

Mainstreaming Protection in ASSESSMENT TOOLS

Somalia Operation

Every sector will have its own specific technical questions and issues to be included in assessment tools. However, some questions may bring a specific value in incorporating protection elements into the assessment. Consider including the following examples of questions in an assessment tool to mainstream protection into the assessment phase of the programme cycle. **Some of the questions will be more suitable for needs assessments before the start of an intervention; others will be more suitable for assessments or monitoring during the implementation of programs.**

The choice and type of questions in an assessment tool will vary according to the technical sector, methodology and type of assessment. However, some general principles are worth considering in adopting a protection mainstreaming approach:

- Design assessments to enhance **participation** - include representatives of diverse groups as **key informants** (eg. women, older persons, persons with disabilities, single headed households, minorities and other marginalised groups);
- Aim to have a proportionate balance of **male and female enumerators** to interview both male and female respondents and respect cultural practices.
- Consider potential **negative effects** of the assessment exercise; such as stigmatising a person or group through attracting unnecessary attention to them or creating fear;
- Obtain informed **consent** from a key informant;
- When engaging with **children**, obtain parental consent; use age-appropriate questions; and ensure enumerators are trained in interviewing children;
- Questions should be **simply worded**, particularly for young participants and as they will require translation;
- Place questions that are more **sensitive** at the end of the survey, in case the respondents may not be willing to answer them. In this way the core of the assessment will still be validly covered;
- Explain the purpose of the assessment and how the information will be used; Do not raise false expectations by being **transparent** with communities;
- Use local knowledge to determine the **cultural** appropriateness of the questions;
- Collect **Sex, age and diversity** disaggregated data whenever appropriate;
- Ensure **confidentiality** of the information collected and the identity of key respondents.

Camp Coordination and Camp Coordination

- Is the camp set-up in a safe location (away from frontlines, borders, landmines etc.)?
- Do women and girls feel the space arrangements in the campsite are adequate to respect privacy/ cultural norms?
- Is the layout of the camp and distribution site adequate to avoid inter-communal tensions?
- Have children (girls and boys), women and persons with disabilities participated in camp design and lay out?
- Is there anyone in the camp excluded from assistance due to discrimination?
- How is the relationship between the camp residents and camp managers/leaders/land owners? (eg. respectful, exploitative, tense, dominant, representative)
- How are camp managers/leaders appointed? What is the camp governance structure? Are camp managers/leaders/assistants paid for their service and by whom?
- Do camp managers/ leaders/ landowners restrict the movement of IDPs?
- Are there established IDP camp committees in place? If yes, do they include and represent diverse groups (youth, women, vulnerable groups etc.)?
- Have people been registered in the camp? Are camp records disaggregated by age, sex and diversity? Do IDPs need formal documentation to be registered?
- Have persons with specific needs (e.g. separated and unaccompanied children) been identified and assisted during the registration?
- Do IDPs have to pay to reside in camps/ settlements?
- Have people in camps been asked or forced to vacate the site/ premises? Who did this request come from? Is force being threatened/ used during the involuntary evacuation?
- Are there communal security mechanisms in place (e.g. patrol groups) to support prevention of forced recruitment, looting, gender-based violence (particularly sexual harassment and rape), or other threats? If yes, are these groups armed?
- Are camp staff able to detect, respond to or refer protection cases (violence, abuses, neglect etc.)?
- Are there safe spaces in the camp for women to breastfeed?
- Are there arrangements in place to help IDPs with physical restrictions erect their tents, collect their distribution items?
- Is there a suggestion box in place for IDPs to give feedback and make suggestions on camp layout, services, camp management etc.?

Education

- Does the location of education facilities pose security threats for children?
- What risks do girls and boys face getting to and from school?
- What prevents children and youth from getting an education? (eg. early marriage, child labour, teenage pregnancy, tradition gender roles, child recruitment, discrimination, safety concerns)
- What is the main reason for dropping out of school? (eg. increased household or care-giving responsibilities; pressure to contribute to family income; increased restrictions in mobility) Have dropout rates increased over time? If so, why? Who is mainly affected?
- Does the school/learning environment increase the exposure of children to violence, neglect and exploitation?
- Are there separate schools for girls in the area? What is the enrollment ratio for girls?
- Are there enough female teachers? What is the ratio? Is it sufficient?
- Are there students with special needs who require specialised services? (eg. children with disabilities – blind, hearing impaired, mentally challenged; illiteracy)
- Do teachers treat all students equally in their teaching? If not, which children are marginalised?
- Has there been any reports of child mistreatment or abuse by teachers?
- Have teachers been trained in positive discipline and ending corporal punishment?
- Have teachers and school personnel signed a code of conduct?
- Is data on students and teachers disaggregated by age, sex and diversity?
- Does anyone in the affected population face any barriers in accessing education services? eg. fees, documentation, physical challenges, cultural or social barriers
- Are there differences between enrolment rates for displaced and non-displaced children? If so, why?
- How do students access meals while in schools?
- Do schools have separate and locked sanitation facilities for girls?
- Are there student/parent/teacher committees in place?
- Are teachers able to detect, respond to and refer cases of violence, abuse, exploitation or neglect?
- Do teachers and students know how and where to report protection concerns?
- Is mine risk education and psychosocial support included in the educational activities?
- Are there any suggestions from students, teachers and parents for improving access to and quality of education services?

Food and NFI distributions

- Where is the safest location for distributions to take place? Does the location pose a protection risk for members of the community, including women, girls and minorities?
- Is the distribution logistically and safely accessible to women and children (e.g. separate spaces, queuing areas, female staff in the distribution)? If not, what are the main shortcomings?
- Is the distribution logistically and safely accessible to persons with disabilities and older persons? If not, are there alternative mechanisms in place for persons with impaired mobility to access the assistance?
- What form of distribution is preferred? (eg. distribution sites, door-to-door delivery)
- Is the timing of the distribution appropriate? If not, what are the main problems?
- Are there arrangements in place to reduce the waiting time for persons who cannot stand in queues for long periods? ie. older persons, persons with disabilities and pregnant & lactating women
- Is the crowd control system efficient? Have there ever been incidents/ disturbances?
- Is the distribution staff trained to interact with children and vulnerable persons?
- Has there been a significant change in the percentage of women or children collecting food? If so, is it increasing or decreasing?
- Is beneficiary data disaggregated by sex, age and diversity?
- Are spouses (wives) also mentioned on the ration card?
- Is the ration size/ assistance size appropriate to transport with no additional physical or financial burden?
- Are there any security risks associated with transporting items back to homes? Has anyone been hassled, including physically or sexually?
- If beneficiaries experience problems during distribution or have suggestions, is there a mechanism to report? (eg. feedback pamphlets in kits, suggestion boxes at distribution sites, staff focal points)
- Is the affected population involved in beneficiary mapping and the distribution process?
- Are beneficiaries well informed of the content (quantity, specifications) of the kits and how long it should last? How?
- Does the community feel that everyone is properly informed about the location and timing of the distribution, who is eligible to receive the assistance?
- Does the distribution system create or increase protection risks? Are there persons/groups at the distribution point who may create risks (eg. armed actors, criminals)?

Food Security and Livelihoods

- How is food distributed within the home between women, girls, boys and men of different ages?
- Who within the household has control over resources? Does this impact on access to food and feeding habits?
- Has the conflict caused any change in the roles and responsibility in securing food for the family?
- Are there any barriers/obstacles for women and children heading households or marginalised groups in accessing food or livelihood programs?
- Does the food basket meet the specific needs of older persons, chronically ill, pregnant, and lactating women?
- What are the coping mechanisms of the population when faced with food shortages? Do these put women, men, boys or girls at risk? (eg. exploitative or hazardous child labour, survival sex, child recruitment, early/forced marriages)
- Do women, women and child headed households participate in food/cash for work and vocational training programs? If not, why?
- Is cash-based assistance being offered to the most vulnerable groups to prevent them resorting to negative coping strategies?
- Can participants of livelihoods programmes safely access production and market sites?
- Have women been consulted in the design of cash for work and vocational training interventions?
- Does the provision of livelihoods programs increase or create protection risks? (eg. sexual exploitation, harassment, child neglect, school drop-out of youths)
- Are children engaging in hazardous forms of child labour? If so, what types and is this affecting more girls or boys? (e.g. petrol refining, ration collection, construction projects, agricultural work, transport)

Health

- Are women, men, girls and boys of different ages and ethnicity able to access health services safely? If not, why not?
- What are the main obstacles for women / girls /older persons / persons with disabilities in accessing health facilities? (e.g. distance, cost, lack of female staff, cultural restrictions, mobility restrictions, lack of specialised services...)
- What distances will people travel for services other than primary health care? (e.g. emergency obstetrics care, trauma surgery) Is there a risk involved in the travel? Do people otherwise seek alternative forms of treatment? (e.g. traditional healers, local midwives)
- Are some groups affected more than others with health problems requiring medical treatment?
- Are mechanisms in place to provide health assistance to persons who have difficulty accessing the health facilities? (eg. ambulance, mobile teams, transportation services)
- Is data on patient and health staff disaggregated by age, sex and diversity?
- Are systems in place to protect confidential patient information?
- Are the examination rooms separate from the waiting areas?
- Do health facilities have spaces where persons can be examined and consulted in privacy? Does the health staff respect the confidentiality of patients?
- Is there a presence of female health staff in the facility? What is the ratio? Is it sufficient?
- What medications, equipment or tools are needed to treat persons with special needs? (eg. assistive devices, wheelchairs, artificial limbs)
- Are reproductive health services available?
- Are there specialised services and is the facility adapted for persons with disabilities? (eg. assistive devices, railings, wheelchair accessibility)
- Are there specialised services and staff for mental health and psychosocial support available at public health facilities?
- Are there specialised, age-appropriate services for survivors of landmines and ERWs?
- Are there any obstacles faced by GBV survivors in accessing appropriate healthcare?
- Do affected populations face HIV/AIDS and Sexually Transmitted Infections [STIs]-related protection risks? Are cases referred safely and with confidentiality to appropriate HIV services?
- Are health-service providers able and trained to detect and refer protection cases? Is there a system to refer and report protection-related cases?
- Have children, women and persons with disabilities participated in making suggestions for improving access and quality of health facilities for the displaced population?
- What mechanisms are available to beneficiaries of health assistance to provide feedback or make complaints?

Shelter and NFIs

- Does available accommodation allow for family unity and privacy for women and girls?
- Does available accommodation take into account the circumstances of persons with disabilities?
- Does the location of shelter projects create or increase any protection risks? (eg. community tensions, looting, pillaging, child recruitment, GBV)
- Are there any protection risks associated with shelter arrangements in the area? (eg. exposure to risk of fire, live wire, lack of electricity/lighting, lack of privacy)
- How does women's access to and control over shelter materials, fuel, non-food items and tents compare with men's?
- Is it particularly difficult for some segments of the population to find / rent accommodation or benefit from a shelter project? If so, for whom? (e.g. single women, women heading households, children heading households, unaccompanied older persons, ethnic/religious minorities....)
- What are the main concerns for vulnerable groups relating to housing? (e.g. overcrowding/ privacy; security; lack of water and sanitation; lack of cooking facilities and utensils; cost of rent; relation with or attitude of the landlord; lack of adapted infrastructure)
- Do evictions of IDPs occur? What are the causes? Which vulnerable groups are particularly affected?
- What is the most effective means to distribute tents and NFIs?
- Do families prefer to be sheltered in large tents or small neighbouring tents?
- Have all groups within the community been involved in decision-making processes regarding shelter and NFI?
- Do NFI kits include suitable items to cover the specific needs of women, girls, older persons (e.g. sanitary pads, adult diapers, appropriate clothing)? If not, what is missing?

WASH

- Are water points safe for women and children?
- Is access to water equal for everyone or do some groups face difficult accessing the water sources?
- What are people's coping strategy when there is a shortage of water? Does such a coping mechanism expose persons to additional risk?
- Is the practice of water collection exposing children to hazardous / heavy labour? Is the practice of water collection having an impact on children's attendance at school?
- Are separate sanitation facilities accessible to women and girls?
- Do women and girls feel that the sanitation facilities provide sufficient privacy? If not, what is the problem? (e.g. distance from male facilities; too few facilities; distance from common areas; lack of lighting; design; not lockable...)
- Do women and girls consider the washing and sanitation facilities and access to the facilities sufficiently lit at night?
- Do women and girls feel safe when they use latrines and sanitation facilities? If not what types of problems do they encounter/ report?
- Are latrines safe for children? Have there been any safety incidents involving children?
- Are sanitation facilities accessible for older persons and persons with disabilities?
- Are cleaning materials for public sanitation facilities safely stored with clear instructions on usage in Arabic?
- Have women /children/ older persons/ persons with disability been consulted on the location, design and type of wash facilities?
- Do hygiene kits include items for persons with specific needs? (sanitary napkins; adult and baby diapers)? Are there any suggestions for improving the quality of hygiene kits for women and girls and older persons?

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