, a water station, electricity, a recreational room, a better access road, a mother and baby breastfeeding room, etc. These should be indicated through simple picture/word cards (drawn by participants) that are placed on a rough safe space plan.
3. The discussion could explore why people want each of these things, whether it is realistic to have them all, and which are most necessary. It may be helpful to ask old and young women to carry out this exercise separately, to define how each element may be achieved. Their priorities are often very different. This could lead to the construction of a related matrix.

Case Study

Safe spaces in Haiti



Photo: Anderson Pierre

Tchessie, of the women leaders trained by ActionAid Haiti on safe spaces through the WLCBP approach

ActionAid Haiti and ActionAid UK undertook a pilot activity in Haiti, focused on safe spaces. Through this process, women leaders were trained on the 'ideal safe space' tool.

The tool was used to bring awareness of the needs of the community when discussing safe spaces, and what should be prioritised in time of emergencies. Each participant in the

training drew their ideal safe space and presented this to the rest of the group, who then discussed their collective needs. The tool supported women leaders to understand how to create a safe space that is more accessible, inclusive and responsive to the needs of the community, by taking into account the voices, thoughts and reflections of the women who will use it.

Louis Tchessie is a women's leader and member of OFASO, a women-led organisation, who participated in the ActionAid training and facilitated further discussions within her community to raise awareness on the tools with other women leaders. Louis mentioned that the tool was, "... very helpful in understanding how best to set a safe space that is most beneficial to all and considers the needs of the community. As a result, OFASO will use this learning to set up a safe space and raise awareness on the importance of women-led community protection, specifically in times of an emergency.'

Prioritisation Tool (Safe Space)

The checklist, below, could be used to help decide whether the space you have identified will meet your needs. With the women in your group, review the list and add to it, if needed. You could also use the card sort prioritisation tool to identify the most important criteria, especially if you feel that it is going to be difficult to find a location that meets all the criteria.

The participants are asked to arrange the cards that they produce according to importance, with the most important problem at the top and the least important at the bottom.

Safe spaces checklist

- Supports the **leadership and empowerment** of local women.
- Safe and secure, with appropriate lighting, privacy and security.
- **Centrally located**, to support easy access and close proximity to hygiene facilities.
- **Accessible to all women**, without physical or other barriers to access. Ensured access to the safe space for adolescent girls and youth to discuss their issues, socialise and have access to mentors.
- **Inclusive** of all women, including the most marginalised and excluded groups.
- **Women-only spaces** that are **child friendly** or offer a separate child-friendly space with supervised care.
- **Contextually appropriate** and tailored to the context.
- Provides **non-judgmental and factual** information and support.
- Facilitates **access to information, services and support**.
- **Coordinated with other actors** and host communities to ensure streamlined support.

5. Place the least important one at the bottom and place the other card above it. Then compare this card with the next problem. Again, ask participants to select which card is more important to them and arrange it accordingly.
6. Ask why the participants think each item is more or less important than the others, as reflected in the order in which the problems have been arranged, and make sure this is documented
7. Continue the process until all the problems have been compared and prioritised.

Power issues to consider

Be aware of who is involved in prioritising the problems and whose perspectives are important. The facilitator needs to ensure that a diversity of views is represented (including: girls, older women, women and girls with disabilities, the poorest women and girls, women and girls belonging to minority ethnic or religious groups), when deciding what is important and that diverse groups are encouraged and supported to make decisions.

Steps

1. Write or draw each bullet point on a flash card. This tool can be used for all types of prioritisation exercises.
2. The facilitator should ensure that participants have a good understanding of the items in the list.
3. Start by asking the participants to put the cards in order of importance, with the most important card at the top and the least important at the bottom.
4. Then, to verify the initial prioritisation, select the bottom two cards and ask the participants which of the two they feel is more important.

Suggestion box

The suggestion box enables women to submit anonymous complaints, suggestions or questions, and to share their ideas and experience of the programmes.

These submissions can inform the organisation about issues of concern to women and can help provide input on how to improve conditions and create a safer environment for all.

Steps in the process

1. The location of the suggestion box should be agreed by women. Generally, it will need to be in an easily accessible location but with enough privacy for people to be able to post their comments anonymously.
2. Often, a committee is set up to manage the box and to ensure that comments are considered carefully and responded to appropriately. As well as representatives of the organisation concerned, the committee will be made up of representatives of the organisation, and could also include community members and other stakeholders.
3. If used in a safe space, women attending that space can submit complaints, suggestions or questions. The anonymity of the process means that they do not need to fear reprisals in the case of complaints or serious allegations.
4. The box is opened publicly at predetermined times, (for example, this could be weekly).
5. A response is provided to each suggestion. Prompt and genuine responses will build shared understanding and trust between rights holders and duty bearers.
6. Comments that cannot be answered immediately may be forwarded, as appropriate. For example, a revelation of abuse might need to be dealt with by the police.



Suggestions for use

The use of suggestion boxes can be particularly helpful when there is a good grievance mechanism already in place. Where appropriate, a suggestion box may be supplemented with a mobile hotline, internet forum and/or interactive radio discussion.

Community scorecard

This tool could help groups rate a service or space. The findings can be compiled and used to start a dialogue with, e.g., the organisation or government who fund the service or a safe space.



Photo: ActionAid / Reflection-Action

Steps in the process

- 1. Determine your focus:** Community scorecards work best when you want to gather evidence about a specific facility, such as a safe space, school, hospital or police station. It is better to use them for only one sector at a time (e.g., education or health, not both together).
- 2. Involve the service providers, as relevant:** It is important to have the participation of frontline service providers and local government politicians, where applicable, as well as community members. Getting those responsible for providing the service to take part in the scorecard process may require support from their employer. For the safe spaces, relevant participants in this activity could be service providers, the safe spaces staff, and the users of the spaces.
- 3. Agree the criteria:** A report card contains several different criteria by which each service will be judged, allowing comparisons to be made across services or areas. The criteria should be decided by the group, and many will have arisen from the initial analysis of the issues. They might include: reliability of the service, quality of service, difficulties encountered in dealing with the agency, capacity to respond in emergency situations, hidden costs associated with the service and level of corruption in the service. The exact criteria will depend on the service under consideration. For example, a report card for local schools might look at teacher attendance, quality of infrastructure, availability of texts, class size, the level of costs passed on to parents, the number of children excluded, the effectiveness of the parents' association, and so on.

4. Understand rights and expectations: It is important to clarify what commitments and standards exist and to ensure that community members and service providers are all aware of their rights and duties in relation to that service. Community members should also define what they expect from the service provider: Are the priorities and standards set by the authorities in place relevant to the needs of the user?
5. Collect responses: Once the format of the report card has been agreed, the group can use it to collect information from the service users. The card might be used to structure oral interviews with local service users, or copies could be distributed by group members or through the services themselves (e.g., through schools or health centres), to be filled in directly by users. You might hold a community meeting in which participants discuss the questions and agree each score by consensus. In many cases, levels of satisfaction can be represented visually, reducing the need for literacy.
6. Report the results: Once the responses have been collected, they should be compiled in a concise, visual way. One powerful way of presenting the material is to use the format schools use to report on individual children. The process of consolidating the responses, and the discussion it evokes, should bring out recommendations for future change, and key areas for action. The key results and recommendations could be put into a press release, if safe to do so, or a private briefing/lobbying paper, and a strategy for dissemination to other target audiences should be decided by the group.

Suggestions for use

In order to ensure that the scorecard can be used as evidence, it is important to: a) record how many people (men or women and their roles) took part in the exercises, and when. Repeating the exercise over time or in different communities allows us to respond to the following type of questions: To what extent have public services improved over time? To what extent are local authorities policies, where in place, having impact in practice? Which local authorities score better on provision of public services and why?

Challenges

- It is important to take into account power relations within the community when discussing the questions for the scorecard and if agreeing the scores by consensus. For example, are women and girls' opinions given equal weight?
- Frontline service providers usually have very little authority to make changes in service delivery systems and facilities. The process can therefore run into problems if the solutions people propose cannot be implemented. However, this can also result in a common appeal to higher authorities, which may be successful.

Flow Chart: Referral Pathways

This is a group exercise to reflect on what steps need to be taken when a certain incident happens. Make sure to have the official referral pathway provided by the Protection Cluster, as the flow chart should reflect that. If there is not an official referral pathway, this exercise can help draft one, but always make sure to follow a survivor-centred approach that prioritises the voice and rights of survivors.²⁵



Service	Is this service accessible to all?	Who cannot access this service and why?	How can this service be improved	What are the challenges in improving this service
Police	●	Women (scared of police)	More women police officers	Corruption, lack of laws, little awareness about laws
Mwaf	●	xxx	xxx	xxx

Steps in the process

1. Participants should represent (with drawings, or with arrows and boxes) the various steps that constitute a referral pathway and steps that might be taken by a woman or girl finding herself in a particular situation (e.g., after a GBV incident). Depending on the level of expertise of the participants and on the example chosen, the group may need to ask for help from the facilitator or from an external resource person to develop the referral pathway.
2. Discuss your conclusions and agree any action points.
3. Take some time to debate a challenging incident in terms of what to do and not do. (Make sure the facilitators have an understanding of do no harm and safeguarding principles, as well as how to safely handle the disclosure of a protection incident that has safety repercussions).

Social Audit

The Social Audit process uses participatory methods to investigate whether government services or projects have been implemented as planned. Social audits look at whether there are differences between the plan and what was actually delivered, who was involved in implementing a project and what was paid for, etc. The process culminates in a public hearing, where the responsible politicians, government officials or service providers are expected to respond to questions based on evidence presented by community members. Finally, all the stakeholders work together to develop a joint plan to improve the service/project in the future.

Steps

1. Set up your civil society social audit team. The process should be led by community members but will require some technical assistance and facilitation. Make sure that you have the appropriate skills within your team.
2. Agree the objectives of your social audit, based on community needs and draw up a detailed plan for the process.
3. Collect key project documents, such as those linked to the procurement of materials, use of labour, quality checks, sign off for completed work, etc. Check whether any key documents are missing. Make sure that you also have access to relevant policy documents related to the service or project you are looking at.
4. Analyse the project documents to check for any errors in dates, amounts of money, quantities of materials, missing signatures, etc. Check whether signatures or dates are missing.
5. Draw up a checklist of issues and details which you will then check through during your field visit. This might include:
 - Check that a planned building, road or water supply point has actually been built and has followed specifications.
 - Check a building site to monitor work in progress and check how far it is from completion.
 - Measure quantities in construction projects or quality-test a building, bridge or other structure. For example, look at quality of cement, number of windows or thickness of roofing sheets.
 - Check with managers or workers to establish whether actual wages correspond with payroll figures.
 - Check with people who will use the project whether it benefits them as planned.
6. Carry out field visit/s using the checklist you have developed and record any evidence, either in writing or using photos, etc.
7. Present the evidence at a public hearing including the relevant government officials or other service providers. Outline what changes and commitments you want from them. It is important to start building relationships with relevant government officials/service providers as early in the process as possible, to ensure that there is clear communication around expectations and roles.
8. Develop a joint plan to ensure that the service/project is developed as agreed.
9. Follow up and make sure that any promises and commitments made by officials at the public hearings are carried out.

Suggestions for use

- The social audit process builds capacity within communities to claim their rights and to hold decision-makers and project implementers to account. It empowers community members to voice their concerns with new confidence, enabling them to back up their claims with solid evidence.
- Social audits work well when the government service or projects being monitored can be linked very clearly to a particular elected leader or to ring-fenced public funds.
- Social audits can create demand for greater access to public records. If social audits are repeated at regular intervals, transparency and participation can become permanent features of local governance.
- If government stakeholders / service providers are receptive, social audits can contribute to positive change in the management and performance of agencies that are implementing projects.

Challenges

- In the social audit process, you are likely to need to challenge power holders or service providers but it is important to avoid unnecessary conflict. Try to engage the relevant government officials / service providers from the start to get their buy-in.
- It may be difficult to get copies of primary project documents and government/organisational records. In countries with freedom of information laws, formal channels can be used to gain access to such documents. Where no right of access to public information is recognised, CSOs will need to rely on their networks and relationships with those in government/authority who may be prepared to help them.
- If there are mistakes in the data and your findings cannot be backed up with facts, your campaign will lose credibility. Make sure that all your claims are well substantiated and that facts are checked carefully.
- Social audit processes run the risk of becoming personal, especially if a well-known official is exposed through the process. It is wise to focus on the conduct and performance, rather than the personality, of those involved.

References

- Actionaid (2011) Just and Democratic Local Governance series. *Accountability: Quality and Equity in Public Service Provision*, p. 32-36.

Annex 3

Glossary

Accountability

Responsible use of power. It can be understood as an obligation on the part of decision-makers, or those with power, to account for the use of their power. Accountability is usually seen as being about compliance and counting, assigning performance indicators and safeguards against corruption and inertia. However, accountability is fundamentally about shifting the balance of power. Through raising their voices and exercising their rights, people can demand just and accountable governance.

Actors

States (government ministries/departments), regional bodies, donors, international organisations, national/international NGOs, non-state armed groups, other civil society organisations or individuals with a role or influence concerning a protection problem.

Armed conflict

Conflict between states, and/or internal conflict between non-state armed groups and state armed forces.

CALP Network

The CALP Network is a global network of organisations seeking to better meet the needs and improving the outcomes for people affected by crisis by ensuring that Cash and Voucher Assistance (CVA) is a central, scalable component of quality, timely and appropriate humanitarian assistance and that the need to sustain positive outcomes for people over the longer term is considered. The network includes local and international NGOs and federations (including ActionAid), UN agencies, donors, specialist social innovation technology and financial service companies, researchers and academics, and individual practitioners.

Capacity

The combination of all the strengths, attributes, and resources available within a community, society or organisation that can be used to achieve agreed goals. Capacity may include infrastructure and physical means, institutions, societal coping abilities, as well as human knowledge, skills, and collective attributes such as social relationships, leadership, and management.

Coercion/exploitation

Forcing someone to do something against his or her will, taking advantage of positions of power.

Community-based protection

Individuals and people acting together to achieve respect for and rights to safety and dignity.

Deprivation/neglect

Preventing people from accessing the goods, services or resources they need to survive and thrive. This can be deliberate or unintended, direct or indirect, and includes discrimination.

Dignity

The feeling of having decision-making power, freedom and autonomy over life choices, together with the feeling of self-worth and self-confidence, and feeling one has the respect of others.

Disaster

A serious disruption of the functioning of a community or a society, causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Gender

This refers to the socially constructed roles for women and men, which are often central to the way in which people define themselves and are defined by others. Gender roles are learned and are changeable over time and variable within and between cultures. Gender often defines the duties, responsibilities, constraints, opportunities, and privileges of women and men in any context.

Gender-based violence (GBV)

Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women. Any act perpetrated against a person's will based on gender norms and unequal power relationships. Sometimes, the term "sexual and gender-based violence" (SGBV) is also used, to emphasise the scope and gravity of sexual violence in situations of conflict and displacement, although they refer to the same issue.

Gender discrimination

Any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying their full human rights.

Gender equality

Refers to the equal enjoyment of rights, responsibilities and opportunities of women, men, girls and boys to security and good health, a viable livelihood and remunerative work, to be able to participate in the care of home and dependent family members, to take active part in public and political life, and to be recognised, respected and valued for their capacities and potential as individuals and as members of society. Gender equality implies that the interests, needs and priorities of each gender are respected, and refers to the absence of discrimination on the basis of sex.

Gender equity

Refers to aspects of parity between all gender identities in terms of fairness and justice in the distribution of resources, benefits and responsibilities. This concept recognises that women and men may have different needs and negotiating power, and that these differences should be identified and addressed so as to rectify imbalances between the sexes.

Gender identity

Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with their sex assigned at birth. When we talk about sex categories, we often talk about women and men, because many gender norms are built around these traditional categories. However, there are many different gender identities, which do not fit into these categories, which are experienced by adults and children.

Governance

The exercise of political, economic, and administrative authority in the management of a country's affairs at all levels. It comprises mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations, and mediate their differences.

Hazard

A dangerous phenomenon, substance, human activity, or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage. Hazards may be slow-onset (e.g., droughts) or rapid-onset events (e.g., earthquakes or cyclones).

Inter-Agency Standing Committee (IASC)

A unique inter-agency forum for coordination, policy development and decision-making involving the key

UN and non-UN humanitarian partners. The IASC was established in June 1992 in response to United Nations General Assembly Resolution 46/182 on the strengthening of humanitarian assistance. General Assembly Resolution 48/57 affirmed its role as the primary mechanism for inter-agency coordination of humanitarian assistance. Under the leadership of the Emergency Relief Coordinator, the IASC develops humanitarian policies, agrees on a clear division of responsibility for the various aspects of humanitarian assistance, identifies and addresses gaps in response, and advocates for effective application of humanitarian principles.

Internally displaced persons (IDPs)

Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of, or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognised state border.

Local rights programmes

ActionAid's local development programmes that are organised in a defined geographical area of varying size and scale. These refer to ActionAid's long-term work with marginalised and poor communities at the local level, using the key components of HRBA programming, i.e., empowerment, solidarity and advocacy.

Power (visible, hidden, and invisible)

Power analysis reveals different forms.

1. Visible forms of power are contests over interests that are visible in public spaces or formal decision-making bodies.
2. Hidden forms of power are used by vested interests to maintain their power and privilege by creating barriers to participation, excluding key issues from the public arena, or controlling politics 'backstage'.
3. Invisible forms of power involve the ways in which awareness of one's rights and interests is hidden through the adoption of dominating ideologies, values and forms of behaviour by relatively powerless groups themselves.

Programme cycle

The analysis, planning, implementation and review cycle for humanitarian and development programmes.

Protection

All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., human rights law, humanitarian law and refugee law).

Protection Cluster

A network of non-governmental organizations (NGOs), international organizations and United Nations (UN) agencies, engaged in protection work in humanitarian crises including armed conflict, climate change related and sudden onset disasters. The Protection Cluster is designated by the Inter-Agency Standing Committee (IASC) and led by the United Nations High Commissioner for Refugees (UNHCR), governed by a Strategic Advisory Group, co-chaired by the Protection Cluster Coordinator and an operational NGO, and serviced by a multi-partner Operations Cell. The Protection Cluster unites members, partners and communities working on the full gamut of protection activities, including in four specialized Areas of Responsibility (AoRs) which are coordinated through Sub-Clusters: Child Protection (CP), Gender-Based Violence (GBV), Housing, Land and Property (HLP) and Mine Action (MA).

Protection problem

When people cannot achieve their rights to safety with dignity due to violence, coercion, exploitation, deprivation, and neglect. A protection problem can be both a risk, as well as an action, already occurring.

Resilience

The ability of people to recognise, challenge and transform the unjust and unequal power relations that dictate their vulnerability, to adapt positively to changing circumstances, and to mitigate, prepare for and rapidly recover from shocks and stresses such that their wellbeing and enjoyment of human rights is safeguarded.

Refugee

This refers to a person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of her/his nationality and is unable, or owing to such fear, is unwilling to avail her/himself of the protection of that country; or who, not having a nationality and being outside the country of her/his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Safety

The situation or condition of achieving physical, economic, social, and psychological security. These forms of security are rights to be respected, protected, and fulfilled under international human rights, refugee, and humanitarian law.

Sexual Exploitation and Abuse (SEA)

Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes including but not limited to, profiting monetarily, socially, or politically from the sexual

exploitation of another, including transactional sex and trafficking of persons. In many situations of SEA, the survivor believes she or he has no other choice than to comply. This is not consent; it is exploitation.

Shock

A natural or human-made hazard that, when it occurs, may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, and environmental damage. For example, droughts, floods, earthquakes, volcanic eruptions, epidemics, windstorms, heavy precipitation, chemical spills, conflict, and others (see also: Hazard).

State

A country, including the official bodies of that country e.g., government, army, police.

Stress

Negative pressures that take place over time which constrain the ability of an individual, household, population group, asset or system, to reach its full potential. For example, protracted conflict or displacement, changing seasonality, irregular rainfall patterns, sea-level rise, population increase, and/or other negative long-term trends. When stress is severe, prolonged, or both, distress occurs.

Threat

Any action done to cause harm to a population in crisis by those who hold power, resources and

control information that can facilitate protection of rights.

Vulnerability

The conditions determined by physical, social, economic, and environmental factors or processes, which increase the susceptibility of an individual or community to the damaging effects of hazards and risks. e.g., age, gender, poverty, or location.

Women's rights

Women's rights are a set of legal rights and entitlements that recognise that all human beings are born equal. The aim is to ensure that all laws, policies, and practices align with human rights.

Annex 4 Psychological First Aid (PFA)

What is it?

Psychological First Aid (PFA) describes a humane, supportive response to a fellow human being who is suffering and who may need support.

Providing PFA responsibly means to:

1. Respect safety, dignity and rights
2. Adapt what you do to take account of the person's culture
3. Be aware of other emergency response measures
4. Look after yourself

Principios de actuación PAP



Prepare

- Learn about the crisis event
- Learn about available services and supports
- Learn about safety and security concerns



Look

- Observe for safety
- Observe for people with obvious urgent basic needs
- Observe for people with serious distress reactions



Listen

- Make contact with people who may need support
- Ask about people's needs and concerns
- Listen to people and help them feel calm



Link

- Help people address basic needs and access services
- Help people cope with problems
- Give information
- Connect people with loved ones and social support

Look

Safety	<ul style="list-style-type: none"> • What dangers can you observe? • Can you be there without harm to yourself or others? 	<p>If you're not certain about safety...DO NOT GO! Seek help from others. Communicate from a safe distance.</p>
People with obvious urgent basic needs	<ul style="list-style-type: none"> • Is anyone critically injured? • Does anyone need rescue? • Does anyone have obvious needs (e.g., torn clothing)? • Who may need help to access services or to be protected? • Who else is available to help? 	<p>Know your role. Try to obtain help for people who need special assistance. Refer critically injured people for care.</p> <p>People who may need special attention:</p> <ul style="list-style-type: none"> • Children and adolescents <ul style="list-style-type: none"> - Especially those separated from caregivers • People with health conditions and disabilities <ul style="list-style-type: none"> - People who are non-mobile, or who have chronic illness, hearing/visual impairments (deaf or blind), or severe mental disorders - Frail elderly people, pregnant or nursing women • People at risk of discrimination or violence <ul style="list-style-type: none"> - Women, people of certain ethnic or religious groups, people with mental disabilities
People with serious distress	<ul style="list-style-type: none"> • How many & where are they? • Is anyone extremely upset, immobile, not responding to others or in shock? 	<p>Consider who may benefit from PFA and how best to help.</p>

Listen

Make contact	<ul style="list-style-type: none"> • Approach respectfully • Introduce yourself by name & explain who you are, what you do, why you are there Ask if you can provide help, find safe/quiet place • Help person feel comfortable (water, blanket) • Try to keep them safe
Ask for needs and concerns	<ul style="list-style-type: none"> • Although some needs are obvious, always ask • Find out the person's priorities: what is most important to them
Listen and help them feel calm	<ul style="list-style-type: none"> • Stay close to the person • Do not pressure them to talk • Be comfortable with silence; be present • Listen in case they want to talk • If very distressed, help them feel calm & make sure they are not alone • Keep your tone of voice soft and calm • Maintain some eye contact (go to child's level) • Reassure them they are safe and that you are there to help • If someone feels "unreal," help them to make contact with: <ul style="list-style-type: none"> - Themselves (feel feet on the floor, tap hands on lap) - Their surroundings (notice things around them) - Their breath (focus on breath & breathe slowly)

<p>Basic needs</p>	<ul style="list-style-type: none"> • What needs do they request? • What services are available? • Do not overlook the needs of vulnerable or marginalised people • Follow up, if you promise to do so
<p>Help children and adults cope with problems</p>	<p>Distressed people may feel overwhelmed with worries. You can:</p> <ul style="list-style-type: none"> • Help them prioritise urgent needs (what to do first) • Help them identify supports in their life • Give practical suggestions how they can meet their needs (e.g., registering for food aid) <p>Help them remember how they coped in the past and what helps them to feel better Help people use their natural coping mechanisms to regain a sense of control. You can:</p> <ul style="list-style-type: none"> • Get enough rest, eat as regularly as possible, drink water • Talk and spend time with family and friends • Discuss problems with someone you trust • Relax: walk, sing, pray, play with children • Exercise • Avoid alcohol or drugs, caffeine, nicotine • Attend to personal hygiene • Keep routines, especially for children • Help children/adolescents • Find safe ways to help others
<p>Give information</p>	<ul style="list-style-type: none"> • Find accurate information before helping • Keep updated • Make sure people (especially vulnerable people) are informed where and how to access services • Say ONLY what you know; do not make up information • Keep messages simple and accurate; repeat often • Give the same information to groups to decrease rumours • Explain source and reliability of information you give • Let them know when/where you will update them
<p>Social support</p>	<ul style="list-style-type: none"> • Social support is very important for recovery • Keep families together and children with caregivers • Help people contact friends and loved ones • Give access to religious support • Affected people may be able to help each other; bring them together • Make sure people (especially vulnerable people) know how to access services

Ethics

Ethical Dos and Don'ts are offered as guidance to avoid causing further harm to the person, to provide the best care possible and to act only in their best interest. They can support you to work in ways that are most appropriate and comfortable to the people you are supporting. Consider what this ethical guidance means in terms of your context.

Do	Don't
<ul style="list-style-type: none">• Be honest and trustworthy• Respect a person's right to make their own decisions• Be aware of, and set aside, your own biases and prejudices• Make it clear to people that even if they refuse help now, they can still access help in the future• Respect privacy and keep the person's story confidential, as appropriate• Behave appropriately according to the person's culture, age and gender	<ul style="list-style-type: none">• Don't exploit your relationship as a helper• Don't ask the person for any money or favours in return for helping them• Don't make false promises or give false information• Don't exaggerate your skills• Don't force help on people, and don't be intrusive or pushy• Don't pressure people to tell you their story• Don't share the person's story with others• Don't judge the person for their actions or feelings

People who need support beyond PFA

Some people will need much more than PFA alone. Know your limits and ask for help from others who can provide medical or other assistance to save lives.

People who need more immediate advanced support

- People with serious, life-threatening injuries who need emergency medical care
- People who are so upset that they cannot care for themselves or their children
- People who may hurt themselves
- People who may hurt others

Annex 5

Acronyms and abbreviations

AA ActionAid

CBI Cash Based Intervention

CBO Community-based Organisation

CBP Community-based Protection

CVA Cash and Voucher Assistance

Danida Danish International Development Agency

GBV Gender Based Violence

HH Headed Household

HRBA Human Rights Based Approach

IASC Inter-Agency Standing Committee

LGBTI Lesbian, Gay, Bisexual, Transgender, and Intersex

MEL Monitoring, Evaluation and Learning

MHPSS Mental Health and Psychosocial Support

NGO Non-Government Organisation

PFA Psychological First Aid

SEA Sexual Exploitation and Abuse

SHEA Sexual Harassment, Exploitation and Abuse

WLCBP Women-led community-based protection

act:onaid

International Registration number: 27264198

Website: www.actionaid.org

Telephone: +27 11 731 4500

Fax: +27 11 880 8082

Email: mailjhb@actionaid.org

ActionAid International Secretariat,
Postnet Suite 248, Private Bag X31,
Saxonwold 2132,
Johannesburg, South Africa.

Date of Publication: February 2022

Front Cover: Member of Rebuild Women's Hope (RWH) of Bukavu in the Democratic Republic of Congo recites the motto of the collective to her fellow members after their portrait is taken (Photo by: Pamela Tulizo/ActionAid)